



## **ENG 100: Introduction to College Reading and Writing**

### **COURSE SYLLABUS: Fall 2013**

**Instructor:** Hilal Ergul

**Office Location:** HL 233

**Office Hours:** MR 3-5 pm

**Office Phone:** (903) 886.5262

**Office Fax:** (903) 886.5980

**University Email Address:** hergul@leomail.tamuc.edu

**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. "Heroes, 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 resources as required by instructor

#### **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.

## **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, 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. Papers to be discussed will be emailed to the instructor in advance and displayed on the OHP in class.

#### **Journals:**

You will keep a journal by writing in-class. It can be a reading response, reflecting on a past event, etc. Make sure to use **the same notebook** for each entry and bring it with you to every class.

#### **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.

### **Homework:**

As required by instructor

### **Quizzes:**

At the beginning of each class, you will take a short quiz based on your reading assignments for the day. The quizzes cannot be made up, so please make sure to be in class on time and **bring a blank sheet of paper with you** (torn notebook pages are not appreciated; presentation matters).

### **Grade Calculation:**

Your lab grade will be calculated using the following criteria:

Memoir	35%
Quizzes	25%
Homework	15%
Participation	15%
Journals	10%

### **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 choose 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 your instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: [hergul@leomail.tamuc.edu](mailto:hergul@leomail.tamuc.edu). 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. Tabetha 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.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Course Specific Procedures:**

#### *Attendance Policy*

Attendance will be taken for reporting purposes. There is no such thing as "partial attendance"—students are either present for the entire course or they are absent. 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 or 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](mailto: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:**

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc. The content is also subject to change with prior notice.

**Week one (08.26.2013-08.30.2013):**

Introductions

*Academic Writer*, Chapters 1-2

**Week two (09.02.2013-09.06.2013):**

No class on Monday, September 2 – Labor Day

*Academic Writer*, Chapter 3

*On Writing*, First Foreword, Second Foreword, pp. 17-31

**Week three (09.09.2013-09.13.2013):**

Conferences (Schedule TBA)

*On Writing*, pp. 31-60

**Week four (09.16.2013-09.20.2013):**

Feedback session 1

*Academic Writer*, Chapter 4

*On Writing*, pp. 60-87

**Week five (09.23.2013-09.27.2013):**

*Academic Writer*, Chapter 5

*On Writing*, pp. 87-107

**Week six (09.30.2013-10.04.2013):**

*Academic Writer*, Chapter 6

*On Writing*, pp. 111-137

**Week seven (10.07.2013-10.11.2013):**

Feedback session 2

*Academic Writer*, Chapter 6

*On Writing*, pp. 141-162

**Week eight (10.14.2013-10.18.2013):**

Conferences (Schedule TBA)

*On Writing*, pp. 163-189

**Week nine (10.21.2013-10.25.2013):**

*Academic Writer*, Chapter 7

*On Writing*, pp. 189-208

**Week ten (10.28.2013-11.01.2013):**

*Academic Writer*, Chapter 8

*On Writing*, pp. 208-231

**Week eleven (11.04.2013-11.08.2013):**

*Academic Writer*, Chapter 9

*On Writing*, pp. 231-249

**Week twelve (11.11.2013-11.15.2013):**

Feedback session 3

Drafts of Memoirs due in class (computer printout) on Friday, November 15

*Academic Writer*, Chapter 10

*On Writing*, pp. 253-270

**Week thirteen (11.18.2013-11.22.2013):**

Conferences (Schedule TBA)

*On Writing*, pp. 271-291

**Week fourteen (11.25.2013-11.29.2013):**

No classes on Wednesday, November 25 and Friday, November 28 – Thanksgiving

*Academic Writer*, Chapter 11

“Heroes, Rebels, and Victims: Student Identities in Literacy Narratives.”

**Week fifteen (12.02.2013-12.06.2013):**

Memoirs due in class (computer printout) on Monday, December 2 (Late works **will not** be accepted.)

*Academic Writer*, Chapter 12