



**ENG 100: Introduction to College Reading and Writing
COURSE SYLLABUS: Spring 2015**

Instructor: Apryl Lewis
Office Location: TBA
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. King, Stephen. *On Writing: A Memoir of the Craft* 0-671-02425-6
2. 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>
3. 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 THE CB:

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. How workshops are conducted will depend on your needs. The instructor will discuss different options and announce what method will be used before the scheduled workshop.

Journals:

Journals for this class will be written online using Learning Studio (formerly eCollege). For each class, write a few sentences about what you read and how you might use the information to improve your writing. The instructor will explain additional details for writing online in class prior to the due dates. Journals are due by the end of the day on the Friday of each week.

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. Students will sign up for conference times the week before conferences take place.

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. This assignment will be broken down into "mini writing assignments" that the student will utilize in completing the final project.

Homework and Quizzes:

All reading assignments are homework. If writing that is assigned in class is not completed in class, it should be finished as homework. The instructor will announce any other homework assignments.

There will be a brief quiz at the beginning of each class. These quizzes are based on our reading assignments and prior class discussions. Be on time for class. Quizzes cannot be made up. Three of your lowest quiz grades will be dropped.

Grade Calculation:

Your lab grade will be calculated using the following criteria:

Journals: 15% of final grade

Participation, quizzes, and non-reading homework: 10% of final grade

Conference Attendance and Participation: 10% of final grade

Memoir Assignment 1: 5%

Memoir Assignment 2: 5%
Memoir Assignment 3: 5%
Memoir Assignment 4: 5%
Memoir Assignment 5: 5%
Memoir Assignment 6: 5%
Memoir Rough Draft: 5% of final grade
Memoir Final Draft: 30% of final grade

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

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 chose 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 you instructor with any questions you may have. Your instructor's communication preference is e-mail, and her address is: alewis8@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

You may miss up to **four** class days without penalty. Missing a conference appointment **does** count as an absence. From the fifth absence on, your final grade will drop by one letter. After the seventh absence, you cannot pass the course.

There is no such thing as “partial attendance”—students are either present for the entire course or they are absent.

Habitual tardiness is unacceptable. You are expected to come to class before its scheduled start. Your late arrivals will count as absences starting with the third time you are late.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare 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 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. Additional topics will be added as needed.

Week	Topics	Due
Week 1 (21 January)	Introduction to ENG 100 Your Texts for the Class Discussion of Memoir Assignment, Online Journals, etc.	
(23 January)	Informal Class Discussion about Writing	◇ Read <i>On Writing</i> (pp. vi-21)

Week 2 (26 January)	Visit to Writing Center Introduce Memoir Assignment 1 Guidelines Workshop WA 1 Assignment	◇ Read <i>On Writing</i> (pp. 22-31)
(28 January)	Visit to Writing Center (if we do not go on Monday) Workshop WA 1 Assignment	◇ Read <i>On Writing</i> (pp. 31-44)
(30 January)	Workshop WA 1 Assignment	◇ Read <i>On Writing</i> (pp. 44-54) ◇ Journal entry due on eCollege
Week 3 (2 February)	Workshop WA 1 Assignment	◇ Read <i>On Writing</i> (pp. 55-66)
(4 February)	Workshop WA 1 Assignment Conference Sign Up	◇ Read <i>On Writing</i> (pp. 66-77)
(6 February)	Introduce Memoir Assignment 2— My Writing Process Conference Sign Up	◇ Read <i>On Writing</i> (pp. 77-87) ◇ Memoir Assignment 1 due ◇ Journal entry due on eCollege
Week 4 (9 February)	CONFERENCES	◇ Students may bring revisions of Memoir Assignment 1 to their conference
(11 February)	CONFERENCES	◇
(13 February)	CONFERENCES	◇
Week 5 (16 February)	Workshop WA 2 Assignment	◇ Read <i>On Writing</i> (pp. 87-96)
(18 February)	Workshop WA 2 Assignment	◇ Read <i>On Writing</i> (pp. 96-107)
(20 February)	Introduce Memoir Assignment 3— Improvement Strategies Informal Class Discussion	◇ Memoir Assignment 2 due ◇ Journal entry due on eCollege
Week 6 (23 February)	Workshop WA 3 Assignment	◇ Read <i>On Writing</i> (pp. 111-122)
(25 February)	Workshop WA 3 Assignment	◇ Read <i>On Writing</i> (pp. 122-137)
(27 February)	Introduce Memoir Assignment 4— Feedback Received Informal Class Discussion	◇ Memoir Assignment 3 due ◇ Journal entry due on eCollege
Week 7 (2 March)	Workshop WA 4 Assignment	◇ Read <i>On Writing</i> pp. 141-157
(4 March)	Workshop WA 4 Assignment	◇ Read <i>On Writing</i> pp. 157-173
(6 March)	Conference Sign Up Informal Class Discussion	◇ Read <i>On Writing</i> (pp. 173-180) ◇ Journal entry due on eCollege
Week 8 (9 March)	CONFERENCES	◇ Memoir Assignment 4 due. Student will turn in assignment on their chosen conference day

(11 March)	CONFERENCES	◇
(13 March)	CONFERENCES	◇
Week 9 (16 March)	SPRING BREAK	◇ Information for Memoir Assignment 5 to be emailed to students during break
(18 March)	SPRING BREAK	◇
(20 March)	SPRING BREAK	◇
Week 10 (23 March)	Workshop WA 5 Assignment	◇ Read <i>On Writing</i> (pp. 180-189)
(25 March)	Workshop WA 5 Assignment	◇ Read <i>On Writing</i> (pp. 189-195)
(27 March)	Introduce Memoir Assignment 6-- Revising for Transition and Focus Informal Class Discussion	◇ Read <i>On Writing</i> (pp. 195-200) ◇ Memoir Assignment 5 due ◇ Journal entry due on eCollege
Week 11 (30 March)	Workshop WA 6 Assignment	◇ Read <i>On Writing</i> (pp. 200-208)
(1 April)	Workshop WA 6 Assignment	◇ Read <i>On Writing</i> (pp. 208-220)
(3 April)	Informal Class Discussion Discuss Memoir Assignment Rough Draft Process	◇ Read <i>On Writing</i> (pp. 220-231) ◇ Memoir Assignment 6 due ◇ Journal entry due on eCollege
Week 12 (6 April)	CONFERENCES	◇
(8 April)	CONFERENCES	◇
(10 April)	CONFERENCES	◇
Week 13 (13 April)	Rough Draft Workshop	◇ Read <i>On Writing</i> (pp. 231-237)
(15 April)	Rough Draft Workshop	◇ Read <i>On Writing</i> (pp. 237-249)
(17 April)	Rough Draft Workshop	◇ Journal entry due on eCollege
Week 14 (20 April)	Rough Draft Workshop	◇ Read <i>On Writing</i> (pp. 253-262)
(22 April)	Rough Draft Workshop	◇ Read <i>On Writing</i> (pp. 263-270)
(24 April)	Informal Class Discussion Introduce Final Draft Process/Guidelines	◇ Read <i>On Writing</i> (pp. 271-end) ◇ Memoir Assignment 7 Rough Draft due ◇ Journal entry due on eCollege
Week 15 (27 April)	Final Draft Memoir Workshop	◇
(29 April)	Final Draft Memoir Workshop	◇
(1 May)	Final Draft Memoir Workshop	◇ Journal entry due on eCollege

Week 16 (4 May) (6 May) (8 May)	(No formal exam for ENG 100) Celebration of Student Writing on Friday from 10am-2pm at SRSC Conference Rooms A, B, and C Informal Class Discussions	◇ Memoir Assignment Final Draft due Friday. To be submitted online via eCollege dropbox
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