



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

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/literatureLanguages/firstYearWriting/informationForStudents.aspx>
4. Your ENG 1301 books
5. Other readings to be provided through DocSharing in ecollege

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.

COURSE REQUIREMENTS

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, knowledgeably, 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 workshoping papers. Criteria for evaluating your papers will be developed by the class for each paper. Since writing assignments will be exchanged during class for peer review and suggestions it is important that hardcopies of all assignments be brought to class.

Journals:

Each week there will be a journal entry prompt assigned.

Conferences :

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%):

Writing Memoir: this is the common assignment for all 100 classes. You can elaborate on this assignment, but this assignment is what will be assessed at the end of the semester so it needs to follow these general guidelines.

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. Instructors: I recommend that you help students write this essay in "pieces" throughout the semester.

Grade Calculation:

Your lab grade will be calculated using the following criteria:

Feedback Sessions	20%
Journal	25%
Conferences	30%
Writing Memoir	25%

Be aware that this coursework must receive a passing grade in order to move forward.

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.)

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 me directly with any questions you may have. My preference is via the university e-mail at tnugent@leomail.tamuc.edu 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.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. 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, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

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. Please be considerate and put the phones away, failure to do so may require my asking you to leave the 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.

Week 1	08/26/13	Introduction, Review of syllabus and course expectations Plagiarism
	08/28/13	Plato's Cave <i>"Heroes, rebels, and victims"</i> by Bronwyn Williams
	08/30/13	Putting Academic Writing in Context <i>Stephen King p103-107 "What Writing Is"</i> Journal: How do characterize yourself as a writer? Hero, rebel, or victim? Considering the "cave" could your perception be false? How?
Week 2	09/02/13	No class – Labor Day
	09/04/13	Deconstructing a scholarly article <i>"Speak for Yourself? Power and Hybridity in the Cross-Cultural Classroom"</i> by Williams
	09/06/13	Defining Terms & Critical Thinking <i>"Plagiarism Lines Blur in Digital Age"</i> article from <i>The New York Times</i> http://chronicle.com/blogs/wiredcampus/wikipedia-founder-discourages-academic-use-of-his-creation/2305 Journal: Using the section on plagiarism in your guide and the article from the New York Times, first summarize TAMUC policy. Second, discuss what can be considered plagiarism. Third, discuss issues raised in the article.
Week 3	09/09/13	One-on-one Conferences (9-12)
	09/11/13	Last day to drop a class and receive a full refund One-on-one Conferences (9-12)
	09/13/13	No Class – Writing Day for 1301 papers Writing Center appointment strongly encouraged Journal: Using Williams article, identify the discourse communities represented and discuss the problems addressed. Talk about a similar experience or situation in your educational experience.
Week 4	09/16/13	Elements of Writing and Basic essay structures <i>Stephen King p100-101, section 38</i>
	09/18/13	Writing that matters <i>"Visual Culture and Critical Pedagogy in "Terrorist Times" "</i> by Julie Matthews
	09/20/13	Research Essays and Bibliographic Essays – What are they? Journal: Considering the many modes available for writing, what modes do you use and how do the different modes affect how you write...grammar, sentence structures, punctuation, formality?
Week 5	09/23/13	Reflective Essays and Creative Writing – Know Thy Audience <i>Stephen King p74-82 sections 28 & 29</i>

	09/25/13	Universal Truths, Facts, or Fiction
	09/27/13	Details, Details, Details: Conveying meaning Journal: Using this weeks discussions about “truths” and conveying meaning, detail how a current issue uses language to persuade a target audience. Identify the audience.
Week 6	09/30/13	Agonistic Language
	10/02/13	Am I my Brothers Keeper? Personal interests vs interests of others
	10/04/13	What makes for a bad argument? <i>Ede p124-125 “Developing a Working Thesis” and p120-123 “Understanding the Role of Values and Beliefs in Argument”</i> Journal: Referring to last weeks journal entry, define agonistic language used and who's interests are being served.
Week 7	10/07/13	Fallacies
	10/09/13	Audience/Context/ Code-switching <i>Ede p80-82</i>
	10/11/13	Writing with Purpose Journal: Using the current issue you've been discussing, create an outline that argues for the issue.
Week 8	10/14/13	Aristotle's Three Modes of Persuasion <i>Lisa Ede p55-58</i>
	10/16/13	Writing Introductions CARRS <i>Ede p90 Determining the Question at Issue</i>
	10/18/13	One-on-one conferences Journal: Using the current issue you've been discussing, create an outline that argues against the issue.
Week 9	10/21/13	MLA Formatting, Works Cited, and What is an Annotated Bibliography
	10/23/13	The Writing Process
	10/25/13	Strategies for writing first drafts <i>Ede p236-241 Strategies for Invention</i> Journal: Describe your writing process—where you write, environment, etc.
Week 10	10/28/13	Revisions <i>Stephen King p55-58, section 20</i>
	10/30/13	Last day to drop an individual class (receive a Q grade) Final drafts and editing
	11/01/13	Summary vs Analysis Journal: Outline for your final Memoir Essay
Week 11	11/04/13	Thesis Sentences Bring Thesis sentence for Memoir Essay
	11/06/13	Transitional Sentences

		Using outline from Journal we will workshop transitions
	11/08/13	Body Paragraphs Using outline from Journal we will workshop paragraphs for Memoir Journal: What revisions will you need to make in your Memoir essay based on peer responses?
Week 12	11/11/13	Conclusions Using outline from Journal we will workshop conclusion for Memoir Rough draft writing memoir due
	11/13/13	Works Cited
	11/15/13	Using TAMUC library database to find secondary sources Journal: Create Works Cited page for final Memoir Essay
Week 13	11/18/13	How to read a scholarly article <i>“Freshman Composition as a Middle-Class Enterprise” by Bloom</i>
	11/20/13	Evaluating secondary sources <i>Ede p144 Kinds of sources and evaluating them</i>
	11/22/13	One-on-one conferences
Week 14	11/25/13	Workshop final essay for 1301
	11/27/13	Last day to withdraw from all classes for the semester University closes at noon for Thanksgiving
	11/29/13	University closed - Thanksgiving
Week 15	12/02/13	Workshop final Writing Memoir essay Memoir Essay due
	12/04/13	Workshop final papers
	12/06/13	Last day of classes Celebration of Student Writing – You're encouraged to attend
Week 16	12/09/13	Finals week