ENG 100.05L: Introduction to College Reading and Writing
HL 306 TR 11-12:15
COURSE SYLLABUS: Spring 2014

Instructor: Bree Burns
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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. A spiral notebook to be used for this class ONLY.

Suggested Materials: Highlighters, sticky-notes, and a folder.

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

Journals: 10%

We will write in our journals for 10 minutes at the beginning of each class and I will take them up every Thursday for review. Please make sure the spiral or notebook you use as your journal is NOT used in other classes as they will be going home with me over the weekend. Please note that the journals will be in-class activities, so your journal grade is directly related to your participation grade.

Feedback Sessions/Participation: 20%

You should 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 work-shopping papers. Part of participation includes actively discussing the assigned readings within your groups or with the class as a whole. NOTE: Even though attendance is not included in your grading does not mean it does not affect your grade. If you do not come to class then you lose points on your participation since you will not be involved in the activity for the day.

Writing Activities: 20%

Throughout the semester we will do various in-class and/or take-home writing assignments. These will assist you in honing your basic grammatical skills, sentence structuring, and get you used to expressing yourself through the written word. Please remember that, unless done in-class, these assignments should be typed.

Writing Center Visits: 20%

You are required to visit the writing center 4 times @ 5% each for a total of 20%. I encourage you to visit the Writing Center often as they are there to assist you, even if you are writing a paper for a different class. Be sure to ask for a "proof sheet" so I know that you went.

Writing Memoir: 30%

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. 4-6 pages, double-spaced, 12 pt. Times New Roman font, e-mailed to bree.burns@yahoo.com by May 1 @ midnight. 5 points will be deducted each day it is late and if not received by Sunday May 4 @ midnight, no points will be given for the Memoir and you will fail the 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, around midterm, and near the end of the

semester. These are where we discuss your standing in the class and any actions that need to be taken to improve.

Grade Calculation:
Your lab grade will be calculated using the following criteria:

Participation-20% Journals-10% Writing Activities-20%
Writing Center Visits-20% Memoir Project-30%

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

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. There will be many times when I e-mail you an article to read instead of wasting the paper to print it. You may bring your tablet or laptop to class, but will not be allowed to do so anymore if the privilege is abused.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: bree.burns@yahoo.com. 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 (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

For classes that meet twice/week, students may miss up to four times without penalty. After the fifth absence, the student's final grade will drop by one letter. After the seventh absence, the student cannot pass the course.

There is no such thing as "partial attendance"—students are either present for the entire course 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.

Academic Honesty

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. 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:

The instructor reserves the right to adjust this schedule throughout the semester to accommodate for class needs, unexpected weather, etc. There will also be changes made to correlate with what you are doing in your 1301 classes.

Week one: **1/14-Introduction to class, English 100 questionnaire**

1/16-Discuss Bronwyn Williams article, discuss reading from SK pg. 103-107

Week two: **1/21-Discuss reading from Ede pg. 1-19, take-home writing activity**

1/23- Discuss reading from Ede pg. 20-37, Journals Due

Week three: **1/28- Discuss reading from Ede pg. 38-50, in-class writing activity**

1/30- Take-home writing activity due, discuss reading from Ede pg. 51-58, in-class writing activity, Journals Due

Week four: **2/4-Discuss reading from SK pg. 111-137, schedule student conferences**

2/6- No formal class, scheduled student conferences

Week five: **2/11-Discuss reading from Ede pg. 155-179, discuss MLA format guidelines**

2/13- Discuss reading from Ede pg. 185-193, discuss MLA format guidelines, take-home writing activity, Journals Due

Week six: **2/18-Take-home writing activity due, discuss reading from Ede pg. 194-215, in-class writing activity**

2/20-Discuss reading from SK pg. 141-155, Journals Due

Week seven: **2/25-Discuss reading from SK pg. 155-173**

2/27-Discuss reading from SK pg. 173-189, Journals Due

Week eight: **3/4-Discuss reading from SK pg. 189-208, schedule student conferences**

3/6-No formal class, scheduled student conferences

Week nine: **3/11-SPRING BREAK**

3/13- SPRING BREAK

Week ten: **3/18- Discuss reading from SK pg. 208-220, in-class writing activity, discuss Memoir guidelines**

3/20-1st draft of Memoir due, peer review Memoirs, Journals Due

Week eleven: **3/25-Discuss reading from Ede pg. 321-334, take-home writing activity**

3/27-Take-home writing activity due, discuss reading from Ede pg. 335-346, in-class writing activity, Journals Due

Week twelve: **4/1-Discuss reading from SK pg. 220-237, schedule student conferences**

4/3-No formal class, 2nd draft of Memoir due, Journals Due

Week thirteen: **4/8-Discuss reading from SK pg. 50-66**

4/10-Discuss reading from SK pg. 237-249, Journals Due

Week fourteen: **4/15-Discuss reading from Ede pg. 249-271, in-class writing activity**

4/17-3rd draft of Memoir due, Journals Due

Week fifteen: **4/22-Discuss reading from SK pg. 34-50**

4/24-Discuss reading from SK pg. 253-270, Journals Due

Week sixteen: 4/29-Discuss reading from SK pg. 271-284

5/1-Final draft of Memoir due

Week seventeen: 5/6-No class, good luck on your finals!

5/8-No class, good luck on your finals!