

Syllabus for English 100 / Section 22

Class Location: Simpkins 114

Class Time 11:00 to 12:15 Tuesday / Thursday

Instructor's Name: William Thompson

Office Simpkins 138 *and* Malpass Library 478

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Office Hours: Tuesday / Thursday 10 to 10:50 in Simpkins 138; Wednesdays from 10:00 to Noon in Malpass 478.

Catalog Description: "*100 Introduction to Writing. 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.*"

Dropping the 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. **In other words, if you want out--please do not wait to the last minute.**

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.

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>

Grading Scales

Papers Everything in class is worth a number of points. These points add up to 100. There are 8 graded writing assignments. The first is low stakes and worth 2 points of the final grade. The final longer writing assignments are worth 20 points or 1/4th of the final grade. There is also a short reflective essay at the end worth 5 points. The total number of points from writing assignments is 80.

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Papers are turned in both electronic format (by e-mail) and in print. I grade the print copy. The electronic copy is a backup. Papers are written using Google Docs.

Quizzes: There are twelve reading quizzes, each worth 1 point. The temptation will be to not worry about these quizzes because any one quiz is only worth 1 point. However, consider that 5 points is half a grade level. If you have 70 points on the writing, you are doing pretty well with writing--given there are only 80 possible points total from writing. You are a B+ writer. Even so, you will need at least 4 more points to pass the class with a **74**.

I assign letter grades to papers. Those grades translate into points.

A+ = 100

A = 95

A-1 =91

B+ = 88

B= 85

B= 81

C+=78

C=75

C-=71

D+=68

D=65

D-= 61

F= 0

Numerical value of letter grades:

Papers are graded A + (100: Perfect paper, no grammar errors, no spelling errors, well constructed, sophisticated arguments, supported by reliable / logical examples; examines its own assumptions, provides reliable / logical developed counter arguments and counter examples; is a pleasure to read. Note that the paper tries to make multiple arguments in support or against its particular topic or claim--though it may only fully develop one of them. The paper is aware of who its audience is and what their expectations are.

A (95) (Like the A+ but may have one or two small stylistic errors, is not as brilliant as A+.

A- (91) Again, a very good paper, but lacks the stylistic sophistication and logical sophistication of the A and A+ and may have a few small stylistic errors.)

B+ (88) This is a strong paper, that makes a logically coherent argument, provides examples, has a few errors (one or two spelling errors, punctuation errors, etc.), has a counter argument with examples, but may not develop the counterargument or fully demonstrate the relevance of the examples. This paper will contain no major grammatical errors--no noun verb disagreement, for example. It may not make as many arguments as the A paper.

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B (85)(Same as B+ but not as strong, contains a few errors in terms of spelling, punctuation, grammar. The argument is logical, but the examples may not be as many or as pertinent as those for a B+, there may be a few spelling errors (3 or less), punctuation errors, etc., but no major grammatical errors. There is a counter argument, but it may not be as strong as that for the B+. The argument and counter argument will also lack the sophistication of an “A” paper and show less awareness of its audience, their needs and assumptions. Word choice will reflect an awareness of style--for example, precision, few extreme adjectives (unless needed), avoidance of conversational English.

B-. (81) This is a B paper with a few more errors, etc.

C+ (78)This is a paper that makes a logical argument but lacks enough examples to strongly support it. The same will be true of the counter argument. There will be more spelling errors, more punctuation errors, conversational English may be employed occasionally, vocabulary may regularly repeat, the awareness of the paper’s audience and their needs may not be well developed. There may be one major grammatical error.

C: (75)This is a paper that makes a logical argument but lacks enough examples to strongly support it. The same will be true of the counter argument. There will be more than three spelling errors, more than three punctuation errors, conversational English may be employed on more than one occasional, vocabulary may regularly repeat, the awareness of the paper’s audience and their needs may not be well developed. There may be two major grammatical errors. The paper will lack the sophistication of the B and A papers when it comes to making arguments. For example, it may only make one argument for and against. There may be only one or two examples supporting the arguments. The counter argument may be weak.

C- (71) This paper will have significant numbers of spelling errors, grammatical errors, the arguments may not be logical, examples will be weak or missing altogether, the vocabulary will be repetitive, will too frequently be slang or conversational English, will fail to meet the stated requirements. For example, if asked to write an 800 word essay, a 600 word essay is turned in.

D (65). This paper will be failing in multiple ways in the areas of argument, grammar, vocabulary.

F. (0) Failure to turn in paper.

Please Note: Writing Assignments may be used to provide examples to the class. Examples will be used anonymously.

Quizzes are graded on 100 point scale that translates into points. Each quiz is worth 2% of final grade. Quizzes will cover the readings done for class and may ask identification questions, vocabulary questions, true false questions, etc. I reserve the right to give you surprise quizzes. Just assume that there will be one and you’ll do fine.

Attendance: Attendance is worth 8 points. It is taken every day. If a student misses more than 4 classes she fails the class. If a student misses 4 classes,

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she gets 3 points for attendance. If he misses less than four, he gets the eight points. Eight points is nearly an entire grade level. You may want all eight of those points. They can make a big difference at the end.

Being Late to Class: If a person does not sign the attendance sheet, they are absent. If they come in after the sheet has been taken up, they do not get a chance to sign it later, thus they are counted absent.

Electronic Devices: Set them to silent during class and put them away. Anyone caught texting in class or using an electronic device in any way not approved by me, will be asked to leave the class and will be counted absent. If I decide the devices have become a problem, all students will be required to leave their devices on a table in the front of the room.

Academic Integrity Policy: <http://www.wiu.edu/policies/acintegrity.php>
This is the do not plagiarize; do not copy, do not cheat, etc. policy. It is not easy to plagiarize in my class. If I catch a student plagiarizing (using another's work as their own), I will give the student a zero for that paper. Depending on the writing assignment, that may result in the student having to repeat the entire class. If I catch someone a second time, they fail the class.

Acting Like You are Not in College: If a student disrupts class by talking, acting up, etc. They will be asked to leave--and be counted absent twice.

Change: The syllabus can change if it needs to be changed. You will be informed of the changes before they happen.

WIU student rights and responsibilities
(<http://www.wiu.edu/provost/students.php>)