ENG 100: Introduction to College Reading and Writing
COURSE SYLLABUS: Spring 2014

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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. "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

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. You will be expected to submit essays to the instructor in advance, bring copies to display on ELMO, etc. Specific instructions will be given before each workshop.

Journals:

Students will keep journals of their writing processes and progress throughout the term. We might work on them in-class, but you will be expected to submit them through eCollege.

Conferences:

These conferences are one-on-one meetings scheduled between the instructor and student. We will have three conference weeks this semester. See weekly schedule at the end of the syllabus for specific dates.

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%	A	90-100 pts
Quizzes	25%	B	80-89 pts
Homework	15%	C	70-79 pts
Participation	15%	D	60-69 pts
Journals	10%	F	59 pts or lower

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.)

• This class has 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: **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 (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

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.**

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 1301 progress, class needs, unexpected weather, etc.

Week one (January 13-17, 2014):
Academic Writer Chapter 8

Week two (January 20-24, 2014):
No class on Monday due to Martin Luther King Day
Academic Writer Chapter 9
On Writing, First Foreword, Second Foreword, pp. 17-31

Week three (January 27-31, 2014):
Conferences
On Writing, pp. 31-60

Week four (February 3-7, 2014):
Academic Writer Chapter 10
On Writing, pp. 60-87

Week five (February 10-14, 2014):
Academic Writer Chapter 11
On Writing, pp. 87-107

Week six (February 17-21, 2014):
Online class on Friday due to an academic conference
Academic Writer Chapter 12
On Writing, pp. 111-137

Week seven (February 24-28, 2014):
Academic Writer Chapter 1
On Writing, pp. 141-162

Week eight (March 3-7, 2014):
Conferences
On Writing, pp. 163-189

Spring Break (March 10-14, 2014)

Week nine (March 17-21, 2014):
Online class on Friday due to an academic conference
Academic Writer Chapter 2
On Writing, pp. 189-208

Week ten (March 24-28, 2014):
Online class on Monday due to an academic conference

Academic Writer Chapter 3
On Writing, pp. 208-231

Week eleven (March 31 – April 4, 2014):
Academic Writer Chapter 4
On Writing, pp. 231-249

Week twelve (April 7-11, 2014):
Draft of memoir due online and in class on Friday, April 14
Academic Writer Chapter 5
On Writing, pp. 253-270

Week thirteen (April 14-18, 2014):
Conferences
On Writing, pp. 271-291

Week fourteen (April 21-25, 2014):
Academic Writer Chapter 6

Week fifteen (April 28 – May 2, 2014):
Memoirs due online and in class (computer printout) on Monday, April 28 (-10 points for each day the work is late)
Academic Writer Chapter 7