

ENG 100, Section 13

Introduction to Writing

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Fall 2016 / T Th 9:30am-10:45am / Simpkins 313

Ms. Kelly Schloss

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Office Hours: Tues. 2:00pm-3:00pm; Thurs. 11:00am-12:00pm; and by appointment

“Start writing, no matter what. The water does not flow until the faucet is turned on.”

–Louis L’Amour; Western Fiction Writer

Catalog Description

100 Introduction to Writing. (3) (General Education/ Communication Skills) Instruction and experience in the basics of clear, accurate, and effective paragraphs and essays. Required of students placed in the course during initial registration. Not open to students who have completed ENG 180 or 280 with a grade of C or above. Graded A, A-, B+, B, B-, C+, C, or U.

Course Objectives

English 100, provides you with a preview of the writing knowledge you’ll need to successfully complete Western’s required writing courses and to do the writing expected in the other classes:

- **Writing Processes:** 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 Communities:** You will define discourse community, with a special emphasis on comparing and contrasting past communities with communities you are now entering.
- **Rhetorics:** You will learn strategies for analyzing audience, with a special emphasis on audience analysis as a tool for invention.
- **Genres:** You will recognize genre as a typification, with special focus on acquiring flexible writing and revision 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.

For a complete list of the standard objectives for English 100, see the Writing Program’s handout provided here: http://www.wiu.edu/cas/english/writing/documents/wp_outcomes.php

Note: If you were force-enrolled in this course, you will need 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

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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.

Computers in ENG 100

Even though many sections of 100 will not meet in computer classrooms, you will be required to write with a word processing program, use the Internet for research, and use E-mail and WesternOnline. Your student fees give you access to computer labs in various locations on campus. Therefore, even though we do not meet in a computer classroom, this is not an excuse for work not being completed on time.

Required Texts

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 3rd ed. New York: W. W. Norton and Company. 2014. Print.
ISBN: 978-0-393-93584-4

Recommended Texts

Hacker, Diana. *A Pocket Style Manual*. 7th ed. New York: Bedford/St. Martin's. 2014. Print.
ISBN: 978-1-4576-4232-6

Course Policies

1. Attendance/Class Participation:

1a. Although I may provide background and context for our reading at the start of each class period, the course will rely upon your active participation and your own exploration of our texts. Because we will be doing a good deal of writing in class and because our class discussions depend upon everyone's thoughtful contributions, it is essential that you maintain regular attendance and that you come prepared to discuss the reading material each day. You are permitted **five (5)** absences over the semester for this course: for each absence beyond five, your final grade will be lowered one full letter grade. I do not distinguish between excused and unexcused absences, so please plan accordingly.

If you are going to be absent for more than one class period, you should alert me via email prior to your absence so that we can plan ahead. In addition to the above policy, any absence will be detrimental to your class participation grade. Tardiness (defined as arriving more than five minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. Four tardies = one absence. If you arrive more than fifteen minutes late to class, you will be counted absent. Leaving class early will also count as a tardy; leaving class more than fifteen minutes early will count as an absence. This attendance policy has been established by the Writing Program Director.

1b. As per university policy, students missing class for observation of a religious holiday must notify me at least five (5) calendar days prior to the absence so that I can arrange accommodations. Student athletes must meet with me at the beginning of the semester to review sports-related absences and develop an accommodation plan. Students with military obligations

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should contact me as soon as they know about those obligations so that we can develop an accommodation plan. It is the students' responsibility to notify me of these obligations and participate in developing an accommodation plan.

1c. Your class participation grade is worth 50 points (5%) of your final grade. You are expected to be a willing and thoughtful contributor to class discussion. As you do your reading for class, you should prepare questions and comments about the reading. In class you should be prepared to answer questions, both out loud and in writing, pose new questions, and solicit conversation from your peers. A healthy classroom environment is one in which each person feels comfortable expressing his or her opinion. I will not tolerate rude, disruptive, or inconsiderate behavior, **which includes texting or any cell phone/digital device use without my express permission.** Please put cell phones on vibrate and stash them away during class. Your class participation grade will be lowered if your participation is disruptive to the classroom climate as well as if you do not participate at all.

2. *In-Class Work*: In order to ensure that all assignments are read, I will begin most classes with quizzes or freewrites. Quizzes and freewrites are not designed to trick you—if you read and digest the assignment you will do fine. Quizzes and freewrites will be graded from 1-5, corresponding to F-A. In-Class work, such as small group work, project brainstorming, or the like will be graded similarly. In-Class work is worth 140 points (14%) of your final grade. **If you are absent you may not make up In-Class Work.**

3. *Peer Review Workshops*: You will participate in five peer review workshops during this class. You will be graded on your own **complete** draft as well as your comments on other students' drafts. Drafts will be spot-checked at the beginning of each peer review. If you do not have a complete draft, you will be asked to leave, earning a 0 on that Peer Review and draft. This will also be considered an absence. Your peer review workshop grade makes up 100 points (10%) of your final grade. Drafts and peer review worksheets will each be graded from 1-10. If you are absent on the day of peer review, peer review workshops can be made up for partial credit, but you must arrange this with me prior to the peer review class period. All Peer Review worksheets and work-shopped drafts will be due (in hard copy) the class after the final draft of the corresponding paper is submitted on-line. Failure to turn these in will penalize the writer, not the peer reviewer.

4. *Reflections*: You will write a one-page reflection before and after four of your major assignments. Reflection assignments will be provided on WO. Reflections should be typed and submitted to Western Online. Reflections will be graded from 1-20, and will be worth 160 points (16%) of your final grade. (4 assignments with 2 reflections each worth 20 points; 4 x 2 x 20=160)

5. *Conferences*: Before the Description of a Character and Research Assignment you will be required to attend a conference with me to discuss your writing. I will tell you ahead of time what to bring to each conference. Failure to attend any conference will be considered an absence. During the rest of the semester, you are welcome to drop by during my office hours or schedule a conference.

6. *Writing Center*: 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-on-one assistance available at the University 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 Malpass Library (3rd floor, west side and in satellite centers in Simpkins, Bayliss, and Tanner). Call for an appointment (298-2815) and be sure to bring a copy of your assignment.

7. *Papers*:

7a. Over the course of the semester, you will complete four formal assignments in response to specific prompts. Paper 1: Character Description, which will be 375-500 words in length, will be worth 100 points (10%). Paper 2: Summary and Response: New Audience, which will be 600-750 words in length, will be worth 100 points (10%). Paper 3: Summary and Response: To the Author, which will be 600-750 words in length, will be worth 100 points (10%). Paper 4: Take a Stance, which will be 700-850 words in length, will be worth 100 points (10%). With each assignment, I will hand out a format sheet to follow, which will detail the guidelines for that particular assignment. Deviation from the guidelines will cause your grade to be lowered. Unless you make arrangements with me at least forty-eight hours in advance, late assignments will be marked down one letter grade for each day late; essays more than 7 days late will receive a "0." I will not discuss assignment grades on the day I return assignments to the class. You must make an appointment with me to discuss a grade after a 24-hour period.

7b. Papers will be submitted electronically on WesternOnline. Each format sheet will review how to submit the paper. If you are unsure about how to submit your paper, please speak with me well before the due date. Because you will submit papers electronically, you should make sure to save your work in several formats (on a hard drive, on a flash drive, by emailing the paper to yourself, by uploading to Google Docs or Dropbox). Technology problems are not an excuse for submitting a paper late. Always make sure you receive a confirmation notice from WesternOnline as this is your proof of when a document is submitted. You will submit your papers as Word files (.doc or .docx); papers submitted in any other file format or corrupted files will be returned to you and considered late until re-submitted as a Word file.

7c. Academic integrity is an important part of our community at WIU; therefore, acts of plagiarism and cheating may result in failure for the course and referral for academic discipline: <http://www.wiu.edu/policies/acintegrity.php>. Please make note that double submission (submitting the same paper or part of a paper for more than one class) is considered a violation of academic integrity.

8. *Revision*: The Writing Program at Western Illinois University strongly believes that writing, and learning to write effectively at the college level, is a process that takes time. This is why revision opportunities are built into the course: conferences, peer review, etc. Similarly, toward the end of the semester, I will allow for everyone in the class to choose one paper they would like to revise for the potential of earning a higher grade. A more detailed assignment sheet will be provided as this opportunity comes closer. Please note that if you choose to take this opportunity and only minor changes or line edits take place (as opposed to global level revision), it is my right to assign a *lower* grade than the original grade received.

9. *Portfolio*: In lieu of a final exam, you will submit an Online Portfolio of your work over the course of the semester. Portfolios will consist of two components: 1) A reflective essay on your writing, and 2) Artifacts you reference in your reflective essay (artifacts may include any of the following: rough drafts, final drafts with my comments; revisions; peer review worksheets; writing reflections; quizzes and freewrites). Note that it is imperative that you keep track of all of the work you do this semester so that you can compile a successful portfolio. The final portfolio will be worth 150 points (15%) of your final grade.

10. *Office Hours*: My regular office hours are listed above. At those times I will be in my office available to meet with you to discuss any aspect of the course. Please do not hesitate to drop by my office or to contact me to make an appointment to meet if you cannot meet during my regular office hours.

11. *Email*: The best way to get in touch with me outside of class is by email. Over email you can make appointments to meet with me, and you can ask questions related to the assignments. Please bear in mind that I will need at least a day to reply to emails. You are also responsible for checking your WIU email and Western Online accounts on a regular, **daily**, basis, since they will be my primary methods of communication with you outside of class.

12. *Disability Resource Center*: 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. Contact Disability Resource Center at 298-2512 for additional services or see the DRC website: http://www.wiu.edu/student_services/disability_resource_center/.

Title IX: 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>.

Please review your “Student Rights and Responsibilities” at <http://www.wiu.edu/provost/students> and see me if you have any questions.

| Grading | | |
|-----------------------------------|------|---------------------------|
| Class Participation: | 50 | A: 930-1000; A-: 900-929; |
| In-Class Work: | 140 | B+: 880-899; B: 830-879; |
| Drafts and Peer Review Workshops: | 100 | B-: 800-829; C+: 780-799; |
| Description of a Character: | 100 | C: 730-779; U: < 729 |
| Summary and Response 1: | 100 | |
| Summary and Response 2: | 100 | |
| Take a Stance: | 100 | |
| Reflections: | 160 | |
| Portfolio: | 150 | |
| TOTAL: | 1000 | |

Note that you must receive a 730 or above in order to pass this class.

***This is syllabus and course calendar may be subject to changes. Changes to the syllabus will be made in writing, discussed in class, and posted to WO. Changes to the calendar may be made in class, via e-mail, and/or via WesternOnline.**

Schedule

This schedule is subject to change. You are responsible for any changes made in class, sent over email, or posted on Western Online (WO).

Many readings will come from *They Say/I Say*, 3rd ed. by Gerald Graff and Cathy Birkenstein. This will be noted by *TSIS*. Additional reading will be provided to you via PDF. These are posted on WesternOnline and should be readily available for the class they are being discussed in. This can be via hardcopy, but I understand that not everyone has a printer, so tablet or e-reader is also fine. Electronic use will be decided at the instructor's discretions and abuse of this resource in any way will not be tolerated.

Unit 1: Becoming a Better Writer through Reading

| Date | Complete for Class That Day/Discuss in Class | Due (See Specific Requirements) |
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| Tue., Aug. 23 | Intro to Course -Review Syllabus | |
| Thurs., Aug. 25 | What is a "Good" Writer -PDF "To the Student" from <i>Steps to Writing Well</i> - <i>TSIS</i> Ch 12 | |
| Tues., Aug. 30 | Why It Matters - <i>TSIS</i> Ch 7 - "Sneak Peek" by Melissa Donovan-Link on WO | |
| Thurs., Sept. 1 (Fri., Sept. 2 is the last day to withdraw from courses with 100% refund) | Academic Writing - <i>TSIS</i> Ch 9 | |
| Tues., Sept. 6 | Character Descriptions and What They Do -Read Paper 1 Assignment Sheet -"Character Descriptions-Learn from the Pros" by Angela Ackerman-Link on WO -Harry Potter excerpt PDF -"Weight" by John E Wideman excerpt PDF | Bracket [] specific examples within the PDFs where a character's <i>physical</i> description is taking place. Underline specific examples within the PDFs where a character's <i>personality</i> is being described. |
| Thurs., Sept. 8 | Conference-No Class | Pre-Reflection Due (Paper 1) due in class |
| Tues., Sept. 13 | Conferences- No Class | |
| Thurs., Sept. 15 | Peer Review Paper 1 | Due 5 Minutes Before Class: |

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| | | Electronic file of your revised Paper 1 Due in Class: complete, typed, hard-copy draft of your Paper 1 and Peer Review Sheet |
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| Unit 2: Telling an Audience About What You've Read and Why It's Important |
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| Date | Read | Due |
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| Tues., Sept. 20 | Audience and Why It's Important -PDF from <i>The College Writer Brief</i> pg 29; 306-7 | Character Description Essay Due at 11:59pm on WO |
| Thurs., Sept. 22 | How to Analyze Audience -"Building a Bridge" by JM Ottino and GS Morson-Link on WO -"What Food Says" by Lisa Miller-Link on WO | Post-Reflection Due (Paper 1) due in class |
| Tues., Sept. 27 | Summarizing: What Are Other's Saying -Read Paper 2 Assignment Sheet - <i>TSIS</i> Ch 1 | |
| Thurs., Sept. 29 | Summarizing: How to Summarize - <i>TSIS</i> Ch 2 | Pre-Reflection Due (Paper 2) due in class |
| Tues., Oct. 4 | Responding: How to Respond - <i>TSIS</i> Ch 4 | |
| Thurs., Oct. 6 | Responding: Keeping <i>Your Voice</i> - <i>TSIS</i> Ch 5 | |

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| Unit 3: Finding Conversations to React to |
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| Date | Read | Due |
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| Tues., Oct. 11 | Peer Review Paper 2 | Due 5 Minutes Before Class: Electronic file of your revised Paper 2 Due in Class: complete, typed, hard-copy draft of your Paper 2 and Peer Review Sheet |
| Thurs., Oct. 13 | Genre -Watch "SJVC - Talking Laundry Detergent - Spring 2016 Commercial"-Link on WO Reading TBD | Summary and Response Essay: New Audience Due at 11:59pm on WO -DUE IN CLASS: Respond to Questions about video-Given in |

| | | Class |
|--|--|---|
| Tues., Oct. 18 | Discourse Community Reading TBD | Post-Reflection (Paper 2) due in class |
| Tues., Oct. 25 | How to find Conversations that Matter -Read (Paper 3) Assignment Sheet - <i>TSIS</i> Introduction pg 1-18 | |
| Thurs., Oct. 27 (Sun., Oct. 30 is the last day to withdraw from any class with a "W") | How to React to Conversations - <i>TSIS</i> ch 14 | Pre-Reflection (Paper 3) |
| Tues., Nov. 1 | Peer Review Paper 3 | Due 5 Minutes Before Class: Electronic file of your revised Paper 3 Due in Class: complete, typed, hard-copy draft of your Paper 3 and Peer Review Sheet |
| Thurs., Nov. 3 | Why Both Sides of a Conversation Matter - <i>TSIS</i> Ch 6 | Summary and Response Essay: To the Author Due at 11:59pm on WO |
| Tues., Nov. 8 | Responding to Conversations Using Sources -Review <i>TSIS</i> ch 4 and 5 -Read Paper 4: Take a Stance Assignment Sheet | Post-Reflection (Paper 3) due in class |
| Thurs., Nov. 10 | Responding to Conversations Using Sources/Student-Student "Conferences" -Read <i>TSIS</i> ch 3 | |
| Tues., Nov. 15 | Conferences-No Class | Pre-Reflection (Paper 4) due in class |
| Thurs., Nov. 17 | Conferences-No Class | |
| Nov. 21-25 | THANKSGIVING BREAK | |
| Tues., Nov. 29 | Peer Review Paper 4 -Read ePortfolio Assignment Sheet | Due 5 Minutes Before Class: Electronic file of your revised Paper 4 Due in Class: complete, typed, hard-copy draft of your Paper 4 and Peer Review Sheet |
| Thurs., Dec. 1 | Choosing Artifacts and Reflecting; How do I use Google Sites | Take a Stance essay due at 11:59pm on WO |

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| Tues., Dec. 6 | Library Work Day | Post-Reflection (Paper 4) due in class |
| Thurs., Dec. 8 | Peer Review Final Portfolio | Final Portfolio due Fri., Dec. 9 at 11:59pm |
| Final TBD | I will be in my office at the time of our scheduled final | |