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

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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:

4. Your ENG 1301 books

Additional Materials and Equipment:

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

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 which will allow you to discern the connections between reading and writing.

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

**Feedback Sessions:**

These sessions are for the purposes of discussing the assigned readings as we workshop your 1301 Writing Assignments. Specifically, you will develop writing routines and techniques to improve the quality of your work. 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. All responses are to be respectful and diplomatic to the work of other members of your group. We will use several methods to workshop papers. Always bring to class copies of your current writing assignment in ENG 1301 and a draft of your work.

**Participation/Quizzes (20%):**

Be prepared for quizzes on the readings and lectures. These quizzes cannot be made up.

**Portfolio of WA’s for ENG 1301 (20%):**

We will workshop these papers therefore keep all revisions. By the end of the semester you should have a collection of revised drafts and the final paper for each writing assignment. I will be checking the portfolio the week each assignment is due, therefore to get credit there must be evidence that the papers have evolved.

**Journals/Response Papers (20%):**

Bring a notebook specifically designated as your journal, which is required for this class, to every session. You are to record your observations, thoughts, and ideas based on your English 100 lab readings and writings. The Journal is for your creative use without worrying about grammatical issues. It allows you to see your growth as a reader and a writer over the semester, and you will need to use the information from the journal to craft your final reflection paper for this class.
I will periodically be checking these journals and they must be brought to every conference.

**Reading Responses:**
Due in class, 1 page, MLA Format. In this paper you will tell me what you learned from the readings; What you think about the reading, the major point, how it applies to your writing.

**Conferences (15%):**
Three one-on-one conferences will be scheduled throughout the semester to discuss your progress and any difficulties you're experiencing. Bring your Journal and your current WA in ENG 1301. These meetings are mandatory.

**Writing Memoir (25%):**
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. This essay will be a minimum of 7 full pages with a works cited page, double spaced and in MLA format.

**Grade Calculation:**
Your lab grade will be calculated using the following criteria:

- Participation/Quizzes 20%
- WA Portfolio 20%
- Journal/Reading Response 20%
- Conferences 15%
- Writing Memoir 25%

**Your grade for this class (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 texts for this course may exist exclusively online, so you must have Internet access to read and/or view these texts.

Interaction with Instructor Statement:

Please contact me directly with any questions you may have. My preference is via the university e-mail or in-person during my office hours. Note that grades cannot be discussed via email.

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 Specific Procedures:

Attendance Policy

For classes that meet three times/week, 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 sixth absence, the student cannot pass the course. However, there is no such thing as “partial attendance”—students are either present for the entire class or they are absent. Excessive tardiness can be penalized as an absence.

The university has no policy for “excused absences” except for university sanctioned events.

If you miss class, it is 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.

Quizzes cannot be made up; however, I will drop the lowest quiz grade.

I do not accept late work.

Cell Phones/Laptops

While I understand cell phones are a part of everyday life, please silence your phone while we are in class. I also request phones are put away (not on your desk) unless you have a special need and have talked with me prior to class.

Laptops are acceptable as long as they are being used appropriately. I will periodically be walking around the classroom and laptop privileges will be suspended if abused.

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).

COURSE OUTLINE / CALENDAR

I reserve the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc. Due dates and additional readings may be added as necessary.

Writing Center visits are encouraged therefore how these visits will affect the grades will be determined at a later date.
Weekly Schedule:

Week one: 1/14-1/18
- Introduction to class/syllabus/expectations
- Williams article "Heroes, Rebels, and Victims: Student Identities in Literacy Narratives"
  King, p. 17-37 (#'s 1-14)
- Journal due
- Brainstorming and organization

Week two: 1/21-1/25
- No class (MLK, Jr. Day) on 1/21
- Sign-up for conference next week
- Ede p20-29; Academic Writing: The Process
  King, p. 37-58 (#'s 15-20)
- Journal due
- Reading Response 1
- Transitions

Week three: 1/28-2/1
- One-on-one conferences – no regular class (Bring journal and WA rough drafts)
- Journal due
- WA1 workshop and peer review
  King, p. 58-77 (#'s 15-20)
- Ede p290-291 “Establishing a Working Thesis”

Week four: 2/4-2/8
- King, p. 77-96 (#'s 29-35)
- Journal due
- Citations – Writing at
- Quote Sandwiches

Week five: 2/11-2/15
- Journal due
- Reading Response 2
  King, p. 96-107 (#'s 36-38 and “What Writing Is”)

Week six: 2/18-2/22
- WA2 – workshop and peer review
- Journal due
  King, p. 111-37 “Toolbox”

Week seven: 2/25-3/1
- Reading Response 3
- Sign-up for conferences next week
Journal due
*King*, p. 141-162 (#'s 1-4)

**Week eight: 3/4-3/8**
One-on-one conferences – no regular class (Bring journal and WA rough drafts)
Journal due
*King*, p. 163-180 (#'s 5-6)

**Week nine: 3/11-3/15**

Spring Break

**Week ten: 3/18-3/22**
*King*, p. 180-200 (#'s 7-9)
Journal due
Reading Response 4

**Week eleven: 3/25-3/29**
*King*, p. 200-220 (#'s 10-11)
Journal due
Brainstorming for the Memoir

**Week twelve: 4/1-4/5**
*King*, p. 220-237 (#'s 12-14)
Rough draft of Memoir due
WA3 – workshop and peer review
Journal due

**Week thirteen: 4/8-4/12**
*King*, p. 237-249 (#'s 15-16)
one-on-one conferences
Turn in Journals

**Week fourteen: 4/15-4/19**
*King*, p. 253-270 (#'s 1-7)
Reading Response 5 due

**Week fifteen: 4/22-4/26**
WA4 – workshop and peer review
Turn in WA portfolio's
Final questions, workshopping of the “Writing Memoir”

**Week sixteen: 4/29-5/1**
No Classes (writing days)
Due: “Writing Memoir”
Email: tnugent@leomail.tamuc.edu
(due by 12:00 midnight on Wednesday May 1st I will email you a confirmation that I received it)