

# English 100

## Fall 2013

<b>Sections</b>	<b>023, 031</b>
<b>Days/Times</b>	<b>T/TH 12:30 &amp; 2:00 p.m.</b>
<b>Place</b>	<b>Simpkins 119</b>
<b>Instructor</b>	<b>Barbara Harroun</b>
<b>Office</b>	<b>Simpkins 216</b>
<b>Email</b>	<b>bc-harroun@wiu.edu</b>
<b>Phone</b>	<b>298-1323</b>
<b>Office Hours</b>	<b>T/TH 3:30-5:15 p.m., W 1:00-2:00 p.m., &amp; by appointment</b>

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### Introduction

Welcome to English 100. I'm looking forward to a semester spent forming a learning community that explores the process of writing. The work will at times be difficult, but the end result will be rewarding if you give this course your all. I expect your best work and in return will match your effort. Please come to class ready to learn, not just from me, but also from each other. In order for learning to take place we need to create an environment in which we listen to one another carefully and respond with respect. Please ask questions when you have them and do not censure yourself. There aren't any stupid questions. I am here to assist you so feel free to approach me before and after class, see me during my office hours, and call or email me. I am also available to conference by appointment.

### Description

**English 100** is designed to provide you with a preview of the writing skills you will need to successfully complete Western's required writing courses and to do the writing expected of you in other classes. The subject matter of your writing will be personal experience and observation. Course objectives include, but are not limited to

- Developing confidence as a writer
- Discovering ideas for writing
- Building an essay around a controlling idea
- Developing your ideas in detail
- Writing fully-developed and effective paragraphs
- Writing full length essays

**This course requires the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course you will need to speak with me first, and I will forward your request to the Director for consideration (permission is not granted automatically). Because you need permission to drop, you should begin the drop process early.**

### Required Text:

- A copy of the book you think the world should read (fiction/poetry/or literary nonfiction please), paperback preferred. Books can be purchased online, and used, very cheaply.
- All required readings will be emailed to you, or made available online. You must have access to your zimbra account. If you have issues with your email, call the help desk at 298-2704.

### Materials To Be Brought To Class Daily

- A notebook and writing implement for in-class writing, note taking, reader responses, definitions and peer reviewing.
- A composition notebook to be used as a journal.

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- **Two flash sticks** so that you can always back up your work. A lost or crashed flash stick is not a legitimate reason for failing to complete an assignment on time. **Always back up your work.**
- 1 pocket folder for handouts and quizzes.
- A three-ring binder to assemble your work in. **Save all of your work.**

### Student Learning

In order to succeed in this class you must complete all reading assignments, participate in class discussions, give small presentations, work together in small groups and conference with me one on one. All of the small assignments, both in-class and out-of-class feed into the project papers and are designed to assist you in the writing process. You must attend class regularly and participate fully. Due dates and time lines are firm, but if situations arise that impede your progress in class, **come see me.** I repeat: **Call, email or schedule an appointment with me.** Failure to do so can result in failing this class. I expect you to be in your seat at the start of class with a folder for notes and handouts, the assigned reading, a notebook, a writing implement and an attitude conducive to learning. Stay organized, be aware of deadlines and consult your assignment schedules on a regular basis.

### Instructor's Role

I am here to facilitate discussion based on our readings, respond to your writing in a way that will help you achieve a deeper understanding of the writing tools at your disposal, strengthen your grammatical skills and assist you in preparation for future writing courses. I will support your individual learning process and can help schedule you into tutorials, the library, assist you with readings, time management, or placement in other assistance programs. I want you to succeed.

### Assignments

*In order to receive full credit for each major assignment, you must submit all prewriting, working drafts, project notes, and peer review responses involved in the writing process of the project. All process work will be placed in one side of the pocket folder. Papers submitted for grading will be placed in the opposite pocket and must follow MLA guidelines for supporting a thesis and avoiding plagiarism. All papers must follow the MLA manuscript format and adhere to the conventions of Edited American English. All writing in this course focuses on writing for a real purpose, to a real audience, and using a genre of writing you may see in future classes.*

- **Writing to Build Confidence: Writing 2,500 words in 25 days.** Here, you'll write 100 words on 25 prompts provided by me. This writing will help you get over any brain freeze, writer's block or uncertainty you may have that you won't be able to produce the amount of writing, or the quality of writing, expected of you in academia. This writing will build the brainstorming foundation for many of the writing projects we'll tackle head on and with enormous enthusiasm later in the semester. This writing is low stakes, which we'll talk about in class.
- **Writing to Understand Others: The Profile.** Here you'll interview, observe, and describe a classmate, synthesizing description and information in a profile that gives us a greater understanding of your classmate.
- **Writing to Understand Self and Create Meaning: The Narrative.** Here, you'll explore three important events that helped shape your identity. Furthermore, you'll tie these events to music, explore the important role of music in our culture, and in identity formation, and how music acts as a trigger for memory. You'll compose and create a multimodal narrative I call

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“The Soundtrack of My Life.” This project includes visual rhetoric (a visual component that conveys meaning) and an in-class presentation.

- **Writing to Promote Literacy in the Community\*:** Building and Filling a Little Free Library with books that matter to you. Here, you’ll write a **summary and response** to a book you think the world should read, explore the impact a specific book had on you, and explain to a potential reader why they should read the book you’ve chosen to include in the LFL. You’ll also see the very real impact of a service learning project in your campus community.\* Subject to change based on university policy and procedure.
- **Writing to Teach: Using a voice of authority to share knowledge with others.** Writing partnership (letter exchange) with Macomb High School English 112 students. Once the letter exchange is completed (3 letters total), you’ll analyze the writing choices you made, including the experience of taking on a voice of authority for the express purpose of sharing knowledge with others.
- **Writing to Revise and Reflect: The Final Portfolio.** Here, you’ll showcase the writing work you’ve accomplished. All assignments must be present. Two major projects must be revised substantially. The portfolio must include a **reflection** about your first semester.

Other assignments include, but are not limited to, Grammar, Usage, Format, Mechanics (GUMF) quizzes, journal writing, reading responses, prewriting exercises, group work, peer review and extensive class discussions based on assigned readings. I will also require you to conference with me individually.

### Grading

Writing to Build Confidence (5%)      The Narrative (10%)      The Profile (15%)  
Service Learning Project/The Reflection (20%)      The Letter/Analysis (20%)  
Final Portfolio (10%)      Peer Reviews (5%)      Conferences (5%)  
5 GUMF Quizzes (5%)      Journal and reading responses (5%)

All major papers must be turned in to receive a final grade. If an assignment fails to conform to MLA formatting, the paper will be lowered one full letter grade.

### Final Grades

A=95-100%      A-=90-94%      B+=87-89%      B=84-86%      B-=80-83%  
C+=76-79%      C=73-75%      U=72 and below

**In order to proceed to English 180, you must pass ENG 100 with a C.**

### Late Work

Missed quizzes, in-class activities and assignments cannot be made up. All major project papers are due at the beginning of class on the due date. A project paper will be docked one letter grade for each business day(two days limit)it is late. It is your responsibility to check with me and your classmates for missed work, and to communicate responsibly with me.

### Attendance

is necessary to foster your development as a writer and central to developing a sense of community and respect in the classroom. Your input is needed and valued. Tardiness is disruptive and disrespectful, and excessive lateness (more than 10 minutes) counts as an absence. I keep track of attendance, but do not grant “excused” or “unexcused” absences. You are either here or

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you are absent. Sleeping in class will result in a marked absence. **If you are absent more than 6 times, you automatically fail this course.** If a situation arises during the semester that prohibits you from attending class, I urge you to communicate responsibly with me. Please call me or see me during my office hours.

### Student Conduct

We are building a learning community, which means creating and maintaining an atmosphere of respect. In this classroom you may encounter ideas, values, beliefs and perspectives that are different from your own. We will freely exchange ideas, but intimidating or disrespectful language or behavior has no place in our exchanges, our classroom, or at Western Illinois University. No texting, emailing, or placing/receiving calls during class. No ipods on or ear buds in during class. Turn off your cell phone before class. Excessive disruption will result in following the procedure dictated by WIU. It is imperative you know your rights and responsibilities as a student at Western Illinois University. Please visit <http://www.wiu.edu/provost/students.php> and see me with any questions.

### Plagiarism

An act of plagiarism (or other form of academic dishonesty) will result in an F for this course. Please review the University Academic Integrity Policy at <http://www.wiu.edu/policies/acintegrity.php>. You must do your own original work in English 100—and appropriately identify that portion of work which is collaborative with others, or borrowed from others, or which is your work from other contexts. Do not recycle a project you have done, or are doing, in another class. Whenever you borrow graphics, quote passages, or use ideas from others, you are legally and ethically obliged to acknowledge that use, following appropriate MLA conventions for documenting sources. If you have doubts about whether or not you are using your own or others' writing ethically and legally, ask me. Follow this primary principal: Be up front and honest about what you have contributed to a project.

### University Writing Center

is a free service offered to students. Tutors are available **to help** with any stage of the writing process. Tutors do not edit or “fix” student writing. Be prepared to work diligently for 50 minutes. The Writing Center Homepage is <http://www.wiu.edu/UWC/>.

### UWC Locations

#### Malpass Library

Location: 3rd floor, west side

Phone: 298-2815

Mon-Fri: 9-4

Sun-Thu: 6pm-9pm

#### Simpkins Hall

Location: Rm 25

Phone: 298-3512

Mon-Fri: 10-3

#### Tanner Hall

Location: Rm 108

Phone: 298-3477

Sun-Thu: 6pm-9pm

#### Higgins Hall

Location: Rm 2 and 3 in the computer lab

Phone: 298-3624

Sun-Thu: 6pm-9pm

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### Library

I encourage you to familiarize yourself with the Library homepage at <http://www.wiu.edu/library/> and the magnificent Malpass Library itself. In order to access databases and resources you will need your nine digit ID number.

### Disability Support Services

*In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.*

### Important Dates

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August 19, Mon. -- Classes Begin

August 30, Fri. --Last day to withdraw from course or university with 100% refund

September 2, Mon. -- Labor Day -- No Classes/University Closed

September 16: Chad Simpson, 12:00 talk on the importance of place in art. 4:00 p.m. reading, Q & A and book signing at the University Art Gallery

October 18, Fri. -- Fall Break -- No Classes

October 21, Mon. -- Classes Resume

October 27, Sun.—last day to drop a class or withdraw from the university

November 25-29, Mon.-Fri. -- Thanksgiving Break -- No Classes

November 28-29, Thurs.-Fri. -- Holiday -- University Closed

December 2, Mon. -- Classes Resume

December 9-13, Mon.-Fri. -- Final Exam Week

### Syllabi disclaimer

This syllabus is subject to change. This class will be notified of changes due to University closings, severe weather, class progress, incorrect statements in this document, and unexpected demands on the instructor.