



ENG 100: Introduction to College Reading and Writing

COURSE SYLLABUS: Fall 2012

Instructor: Susie Warley
Office Location: HL 126
Office Hours: T, 10:00A-1:00P or by appt.
Office Fax: 903.886.5980
Email address: susie.warley@verizon.net

PLEASE NOTE: This is a common syllabus used by all graduate students teaching sections of this course.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required:

Ede, Lisa. *The Academic Writer: A Brief Guide* (ISBN 978-0-312-45192-9)

Additional Materials and Equipment:

1. Notebook (Journal)
2. Writing paper
3. Pens, pencils, highlighters
4. Printer and paper. You'll print approximately 100 pages for this class.

Course Description

ENG 100 is a lab course designed to support you in the successful completion of ENG 1301. In these sessions, you'll work in small groups and with the instructor to strengthen the drafts you're writing in ENG 1301. You'll share the writing experience, gain a better understanding of the writing process,

and work individually on the challenges you may face when composing academic texts. Through regular reading, you'll improve your skills in writing and your understanding of the writing process. Our course will culminate in a final essay project designed exclusively for this class. This course represents 30% of your final grade in ENG 1301. All formal assignments (essays written outside of class) must be in compliance with MLA-style guidelines. (Refer to *Ede*, p. 348-80)

Student Learning Outcomes

Students will be able to:

- Use rhetorical terminology to describe writing.
- Identify instances of *plagiarism* and explain why it is a serious offense in academic writing.
- Interpret texts written for academic audiences.
- Use academic writing conventions in their own writing.

COURSE REQUIREMENTS

Instructional Methods, Activities, and Assessments

Feedback Lab Sessions (15% of final grade)

You should always arrive to class with copies of your current writing assignment in ENG 1301 (one copy per group member). In these sessions, you'll talk about your own writing and the writing of others as we workshop papers. Through reflection and thoughtful response, you'll help one another in the drafting and revising processes, and develop writing routines and strategies to improve the quality of your own writing. With these shared goals in mind, you should arrive to class on time and ready to contribute enthusiastically, intellectually, and productively to our discussions. Because of the personal nature of writing, I expect you to be respectful and diplomatic at all times when evaluating the work of others.

Writing Center Visits (30% of final grade)

You are required to make a minimum of six (6) Writing Center (WC) visits for this class. Each visit represents 5% of your final grade.

Deadlines dates for these WC visits have been incorporated into the Assignment Schedule. You must adhere to this schedule to guarantee that you receive credit for your visits.

Be sure to ask for a “proof sheet” for any Writing Center visits !!

The WC is located in the Hall of Languages and is open during the following hours:

M, W, R	9:00A – 3:00P
T	9:00A – 2:00P
R	9:00A – 1:00P

Also, the WC offers an Online Writing Lab, which can be accessed by sending an email to: writing.TAMUC@gmail.com.

The WC is a helpful tool for success. For this reason, I encourage you to make use of this valuable resource. If you need help generating ideas, developing a thesis, organizing the content, and clarifying any formatting issues you might have, the WC is the place to be. The tutors in the WC will be especially useful when you write your final “Self Assessment Paper” toward the end of the semester. (See “Guidelines for Meeting with a Writing Tutor, *Ede*, p. 339)

Journal (25% of final grade)

Bring your Journal (notebook) to class every day to record your thoughts, ideas, and observations on the readings and your writing experience. You will also use the Journal to document your responses to class prompts and discussions. The beauty of this Journal is that it’s a “free” space that allows you to be creative without worrying about grammatical issues—and it will provide you with a visual that allows you to look back and “see” how much you’ve grown as a writer during the semester.

Important Note: You will *need* this Journal when you write the “Self Assessment Paper” at the end of the semester. This essay represents 20% of your final grade in this class.

- I will periodically check your Journal for a grade.
- You will turn in this Journal for a grade at the end of the semester.

Quizzes/Participation (15% of final grade):

Quizzes on class notes and on the readings cannot be made up. For this reason, good attendance is strongly recommended. Participation involves helpful and insightful contributions to class discussions and group activities.

Midterm Conference (10% of final grade)

At midterm, we’ll schedule a time to meet individually to talk about your progress and any difficulties you’re experiencing. You’re to bring your Journal and your current WA in ENG 1301. You’ll summarize the key points from your Journal and we’ll talk about your growth as a writer. **You must attend this meeting.**

FINAL LAB ASSIGNMENT— **Self Assessment Paper** (20% of final grade)

This reflective essay is your final writing assignment in ENG 100. It is NOT one of the regular writing assignments for your ENG 1301 class. In this essay, you’ll provide a detailed account of your writing journey throughout the semester. You’ll cite passages from your **Journal** and your essays that illuminate your development as a writer, both in this class and in ENG 1301. You’ll quote your peers, your teachers, and your writing tutors. You’ll explain your writing habits and elaborate on how they’ve evolved over the semester. You’ll describe the methods and strategies you’ve implemented to help you overcome any difficulties you’ve experienced with your writing. You’ll also share your thoughts and feelings about your writing and about your progress as a writer. Essentially, your essay will represent a “documentary” of your writing journey and your growth as a writer.

Length requirement: eight (8) pages in MLA style format (see *Ede*, p. 348).

Grading: To ensure that you know ahead of time the criteria by which this essay will be evaluated, a grading rubric will be provided to you before you begin working on this project.

Grade Calculation:

Your lab grade for this class (ENG 100) will be calculated using the following criteria:

Participation/Quizzes	15 %
Writing Center Visits	30 %
Journal	25 %
Midterm Conference	10 %
Self Assessment Paper	20 %

Your grade for this lab class will count toward 30% of your grade in ENG 1301.

Due Dates for WA Assignments

If you miss class on the day a WA assignment is due, you must email the assignment to me by **12:00 midnight on the specified due date**. Late WA assignments will not be accepted.

I will confirm receipt of your assignment within eight hours. However, if you do not receive an email confirmation from me within that time frame, it is YOUR responsibility to follow up and resend the assignment to me. I strongly advise that you not wait until the “eleventh hour” to email an assignment to me, since it will be considered “Late” if the email is not transmitted to me before the midnight deadline.

Late Work Policy—Self Assessment Paper only: The late policy on the final Self Assessment paper you write for this lab class (Due Dec. 5) is as follows:

For each CALENDAR DAY late, your grade on the assignment will be dropped one letter grade. Assignments more than three (3) calendar days late will not be accepted. If you have extenuating circumstances, let me know **in advance**. Extensions cannot be granted *after* the fact.

- No extensions will be granted for missed Writing Center deadlines.

TECHNOLOGY REQUIREMENTS

To successfully complete this course, you will need the following:

- A valid, working email address that you check every day
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer

ACCESS AND NAVIGATION

Some texts for this course may exist exclusively online, so it is essential you have Internet access.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact me directly with any questions or concerns you may have regarding this course. My preference is via email or in-person during my regular office hours (refer to the first page of this syllabus for my information). Please note that I am not sanctioned by the university to discuss grades in emails.

Grievance Procedure:

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Director of the Writing Program, Dr. Tabetha Adkins. Her e-mail address is: Tabetha.Adkins@tamuc.edu

Please see this site for more information on the grievance procedures:

<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance Policy

4 absences	No penalty
5+ absences	Student's grade will drop by one letter grade
7 absences	Student cannot pass the course

What constitutes an absence?

Answer: When a student is absent from class—or when a student is tardy or leaves class early, before I have dismissed the class.

- There is no such thing as “partial attendance.” Students are either present for the entire class or they are absent.
- If you miss class, it is your responsibility to get the notes from a classmate.
- It is also your responsibility to stay current on the coursework as delineated in the “Schedule of Assignments.”
- Do not email me with questions about what you missed in class.
- Note that **quizzes cannot be made up.**

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

Plagiarism and collusion are forms of cheating and stealing. If you have any questions concerning the use of a specific source, always ask me. Your instructors *want* you to avoid plagiarism, and we're here to help you do so. I encourage you to take advantage of this support to avoid the consequences of plagiarism.

Collusion involves the representation of another student's work for one's own. This act, too, should be avoided. A student who is guilty of academic dishonesty (plagiarism, collusion, or cheating) can expect to fail the assignment in question or the entire course, depending on the nature of the incident.

University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved (e.g., athletics), please see me after class on the first day we meet.

University Specific Procedures

On Behalf of Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
<http://web.tamu-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/>

Classroom Protocol:

Cell phones, iPods, laptops, and other devices are to be set to “silent” and put away out of sight during class.

Students are expected to follow the tenets of common decency and acceptable behavior that are conducive to a positive learning environment.

(Code of Student Conduct from Student Guide Handbook)

ENG 100: ASSIGNMENT SCHEDULE—FALL 2012

This assignment schedule may be adjusted during the semester. Any changes to this schedule will be announced in class.

You should arrive to class having read the homework assignment for that day. On the weekends, be sure you've read the "Weekend HW" assignment (if there is one) and you should also use this time to work on your current writing assignment in ENG 1301. Quizzes will be given on class notes and on the readings. These quizzes cannot be made up. You should always arrive to class with your textbook, Journal, and copies of your current WA.

Week 1 Aug. 27/29	<p>M: Entering the Conversation Syllabus: goals and expectations Introduction: writing and language; terminology; workshopping HW—Read for Wednesday: "Academic Writing: The Process," <i>Ede</i>, p. 20-29; "Finding a Community" and "Guidelines for Group Work," p. 33-6</p> <p>W: "You say, I say...Is Everything an Argument?" In class: "Becoming a Strong Reader," <i>Ede</i>, p. 254-7; "Analyzing Rhetorical Situations," p. 38-42; Aristotle's Three Appeals," p. 51-9;; Journal entry #1 <i>Word Weaver:</i> The Sentence</p> <p>Weekend HW for Monday:</p> <ul style="list-style-type: none">• Study for Quiz• Read: "For Argument's Sake," <i>Ede</i>, p. 60-1; "Establishing a Working Thesis," p. 290-1; "Mastering the Essential Moves...", p. 123-137; "Using a Thesis Statement," p. 299• Work on WA1 (if it's been assigned)
Week 2 Sept. 3/5	<p>M: HOLIDAY—No Class W: Brainstorming Opening Moves...What's my claim (argument)? What's my thesis?</p> <ul style="list-style-type: none">• Quiz over notes and readings; Journal entry #2 <p>In class: "Strategies for Invention," <i>Ede</i>, p. 273-84 <i>Word Weaver:</i> Subject-Verb Harmony/Pronouns Brainstorming the Process...How do I put my ideas together?</p> <p>➤ DUE: 1st Draft WA 1 (to me) DUE—by Friday: <i>Writing Center Visit #1</i></p> <p>Weekend HW for Monday:</p> <ul style="list-style-type: none">• Study for Quiz• Read for Monday, "formulating a Workable Plan, <i>Ede</i>, p. 292-301, "Daniel" (one student's writing process), p. 137-53• Work on WA1
Week 3 Sept. 10/12	<p>M: Body-building—Brainstorming the body of my essay...How do I strengthen my central claim (argument)? What supporting details should I add? Should I elaborate on my ideas?</p> <p>➤ DUE: 2nd Draft WA 1 (to me)</p> <ul style="list-style-type: none">• Quiz over notes and readings; Journal entry #3 <p>In class: "Making and Supporting Claims," <i>Ede</i>, 115-22; "Using Toulmin's Framework," p. 95-7 HW—Read for Wednesday: "Analyzing Texts...Your Audience," <i>Ede</i>, p. 75-79; "Recognizing Fallacies," p. 98-100</p> <p>W: The Audience-Argument-Analysis Connection...Who's my audience? <i>Word Weaver:</i> Usage—Why words matter, why place matters</p> <p>Weekend HW for Monday:</p> <ul style="list-style-type: none">• Read for Monday: "Strategies for Revision," <i>Ede</i>, p. 321-25; Work on WA1

Week 4
Sept. 17/19

M: Re-visioning for **Content and Clarity**—How’s my analysis? Is my argument compelling?

DUE: Final Draft WA1 (to me)

- Quiz over notes and readings

In class: “A Separate Education,” *Ede*, p. 47; **Journal entry #4**

W: Re-visioning for Clarity—What am I saying? Am I saying it clearly?

Word Weaver: Usage—Why words matter, why place matters (cont’d)

Journal entry #5

DUE—by Friday: *Writing Center Visit #2*

Weekend HW for Monday:

- Study for Quiz
- Work on WA2

Week 5
Sept. 24 /26

M: Re-visioning for **Cohesion and Unity**—How’s my presentation? Is it logical...easy to follow?

- Quiz over notes and readings

In class: “Achieving Coherence,” *Ede*, p. 341-343; **Journal entry #6**

Word Weaver: Combining Sentences—Using conjunctions, creating variety

W: Re-visioning for Conciseness and Precision—Blah, blah, blah...lose the fluff!!

➤ **DUE:** 1st Draft WA 2 (to me)

- Writing: Avoiding Redundancy; Achieving Variety; **Journal entry #7**

Weekend HW for Monday:

- Work on WA2
- Read: “Revising for Effective Prose Style,” *Ede*, p. 343-45

Week 6
Oct.
1/3

M: Re-visioning for **Content and Clarity** (again!)—How’s my analysis? Is my argument stronger now?

➤ **DUE:** 2nd Draft WA 2 (to me) ; **Journal entry #8**

Word Weaver: Combining Sentences—Linking Elements, Signifiers, and Introductory Clauses

W: Re-visioning for Style—Does my essay have pizzazz? Is it captivating? **Journal entry #9**

Weekend HW for Monday: Work on WA2

Week 7
Oct. 8/10

M: Schedule conferences for next week.

➤ **DUE:** 3rd Draft WA2 (to me); **Journal entry #9**

W: Re-visioning for Polished Prose—Is my writing artful...polished and perfected?

Word Weaver: Parallelism and Pizzazz

DUE—by Friday: *Writing Center Visit #3*

Weekend HW for Monday: Work on WA3

Week 8
Oct. 15-18

CONFERENCES ~ No regular class meetings ~



Bring with you a draft of **WA3** and your writing **Journal** for this class.

Week 9
Oct. 22 /24

M: Adding the Finishing Touches—Is my essay ‘turn-in’ perfect?

➤ **DUE:** Final Draft WA3 (to me); **Journal entry #10**

W: Adding the Finishing Touches

Word Weaver: Misplaced/Dangling Modifiers; **Journal entry #11**

DUE—by Friday: *Writing Center Visit #4*

Weekend HW for Monday: Work on WA4

Week 10
Oct. 29/31

M: Workshop Papers
W: Re-Visioning for **Content and Clarity**
➤ **DUE**: 1st Draft WA4 Showcase Piece for ENG 1301 (to me)
Word Weaver: Why precision matters
Weekend HW for Monday: Work on WA4

Week 11
Nov. 5/7

M: Workshop Papers
➤ **DUE**: 2st Draft WA4-Showcase Piece for ENG 1301 (to me)
Word Weaver: Reinforcement
W: Re-visioning for **Cohesion and Unity**; *Journal entry #12*
DUE—by Friday: *Writing Center Visit #5*
Weekend HW for Monday: Work on WA4

Week 12
Nov. 12/15

M: Assign Self Assessment Paper (ENG 100)
➤ **DUE Monday**: 3rd Draft WA4-Showcase Piece for ENG 1301 (to me)
Word Weaver: Reinforcement
HW: Begin drafting Self Assessment Paper for ENG 100
W: Re-Visioning for **Conciseness and Precision**; *Journal entry #13*
➤ **DUE**: 1st Draft Self Assessment Paper for ENG 100 (to me)
Weekend HW for Monday: Work on WA4 (ENG 1301) and Self Assessment Paper (ENG 100)

Week 13

Nov.
19/21

M: Workshop Papers
➤ **DUE**: Final Draft WA 4—Showcase Piece for ENG 1301 (to me); *Journal entry #14*
Word Weaver: Reinforcement
W: Workshop Papers
➤ **DUE**: 2nd Draft Self Assessment Paper for ENG 100 (to me)

~**THANKSGIVING HOLIDAY**~
University closes at noon on Wednesday, Nov. 21

Weekend HW: Work on Final WA4 (ENG 1301) and Final Assessment paper (ENG 100)

Week 14
Nov. 26/28

M: Workshop Papers
➤ **DUE**: 3rd Draft Self Assessment Paper for ENG 100 (to me); *Journal entry #15*
W: Workshop Papers
Word Weaver: Reinforcement
DUE—by Friday: *Writing Center Visit #6*

Week 15
Dec. 3/5

M: Workshop Final Assessment Paper
W: End-of-Course “Wrap-up” session
➤ **DUE Wednesday (to me)**

- **Final Self-Assessment Paper** (to me by 12:00 midnight on Wednesday, Dec. 5)
- **Journal** (to me by 1:00 PM on Wednesday Dec. 5)

Week 16
Dec. 8-16

FINALS—No formal Final Exam in this class.