



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

**Instructor:** Shigehito Menjo

**Office Location:** HL 304

**Office Hours:** 11:00 a.m. – 12:30 p.m. on Tuesday and Thursday or by appointment

**Office Phone:** (903) 468.8725

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**University Email Address:** Shigehito.Menjo@tamuc.edu

**Classroom:** HL 201

**Class time:** Tue/Thu 9:30 a.m. – 10:45 a.m.

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

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

1. Ede, Lisa. *The Academic Writer: A Brief Guide 2<sup>nd</sup> Edition* 9780312603199
2. King, Stephen. *On Writing: A Memoir of the Craft* 9780671024253
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.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 books
5. Notebook(s)

**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.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

**Feedback Lab Sessions: (15% of final grade)**

Be prepared to talk about your own writing and the writing of others for ENG 1301 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 workshoping papers. When you write a draft, please type it with word processors (either Microsoft Word or Pages is fine) and send it to the instructor.

**Journals: (20% of final grade)**

Bring your notebook (Journal) to class *every day* to note 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 so that you 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.

### **Writing Center Visits: (15% of final grade)**

You are required to make a minimum of five (5) Writing Center (WC) visits for this class. Each visit represents 3% of your final grade. Deadlines dates for these WC visits are NOT set up. It is your responsibility to visit the center accordingly. You might want to visit the center before starting to write each Writing Assignment in ENG 1301, or you might want to visit there after writing the first draft of your writing.

Be sure to ask for a “proof sheet” for any Writing Center visits and submit it to me each time when you visit the center. Do not forget to ask a tutor to sign his/her name and date on a “proof sheet.”

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

Mon-Thu: 9 a.m. – 4 p.m.

Fri: 9 a.m. – 1 p.m.

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

### **Quizzes/Participation (10% of final grade)**

Quizzes on class notes and on the readings cannot be made up. Participation involves helpful and insightful contributions to class discussions and group activities.

### **Conferences: (15% of final grade)**

These conferences are face-to-face conferences scheduled between the instructor and student. You will have conferences at least three times during the semester: once early in the semester (by the end of week 3), around midterm, and near the end of the semester.

## **Writing Memoir (25% of final grade):**

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. You will write several drafts for this assignment. This will help you to make it your habit to revise your writing before submitting your final draft.

Length requirement: eight (8) pages in an appropriate 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 will be calculated using the following criteria:

Quizzes/Participation: 10%  
Feedback Lab Sessions: 15%  
Journals: 20%  
Writing Center Visits: 15%  
Conferences: 15%  
Writing Memoir: 25%

Your grade for this class (lab) 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.

## **Late Work Policy—Self Assessment Paper only:**

The late policy on the final Self Assessment paper you write for this lab class (Due May. 2) 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.

## 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.)
- Some instructors of ENG 100 may choose 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: [shigehito.menjo@tamuc.edu](mailto:shigehito.menjo@tamuc.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. Tabettha Adkins. Her e-mail address is [Tabetha.Adkins@tamuc.edu](mailto: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:

#### *Attendance Policy*

- |                     |  |
|---------------------|--|
| 4 absences          | no penalty                                     |
| 5 and 6 absences    | student's final grade will drop by one letter. |
| 7 and more absences | student cannot pass the course.                |

The university has no policy for “excused absences” except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

Instead of taking attendance, we will have a quiz at the beginning on each class to keep attendance. The quiz will ask questions relating to the reading, class discussion or other related topics. This quiz will not be made up.

There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

If you miss class, it is your responsibility to get notes from your classmates. It is also your responsibility to keep tracking your absences and stay current on the coursework or assignments as delineated in the Schedule below.

Excessive tardiness can be penalized as an absence.

### *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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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

### **Tentative Weekly Schedule:**

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

#### **Week one:** Jan. 15, 17

Jan. 15: Introduction/syllabus/expectation

Jan. 17: Quiz, Writing Workshop

#### **Week two:** Jan. 22, 24

Jan. 22: Quiz, Writing Workshop

Jan. 24: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #1 on Jan. 24

#### **Week three:** Jan 29, 31

**Conferences (No regular classes. Instead, the half of the class has the conference on Jan 29 and the rest of them on Jan 31)**

#### **Week four:** Feb. 5, 7

Feb. 5: Quiz, Writing Workshop

Feb. 7: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #2 on Feb 7

#### **Week five:** Feb. 12, 14

Feb. 12: Quiz, Writing Workshop

Feb. 14: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #3 on Feb 14

**Week six:** Feb. 19, 21

Feb. 19: Quiz, Writing Workshop

Feb. 21: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #4 on Feb 21

**Week seven:** Feb 26, 28

Feb. 26: Quiz, Writing Workshop

Feb. 28: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #5 on Feb 28

**Week eight:** Mar. 5, 7

**Conferences (No regular classes. Instead, the half of the class has the conference on Mar 5 and the rest of them on Mar 7)**

**SPRING BREAK:** Mar. 11-15

**Week nine:** Mar. 19, 21

Mar. 19: Quiz, Writing Workshop

Mar. 21: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #6 on Mar 21

**Week ten:** Mar. 26, 28

Mar. 26: Quiz, Writing Workshop

Mar. 28: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #7 on Mar 28

**Week eleven:** Apr. 2, 4

Apr. 2: Quiz, Writing Workshop

Apr. 4: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #8 on Apr 4

**Week twelve:** Apr. 9, 11

Apr. 9: Quiz, Writing Workshop

Apr. 11: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #9 on Apr 11

First draft of Memoir (to me midnight by Apr 11)

**Week thirteen:** Apr. 16, 18

**Conferences (No regular classes. Instead, the half of the class has the conference on Apr 16 and the rest of them on Apr 18)**

**Week fourteen:** Apr. 23, 25

Apr. 23: Quiz, Writing Workshop

Apr. 25: Quiz, Writing Workshop

**Assignment Due**

Journal Entry #10 on Apr 25

**Week fifteen:** Apr. 30, May. 2

Apr. 30: Quiz, Writing Workshop

May. 2: Quiz, Writing Workshop

**Assignment Due**

Final draft of your Self-Assessment paper (to me midnight on May 2)

Journal (to me by noon on May 2)