



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

Instructor: John R. Lewis, Doctoral Teaching Assistant

Office Location: 211

Office Hours: Tues. & Thurs. 2:00-3:45 p.m., Wed. 3:00-4:30 p.m.

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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. 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 (2003): 342-345. Available [http://proxy.tamuc-commerce.edu:10617/docview/216921322/fulltextPDF/13B8AB0E04B298FE093/9?accountid=7083](http://proxy.tamuc.edu:10617/docview/216921322/fulltextPDF/13B8AB0E04B298FE093/9?accountid=7083) (must be logged into the TAMUC library proxy for this link to work)
4. Your ENG 1301 books
5. A notebook (your choice) that will serve as your Journal; writing paper (for quizzes and class work); pens/pencils/highlighters
6. Access to a printer & paper- you'll print many pages for this class throughout the semester
7. A college dictionary book (not only an ap - both are fine). I am not being old-fashioned. Electronic dictionaries are OK for portable use, but to learn a bigger vocabulary (you will need for any chance of career success), it helps to see whole pages of words and definitions. This speeds up vocabulary growth exponentially. (One word at a time would take 1000 years, which you don't have.) OK to keep at home. I won't check this, but it will boost your 1301 grades if you use one.

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.

Additional description (from your instructor):

Your 1301 course is very intensive, so our class (and my) primary focus will be helping you improve in 1301 and get the work done as your 1301 requires. We will do group work and lectures about your WA papers, journals, quizzes, and especially assigned readings and talk about those readings in class discussions. Don't miss readings or classes, because the material we cover will boost your grades in both classes for sure. If you miss, it will have the opposite effect. We will also have three conferences evenly spaced, so consider me your tutor for 1301, and I will be working with the other instructor to further help where needed.

Student Learning Outcomes- From THECB (Texas Higher Education Board):

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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Feedback Sessions (and other Participation described below):

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. We will workshop papers in several different ways. For each writing assignment in your 1301 class, you will submit a draft of your paper to me via email. I will then pick two or three papers for us to workshop in class. You will also bring hard copies of papers to class so you can make edit notes based on the workshopping. I will let you know which way we will be workshopping each paper.

Journals :

Bring a notebook every day to record your observations, thoughts, and ideas based on your English 100 lab readings and writings. You will also write responses to class prompts and discussions. The Journal is required for this class and will serve as a space for you to be creative without worrying about grammatical issues. 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 Writing Memoir paper required for this class (ENG 100) at the end of the semester.

Conferences:

These conferences are one-on-one conferences 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 (by the end of week 3), around midterm, and 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. Be very creative in this writing, also use strategies you have learned in this class and ENG 1301. 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. Use a lot of detail 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 used to become a better writer this semester. Most importantly, examine your improvement as a writer this semester, and compare/analyze your past experiences with writing (go as far back as you can) 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. This Writing Memoir is due immediately after your 1301 final project. Since this may be overwhelming for some, we will break this paper into a few parts, and start working on the first part around March 1. Then at the end, you only need to connect the parts and polish a final draft.

Homework and quizzes (grade combined with Feedback):

There will be frequent quizzes and graded homework assignments. These will be given in class, and no make-ups allowed. I will drop off the lowest 10 percent of grades, including zeros earned when class missed. Example, if we have 20 quizzes and 10 homework, I will not count the lowest grades of 2 quizzes and 1 homework.

Grade Calculation:

Your lab grade will be calculated using the following criteria (details prev. and following):

Participation, Feedback, Homework, and quizzes 30 %

Writing Center Visits 15 %

Journals 20 %

Midterm Conference 15 %

Writing Memoir 20 %

Participation, Homework, and quizzes- 25%

Frequent quizzes at beginning of class over readings or material we covered in the previous class. Either essay style or long answer.

Homework as assigned, no late work accepted unless prior approval, but turn in all work anyway since some will be related to past work.

We will frequently workshop papers. You must bring a printed copy of your paper, whatever draft you have, but the number of pages counts as a quiz grade (5-6 pages=A; 4=B, etc).

Contribute and participate often in class in the lectures and discussions. This will help you succeed in 1301 and this class.

Writing Center Visits- 20%

You are required to make a minimum of 4 Writing Center visits for this class. Your visits will be due by certain dates. This is just good idea for getting feedback with your writing, revision, formatting, etc. The tutors in the Writing Center can help with writing in any course, not just English classes. Be sure to ask for a “proof sheet” for any Writing Center visits! This proof sheet will be what you give to me (in the past this has been a yellow carbonless copy page).

Your grade for this class (Eng. 100 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.)
- 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: 903-886-5907. Cell phone given in class. 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:

Attendance Policy

Use common sense. If you don't show up, you will fail. Don't fail- show "the man" you mean business! You made a good decision to attend university, now do a fantastic job and graduate in a few years!

Students may miss up to four times without penalty. After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course. Missing a quiz counts as an absent. Three tardies are penalized as an absence. This is easy to do.

Send me an email before any absence to ask about assignments, not after. Make friends in the class and rely on each other for class notes or about what homework is due.

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, DENTISTS!, holidays not on calendar, and other situations. Do not use your absences in the first month or you will be unable to use when needed.

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. Also there was no way to preplan this with the 1301 teachers, so an updated calendar will be reprinted and given to students during the first month.

Note- Quizzes and Journals most days;

Week one:

Intro to class/syllabus/expectations

What do I expect out of this class?

Read for next meeting: Ede (21-35) – “Understanding the Writing Process”

Week two:

Read for next meeting: Ede (44-49; 61 green box) – “Analyzing Rhetorical Situations”

Schedule conferences for next week

Week three:

Conference #1 *REQUIRED* – no regular classes this week

Read Stephen King book, first half (there will be quizzes for the next two weeks)

Week four:

First draft WA 1 due to me

Workshop papers

Read for next meeting: Ede (124-128) – Begin at “Developing a Working Thesis”

Writing Center Visit #1 Due by Thursday

Week five:

Final Draft WA 1 due to me

Workshop papers

Read for next meeting: Ede (235-248) – “Strategies for invention”

Writing Center Visit #2 Due by Thursday

Week six:

Workshop papers

Read for next meeting: Ede (250-263) – “Strategies for Planning and Drafting”

Week seven:

Workshop papers

Read for next meeting: Ede (280-290) – “Strategies for Revision”

First draft of WA2 due to me

Schedule conferences

Thursday--Mid Term Conferences begin--no regular class Thursday

Week eight:

Mid Term Conferences continue--no regular class meetings Tuesday

Bring Final draft of WA2, discuss during conference

Read Stephen King book, second half (more quizzes on the way)

Week nine:

(Spring Break)

Week ten:

Workshop papers

First draft of WA 3 due to me

Work on Writing Memoir

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

Writing Center Visit #3 due by Thursday

Week eleven:

Workshop papers

Work on Writing Memoir

Week twelve: First Draft of Memoir Due to me

Workshop papers

Work on Final Reflections

Final draft of WA 3 due to me

Writing Center Visit #4 Due by Thursday

Week thirteen:

Last Conference -no regular class meetings this week

First Draft WA 4 due to me, bring to conference

Week fourteen

Final Draft WA 4 due to me

Workshop papers

Week fifteen:

Discuss presentations aftermath

Work on Memoir

Week sixteen:

Turn in Writing Memoir