



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

Instructor: Vince Liberato

Office Location: HOL 126

Office Hours: M/W 9:00-12:00

Office Phone: (903) 468.8725

Office Fax: (903) 886.5980

University Email Address: pliberato@leomail.tamuc.edu

Class Email Address: prof_liberato@yahoo.com

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| COURSE INFORMATION |
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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.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literaturLanguages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 books

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.

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| COURSE REQUIREMENTS |
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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.

Journals:

There will be an in class written journal that will be written in daily. Unless I say otherwise, it will be the first thing we do in class each day. The topic will be decided upon by either the students or myself prior to writing it.

Conferences:

These conferences are one-on-one conferences scheduled between the instructor and student. They will be held three times during the semester We will discuss conference times as the semester progresses

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.

Grade Calculation:

- 30% Participation in class
- 30% Assignments given by instructor
- 30% Memoir grades
- 10% Journal entries

This course will be a grade separate from your 1301 class. Even though I will be working closely with Prof. Couzelis and her writing assignments, please note that my grade will not factor into hers and vice-versa.

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| TECHNOLOGY REQUIREMENTS |
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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.)

- I will decide by the third week of class if we use an eCollege shell.

- There is a facebook group for this class, Vince Liberato's Eng100 lab (group name). Please sign up for up-to-date information and notes I'll be taking at the end of the week. It is not mandatory, but highly recommended that you join.

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| ACCESS AND NAVIGATION |
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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 me with any questions you may have. My communication preference is e-mail, at: professor_liberato@yahoo.com. Please use my office hours whenever you have the opportunity.

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.

Please see this site for more information on the grievance procedures:
<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

I'm going to make as simple as possible. Here are the rules for attendance:

1. You may miss up to four times without penalty
2. After the fifth absence, your grade drops a letter
3. After the seventh, you can't pass
4. Don't be late. I am lenient, but not stupid

Also:

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.

Flexibility

This syllabus is subject to change as the year progresses. That being said, all dates and homework assignments you will be accountable for at the time specified, unless I say otherwise.

Cell Phones

Like my attendance policy, I'll try and simplify this so there is little to no confusion:

If you use your cell phone during class, I will count you as absent.

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
[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:

(All due dates and activities subject to change)

Week one:

8/27: First day of class. Introductions

8/28: Pass out syllabus. Introduce journal. Practice outlining/gathering ideas.

Week two:

9/3: Discuss WA1 from 1301. Write outlines and opening paragraphs. Use their own discourse communities if they don't want to read Rose or X.

9/5: Identify problems in your own writing from copy of WA1 you are to have from 1301. Discuss to class what the problems are and what you will do to correct them.

Week three:

9/10: Bring revised copies of WA1. Discuss events from Prof. Couzelis and specifically work on most important identified problems. Sign up for conferences.

9/12: Conferences

Week four:

9/17: Grammar day.

9/19: Bring your favorite reading to class and be prepared to discuss it.

Week five:

9/24: Bring your least favorite reading to class and explain why it is so.

9/26: Discussion over literacy and literacies.

Week six:

10/1: Begin work on memoirs. Reading TBD.

10/3: NO CLASS

Week seven:

10/8: Outlining exercises for WA2

10/10: Continue work on both memoirs and WA2.

Week eight:

10/15: Workshop WA2. Sign up for conferences.

10/17: Conferences

Week nine:

10/22: Grammar Day

10/24: Complete memoir outline due. Bring to class.

Week ten:

10/29: Rough draft of memoir due. Bring to class.

10/31: Outline WA3

Week eleven:

11/5: Workshop WA3

11/7: NO CLASS

Week twelve:

11/12: Grammar Day

11/14: Sign up for conferences. Memoir final due.

Week thirteen:

11/19: Conferences

11/21: Work on outlines for Final Essay

Week fourteen:

11/26: NO CLASS

11/28: NO CLASS

Week fifteen:

12/3: Workshop final essay

12/5: Last Class. Activity TBD.