



## ENG 100.1: Introduction to College Reading and Writing Spring 2013

### THE COURSE:

ENG 100: Introduction to College Reading and Writing

### WHEN:

Monday, Wednesday, and Friday 10:00 am -10:50 am

### WHERE:

Hall of Languages (HL) 201

**You may access the course through the eCollege shell on your MyLeo courses**

### THE INSTRUCTOR:

Laura Di Ferrante, Ph.D.

### EMAIL:

ldiferrante@leomail.tamuc.edu

### OFFICE PHONE:

903-886-5273

### OFFICE HOURS:

Tue and Thu 10 – 11; Fri 11-12; or by appointment

**OFFICE LOCATION:** Hall of Languages (HL) 214

### MATERIALS

#### - Textbooks:

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. Additional materials will be distributed in class by the instructor.

#### - Paper & writing utensil for writing in 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.

### Student Learning Outcomes:

Students who are successful in ENG 100 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**

You will write papers, reading key words and a final project. You will either submit the hard copies in class, or through eCollege on time. The deadlines are indicated on the calendar at the end of this document.

### **Class Activities**

Almost each class period is dedicated in part to reading and writing practice. You will be asked to participate to group or individual activities. A big part of the class activities will be dedicated to **feedback sessions**: you will 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 workshopping papers. Instructors include information here about how you want to.

### **Reading Keywords (KWs)**

During the course, you will be required to complete eight (8) “reading keywords” assignments. You will write an average of three keywords for each page that you read. The keywords are meant to summarize/describe/comment on some of the passages of the text. The keywords will also work as memory hooks for you to retrieve the content without reading the whole text again and again.

### **Reading Responses (RRs)**

Each reading response will be focused on one of the articles from the textbooks. It will consist of:

200 to 250 word summary;

100 to150 words on what you found interesting about the article and why;

100 to150 words on what in the article puzzled you.

80 to 120 words of comments and opinions on the topic dealt with in the article.

Each reading response must range from 480 and 670 words.

### **Conferences:**

Student conferences are one-on-one meetings with the instructor. They are crucial as you will discuss your performances in class, strategies you may adopt to improve your writing, reading, speaking, and communicating competences. They are also an occasion for one-on-one tutoring with the instructor.

### **Final Project – 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. This project is meant for you to conjugate your creativity and the strategies you have learned in this class and ENG 1301. Furthermore, 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 details (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. Further details about the project will be discussed in class.

### **Presentations**

The presentation of the final project is the final assignment for this course. One of the general objective of this class is to help you to use effectively your competences as a college student. For this final task you will have to prepare either an academic poster or a power point-like presentation (you can use any software you prefer) where you will present to the class your final project. You will craft your presentation with creativity and professionalism, and you product will be clean, clear, and informative. You will practice for the oral presentation, you will choose what to say and how to say it (information order, vocabulary choice). Your presentation will range from 10 and 15 minutes, so you will make sure that your presentation respects these requirements. Further details about the presentation will be discussed in class.

### GRADING

Here's a breakdown of how your grade will be calculated:

ACTIVITIES	POINTS	%
ATTENDANCE AND PARTICIPATION (6 POINTS EACH WEEK)	90	20%
5 CLASS ACTIVITIES (9 POINTS EACH)	45	10%
5 READING KEY WORDS (18 POINTS EACH)	90	20%
3 STUDENT CONFERENCES (15 POINTS EACH)	45	10%
3 STEPS FOR THE MEMOIR (15 POINTS EACH)	90	20%
FINAL PROJECT	45	10%
PRESENTATIONS	45	10%
TOTAL	450	100%

FINAL GRADE	
405-450	A
355-404	B
315-354	C
270-314	D
269 AND BELOW	F

### TECHNOLOGY REQUIREMENTS

You will need:

- Flash drive or other means (dropbox.com account, for example) for storing digital versions of the essays and other written material you generate (always keep a backup of everything you turn in!);
- A valid, working email address that you check often (at least once a day);
- Regular internet access (additional readings are available online);

### ACCESS AND NAVIGATION

You must have Internet access – the Gee Library on campus offers plenty of computers connected to the internet. This course is enhanced with eCollege. You can either submit assignments in paper copy in class or electronically. Your Assignments should be submitted in designated Dropboxes under each particular week. Click Dropbox in the Tool Bar on the top of your eCollege page to access dropboxes (see further steps below). Assignments will not be accepted by e-mail.

The assignments should be submitted using Microsoft Word (either PC or Mac). If you are using any other word processor (for example, WordPerfect or Microsoft Works), you must convert your files to RTF (rich text format) before sending them to me. If you don't do so, your assignment will not arrive in a readable format. You are responsible for sending me a file I can read. If I cannot read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed. In order to submit an assignment using the dropbox, please follow the following steps

1. Click **Dropbox** tab
2. Click **Submit** an Assignment
3. Select Basket (e.g. Week 1, Reading Response 1)
4. Add **Attachments** (3 steps--Select File, Attach File, OK)
5. Add Comments (if any)
6. Verify that your Attachment is attached.
7. If all is OK, click **Submit**
8. If your Assignment was successfully submitted, you will see **OK**. (If you don't see OK, you need to locate the problem.)
9. Your assignment then goes to the **Outbox** of your Dropbox. Once it is graded, it will be in your Inbox.

**YOU ARE RESPONSIBLE FOR SUBMITTING YOUR WORK CORRECTLY AND ON TIME.**

## 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: [ldiferrante@leo.tamuc.edu](mailto:ldiferrante@leo.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:

Students who have concerns about their writing course or instructors should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Director of the First-Year Writing Program, Dr. Tabettha Adkins. Students should contact her via e-mail at [Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Attendance Policy

Participation is a particularly important element in this course. You don't want to miss a class. Group discussions, peer reviews, and in-class reading and writing will be extensively used in class and they will be the main learning tools. You may miss up to six classes without penalty. After the seventh absence, your final grade will drop by one letter. After the ninth absence, you cannot pass the course.

Participation grade will be constituted by: *attendance* and *active participation*. The sum of the two will constitute 20% of the final grade.

Excessive tardiness will be penalized as an absence. If you come to class late 3 times that will count as an absence. "Late" is when I have completed calling roll and class has begun. It is your responsibility to make sure your presence is accounted for accurately; therefore, if you do come in late, then it is your responsibility to make sure I have you marked as late instead of 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. She wants you to avoid plagiarism, too, so she will help you do so whenever and wherever she 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. See your *Writing at Texas A&M University-Commerce* Guide (a required text for this course) for more information.)

### 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:

#### Statement 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

Geer Library 132; Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148;

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### 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**

This calendar is likely to change in order to accommodate learning needs. All changes will be communicated in class and/or by email.

WEEK	DAYS	Notes	ASSIGNMENT (DUE TODAY!)	
			WRITING	READING
WEEK 1	M 13 JAN	Intro to the course		
	W 15 JAN	General guidelines on paper writing		
	F 17 JAN	How to read with keywords	<b>Class Activity 1 due</b> (complete it after class and submit it through eCollege > Dropbox > week 1 > class activity)	
WEEK 2	M 20 JAN			King – first part
	W 22 JAN			King – second part
	F 24 JAN		<b>Keywords 1 DUE</b> (submit it through eCollege > Dropbox > week 2 > keywords)	King – third part
WEEK 3	M 27 JAN	Student conferences	The day and the time you have to be at the conference will be agreed on in class with the instructor. <b>Bring WA1 for ENG 1301.</b>	
	W 29 JAN	Student conferences		
	F 31 JAN	Student conferences		
WEEK 4	M 3 FEB		<b>Class Activity 2 due</b> (complete it after class and submit it through eCollege > Dropbox > week 4 > class activity)	
	W 5 FEB		WA1 for ENG 1301	
	F 7 FEB			Ede
WEEK 5	M 10 FEB		Keywords 2 DUE (submit it through eCollege > Dropbox > week 5 > keywords)	Ede
	W 12 FEB			Ede
	F 14 FEB		<b>Memoir – step 1</b> (you will submit it through eCollege > Dropbox > week 5 > memoir)	
WEEK 6	M 17 FEB	Feedback session		
	W 19 FEB	Feedback session	<b>Class Activity 3 due</b> (complete it after class and submit it through eCollege > Dropbox > week 6 > class activity)	
	F 21 FEB	Feedback session		
WEEK 7	M 24 FEB		<b>Keywords 3 DUE</b> (submit it through eCollege > Dropbox > week 7 > keywords)	Bronwyn
	W 26 FEB			
	F 28 FEB		<b>Memoir – step 2.</b> You will submit it through eCollege > Dropbox > week 7 > memoir)	
WEEK 8	M 3 MAR	Student conferences	The day and the time you have to be at the conference will be agreed on in class with the instructor.	
	W 5 MAR	Student conferences		

WEEK	DAYS	Notes	ASSIGNMENT (DUE TODAY!)	
			WRITING	READING
	F 7 MAR	Student conferences		
<b>Spring Break</b>				
WEEK 9	M 17 MAR	Feedback session	On March 15 <sup>th</sup> , you will send to me via email your draft of WA 2 for ENG 1301	
	W 19 MAR	Feedback session		
	F 21 MAR		WA2 for ENG 1301	
WEEK 10	M 24 MAR			Ede
	W 26 MAR		<b>Keywords 4 DUE</b> (submit it through eCollege > Dropbox > week 10 > keywords)	Ede
	F 28 MAR			Ede
WEEK 11	M 31 MAR		<b>Memoir – step 3 DUE</b> (submit it through eCollege > Dropbox > week 11 > memoir)	
	W 2 APR			
	F 4 APR		<b>Class Activity 4 due</b> (complete it after class and submit it through eCollege > Dropbox > week 11> class activity)	
WEEK 12	M 7 APR	Student conferences	<b>WA 3 for ENG 1301</b> (you will bring it to the conference. The day and the time you have to be at the conference will be agreed on in class with the instructor.	
	W 9 APR	Student conferences		
	F 11 APR	Student conferences		
WEEK 13	M 14 APR			Ede
	W 16 APR		WA3 for ENG 1301	
	F 18 APR			Ede
WEEK 14	M 21 APR		<b>Keywords 5 DUE</b> (submit it through eCollege > Dropbox > week 14 > keywords)	Ede
	W 23 APR		<b>Class Activity 5 due</b> (complete it after class and submit it through eCollege > Dropbox > week 14> class activity)	Ede
	F 25 APR		<b>Memoir, final version, DUE</b>	
WEEK 15	M 28 APR	Student presentations		
	W 30 APR	Student presentations		
	F 2 MAY	Student presentations		