

Course Syllabus and Information

ENG 100: Introduction to Writing (Laptop)—Sec. 090, Sec. 093, and Sec. 096

Fall 2013

Prof. Bill Knox

Course and Conference Information

Class meetings: T Th, Sec. 090, 9:30-10:45 a.m., Simpkins 119

T Th, Sec. 093, 11:00-12:15 p.m., Simpkins 119

T Th, Sec. 096, 2:00-3:15 p.m., Simpkins 208

Contact: Simpkins 013, 298-2505 (office), 298.2974 (FAX), wl-knox@wiu.edu

Office hours: T R 10:45-12:15, W 10-noon and 1:00-2:00 in 013 Simpkins, and other times arranged.

Prerequisites: Placement during course registration and a laptop computer.

Texts and Materials

Anderson, E. N. *Everyone Eats*. New York: NYU P, 2005.

Hacker, Diana. *A Pocket Style Manual*. 6th ed. Boston: Bedford-St. Martin's, 2012.

Knox, Bill. *Writing Fast-Writing Well*. Dubuque: Kendal-Hunt, 2013.

An 8 x 10 Composition Notebook

A three-ring binder with tab dividers

Initial Comments

This syllabus serves as the basis for our work with the “Food & Drink” campus theme this semester; however, some details may change as the semester progresses. Assignments and general communication (including changes in calendar and assignments and of class meeting rooms) will be given in class, via your WIU email address, and WesternOnline. Class information sent electronically should be downloaded to Word, reformatted, and printed for your binder to back-up online access. Class time will be devoted to topic selection, drafting, and editing. Please discuss the development of your assignments (as well as any other class matter) with me before due dates during in-class mini-conferences or my office hours. Although I am available via email outside of class, I prefer you to visit my office to talk about your writing and to share your questions and comments. Use email for routine questions, telephone during my office hours for immediate concerns, and visit my office for matters that require in-depth discussion. (I usually reply to email within 24 hours.)

Course Content and Goals

Content: As Wilde’s quotation below implies, most of your learning about writing will be the result of your practice and active learning. In the process, your writing, the principal text in this class, should interest your reader, express significant ideas, and help identify you as its writer. The 2013-2014 *Undergraduate Catalog* says EN 100 is “[i]nstruction and experience in the basics of clear, accurate, and effective paragraphs and essays.” Goals: By the end of the semester, you will also have mastery of content and form requirements for standard, yet original, written paragraphs and short essays.

Our class is divided into units, each requiring writing to demonstrate growing skill writing. We will give attention to instruction and examples from *Pocket Style Manual* and *Everyone Eats* and advice in *Writing Fast-Writing Well* and writing workshops to gain competence and confidence.

Teaching and Learning Activities

To develop mastery of writing, you are invited to develop the daily habits of

- keeping up with the reading,
- taking class and study notes,
- writing several drafts to complete assignments, and
- correcting and revising returned papers.

Attendance, Due Date, Return, and Revision Policy

According to the *WIU Undergraduate Catalog*, “[s]tudents are expected to attend all classes in which they are enrolled”. Sleeping, snoozing, texting, reading outside material, etc. will result in your being counted absent for the period. Tardiness is disruptive and may result in the inability to complete assignments/activities. Students are responsible for their attendance. Students should make themselves known in class. Attendance has just as much to do with participation as it does with physical presence. In other words, “being there” does not guarantee being attentive. Regular attendance will be taken at the beginning of each class, therefore be prompt and on time.

Students who are late should be ready to discuss the reasons why.

Each class will count 5 points, so class participation is expected and all papers are due at the start of class on specified dates in the Course Calendar. Marked papers will be returned during class as they are finished. Again, I will happily discuss drafts of assignments before the due date, the best time to rewrite, and after they are assessed.

Academic Honesty

In this course, as in all others, “it is the student’s responsibility to be informed and to abide by all University regulations and policies on Academic Integrity.” In other words, take responsibility for work on papers and tests and, as necessary, give credit where it is due. Please also see <http://www.wiu.edu/provost/students.php> for the complete “Student Rights and Responsibilities” and (<http://www.wiu.edu/policies/acintegrity.php>) for the university Academic Integrity Policy.

Use of Learning Technologies and Writing Assistance

Learning Technologies: I encourage the use of laptops in our classroom—but not cell phones unless to look up course-related material. You are welcome to use your laptops in class for note-taking and drafting. However, do not distract yourself or your classmates by using them for on-line chatting, shopping, doing work for other courses, or other non-class business—doing so will result in a marked absence for the period. Please use your WIU computer account for email and the Internet to receive assignments, send draft excerpts for your classmates and me to review before due dates, and conduct research. Many seasoned and emerging writers are now publishing on the web. During the semester, please browse these sites to build your sense of contemporary writing. From time to time during the semester, I will recommend other websites to visit and I invite you to share your discoveries as well.

Writing Assistance: The **University Writing Center** is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-to-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in the Malpass Library, 3rd floor, west side (and several other sites)—its website is www.wiu.edu/uwc. Call for an appointment (298-2815) and be sure to bring a copy of your assignment. You will also find online help with most elements of writing at OWL, the Online Writing Lab-- <http://owl.english.purdue.edu>.

Assignments and Assessment

See attached “Paragraph and Short Essay Assignments” and “Essay Assessment Information.”

- Six (6) long paragraphs (one page) and short essays (two pages) on suggested topics
5%+5%+5%+10%+15%+25%=65%.
 - **Attendance—150 Points (15%)**
 - **Class Binder—100 Points (10%)**
 - **E-Portfolio—100 Points (10%)**
- Total: 1000 Points (100%)--A=93-100; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=73-78; U=<73. Students must earn 730 (73%) of 1000 points or more to pass the class.**

Assessment of Six Elements in Each Assignment:

A-level

Content--Details, facts and figures, evidence, and examples reflect exact focus on the topic, extraordinary attention to selecting the best possible information, and language showing great care for the level and needs of the intended audience.

Structure--Order of and transitions between sections of document exhibit precise logic, emphasizing clarity of the content.

Correctness--Sentence structure, writing mechanics, and attention to documentation are copy ready.

Creativity—Obvious and meaningful “thinking outside of the box” reflects imaginative writing that moves beyond conventional ideas.

Critical Thinking—Not settling for easy answers shows serious reflection and openness to advice for improvement.

Page Layout--Every page of the document reflects standard MLA format as shown in *A Pocket Style Manual* while having no distracting elements that are included strictly for “effect.”

B-level

Content--Details, facts and figures, evidence, and examples focus on the topic, attention to selecting the best possible information, and language showing care for the level and needs of the intended audience.

Structure--Order of and transitions between sections of document exhibit logic and emphasize content.

Correctness--Sentence structure, writing mechanics, and attention to documentation require only light editing.

Creativity—Demonstration of willingness to make the best of conventional ideas and exercise options show active thinking.

Critical Thinking—The search for answers shows reflection and openness to advice for improvement.

Page Layout—Most pages have MLA layout that supports document content while having no distracting elements that are included strictly for “effect.”

C-level

Content--Details, facts and figures, evidence, and examples are generally focused on the topic, provide useful if minimal information, and employ language aimed at a general audience.

Structure--Order of and transitions between sections of documents scan well but may challenge the audience to see the logic and intended emphasis.

Correctness--Sentence structure, writing mechanics, and documentation need attention to obvious errors.

Creativity—The writing shows willingness to use conventional ideas, but little or no recognition of options.

Critical Thinking—Content shows some reflection on the topic and openness to advice for improvement.

Page Layout—Layout is generally correct but also shows inconsistencies.

D-level

Content--Details, facts and figures, evidence, and examples may not all focus on the topic, provide only minimal information, and use substandard language.

Structure--Order of and transitions between sections of document may not be present so that the logic and intended emphasis are lost.

Correctness--Sentence structure, writing mechanics, and documentation require heavy editing.

Creativity—Creativity shows little reflection, willingness to make the best of conventional ideas, or recognition that options exist.

Critical Thinking--Content shows neither particular reflection on the topic nor openness to advice for improvement.

Page Layout--Some serious errors are evident.

F-level

Content--Details, facts and figures, evidence, and examples do not focus on a topic, provide little if any useful information, and employ language that is difficult to read.

Structure--Order of and transitions between sections of documents are not present so the reader is "lost" within the document.

Correctness--Sentence structure, writing mechanics, and documentation cannot be edited without rewriting.

Creativity—Creativity shows no reflection, willingness to use even conventional ideas, or recognition that options exist.

Critical Thinking--Content shows little evidence that serious consideration was given to the topic.

Page Layout--Layout appears, if at all, as an afterthought.

Course Calendar

Week	Unit	Date	Class Focus- Reading	Due
1	Preliminaries	T, 08/19/12	Intro to Course & Participants Writing Workshop	Writing Sample
	Personal Foodways	R, 08/22	EE, Introduction EE ?s 1-3 Writing Workshop	Binder and Notebook Checked
2		T, 08/27	EE, Ch. 1 EE ?s EE ?s 4-6 WF-WW, Ch. 1 Writing Workshop	
		R, 08/29	Writing Workshop	
		M, 09/02	Labor Day-No Classes	
3	Social Foodways	T, 09/03	EE, Ch. 2 EE ?s 7-9 WF-WW, Ch. 2 Writing Workshop	Essay 1 Due: Personal Foodways
		R, 09/05	Writing Workshop	
4		T, 09/10	EE, Ch. 3 EE ?s 10-12 Writing Workshop	
		R, 09/12	Writing Workshop	
5	Food Challenges	T, 09/17	EE, Ch. 4-5 EE ?s 13-15 WF-WW, Ch. 3	Essay 2 Due: Eating with Family and Friends

			Writing Workshop	
		R, 09/19	Writing Workshop	
6	Six-week Conferences	T, 09/24		
		R, 09/26		
7	Food and Difference	T, 10/01	EE, Ch. 6-7 EE ?s 16-18 WF-WW, Ch. 4 Writing Workshop	Essay 3 Due: Food Challenges
		R, 10/03	Writing Workshop	
8		T, 10/08	EE, Ch. 8-9 EE ?s 19-21 Writing Workshop	
		R, 10/10	Writing Workshop	
9	Sharing and Growing Food	T, 10/15	EE, Ch. 10-11 EE ?s 22-24 WF-WW, Ch. 5 Writing Workshop	Essay 4 Due: Food as Difference
		R, 10/17	Writing Workshop	
		F, 10/18	Fall Recess-No Class	
10		T, 10/22	EE, Ch. 12 EE ?s 25-27 Writing Workshop	
		R, 10/24	Writing Workshop	
11	Future Eating	T, 10/29	EE, Ch. 13 EE ?s 28-30 WF-WW, Ch. 6 Writing Workshop	Essay 5 Due: Growing/Sharing Food
		R, 10/31	Writing Workshop	
12		T, 11/05	Writing Workshop	
		R, 11/07 (sub??)	Writing Workshop	
13	Essay 6 Conferences	T, 11/12		
		R, 11/14		
14		T, 11/19		Essay 6 Due: Future Eating
		R, 11/21	E=Portfolio Workshop	
		M, 11/25-29	Thanksgiving Recess-No Class	
15		T, 12/03	Binder Workshop	
		R, 12/05		E-Portfolio Due
Finals	(9:30 Sec.)	Th, 12/12—8-10 a.m.	Final Conference	Binder Due

	(11:00 Sec.)	Th, 12/12—10 a.m.-12 noon	Final Conference	Binder Due
	(2:00 Sec.)	T, 12/10— 3-5 p.m.	Final Conference	Binder Due

Summary of Dates for Your Attention

August 23: Open registration ends (technically at 11:59 PM, but if students need permission to enroll or drop, they should seek permission before 4:30 that day)

August 30: Last day of restricted schedule changes (technically at 11:59 PM, but students need permission to enroll [and sometimes to drop], so they should seek permission before 4:30 that day)

September 2: Labor Day—no class

October 18: Fall Break—no class

October 27: Last day to drop a course (students needing permission to drop should seek permission prior to October 25 at 4:30) AND last day for a total university withdrawal

November 25-29: Thanksgiving Break—no class

Important Note

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.

Disability 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 Resource Center (DRC) 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 Resource Center (DRC) at 298-2512 for additional services.

“ . . .nothing that is worth knowing can be taught.”

--Oscar Wilde