



**ENG 100: Introduction to College Reading and Writing
COURSE SYLLABUS: Fall 2011**

Instructor: Vince Liberato

Office Location: Writing Center, HL 103

University Email Address: pliberato@leomail.tamuc.edu

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(s) Required:

1. Ede, Lisa. *The Academic Writer: A Brief Guide* 978-0-312-45192-9
2. A notebook (your choice) that will serve as your Dialogue Journal
3. A college level dictionary
4. Writing paper
5. Pens/pencils/highlighters
6. Access to a printer- you'll print approximately 100 pages for this class throughout the semester.

Course Description:

This course is designed to support you in successfully completing your ENG 1301 class. You'll work with your small groups and ENG 100 instructor to strengthen your drafts for ENG 1301, better understand your writing process, and work individually on the challenges you may face when writing academic texts.

Student Learning Outcomes:

Students who are successful in ENG 100 will leave the course have fully developed:

1. an understanding of the importance of using multiple drafts to manage the complexities of writing
2. an ability to shape essays and frame arguments in effective and convincing ways for particular audiences and particular purposes
3. an understanding of (and appreciation for) some of the many methods and purposes of revision
4. an effective writing process that is flexible enough to address different writing situations and individualized enough to draw on what we already know well

5. an ability to read critically (both your own texts and the texts of others) in ways most appropriate for rhetorical contexts like those most often required of college-level writers

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Feedback Sessions:

Be prepared to talk about your own writing and the writing of others in the group as we workshop papers. You will share drafts of your writing with other readers, they will respond. We will frequently workshop your papers and you should always be prepared to participate by contributing enthusiastically, knowledgably, and productively to all discussions. The purpose for the workshop sessions is to help you develop habits of reflection and effective ways to “see” others’ work in order to help them revise it, even as you learn to revise your own work with the same strategies. You will respond regularly, respectfully, and diplomatically, to the work of other members of your group through workshopping papers. Peer review will make up the majority of our workshops. If you do not show up for your peer review session, or you are unprepared, you will lose points from your overall grade.

Writing Center Visits:

You are required to make a minimum of **6** Writing Center visits for this class. These visits will come out to 10% of your final grade. That means, if you do not take advantage of the WC for this class, you will be unable to make an A.

The WC is a useful and effective tool for you. If you need help generating ideas, assessing concerns, or getting feedback with your writing, revision, formatting, etc., the WC is the place to go for help. The tutors in the WC can help with writing in any course, not just English classes. Assistance with brainstorming, writing, revision, documentation, and formatting is available in Hall of Languages room 103. Be sure to ask for a “proof sheet” for any Writing Center visits!

Writer’s Journals:

Bring a notebook (spiral or composition book) every day to record your observations, thoughts, and ideas based on your English 100 *workshop* readings and writings. You will also write responses to class prompts and discussions. The Writer’s Journal is required for this class and will serve as a space for you to be creative without worrying about grammatical issues. If doodling or other forms of creative writing help you generate ideas, go for it! But artistic effort alone will not take the place of clear, concise, organized, thoughtful writing. The journal allows you to see your growth as a writer over the semester, and you will need to use the information from your journal to craft your Critical Reflections for your English 100 portfolio.

You will also be required to produce at least three journal entries outside of class per week. These journal entries can be handwritten in your notebook, or they can be produced online, with a blogging platform like Blogger, Tumblr, or Wordpress. A minimum of 200 words is required for these journal entries. Does that sound like a lot? Don't worry! It's not! It's not even a full page. Write about your readings. Write about your writing. Write about what we discussed in class. The best way to become a better writer is to *just keep writing*. If at any time you need prompts, ideas, or a place to start, please check our Lab Blog, found at:

<http://tamuc-writinglab.blogspot.com>

I will be checking your progress on the journals at random. If for some reason you have not kept up with or completed your journal entries, points will come off of your participation grade, which accounts for 10% of the overall Lab score.

Midterm Conferences:

At midterm you will summarize the key points from your journal and present them to me in an individual conference. **You must attend this meeting.** It is designed to give us a chance to talk about your progress.

Critical Reflection:

This Critical Reflection is your final writing assignment for English 100. **This is NOT one of the regular writing assignments for your ENG 1301 class.** In this essay, you will be expected to describe your revision processes, tell how those have changed and evolved over the semester, and cite your own writings as examples of that progress. You should be prepared to quote from your readings, your papers, your teacher, your tutor sessions, and your dialogue journal, and you will include this reflective essay in your final portfolio. Your *writer's group* will support the development and revision of this essay at various stages throughout the semester. Length requirement on this essay is a minimum of 8 full pages, double spaced, MLA format.

Grading

Your grade for this course will be determined by a number of factors. The first is, perhaps, the most obvious. You must write the above essays and submit them on time. Do a good job with these, make good use of the feedback provided (by your instructor, by your classmates during peer review, by tutors in the writing center) and revise effectively, keep up with the readings, involve yourself in all the in-class and online discussions, and otherwise take every minute of this seriously, and you should do well in this course.

Grade Calculation:

Your grade will be calculated using the following criteria:

Daily quizzes:	25%
----------------	-----

Writing Center visits:	10%
Workshop responses/ participation:	10%
Mid-term conference:	20%
Critical Reflection:	35%

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

TECHNOLOGY REQUIREMENTS

You will need:

- A valid, working email address that you check often (everyday)
- Regular internet access (additional readings available online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed, and you will print approximately 100 pages for this class.)

ACCESS AND NAVIGATION

Some texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: cphifer@leo.tamu-commerce.edu. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

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@tamu-commerce.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

Attendance will be recorded by Quiz. Quizzes will be given in the first 20 minutes of class, over what was discussed in the last class. If you miss a quiz, you may not make it up. If you come into class after the quiz has begun, you have missed the quiz. Quizzes account for 25% of your grade, so come to class, be on time, and pay close attention to the review.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. 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])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

On 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--athletics, etc.--please see your instructor after class on the first day.

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
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc.

Week one:

- Intro to *workshop/syllabus/expectations*
- What do I expect out of this class?
- Read for next meeting: Ede (21-35) – “Understanding the Writing Process”

Week two:

- Quiz over readings
- Dialogue Journal: Discussion
- Read for next meeting: Ede (44-49; 61 green box) – “Analyzing Rhetorical Situations”
- Writing Center Visit #1 Due by Friday

Week three:

First draft WA 1 due to me

- Quiz over readings
- Dialogue Journal: Discussion
- Workshop papers
- Read for next meeting: Ede (117-124) - “Making and Supporting Claims”
- Writing Center Visit #2 Due by Friday

Week four:

Final Draft WA 1 due to me

- Quiz over readings
- Dialogue Journal: Discussion
- Read for next meeting: Ede (124-128) – Begin at “Developing a Working Thesis”

Week five:

- Quiz over readings
- Dialogue Journal: Discussion
- Workshop papers: Brainstorming for WA2
- Read for next meeting: Ede (235-248) – “Strategies for invention”

Week six:

WA 2 First Draft due to me

- Quiz over readings
- Dialogue Journal: Discussion
- Workshop papers
- Read for next meeting: Ede (250-263) – “Strategies for Planning and Drafting”
- Writing Center Visit #3 due by Friday

Week seven:

Final draft of WA2 due to me

- Quiz over readings
- Dialogue Journal: Discussion
- Read for next meeting: Ede (280-290) – “Strategies for Revision”

Week eight:

Mid Term Conferences--no regular class meetings this week.

Week nine:

- Brainstorm for WA 3
- Work on Critical Reflections
- Writing Center Visit #4 Due by Friday

Week ten:

First draft of WA 3 due to me

- Workshop papers
- Work on final Reflections
- Read for next meeting: Ede (290-304) – Begin at “Case Study: A Student Writer’s Revisions”

Week eleven:

Final draft of WA 3 due to me

- Workshop papers
- Work on Final Reflections

Week twelve:

First Draft of Critical Reflection Due to me

- Workshop papers
- Work on Critical Reflections
- Writing Center Visit #5 Due by Friday

Week thirteen:

No Class. Thanksgiving.

Week fourteen

- Workshop papers
- Work on final Reflections
- Writing Center Visit #6 Due by Friday

Week fifteen:

- Workshop papers

Turn in Critical Reflections