



**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.

<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* 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.tamuc-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 books

**Other resources required by instructors**

**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 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. More information about how these workshops will operate will be forthcoming

### **Journals:**

Students will keep journals, or writing and reading logs, throughout the semester. You will need a single subject spiral notebook to use for this journal. These journals will be a mixture of informal and formal writing assignments. In other words, you can use them to write notes about your reading, jot down questions you may want to ask in class about the reading, use the journals to brainstorm for writing assignments. I will also give you specific assignments to write about in your journal from time to time. I will also be grading your journals...I won't grade so much on content, but I will look at whether you have used the journal/log book to improve your reading and writing.

### **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. 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.

### **Quizzes:**

I will take attendance each class period by giving a short quiz over the reading assignment for that class period. Not only will these quizzes be used to take attendance, they will also be used to calculate your final grade.

### **Grade Calculation:**

Your lab grade will be calculated using the following criteria:

Quizzes	10%
Writing Assignments	40%
Journals	20%
Conferences	10%
Writing Memoir	20%

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 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/her address is: TBA. 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*

For classes that meet three times/ week, students may miss up to six times without penalty. After the seventh absence, the student's final grade will drop by one letter. After the ninth absence, the student cannot pass the course.

There is no such thing as "partial attendance"—students are either present for the entire course 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, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

### *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](mailto: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*).

<b>COURSE OUTLINE / CALENDAR</b>
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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.

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#### **Week one:**

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

#### **Week two:**

- Journal: What was my best/worst writing experience?
- Read for next meeting: Ede (38-50; 61 green box) – “Analyzing Rhetorical Situations”

#### **Week three:**

- Journal: Open topic/Reading
- Workshop WA1
- Read: Ede (51-59) - “Aristotle’s three Appeals”
- Read: Ede (115-122) “Making and Supporting Claims”

#### **Week four:**

- **WA 1 Due to me**
- Conferences (although there will be no class this week, you still need to complete the reading and the assignments)
- Journal: What would you like to discuss in our conference?
- Workshop papers

- Ede (123-137) – Begin at “Developing a Working Thesis”
- King (vi-44)

**Week five:**

- Journal: Discuss the best/worst feedback you ever received on a paper. Quote what the teacher wrote on your paper, and how it helped or hurt your writing
- Workshop WA 2
- King (44-72)

**Week six:**

- **WA 2 due to me**
- Journal: Journal entry describing how you plan/draft a paper
- Read for next meeting: Ede (289-300) – “Strategies for Planning and Drafting”

**Week seven:**

- Journal: What have you found most helpful so far in class discussion or reading?
- Workshop WA3
- First draft of WA2 due to me
- King (72-107)

**Week eight:**

- **WA3 due to me**
- Journal: Discuss your experiences writing in this class so far
- King (111-137)

**Week nine:**

- Spring Break

**Week ten:**

- Workshop WA4
- Journal: Response to King reading
- King (141-173)

**Week eleven:**

- **WA4 due to me**
- Journal: Response to King reading
- King (173-208)

**Week twelve:**

- First Draft WA 5 due to me
- Read for next meeting: Ede (321-335) – “Strategies for Revision”
- Journal: Open Topic
- King (208-249)

**Week thirteen:**

- **Conferences**

- **Final Draft WA 5 due to me**
- King (253-end)

**Week fourteen**

- Workshop Writing memoir
- Journal: If you could write a letter to a future English 100 student, what would you say? What suggestions would you make to them in order for them to be successful in this class?

**Week fifteen:**

- **Turn in Writing Memoir**