

English 100

Fall 2016

Sections	014 & 030
Days/Times	T/TH 9:30 a.m., & 12:30 p.m.
Place	Simpkins 309
Instructor	Barbara Harroun
Office	Simpkins 216
Email	bc-harroun@wiu.edu (best way to contact me)
Phone	298-2754
Office Hours	T/TH 11:00a.m-12:15 p.m., W 12:00p.m. -2:00 p.m., & by appointment

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:

Writing Process

You will reflect on the writing processes you have employed in the past and will identify and practice new invention, drafting, revision, and editing strategies.

Discourse Community

You will define community, with special emphasis on comparing and contrasting past communities with communities you are now entering.

Rhetoric

You will define and identify audience as part of the rhetorical situation and learn strategies for analyzing audience, with special emphasis on audience analysis as a tool for invention.

Genre

You will define genre as typification, with special focus on acquiring flexible writing and revising processes for working with varying genre conventions.

Critical Thinking, Reading, and Research

You will reflect on the reading and critical thinking processes you have employed in the past and will identify and practice new reading and critical thinking processes in order to explore a range of genres and to examine how writers use research as part of their writing.

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.

English 100

Fall 2016

Required Text:

Eleanor & Park by Rainbow Rowell. 2013. ISBN 978-1-250-01257-9.

This book is required, and available at the University Book Store, or can be found online for a discounted price. Two copies will be on reserve at Malpass Library, if the cost is prohibitive.

All additional required readings will be emailed to you, or made available online. You must have access to your zimbra account and Western Online. **If you have issues with either, please 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.
- **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. Save all of your work.**
- 1 pocket folder for handouts and quizzes.
- 1 pocket folder to turn in Writing Projects.

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 earning an “U” in 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 or use while inside, and outside of, the university.

English 100

Fall 2016

- Unit One: Using Writing to Understand Ourselves [3 weeks]

In this unit, students will use inquiry to articulate and explore their own writing process, to consider the relationship between reading and writing, and to think critically about identity. We'll closely read Langston Hughes' poem "Theme for English B", read and annotate a biography about the author in order to understand who he was and the world he was writing in, and consider how writing in a particular time and place impacts both our writing and shapes who we are. We'll begin inquiring into two genres we are all familiar with—the **letter and the poem**. You'll reply to my letter of introduction, in business letterform, conveying much of the same information Hughes' conveys to his instructor. You'll complete a reflection inquiring into identity and writing process. You'll also find, and bring to class, a poem that engages you, just as Eleanor & Park must, and write a brief analysis. **(10% of the final grade/50 points total for letter/50 points for poem and analysis).**

- Unit Two: Using Writing to Communicate with Others & to Understand Our Role in a Larger Community [4 weeks]

In our second project, we'll continue analyzing the genre of letter, how the genre has morphed and changed throughout history (and aspects of the genre that have remain unchanged), the situations for writing letters, the varying stances and tones writers take, and the role they play within discourse communities. We'll read famous letters that shaped the course of our nation like Martin Luther King Jr.'s "Letter from a Birmingham Jail", sample letters that have helped students fund their education (college entrance and scholarship letters), letters to the editor in our own newspaper and wider publications, examine the phenomenon of "open letters", consider emails and email etiquette, and also look at deeply personal letters like the one written by Abraham Lincoln to a recent widow, letters written by soldiers away from home, and letters of gratitude or letters written to pass on hard won wisdom. We'll also seek to understand the discourse community of Western Illinois University and how we can make a positive and meaningful impact on our community through writing. You will write 1) a professional email following proper etiquette, 2) a letter of gratitude to someone from high school who has positively impacted you, and 3) use writing to make a meaningful contribution to the larger university community you are a part of. Letters will be sent after undergoing peer review and revision. As well, you will complete an analysis after the project is complete. **(15% of the final grade/ 150 points total)**

- Unit Three: Writing to Explore Identity/Identities & Community/Communities [5 weeks]

In this unit, students will create a soundtrack to their lives. We'll use music to explore memories that inform identity, shared culture, and what it means to be part of diverse communities. We'll also explore visual rhetoric, and how we use images to convey meaning. We'll also explore the importance of revision. Finally, we'll work on building the skills to present in front of small and large groups. **(20% of the final grade/ 200 points total)**

- Unit Four: Exploring Process, Celebrating Revision, and Sharing Knowledge [3 weeks]

In this unit, students will compile and organize their writing in **an eportfolio** showcasing their progress and process. This portfolio will include work you've completed this semester, and revised substantially, and act as your final. You must write a **reflective essay** highlighting what you've learned, how you've learned it and used it too, and how your writing has changed based on your new knowledge. **(20% of the final grade/200 points total)**

English 100

Fall 2016

- Writing to Provide Feedback for Others [ongoing]

As part of each project, you'll **peer review** the work of others and take part in ongoing writing workshops. Providing and receiving feedback is a necessary and truly valuable part of the writing process. **(10% of the final grade/100 points total)**

- Writing to Reflect [ongoing]

After each project, you'll reflect on the writing process and think about the choices you made as writer, and why you made them. What did you learn? How did you learn it? How can you use this new knowledge in this class, other classes, and in your wider life? These **reflections** will aid you in writing your Letter of Introduction for your final portfolio **(10% of your final grade/100 points total)**

- Active Participation [ongoing]

Part of being a member of a discourse community, means **actively participating**. This grade is comprised of actively engaging in discussion, fully participating in small and large group activities, in-class journaling and reading responses, and GUMF (grammar, usage, mechanics, and formatting) exercises and quizzes. These points can only be achieved by being in class. **(10% of your final grade/100 points total)**

- Conferences [twice]

You are required to **conference** with me twice during the semester. Conferencing allows me to work with you one-on-one, address any concerns, questions or issues you may have, and provide individualized support. **(5% of your final grade/50 points total)**

Grading

Unit 1: 10%/ 100 points

Unit 3: 20%/200 points

Writing to Reflect: 10%/100 points

Peer Reviews/Active Revision: 10%/100 points

Unit 2: 15%/150 points

Unit 4: 20%/200 points

Active Participation: 10%/100 points

Conferences: 5%/50 points

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.

English 100

Fall 2016

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 5 minutes) counts as an absence. I keep track of attendance, but do not grant “excused” or “unexcused” absences. You are either here or you are absent. *Sleeping in class will result in a marked absence, although I feel no obligation to wake you or notify you.* **If you are absent more than 6 times, you automatically fail this course. After 3 absences, each missed day results in deducting 2% from your final grade.** 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/>.

Disability Support Services

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

English 100

Fall 2016

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: <http://www.wiu.edu/vpas/policies/titleIX.php>.

University Counseling Center

Memorial Hall 1st Floor

Please call to schedule an appointment. Appointments cannot be made through email.

Phone: (309) 298-2453

Fax: (309) 298-3253

Email: ucc@wiu.edu

Important Dates

August 26: 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)

September 2: 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). Last day to delete course or withdraw with a 100% refund/credit.

September 5: Labor Day—no class

October 14: Fall Break—no class

October 18: Early Grade Warnings

October 30: Last day to drop a course (**students needing permission to drop should seek permission prior to October 29th at 4:30**) AND last day for a total university withdrawal

November 21-25: Thanksgiving Break—no class

December 12-16: Final Exams

December 20: Grades visible on STARS

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.