

English 100: Introduction to Writing, Section 019
Fall Semester 2016, Simpkins 114, STARS 21052
MWF 11:00 – 11:50 a.m.
Course Policies and Procedures

Welcome to Western's Writing Program! We recognize writing as influenced by complex intuitive, cognitive, rhetorical, social, and ecological processes that develop through social acquisition, training and reflective practice. "Lots of words; what do they mean?" Our curriculum is built around 5 Guiding Principles: 1) Language is social—and so is writing; 2) Writing is work that involves play; 3) Thinking, reading and writing are intimately connected to each other and to identity; 4) Writing conflicts and practices are transferable; and 5) Community is important to the process of writing.

Instructor: Dr. Bonnie Sonnek
Office: Simpkins 226B
Office Phone: (309) 298-1511
Office Hours: M: 10:00 – 11:00 a.m. and 3:00 – 4:00 p.m.
W: 10:00 – 11:00 a.m.
F: 10:00 – 11:00 a.m.
And by appointment
E-mail: bk-sonnek@wiu.edu

Required Text: Will, A. (2012). *The good food revolution: Growing healthy food, people, and communities*. New York: The Penguin Books. (Each student must have a copy by Friday, August 19, 2016)

Other required materials:

- 1) Writing instruments and a notebook for in-class work. This is a writing course. Come every day prepared to write, with something to write with and something to write on.
- 2) Manila file folders for turning in project assignments.
- 3) A composition notebook for journal writing **(See Samples in Class)**

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 is a writing course for developing the skills needed to write effectively at the university level.

This is primarily a workshop course. We will spend time in class working on how to make your writing clear, effective, coherent, and organized. We will peer review others' papers. As such, your attendance is vital to the work of the class. Your voice is very important in this class, and I will ask you to share your thoughts, worries, enjoyments, and concerns as we write and read--and I will share mine. It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and a benefit. And finally, one of the course objectives is to have fun with the writing! You will struggle, become frustrated (that's my guess), improve your skills, become extremely proud of many of them, and (hopefully), experience many "ah-ha" moments!

Course Goals and Objectives

1. 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 (**Writing Process**).
2. You will define community, with special emphasis on comparing and contrasting past communities with communities you are now entering (**Discourse Community**).
3. You will define and identify audiences as part of the rhetorical situation and learn strategies for analyzing audience, with special emphasis on audience analysis as a tool for invention (**Rhetoric**).

4. You will define genre as typification with special focus on acquiring flexible writing and revising processes for working with varying genre conventions (**Genre**).
5. 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 (**Critical Thinking, Reading, and Research**).

GRADES

Papers: Grades in this course are based primarily on participation with the group, your contributions to others on their papers, and the papers you write. You will write short papers before midterm, longer papers after midterm. Each paper will receive a letter grade. At mid-term, your papers will be worth more, as I expect you will have learned to write more effectively. We will peer review each other's papers, and I encourage you to come to me if you have questions.

Rough drafts: At least one class period before the one on which a paper is due will be devoted to peer review of rough drafts. It is essential that you come on those days with a rough draft of your paper to share. These will be signed by your peer reviewer and turned in with your final copy/project. All drafts must be created by a computer program. A rough draft is a complete treatment of the topic, but subject to change at every level; it is not a few brief notes or lines of introduction or an abstract of the paper. If you come prepared with a rough draft to every peer review session, an A will be added to your grade; if you miss one, a B; if you miss two, a C; if you miss three or more, a U. Your final copy **must be turned in at the beginning of the class it is due; for each day the paper is late, your grade will be lowered by one letter grade.**
DO NOT E-MAIL ME YOUR PAPERS; I WILL NOT ACCEPT THEM.

I will calculate final grades as follows:

A	93-100%	B	83-86%	C	73-76%
A-	90-92%	B-	80-82%		
B+	87-89%	C+	77-79%		

NOTE: You must have 73 percent to pass this class.

Policies:

1. Assignments, including informal papers, formal papers, and exams, are due on the date assigned **AT THE BEGINNING OF CLASS**. All final writing assignments, except those done in class, will be completed on a word processor and double-spaced with one-inch margins, 12-point font. Your papers must include a title page with a "creative title." And correct capitalization.
2. Class work, participation, peer review and discussion are essential to forming a writing community in this class. Therefore, each of these will be an integral part of your overall grade. If you are present but never participate or have not completed the assignment, you will receive a U for that day's work.
3. Behavior in class should be a no-brainer. Respect each other and me. Everyone has a right to express his or her opinion on topics we discuss, and each is encouraged to do so. But you are expected to use appropriate language for an academic setting and to respect your peers and your instructor. No one will be allowed to verbally attack another person or group in the class or to use profanity at any time. This is an academic environment, and you are expected to act in an appropriate manner. Anyone violating these ground rules will be asked to leave class and will receive a U for that day's work.

Academic Dishonesty. Anyone who commits plagiarism will be treated appropriately. See *academic integrity policy*.

This includes:

- Turning in a paper that you did not write—whether you bought it, got it from a friend or fraternity/sorority/file, downloaded it from the internet, etc.
- Turning in a paper that contains passages that you did not write with no quotation marks and no citations.
- Copying passages into your paper and changing only a few words here and there.
- Using information from sources without crediting those sources with a citation.

Attendance

This is a semester course that meets three times per week OR 2 hours and 30 minutes each week. **Attendance is required.** Absences affect your classmates' work as well as your own. I reserve the right to lower your grade for lack of participation (and attendance), or lack of complete documentation as you display it in drafts, workshops with colleagues, and your projects. If you miss no more than two classes or conferences, you'll get an A for attendance; if you miss three or four, a C; if you miss five or six, a U. **Every class or conference you miss after six will result in an extra U being added to your grade. Note: I don't distinguish between excused and unexcused absences.** Behavior that effectively separates you from what we're doing in class will result in your being marked absent from class as of that time.

Late arrival to class is disruptive. A pattern of late arrival can hurt your grade. The undependability of the bus **is not an acceptable excuse for being late, nor is a printer problem.** Be prepared ahead of time; plan on coming to class early. Find a way to get here on time. If you miss a significant chunk of class time at the beginning or the end--*significant* being defined by me, based on what's going on in class on that day--I reserve the right to mark you as absent. I welcome and encourage contributions to the discussion at hand. Such contributions must be respectful of others. **One final note on grades/attendance:** All other calculations and considerations aside, if you miss as many as ten classes or fail to write as many as three papers, you will fail the class.

Americans with Disabilities Act

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies me of the need for an accommodation. WIU's policy for accommodations is as follows: "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 or 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

Communication

I will respond to e-mail during the day, as I am available, usually 1-2 times each day. I will not respond to e-mail after 9 p.m. You will have a list of members of the course and telephone numbers should you need immediate assistance. As you will practice in your own learning, you will collaborate with your peers, who will become invaluable resources. Contact them for assistance before you contact me.

WIU Student Rights and Responsibilities

WIU student rights and responsibilities are outlined on the web at <http://www.wiu.edu/provost/students/>

Academic Integrity Policy

WIU's academic integrity policy can be found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

*****Cell Phones and Other Electronics

Please turn off all cell phones while you are in class, as I allow no calls or texting during my class. Also, you will need to be sharing, not using electronics. This also means when we are between activities. If you have an emergency situation, please talk to me.

Reminders:

August 26: Last day to add course during registration
September 2: Last day to add by permission or delete course
October 30: Last day to drop 16-week course with a "W" grade

Reminder: You will be writing in your journals on MWF, whether or not we meet.

Course Assignments (I suggest you keep track of your points, also)		Points
In-class assignments, quizzes, short papers, homework		250
Writing Journals		50
Essay #1	Personal Essay	100
Essay #2	Organizations on Campus/ Interviews/Multigenre	100
Essay #3	Choice of Genre	150
Essay #4	<i>The Good Food Revolution</i>	150
Essay #5	To Be Announced	150
Peer Edits	Every essay	100
Final Exam	TBA	100
TOTAL		1,150

Week One	IN CLASS WORK	ASSIGNMENTS
Monday, August 22	Introductions, purpose of class, class activities	Writing prompt
Wednesday, August 24	Writing Processes: what does it include; how has it changed; why has it changed?	1-page detailing your writing process and how it has changed AND how you would like it to change/improve.
Friday, August 26	Past writing practices What are your goals for this semester? Why is writing location important? What does it provide for each individual?	Write one page (detailed) on a memory you have of writing. This can be either good or not so good, but it must have been your experience with writing. Read pp. 1-18 and be prepared for quiz.
Week Two		
Monday, August 29	Share writing processes and information from self and book.	Quiz pp. 1-18. Bring writing experiences
Wednesday, August 31	Audience. Why is this so important in writing? How do we identify our audience?	Review THE GOOD FOOD REVOLUTION and audience.
Friday, September 2	Academic writing. How is this different from other types of writing? What have you learned so far?	Make a list of all of the “rules” you believe make up “academic writing.” What have you been told so far? What do you believe? Begin Essay #1.
Week Three		
Monday, September 5	LABOR DAY. NO CLASSES	Write in journals and work on Essay #1
Wednesday, September 7	Student conferences with me: SECTION 19 ONLY.—Sign up in class. CLASS WILL BE CANCELLED	Bring one piece of your writing to the conference AND 3 questions #226
Friday, September 9	I WILL BE AT A STAFFING OUT OF TOWN. CLASS IS CANCELLED.	Remember your journals and continue to write.

Week Four		
Monday, September 12	How is writing connected to reading?	Read THE GOOD FOOD REVOLUTION: pp. 19-39. Write a one-page summary of what you have read.
Wednesday, September 14	Share parts of text. Small groups and questions to be discussed. Concerns in writing.	Read pp. 43-62. Write 5 questions that you can ask your peers concerning the pages read.
Friday, September 16	Small groups. Work on Essay 1	Finalize small groups. Work on Essay #1. Handout.
Week Five		
Monday, September 19	Continue Essay #1: Directions for an academic essay submitted in this class.	Bring essay draft to class. Peer edit.
Wednesday, September 21	In-class Essay #1 work. Peer edit.	In-class writing. Questions.
Friday, September 23	Bring final copy to class. Small groups to share ideas, concerns, and “successful” ideas/actions.	Final copy Essay #1 due. This essay will be from 2-3 pages, with a title page, etc. Five students will share with class.
Week Six		
Monday, September 26	Essay #2 draft of introduction. Handout.	Write introduction to Essay #2 and be prepared to peer edit.
Wednesday, September 28	Writing practices and concerns Work on Essay 2	Share introductions with peer group
Friday, October 30	Discuss “audience” in text. Identify the audience he chose. Why did Will Allen choose this audience? Work on Essay #2	Read pp. 63-129. Write a one-pager explaining why Allen calls his chapter “Black Gold.” Describe the significance of the title, and explain how those events contribute to what you have read thus far.
Week Seven		
Monday, October 3	Work on Essay #2. HANDOUT	Review writing concerns
Wednesday, October 5	Discuss outlines and questions for interview(s).	Come to class with 2 pages written (roughly) about the organization you have chosen and why. Sign up for conference
Friday, October 7	Discussion of multigenre essay and how to write an interview. Paper will be 3-4 pages (excluding multigenre pieces).	Create an outline that shows how you will organize your paper. Write out what you have learned from online source(s)

Week Eight		
Monday, October 10	Define community now and previously.	Interview written up. Rough draft due. Share in class.
Wednesday, October 12	Peer editing and small group. Discuss artifacts	Peer editing and related FINAL ESSAY DUE ON MONDAY.
Friday, October 14	FALL BREAK. NO CLASSES	Enjoy your weekend.
Week Nine		
Monday, October 17	ESSAY #2 DUE	FINAL ESSAY DUE TODAY AT THE BEGINNING OF CLASS.
Wednesday, October 19	Begin Essay #3. Handout. Genre discussion.	Writing activity
Friday, October 21	Review proposed genre ideas. Clarify each. Share ideas with class. What are other ideas?	Rough draft (the beginning) of your proposed essay.
Week Ten		
Monday, October 24	Discussion and catch-up. Conferences during class.	Bring a 3-4 page essay (rough draft) Small groups.
Wednesday, October 26	Essay discussion. Bring draft to class	Essay peer edits.
Friday, October 28	ESSAY #3 DUE on Monday.	Reflections in class
Week Eleven		
Monday, October 31	We will reflect on reading and critical thinking processes used in the past and identify new processes you are using in reading the text.	Read pp. 63-129. Be ready to discuss in class. Write a one-page essay on what you have learned in these chapters that you did not know before. You may also include what you DID know. Review one-page essays in class.
Wednesday, November 2	Essay #4. Discussion and handout.	Discussion.
Friday, November 4	Continue critical thinking processes used in reading the text.	Read pp. 130-177. Writing activity
Week Twelve		
Monday, November 7	Essay #4 (continued).	Complete sections 1-4 on handout.
Wednesday, November 9	Continue discussion Critical thinking and reading	Complete final steps on handout. Bring 2 pages of essay to class.
Friday, November 11	Complete 2-3 pages of essay	Bring to student conferences in Simpkins Room 226 B
Week Thirteen		
Monday, November 14	Conferences (Nov. 14, 15, 16) Bring copies of essay to conference.	Conferences. Read pp. 183-236. Quiz on Mon., Nov. 28

Wednesday, November 16	Conferences (Nov. 16, 17, 18) Bring copies of essays to conference	Conferences
Friday, November 18	Conferences. Bring copies of essays to conference	Conferences
	Be safe; have fun; be smart. I will see you on Monday, the 28th.	
Week Fourteen		
Monday, November 28	Final discussion of essay.	Peer edit.
Wednesday, November 30	Begin Essay #5 (Handout)	FINAL COPY OF ESSAY #4 DUE
Friday, December 2	In-class work on essay. Peer groups	In-class work on essays Read pp. 237-249
Week Fifteen		
Monday, December 5	In-class work on essays	Same
Wednesday, December 7	Rough draft	Peer edit
Friday, December 9	Essay #5 due	
Final exam WEEK	Final Exam:	

Enjoy your break; eat well, be smart, and be safe. Keep in touch; visit me in Room 226B. And write!



Dr. Sonnek