



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

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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. “Heroes, Rebels, and Victims: Student Identities in Literacy Narratives.” *Journal of Adolescent and Adult Literacy* 47.4 (2004): 342-345. Available at: <http://web.tamu-commerce.edu/academics/colleges/humanities/SocialSciencesArts/departments/literature/Languages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 textbooks.

##### *Additional Materials and Equipment:*

1. Journal/Notebook
2. Pens, pencils, highlighters
3. Printer and paper. You’ll print approximately 100 pages for this class.

#### Course Description:

ENG 100 is a lab course designed to support you in the successful completion of ENG 1301. In these sessions, you’ll work to strengthen the drafts you’re writing in ENG 1301. You’ll share the writing experience, gain a better understanding of the writing process, and work individually on the challenges you may face when composing academic texts. Through regular reading, you’ll improve your skills in writing and your understanding of the writing process. Our course will culminate in a final essay project designed exclusively for this class. All formal assignments (essays written outside of class) must be in compliance with MLA-style guidelines (*Ede*, p. 348 or the Purdue OWL website). **This course represents 30% of your final grade in ENG 1301.**

#### Student Learning Outcomes—from the Texas Higher Education Coordinating 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

### **Feedback Sessions:**

In these sessions, we'll discuss the assigned readings as we workshop your papers from ENG 1301. You will develop writing routines and strategies to improve the quality of your writing.

### **Quizzes** (20%):

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

### **Drafts of WA's from ENG 1301** (20%)

To receive credit, email your WAs to me (drafts and final versions) 24 hours before the due date.

### **Participation/In-class exercises** (15%)

Note that in-class exercises cannot be made up.

### **Journal/Notebook** (10%):

Bring your journal/notebook to class every day for in-class writings. I will check your journals periodically for a grade. These exercises cannot be made up.

### **Conferences** (15%):

These are one-on-one conferences that are scheduled between the instructor and student.

### **Writing Memoir** (20%):

For the final project in this class, you'll use Stephen King's memoir as a model for your own writing memoir. You will draw on your creativity and use the strategies you've learned in this class and in ENG 1301. Include in your memoir details about your writing process and how it has evolved during the semester. Quote the feedback you received from your ENG 1301 and ENG 100 teachers, your peers, the Writing Center tutors, and any other sources that have contributed to your growth as a writer. This paper challenges you to examine your growth as a writer during the semester. For additional ideas, refer to the Bronwyn Williams article.

Length requirement: 4-5 pages in MLA style format (refer to *Ede*, p. 348 or Purdue OWL).

Email your paper to: [susie.warley@verizon.net](mailto:susie.warley@verizon.net)

- I will confirm receipt of your assignment.

**Late Policy for Writing Memoir:** 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.

### **Grade Calculation:**

Your lab grade for this class (ENG 100) will be calculated using the following criteria:

Quizzes	20%
Drafts of WA's from ENG 1301	20%
Participation (in-class exercises)	15 %
Journal(in class)	10 %
Conferences (3)	15 %
Writing Memoir	20 %

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

## TECHNOLOGY REQUIREMENTS

*To successfully complete this course, you will need the following:*

- A valid, working email address that you check every day.
- Regular internet access.
- Access to a computer and a printer.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Please contact me directly with any questions or concerns you may have regarding this course. My preference is via email or in-person during my office hours. Note that I am not sanctioned by the university to discuss grades in emails.

### **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). Please see this site for more information on the grievance procedures:

<http://web.tamuc.edu/commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures:** *Attendance Policy*

Regular attendance is strongly encouraged. Absences will result in missed opportunities to learn and may adversely affect a student's grade.

- 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. It is your responsibility to get the notes from a classmate.
- Quizzes cannot be made up; however, I will drop the lowest quiz grade.

### *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]) Plagiarism

and collusion are forms of cheating and stealing. If you have any questions concerning the use of a specific source, always ask me. Your instructors *want* you to avoid plagiarism, and we're here to help you do so. I encourage you to take advantage of this support to avoid the consequences 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.

*Collusion* involves the representation of another student's work for one's own. This act, too, should be avoided. A student who is guilty of academic dishonesty (plagiarism, collusion, or cheating) 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 (e.g., athletics), please see me after class on the first day we meet.

### **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

<http://web.tamuc.edu/commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/>

*Student Conduct:* Cell phones, iPods, laptops, and other devices are to be set to "silent" and put away out of sight during class.

## COURSE OUTLINE / CALENDAR

*This assignment schedule may be adjusted during the semester. Any changes to this schedule will be announced in class. You should always arrive to class with your textbooks and journal/notebook.*

<b>Week 1</b> Jan 15/17	<u>T</u> : Introduction—Syllabus <u>Th</u> : Grammar review  HW: Read for Tuesday—Handout (essay)	
<b>Week 2</b> Jan 22/24	<u>T</u> : The Basic Essay; brainstorming and organizing <u>Th</u> : The Sentence; correcting the flawed sentence  HW: Read for Tuesday <i>King</i> , p. 17-37 (#'s 1-14)	
<b>Week 3</b> Jan 29/31	<u>T</u> : MLA ( <i>Ede</i> ); Grammar-articles; in class essay <u>Th</u> : Subject-verb agreement; parallelism  HW: Read for Tuesday <i>King</i> , p. 37-58 (#'s 15-20)	*Sign-up for Conference next week.
<b>Week 4</b> Feb 5/7	<b>CONFERENCES</b> ~ No regular class meetings ~  <i>Bring with you a draft of your current WA</i>  HW: Read for Tuesday <i>King</i> , p. 58-77 (#'s 21-28)	
<b>Week 5</b> Feb 12/14	<u>T</u> : Process-Analysis Essay; pronouns and antecedents <u>Th</u> : “Putting It All Together” WS  HW: Read for Tuesday <i>King</i> , p. 77-96 (#'s 29-35)	
<b>Week 6</b> Feb 19/21	<u>T</u> : Argumentation-Persuasion Essay <u>Th</u> : <i>Ede</i> —claims, rhetorical appeals, and support  HW: Read for Tuesday <i>King</i> , p. 111-37 (#'s 1-5)	*Sign-up for Conference next week.
<b>Week 7</b> Feb 26/28	<b>CONFERENCES</b> ~ No regular class meetings ~  <i>Bring with you a draft of your current WA.</i>  HW: Read for Tuesday <i>King</i> , p. 141-62 (#'s 1-4)	
<b>Week 8</b> Mar 5/7	<u>T</u> : Compelling Arguments; figurative language and rhetorical tropes <u>Th</u> : Midterm Quiz  HW: Read for Tuesday (March 19) <i>King</i> , p. 163-80 (#'s 5-6)	

**Week 9**  
Mar 11-15

\*\*\* SPRING BREAK \*\*\*

**Week 10**  
Mar 19/21

T: *Ede*, analyze model essay  
Th: Editing exercise

HW: Read for Tuesday *King*, p. 180-200 (#'s 7-9)

**Week 11**  
Mar 26/28

T: Clarity and Cohesion  
Th: Analyze model essay

HW: Read for Tuesday *King*, p. 200-20 (#'s 10-11)

**Week 12**  
Apr 2/4

T: Polished Prose  
Th: Editing exercise

HW: Read for Tuesday *King*, p. 220-37 (#'s 12-14)

**Week 13**  
Apr 9/11

T: Draft #1—Memoir  
Th: Review; “Putting It All Together” WS

\* Sign-up for a Conference next week.

HW: Read for Tuesday *King*, p. 237-49 (#'s 15-16)

**Week 14**  
Apr 16/18

**CONFERENCES** ~ No regular class meetings ~

Bring with you Draft #2 of your “Writing Memoir” for ENG 100 (typed, MLA format)



HW: Read for Tuesday *King*, p. 253-70 (#'s 1-7)

**Week 15**  
Apr 23/25

T: Workshop Memoir  
Th: Polished prose; editing exercise

**Week 16**  
Apr 30/  
May 2

T: NO CLASS (work day)  
Th: NO CLASS (work day)

**DUE:** “Writing Memoir”

**Email:** [susie.warley@verizon.net](mailto:susie.warley@verizon.net) (due by 12:00 midnight on Thursday, May 2)

**Week 17**  
May 6-10

**FINALS**—No formal Final Exam in this class.

