



**ENG 100: Introduction to College Reading and Writing
COURSE SYLLABUS: Spring 2013**

Instructor: Sean Ferrier-Watson

Office Location: Writing Center

Office Hours: MW 1-4PM; TR 1-4PM

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| COURSE INFORMATION |
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Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. Ede, Lisa. *The Academic Writer: A Brief Guide* 978-0-312-45192-9
2. King, Stephen. *On Writing: A Memoir of the Craft* 0-671-02425-6
3. Williams, Bronwyn. "Hereos, Rebels, and Victims: Student Identities in Literacy Narratives." *Journal of Adolescent and Adult Literacy* 47.4 (2004): 342-345. Available <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 books

Material(s) Required:

1. Regular access to a *computer* with internet and email capabilities
2. Three-ringed binder, paper, and writing utensils

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. You will also work on your reading skills in this class.

Student Learning Outcomes- From THECB:

Students will be able to:

1. Locate explicit textual information, draw complex inferences, and analyze and evaluate the

information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in speaking, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

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| COURSE REQUIREMENTS |
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Instructional / Methods / Activities Assessments

Participation/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. Workshops will be conducted every Friday and papers will be reviewed on a rotating schedule. Students must bring in drafts of their 1301 papers for these workshops. See our class schedule for details.

Journals:

The journal is way for you to practice free writing on a weekly basis. Each entry should reflect your thoughts on a writing or reading activity done during the week. These entries

may be typed or handwritten. I will collect journal entries at the end of the week. They should be roughly 250 words (one page) long. These entries should then be stored in a three-ringed binder. It is the student's responsibility to keep up with and maintain the binder. Returned quizzes should also be kept in the binder as well.

Conferences:

These one-on-one conferences will be scheduled between the instructor and student. ENG 100 instructors are required to hold conferences at least three times during the semester: once early in the semester (around the end of week 3), another around midterm, and the last near the end of the semester.

Writing Memoir:

In this class, you read Stephen King's memoir of his writing. For the final project of this class, you will write your own writing memoir. Obviously you will be very creative in this document while also utilizing strategies you have learned in this class and ENG 1301, but there are also some required elements of this text. You must include a section that talks about your writing process this semester and what steps you took to improve your papers for ENG 1301. You should use a lot of detail (like King does) and describe your process as thoroughly as possible. Quote the feedback you received for your ENG 1301 and 100 teachers, feedback from peers, feedback from the Writing Center, and other resources you employed to become a better writer this semester. This paper challenges you to examine your improvement as a writer this semester, but also to look back at past experiences with writing to see how those experiences shaped who you are as a writer today. Be sure to critically examine the way you are describing yourself in this memoir—Bronwyn Williams' article will help you critically analyze the metaphors you create in this text.

Reading Quiz/Homework:

Reading quizzes over *On Writing* will be given at the start of class every Monday. These reading quizzes will consist of three to five questions over the reading assigned for a particularly class day. See the schedule below for reading assignments. Homework will also be issue sporadically throughout the semester.

Grade Calculation:

Your lab grade will be calculated using the following criteria:

Participation 15%
Journals 20%
Conferences 15%
Writing Memoir 30%
Quiz/Homework 20%

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

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| TECHNOLOGY REQUIREMENTS |
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You will need (as stated earlier):

- 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. I do not accept email attachments on any writing assignments.)
- some instructors of ENG 100 may chose to utilize an eCollege course shell.

ACCESS AND NAVIGATION

Some texts for this course may 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: **seanwatson08@yahoo.com**. 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. Tabettha Adkins. Her e-mail address is Tabetha.Adkins@tamuc.edu (Tabetha dot Adkins at tamuc dot edu).

Please see this site for more information on the grievance procedures: <http://web.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Class Disruption Policy

Disruptions will not be tolerated in my class. Cell-phones, laptop computers, audio/music devices, and any other technological device that does not pertain to the lesson will be prohibited in my classroom. If the device is used as a note taking instrument or as a way of performing class activities, I will grant an exception to this policy. Newspapers, magazines, and any other material not pertaining to the subject at hand may also constitute a violation of this policy. Anyone in violation of this policy may be asked to leave class and counted absent for the day.

Attendance Policy

Attendance is mandatory. If a student misses more than three class sessions, a deduction will be applied to the student's participation grade. Missing more than six classes will result in a failing grade. Absences are considered to be unauthorized unless due to university sanctioned events. The student must present proof of university sanction before a waiver will be issued. If, through a misfortune, a student should arrive after the instructor has recorded absences, it is the student's responsibility to talk with the instructor immediately after class in order to discuss changing the unauthorized absence to a tardy. Excessive lateness can result in an absence. There will be no make up for missed assignments, but the instructor may allow for extra daily assignments for students with authorized absences. Students who leave earlier or who are asked to leave will receive an absence for the day.

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])

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*).

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| COURSE OUTLINE / CALENDAR |
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Weekly Schedule:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc. The class week is divided into three sections: Monday, reading; Wednesday, writing; and Friday, 1301 workshop. The following textbooks will be used on those class days, with the corresponding books for readings:

Mondays: King's *On Writing*

Wednesdays: Ede's *The Academic Writer*

Fridays: WAs, 1301 syllabus, and *Writing About Writing*

Week One

Monday, January 14

- Class Introductions
- Syllabus Review and Course Requirements
- Homework: email the instructor your goals for the class

Wednesday, January 16

- Correspondence Exercise
- Homework: bring 1301 syllabus on Friday

Friday, January 18

- Impressions of ENG 1301 & Review of due dates

Week Two

Monday, January 21

- Holiday! No class.

Wednesday, January 23

- Understanding the rhetorical situation

- Read “Rethinking Writing,” pp. 1-19

Friday, January 25

- First journal entry due
- Bring prompt of WA1 for 1301

Week Three

Monday, January 28

- *On Writing*, Sections 1-20, pp.vi-58
- First reading quiz

Wednesday, January 30

- Creating titles & writing introductions
- “Strategies for Invention,” pp. 273-287

Friday, February 1

- Journal entry 2
- Write draft of intro for WA1

Week Four

Monday, February 4

- **Student Conferences: meet for appointments during class time**

Wednesday, February 6

- Writing the body & conclusion
- “Analyzing Texts and Contexts,” pp. 75-113

Friday, February 8

- Journal entry 3
- 1301 workshops

Week Five

Monday, February 11

- Sections 21-38, pp. 58-101
- Reading quiz

Wednesday, February 13

- “Free Writing,” Peter Elbow (copy or link provided)
- Free writing activity

Friday, February 15

- Journal entry 4
- 1301 workshops

Week Six

Monday, February 18

- “What Writing is,” pp. 103-107
- Reading quiz

Wednesday, February 20

- Punctuation workshop

Friday, February 22

- Journal entry 5
- 1301 workshops

Week Seven

Monday, February 25

- “Toolbox” sections 1-5, pp. 111-137
- Reading quiz

Wednesday, February 27

- Grammar workshop

Friday, March 1

- Journal entry 6
- 1301 workshops

Week Eight

Monday, March 4

- Kate Chopin's "Story of an Hour" (linked on class website)
- Reading quiz

Wednesday, March 6

- **Student Conferences**

Friday, March 8

- Journal entry 7
- 1301 workshop

SPRING BREAK

(March 11-15)

Week Nine

Monday, March 18

- "On Writing," pp. 141-162
- Reading quiz

Wednesday, March 20

- Proofreading workshop
- "Strategies for Revision," pp. 321-346

Friday, March 22

- Journal entry 8
- 1301 workshop

Week Ten

Monday, March 25

- "On Writing," pp. 163-180
- Reading quiz

Wednesday, March 27

- Citation workshop
- "Writers' References," pp. 347-381
- Williams, Bronwyn. "Heroes, Rebels, and Victims: Student Identities in Literacy Narratives." *Journal of Adolescent and Adult Literacy* 47.4 (2004): 342-345. Available: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

Friday, March 29

- Journal entry 9
- 1301 workshop

Week Eleven

Monday, April 1

- "On Writing," pp. 180-200
- Reading quiz

Wednesday, April 3

- Writing workshop

Friday, April 5

- Journal entry 10
- 1301 workshop

Week Twelve

Monday, April 8

- “On Writing,” pp. 200-249
- Reading quiz

Wednesday, April 10

- Writing workshop
- Draft of Memoir due

Friday, April 12

- Journal entry 11
- 1301 workshop

Week Thirteen

Monday, April 15

- “On Living: A Postscript,” pp.253-270
- Reading quiz

Wednesday, April 17

- **Student Conferences**

Friday, April 19

- Journal entry 12
- 1301 workshop: Brainstorming on Showpiece

Week Fourteen

Monday, April 22

- “And Furthermore, Part I,” pp.271-end
- Reading quiz (extra credit)

Wednesday, April 24

- Writing workshop
- **Final Draft of Memoir Due**

Friday, April 26

- Journal entry 13 (extra credit)
- Workshop Showpiece
- **Submit journal binder**

Week Fifteen

Monday, April 29

- John Updike’s “A&P” (linked on class website)
- Reading quiz (extra credit)
- Reading is still required even though the quiz is extra credit

Wednesday, May 1

- Writing workshop

Friday, May 3

- Journal entry 14 (extra credit)
- Workshop Showpiece

Finals Week

No Class.