



ENG 100: (82264)
Introduction to College Reading and Writing
COURSE SYLLABUS: Fall 2015
[Tentative schedule](#)

Instructor: Dr. von Neuhaus (Newhouse)

Office Location: Soc Sci 145

Office Hours: MWF: 10:00-11:00

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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. King, Stephen. *On Writing: A Memoir of the Craft* 0-671-02425-6
2. 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/literaturLanguages/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 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. Students will bring their work to class for discussion; working in pairs, in groups, and general class discussions.

Journals:

Your journals will be submitted through eCollege.

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. This essay will be written in “pieces) e.g. five individual assignments.

Homework:

Grade Calculation:

Your lab grade will be calculated using the following criteria:

Journal	25%
Final Paper (Writing Memoir)	25%
W.A. 1	5%
W.A. 2	5%
W.A. 3	5%
W.A. 4	5%
W.A. 5	5%
Participation*	25%
Total	100%

- * includes: various assignments.

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.)
- Many of your assignments will be submitted through eCollege.

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 his address is: Frank.vonNeuhaus@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 regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of First-Year Writing, Dr. Tabettha Adkins, by completing a student grievance form available on the program website: <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Departmental Chain of Command for ENG 100/1301/1302 courses: Instructor -> Dr. Tabettha Adkins, Director of First-Year Writing -> Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy For classes that meet three times/week, 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.

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.

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

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, Gee Library, Room 132 (903) 886-5150 or (903) 886-5835 phone (903) 468-8148 fax Email: Rebecca.Tuerk@tamuc.edu 1.11

Nondiscrimination notice: A&M – Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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.

Date	Topics	Readings
Week 1:		
31 Aug–Sept 5		
Week 2:		
Sept 7-12		
Week 3:	Conferences	
Sept 14-19		
Week 4:		
Sept 21-26		
Week 5:		
Sept 28-Oct 3		
Week 6:		
Oct 5-10		
Week 7:		
Oct 12-17		
Week 8:	Conferences	
Oct 19-24		
Week 9:		
Oct 26-31		
Week 10:		
Nov 2-7		
Week 11:		
Nov 9-14		
Week 12:	Conferences	
Nov 16-21		
Week 13:	University closes Wednesday, November 25 at noon for Thanksgiving.	
Nov 23-28		
Week 14:		
Nov 30-Dec 5		
Week 15:		
Dec 7-12	Final Paper due	

Encourage students to attend the Celebration of Student Writing, 11AM until 1PM, Friday, December 11 in the Student Center Conferences A, B, & C

December 11 is last class day.