



ENG 100.08L: Introduction to College Reading and Writing

COURSE SYLLABUS: FALL 2015

Instructor: Michelle Tveten

Office Location: Hall of Languages 233

Office Hours: **MWF** 10:50-12:00; **TR** 10:45-11:30 & 3:15-3:45

Office Phone: (903) 886-5262

Office Fax: (903) 886-5980

University Email Address: michelletvete@gmail.com

Class Web Site: 1004u.wikispaces.com

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 at: https://www.dropbox.com/s/zaaa6p4zaq0wx91/Bronwyn_Williams_Heroes%2C%20rebels%2C%20and%20victims.pdf
3. Your ENG 1301 books
4. One writing journal/composition notebook
5. Package of 50 Notecards (3X5, lined)

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 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.

When we workshop WA 1, 2, 3 and your Memoir, you need to bring a copy of your rough draft to class. We will break up into smaller groups, so others can individually read your writing and give you constructive feedback.

When you share your writing with the entire class, you need to email me a copy of your writing on the **day before** you share it. Email it as an attachment to michelletvete@gmail.com. If you do not email it to me the night before, or I do not reply that I have received your work, then you have to print out a copy and bring it to class.

Journals

We will be writing journal entries almost every day in class. You need to be present to receive the prompts and create the entry for the day. These journal assignments will help you to reflect upon your writing process and prepare you for the final memoir assignment. Many of them will be tied to the reading assignments; so again, I stress the importance of completing your required readings.

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.

Discussion, Reading Responses (Notecards) and Quizzes

Make sure to complete all reading assignments before class, because we will discuss each reading as a group. I believe knowledge is created through such group collaboration—the unique

intersection of **all** of our perspectives, ideas and experiences. So for our class to be successful, each of you needs to come to class ready to ask **your** questions and share **your** insights. **I will typically ask you to prepare for our discussion by writing an in-class response on a notecard (Spot Check) at the beginning of class.** If I notice that our discussion is not fruitful (due to a lack of preparation), I will give pop quizzes, as well. Since you have chosen to become a college scholar, this should not be necessary.

Major Writing Assignments (WAs)

Writing Assignment 1

In this writing narrative, you will look back at your experiences with writing and consider how those experiences have shaped you as a writer. You need to include at least three examples that you illustrate with specific details that make your experience come alive for your reader. You should follow each example with analysis. In what ways did this experience affect you at the time, and how does it affect you even now? Remember, these effects can be positive, negative or both. Try to connect these unique incidents instead of simply listing them. Transitions are useful, but try to identify the threads run through your experiences. 3-5 pages, MLA Format (10 pts.)

Writing Assignment 2

In your second essay, you craft your identity as a writer, then critically examine the way you are constructing yourself. Bronwyn Williams' article will help you analyze the metaphors you create in this text. You will include specific examples to illustrate the development of your identity. In other words, you will build upon what you started in WA 1. 3-5 pages, MLA Format (10 pts.)

Writing Assignment 3

In your third essay, you will describe the writing process you are using this semester. You will describe specific moves you make in detail and at least two steps you have taken to improve your process since the beginning of the semester. Remember to be specific in your description and quote the feedback you have received from peers, Writing Center tutors and me. 3-5 pages, MLA Format (10 pts.)

Writing Memoir (Final Essay)

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. Though the assignment is due near the end of the semester, you will be creating it in smaller "pieces" that will be due throughout the semester. MLA Format (10 pts.)

GRADING

Grading Percentages

10% WA 1
10% WA 2
10% WA 3
20% Final Memoir
20% Journal
10% Notecards/Quizzes
20% Participation (Discussion, Workshopping & Presentations)
100%

Grading Scale

90-100	A
89-80	B
79-70	C
69-60	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.)

ACCESS AND NAVIGATION

Class Website and Reading Materials

Some texts for this course exist exclusively online, so you must have Internet access to read and/or view these texts.

myLeo Support

Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

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: michelletvete@gmail.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

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. Tabetha 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. Tabetha 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

Since our class meets three times a week, you may miss up to **six (6)** times without penalty. After the **seventh** absence, your final grade will drop by one letter. After the **ninth** absence, you cannot pass the course.

Three tardies=one absence. Please arrive for our class on time. Coming in late not only means that you are missing important information/discussion and showing disrespect for your professor—it distracts your fellow students who have put in the necessary effort to arrive on time.

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.

The reading response you write (on your notecards) at the beginning of class will also count for your attendance. If you are not in class to write the response, then you cannot make it up (whether you are absent or simply tardy). If you are tardy, then you must write me an explanation on your notecard instead and turn that in at the end of class (so you will be counted present, but tardy).

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 or 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

ADA Statement

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
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*).

Texas A&M University-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

This calendar is likely to change in order to accommodate learning needs.

OW= On Writing: A Memoir of the Craft by Stephen King
Complete readings **BEFORE** coming to class on the day it is listed.

Week 1 August 31	Monday & Wednesday: Intro to course; Icebreaker Friday: Bring "Writing" object to class for presentation
Week 2 September 7	Monday: Labor Day—No class Wednesday: Discuss <i>OW</i> 1-10; Discuss reading; Introduce WA 1; Journal Friday: Discuss <i>OW</i> 11-20; Sign up for Conferences
Week 3 September 14	Conferences all week (meet in my office HL 233 during your assigned time) Read <i>OW</i> 21-40
Week 4 September 21	Monday: <i>OW</i> 41-50; Workshop WA 1 (rough draft due) Friday: <i>OW</i> 51-60; WA 1 due ; Introduce WA 2 & metaphor
Week 5 September 28	Monday: <i>OW</i> 61-70; Discuss Williams' article (link on 13014u.wikispaces.com) Wednesday: Discuss readings (continued) Friday: <i>OW</i> 71-80; Individual Feedback
Week 6 October 5	Monday: <i>OW</i> 81-90; Individual Feedback Wednesday: Individual Feedback Friday: <i>OW</i> 91-100; Individual Feedback; Sign up for Conferences
Week 7 October 12	Conferences all week (meet with me in my office HL 233 during your assigned time) <i>OW</i> 101-20
Week 8 October 19	Monday: <i>OW</i> 121-30; Workshop WA 2 Wednesday: Discuss reading Friday: <i>OW</i> 131-40; WA 2 due ; Intro WA 3
Week 9 October 26	Monday: <i>OW</i> 141-50; Individual Feedback Wednesday & Friday: <i>OW</i> 151-60; Individual Feedback
Week 10 November 2	Monday: <i>OW</i> 161-70; Individual Feedback Wednesday & Friday: <i>OW</i> 171-80; Individual Feedback
Week 11 November 9	Monday: <i>OW</i> 181-90; Workshop WA 3 Wednesday: Discuss reading & Intro Memoir Friday: <i>OW</i> 191-200; WA 3 due ; Intro Memoir; Sign up for conferences
Week 12 November 16	Conferences all week (meet in my office, HL 233) <i>OW</i> 201-220
Week 13 November 23	Monday: <i>OW</i> 221-30; Discuss how to piece together your Memoir Wednesday & Friday: NO CLASS (Thanksgiving)
Week 14 November 30	Monday: <i>OW</i> 231-40; Memoir Rough Draft due ; Workshop Memoir; Wednesday: Workshop Memoir; Turn in Journal Friday: <i>OW</i> 241-50; Memoir Final Essay due ; Discuss presentations; Email your Final Essay to michelletvete@gmail.com
Week 15 December 7	Monday & Wednesday: <i>OW</i> 251-70; Presentations Friday: Make up for an absence or get extra credit— Celebration of Student Writing on Friday, December 11 from 11:00 AM until 1:00 PM in the Student Center Conference rooms A, B, & C.
Week 16 December 14	NO CLASS! Congratulations on completing our course! (No exam for ENG 100)