

**Introduction to Writing**

ENG 100, section 21

Fall 2016 / MWF 11:00-11:50 / Simpkins 309

Ms. Erica Salmonson

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Office Hours: MWF 12:00-12:50; and by appointment

*"The scariest moment is always just before you start."*

*-Stephen King, On Writing: A Memoir of the Craft*

**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 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 discourse community, with a special emphasis on comparing and contrasting past communities with communities you are now entering.
- Rhetoric: You will learn strategies for analyzing audience, with a special emphasis on audience analysis as a tool for invention.
- Genre: 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](http://www.wiu.edu/cas/english/writing/documents/wp_outcomes.php)

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.

### **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.

### **Readings**

There are no required texts for this course. All readings will be provided in PDF form on WesternOnline (WO); however, I do recommend purchasing *A Pocket Style Manual*, which is a guide to citing sources, etc. in MLA format.

### **Recommended Texts**

Hacker, Diana. *A Pocket Style Manual*. 7<sup>th</sup> 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** 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 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 100 points (10%) 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. 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. *Freewrites and Quizzes*: 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. I also like to incorporate freewrites into the classroom to get you to practice writing each class. The more you write, the better writer you become. Quizzes and freewrites will be graded from 1-5, corresponding to F-A. Freewrites and quizzes are worth 150 points (15%) of your final grade. **Freewrites and quizzes cannot be made up unless you have a documented reason for missing class.**

3. *Peer Review Workshops*: You will participate in four 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 1-12.5. 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 after three 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 1-33.3 (see Rubrics), and will be worth 100 points (10%) of your final grade.

5. *Conferences*: Before the Letter to Myself and Summary and Response 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 going over assignments, generating ideas, and talking about global-level issues such as organization. The University Writing Center is located in Malpass Library (3<sup>rd</sup> 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. Major Assignments:*

7a. Over the course of the semester, you will complete four formal assignments in response to specific prompts. Assignment 1: Letter to Myself will be worth 125 points (12.5%). Assignment 2: Understanding Who I Am as a Writer through Social Media will be worth 125 points (12.5%). Assignment 3: Summary and Response will be worth 150 points (15%). Assignment 4: Final Portfolio will be worth 150 points (15%). 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 a Final 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; readings; 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 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](mailto: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. [http://www.wiu.edu/student\\_services/disability\\_resource\\_center/](http://www.wiu.edu/student_services/disability_resource_center/)

12. *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](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

Participation	100	A: 930-1000; A-: 900-929;
Freewrites and Quizzes:	150	B+: 880-899; B: 830-879;
Drafts and Peer Review Workshops:	100	B-: 800-829; C+: 780-799;
Letter to Myself:	125	C: 730-779; U: < 729
Understanding Who I Am...Social Media:	125	
Summary and Response:	150	
Reflections:	100	
Portfolio:	150	
TOTAL:	1000	

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

**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).

Readings will be provided to you via PDF. These are posted on WesternOnline (WO) and should be readily available for the class they are being discussed in via hardcopy.

Unit 1: Understanding Who You Are through Writing  
and Reflecting

<b>Date</b>	<b>Complete for Class That Day/Discuss in Class</b>	<b>Assignments Due</b>
Mon., Aug. 22	Introduction to Course	
Wed., Aug. 24	-Read: "To the Student" on WO - Practice annotating texts -Freewrite about past experiences with writing	
Fri., Aug. 26 Open registration ends	-Read: Excerpts from <i>If I'd Known Then</i> : "Vida Zaher Khadem" and "Aimee Mullins" on WO	<b>Due in Class:</b> Annotations of excerpts from <i>If I'd Known Then</i> (on WO)
Mon., Aug. 29	-Continue discussion of Excerpts from <i>If I'd Known Then</i> -Freewrite about past experiences or struggles	
Tues., Aug. 30	Individual Conferences (First draft of Letter to Myself due at conferences)	
Wed., Aug. 31	Individual Conferences (First draft of Letter to Myself due at conferences)	
Thurs., Sept. 1	Individual Conferences (First draft of Letter to Myself due at conferences)	
Fri., Sept. 2 **This day is the last day to withdraw from courses with 100% refund)	Individual Conferences (First draft of Letter to Myself due at conferences)	

Mon., Sept. 5 Labor Day NO CLASS	NO CLASS	
Wed., Sept. 7	-Discussion of peer review and why it's important -Practice peer review	
Fri., Sept. 9	Peer Review 1	<b>Due in Class:</b> Bring revised draft of Letter to Myself
Mon., Sept. 12	-Discuss our own writing processes (strengths and weaknesses) -Assignment checklist	

Unit 2: Discovering How Social Media Shapes Communities and Affects the Way We Write
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<b>Date</b>	<b>Read</b>	<b>Due</b>
Wed., Sept. 14	-What do we write and how do we write every day? -Why are reflections important?	Letter to Myself Assignment and Reflection 1 Due at 11:59pm on WO
Fri., Sept. 16	-Continue discussion of the different ways we participate in writing -Introduce genre	
Mon., Sept. 19	-How does social media affect the way we write and what we write? -Introduce audience -In class activity: writing in different genres	<b>Bring to class:</b> List of social media sites you use most often and why
Wed., Sept. 21	-Continue discussion of social media and audience -Go over Understanding Who I Am as a Writer through Social Media assignment sheet	
Fri., Sept. 23	-Discussion of social media sites as discourse communities	
Mon., Sept. 26	Continue discussion of discourse communities	
Wed., Sept. 28	Peer Review 2	<b>Due in Class:</b> Bring first draft of Understanding Who I Am as a Writer through Social Media
Fri., Sept. 30	-How do we see social media now?	Understanding Who I Am as a Writer through Social Media

		Assignment and Reflection 2 Due at 11:59 PM on WO
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Unit 3: Telling an Audience About What You've Read and Why It's Important
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<b>Date</b>	<b>Read</b>	<b>Due</b>
Mon., Oct. 3	-Introduce different ways we reach out to an audience academically -Why is summary important?	
Wed., Oct. 5	-Finding the main point and sub points -What do you think is important and why?	<b>Bring to Class:</b> Annotations of "Don't Blame the Eater"
Fri., Oct. 7	-Read: "The Art of Summarizing" and "The Art of Quoting" on WO	
Mon., Oct. 10	-Using Templates from <i>They Say/I Say</i> and playing Peter Elbow's "believing game"	
Wed., Oct. 12	Read: "History Shows 'Smarter' Football is No Match for Concussion" and "Teen Depression and How Social Media Can Help or Hurt" on WO -Summary Practice	<b>Bring to Class:</b> Annotations of "History Shows 'Smarter' Football is No Match for Concussion" and "Teen Depression and How Social Media Can Help or Hurt"
Fri., Oct. 14 Fall Break NO CLASS	NO CLASS	
Mon., Oct. 17	Summary Practice	
Wed., Oct. 19	-Read: "Three Ways to Respond" -Responding to Conversations	
Fri., Oct. 21	-Continue responding to conversations -Practice taking a stance -Supporting your argument	
Mon., Oct. 24	-Introduce Summary and Response Assignment Sheet -Practice	
Wed., Oct. 26	-Signaling what you say from what others are saying	
Fri., Oct. 28 (Sun., Oct. 30 is the last day to withdraw from any class with a	-Developing thesis statements	



“W”) students needing permission to drop should seek permission prior to October 28 at 4:30		
Mon., Oct. 31	Individual Conferences (First draft of Summary and Response due at conferences)	
Wed., Nov. 2	Individual Conferences (First draft of Summary and Response due at conferences)	
Fri., Nov. 4	Individual Conferences (First draft of Summary and Response due at conferences)	
Mon., Nov. 7	Individual Conferences (First draft of Summary and Response due at conferences)	
Wed., Nov. 9	-Supporting your argument	
Fri., Nov. 11	-Grammar activities	
Mon., Nov. 14	Peer Review 3	<b>Due in Class:</b> Bring revised draft of Summary and Response
Wed., Nov. 16	-Fine tuning thesis statements -Grammar activities -Assignment checklist	
Fri., Nov. 18	-Work Day	Summary and Response Assignment and Reflection 3 Due at 11:59pm on WO
Nov. 21-25	THANKSGIVING BREAK	
Mon., Nov. 28	-The final portfolio	
Wed., Nov. 30	-Choosing artifacts -How do I use Google Sites?	
Fri., Dec. 2	-What have I learned and how have I learned it? -How has your writing changed based off of your newfound knowledge?	
Mon., Dec. 5	Peer Review 4	<b>Due in Class:</b> Bring draft of Final Reflective Essay
Wed., Dec. 7	-Work Day	
Fri., Dec. 9	-Work Day	Final Portfolio Due at 11:59pm
Final <b>TBD</b>	NO FINAL EXAM; I will be in my office at the time of our scheduled final. I would love to see you all! : )	

