ENGLISH 100: INTRODUCTION TO COLLEGE WRITING  
(Sections 006 and 029)  
Fall 2019

Class times and locations  
Classes meet Monday, Wednesday, Friday in Simpkins Hall (SI) computer classroom 309  
**Section 006** meets from 9:00 - 9:50am  
**Section 029** meets from 10:00 - 10:50 am

Instructor Info  
Instructor: Dr. Alisha White  
Email: a-white2@wiu.edu  
Phone: 309-298-1548  
Office: Simpkins Hall 226J  
Office Hours: Monday 2:00pm - 3:00pm, Tuesday 10:00am - 12:00pm, Wednesday 2:00pm - 3:00pm, and by appointment *We can also arrange a chat session in Western Online*  
Mailbox: Simpkins 122, M-F 8:30am-4:30pm  
Course URL: https://westernonline.wiu.edu

Required Texts  

You will also read articles, excerpts of texts, and videos that will be available in or linked through our Western Online course page.

Course Description  
Introduction to writing as a social act with an emphasis on developing flexible reading and writing processes for a range of genres. Required of students placed in the course during initial registration. Designated sections taught in computer labs. 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 Goals and Objectives:  
In English 100, you will be introduced to writing as a social activity with the goal of providing you with the knowledge you need to learn how to write. Specifically, we will focus on the following primary objectives:

**Practice a range of writing processes**

- Learn about and practice invention, drafting, and revision strategies and practice working with others during invention, drafting, and revision  
- Learn to give and receive feedback for revision  
- Learn the differences among revision, editing, and proofreading  
- Learn about and practice using grammar, mechanics, and usage conventions  
- Identify audience, purpose, and context for different writing tasks  
- Analyze how writing process choices impact a writer’s development

**Read and respond to diverse texts**
• Inquire into the writing processes for creating different texts
• Analyze readings to identify audience, purpose, and context
• Learn to recognize patterns in grammar, mechanics, and usage conventions
• Critically read and ask questions about texts in order to generate ideas for writing
• Practice active reading and annotation skills
• Respond to texts from multiple viewpoints
• Paraphrase and summarize texts and put two or more texts in conversation with each other and with the student’s own ideas

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 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.

Syllabus Revision Policy
Please note: The course syllabus provides a general plan for the course; deviations may be necessary.

Course Policies

Usability and Information for 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.

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

Course Grades
This section gives the breakdown of percentage points for each letter grade.
A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); U (72% and below)
Students must receive a 73(C) or above in order to pass ENG100. Students must earn a D on the research paper, a fully documented, multi-source writing assignment, in order to pass the course.

Assignment Grades
This section breaks down what each area of the grade is worth.
Assignment Descriptions

**Daily Work:**
Daily work includes classwork, homework, journals, and quizzes which will assess your understanding of readings and lectures. Writing exercises will help you to brainstorm and formulate ideas for the class papers. You will also write a reflection for each of the major writing assignments.

**Formal Papers:**
You will compose three formal papers using different genres and practicing multiple strategies for writing processes, invention and revision techniques. Directions for each formal paper will be available through Western Online and discussed at length during class. It is important for you to download the directions and refer to them as you compose your assignments. *(900-1200 words/3-4 pgs each)*

**Reflective Essay:**
You will compose an essay that reflects on your writing during the semester using specific examples. You will discuss your writing goals and what you achieved this semester and choose pieces of your work that highlight improvement in your writing. *(600-900 words/ 2-3 pgs)*

**Final Exam:** There will be a comprehensive exam that asks you to demonstrate what you learned about the concepts related to genre, writing process, and research we explore this semester. Keeping notes on new concepts throughout the semester will help you review the material during the last two weeks of class.

**General Guidelines for Paper Submissions:**
I will post directions with evaluation criteria on Western Online for each of the major papers. All your drafts and revised papers will be uploaded electronically as a Microsoft Word document in the “assignment” section of Western Online by midnight on the due date (check the schedule at the end of this document for due dates). Late papers will be accepted for a limited time, but you will lose 5 points for each class the paper is late. You will get peer feedback on your papers and revise them before receiving the paper’s grade. You will have two required one-on-one conferences with me to get feedback on assignment drafts. Make sure you SAVE all your work on your Google Drive, WIU student network drive, or a flash drive, as well as a backup (such as emailing the document to yourself.)

All papers should be Times New Roman, 12-point font, double spaced, and include a heading with your name, course section, the assignment, and page numbers.
Conferences:
I encourage you to come to office hours or make an appointment any time during the semester. For two projects, you will have an individual conference where we will discuss your progress in my office (SI226J). You must bring a draft of your paper to our meeting. Attending your conference will be part of the paper’s grade and missing your conference will count as an absence.

Academic Integrity and Plagiarism Policy
Plagiarism occurs when students present a short or long piece of a work that was created by another individual or was taken from a source without properly acknowledging it. It also includes when a student submits her/his own work for one class that was already submitted for another class. Plagiarism is a serious offense. Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. **If you plagiarize any section of a writing exercise or paper assignment during this course, it may result in failure of the assignment and failure of the entire course.** If you have any questions about what constitutes plagiarism, ask me or read the WIU’s Student Academic Integrity Policy: [http://www.wiu.edu/vpas/policies/acintegrity.php](http://www.wiu.edu/vpas/policies/acintegrity.php).

Attendance and Participation
Since this course will rely on students’ active participation through writing activities, group work and discussions, attendance and punctuality are required. Regular attendance and participation in engagements is an important part of any learning experience. Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You may bring laptops or tablets to take notes, compose and revise drafts in class. You may be asked to leave if you are not prepared for class or are off task, and you will lose attendance points for the day.

You may have Five excused or unexcused absences without penalty, but you are still responsible for meeting writing exercises and papers’ deadlines. 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. **Beginning with your fifth absence, you will lose 5 points from your class attendance/participation grade for each subsequent absence.**

**Note:** Student athletes, students with military obligations, and students with disabilities should meet with me at the beginning of the semester to develop an accommodation plan.

Finally, tardiness (defined as arriving more than five minutes late to class) will negatively affect your class participation grade, so please arrive promptly to class. If you arrive more than fifteen minutes late to class, you will be counted absent. This attendance policy has been established by the Writing Program. If you are absent or arrive late, it is your responsibility to find out what you missed and collect any handouts or other materials handed out in class. **Keep in mind that if you accumulate more than TEN absences, you will NOT receive a passing grade in this course.**

Classroom Etiquette:
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.
Students should **turn off and put away** all their electronic devices before the beginning of class and should not be engaged in any other activity that is not related to the class (texting, social media, checking email, homework for other class, etc.). When working on the computer lab or small groups, students are expected to work on the assigned task. You are also expected to show civility and respect for other students’ ideas, opinions, and beliefs expressed in writing or during class discussion. **If you do not comply with these expectations you may receive a friendly warning, but repeated misbehavior will automatically affect your class participation grade (with or without a warning).**

Please review the Disruptive Student Behavior Policy found at: [http://www.wiu.edu/vpas/policies/disruptst.php](http://www.wiu.edu/vpas/policies/disruptst.php)

**Technology**

It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

Western Online:

1. To access this course on Western Online:
2. Go to Western Online: [https://westernonline.wiu.edu](https://westernonline.wiu.edu)
3. Log in using your ECOM ID and password
4. Your personal My Western Online page will appear. Available courses are listed in the middle of the page under Course List.
5. Click the link “ENG 100 – Section 006 or 029” to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

**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 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 Malplass Library, on the Third Floor and in satellite centers in Simpkins (room 326) and the Lincoln Student Success Center (1st floor). We also have online tutoring available. Call 309-298-2815 to schedule an appointment, or schedule yourself at [wiu.edu/uwc](http://wiu.edu/uwc). Be sure to bring along a copy of your assignment sheet to your appointment.

**Important dates to note:**

- **August 23:** 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)
- **August 30:** Last day of restricted schedule changes/last day to drop without a W (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)
- **October 27:** Last day to drop a course (students needing permission to drop should seek permission prior to that day at 4:30) AND last day for a total university withdrawal
ENG 100 Course Schedule Fall 2019

Week 1

Monday, Aug 19
In class: Introduction, Syllabus, go over Western Online, discuss Journal 1

Wednesday, Aug 21
Reading due: Involved Chapter 1: Strategic Writing [Easy Writer p. 1-11]
In class: Discuss readings, directions for Friday Free Reading, work on Journal 1

Friday, Aug 23
In class: Discuss readings, and submit Journal 1 to Western Online [Free Read]
Due: Syllabus Signature and Journal 1

Week 2 Multi-genre Paper

Monday, Aug 26
Reading due: Susanne K. Langer Language and Thought (in WO) Karner article (in WO)
[Easy Writer p. 40-47 Learning from Low-steaks Writing and Analyzing and Reading Critically]
In class: Discuss Langer’s essay, reading processes, Journal 2 Your Symbols

Wednesday, Aug 28
Reading due: Involved Chapter 5: Notes and Summaries: Writing to Remember [Easy Writer p. 21-28 Exploring, planning, drafting]
In class: Discuss reading, notetaking, directions for multi-genre paper, brainstorm ideas
Due: Journal 2

Friday, Aug 30
In class: Discuss reading, view Visual Summaries and work on your own [Free Read]
Write notes/summary of TedxTalk

Week 3

Monday, Sept 2
Labor Day, No class

Wednesday, Sept 4
Reading due: Coming Into Language Baca Watch TedxTalk Carmen Agra Deedy: Once upon a time, my mother ...
In class: Discuss and write “Where I’m From” Poems
Write notes/Summary of TedxTalk
Friday, Sept 6
Reading due: [Easy Writer p. 108-116 Varieties of language and word choice]
In class: Discuss reading and work on “Where I’m From” Poems, meet Peer Review Groups
[Free Read]

Week 4

Monday, Sept 9
Reading due: Life with Dyslexia Gareth Cook
In class: Discuss reading and putting multigenre project together

Wednesday, Sept 11
Reading due: [Easy Writer p. 34-37, review section on punctuation/mechanics]
In Class: Peer review groups, discussion of editing, revision, proofreading

Friday, Sept 13
Reading due: [Easy Writer p. 177-211 review section on punctuation/mechanics]
In class: Peer review groups [Free Read]
Due: Multi-genre paper

Week 5 Food Culture Paper

Monday, Sept 16
Reading due: Writing Spaces Introduction to Primary Research: Observations, Surveys, and Interviews by Dana Lynn Driscoll [Easy Writer p. 72-80]
In class: Stone Soup story, discuss reading, and directions for Food Culture Project, start food diaries, Journal 3 Reflect on Paper 1

Wednesday, Sept 18
Reading due: Atlanta-turns-7-acres-of-vacant-land-into-the-largest-free-food-forest-in-the-country [Easy Writer p. 80-92]
In class: Discuss reading and food diaries, Seeing & Writing “Observing the Ordinary”
Due: Journal 3 Reflect on Paper 1

Friday, Sept 20
Reading due: Watch TedxTalk: Ron Finley: A guerilla gardener in South Central LA
In class: Work on food diaries, notes on your own diaries, discuss video [Free Read]
Write notes/summary of TedxTalk

Week 6

Monday, Sept 23
Reading due: None
In class: Discuss visual analysis and create slideshow of food photos, how to view slideshows
**Due: Slideshow of food practices photos in Class Google Drive folder**

Wednesday, Sept 25
Reading due: Watch TedxTalk: [Devita Davison: How urban agriculture is transforming Detroit](https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit)
In class: View class slideshows, take notes, and make observations
**Write notes/summary of TedxTalk**

Friday, Sept 27
In class: View class slideshows, take notes, and make observations [Free Read]

**Week 7**

Monday, Sept 30
Reading due: [Easy Writer 102-108 Writing across Cultures]
In class: Small group discussion (take notes on comments)

Wednesday, Oct 2
Reading due: Involved [Chapter 9: Analytical Writing: Looking Closely](https://doi.org/10.1057/9781137378489)[Easy Writer p. 93-100 Integrating Sources and Writing a Research Project]
In class: Discuss reading, Writing up the research

Friday, Oct 4
Reading due: [Easy Writer p. 164-176, p. 177-211 review section on punctuation/mechanics]
In class: Writing up the research report, peer review groups [Free Read]

**Week 8**

Monday, Oct 7
Individual conferences (Meet in my office downstairs: SI 226C) (no class)

Wednesday, Oct 9
Individual conferences (Meet in my office downstairs: SI 226C) (no class)

Friday, Oct 11
**Due: Food Culture Paper**
**No class-Fall Break**

**Week 9 Visual Analysis Paper**

Monday, Oct 14
Reading due: [art-seeing-art](https://www.ted.com/talks/art-seeing-art)
In Class: Journal 4 write reflection of Food Culture Project, Intro to Visual Analysis

Wednesday, Oct 16
In Class: Discuss video, Analysis practice
**Due: Journal 4 reflection of Food Culture Paper**
Friday, Oct 18
Reading due: None
In class: Analysis Practice, discuss Art Gallery visit and assignment [Free Read] Journal 5
http://visualprompts.weebly.com/informational.html
Write notes/summary of TedxTalk

Week 10

Monday, Oct 21
Visit the University Art Gallery. We will meet at the Gallery; see the WIU map for location.
Campus Map
University Art Gallery Website

Wednesday, Oct 23
Reading due: Writing Spaces Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis by Laura Bolin Carroll
In class: discuss reading and visit to University Art Gallery, discuss paper and brainstorm together, Journal 6 Narrative Visual Prompt

Friday, Oct 25
Reading due: Watch TedxTalk el_seed_a_project_of_peace_painted_across_50_buildings
In class: Taking notes on analysis of art [Free Read]
Due: Journal 6
Write notes/summary of TedxTalk

Week 11

Monday, Oct 28
Reading due:
In class: Planning your analysis, Journal 7 Personal Visual Prompt

Wednesday, Oct 30
Reading: [Easy Writer]
In class: Workshop day for drafting Visual Analysis Paper
Due: Journal 7

Friday, Nov 1
Peer Review Rough Draft – Visual Analysis [Free Read]

Week 12

Monday, Nov 4
Individual conferences in my office SI226J, no class meeting

Wednesday, Nov 6
Individual conferences in my office SI226J, no class meeting
Friday, Nov 8  
Individual conferences in my office SI226J, no class meeting  
**Due: Visual Analysis Paper**

**Week 13**

Monday, Nov 11  
Reading due: Writing Spaces *Reflective Writing and the Revision Process: What Were You Thinking?* by Sandra Giles  
In class: Journal Visual Analysis reflection, Reflective Essay Directions

Wednesday, Nov 13  
Reading due: [Easy Writer p. 36-37] Watch TedxTalk  
*[theaster_gates_how_to_revive_a_neighborhood_with_imagination_beauty_and_art]*  
In class: Planning reflective essay

Friday, Nov 15  
In class: Supporting reflection with artifacts and explanation, [Free Read]  
**Write notes/summary of TedxTalk**

**Week 14**

Monday, Nov 18  
Reading due: None  
In class: Workshop day

Wednesday, Nov 20  
**No class meeting, See assignment in WO**

Friday, Nov 22  
**No class meeting, See assignment in WO**  
*Thanksgiving Break – No Class*

**Week 15**

Monday, Dec 2  
Exam review

Wednesday, Dec 4  
Peer Review Reflection Essay

Friday, Dec 6  
Workshop Reflective Essay [Free Read]  
**Due: Reflective Essay**

**Exam Week**  
Section 006 exam meets Wednesday at 8:00am-9:50am in room SI309

Section 029 exam meets Monday, 10am-11:50am in room SI309
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I have read and understand the **ENG100** course syllabus. I agree to abide by the rules set in the syllabus and understand the consequences stated should I violate those rules.

Section number: 06/029

_______________________________                             _________________
Print Name                             Date

_______________________________
Sign Name