

## English 100 Section 5

Tuesday / Thursday @ 11:AM, Simpkins 120

William Thompson

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### Office Hours and Office Location:

- Tuesdays 12 to 1 in Simpkins 138
- Wednesdays 10 to 12 in Malpass 478
- Thursdays 10 to 11 in Simpkins 138
- By appointment

### Syllabus Revision Policy

This syllabus may be revised as circumstances warrant.

### Course Description from WIU Catalog

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.

### Absence Policy

- 5 absences (2.5 weeks' worth of class) are permitted for any and all reasons: sickness, death in the family, death of friends, court appearances, various and sundry emergencies.
- Students who do not have the reading for the day with them in class are counted as absent.
- After 5 absences a student is failing the class.
- Absences are recorded on a sign-in sheet. Then recorded online. Reports are regularly sent to students and their advisors regarding attendance.

### Lateness

- A student is late if they arrive in class after the attendance sheet has been handed in to me.
- Late students are counted as absent.
- This means a student may be late 5 times.

- After 5 times being late, a student is failing the class.
- Because I sometimes give quizzes at the end of class, late students who are counted as absent will want to remain in class anyway.

### Class Readings Policy

Students are expected to do the readings and to have the readings with them in class—in paper. If a student does not have the readings with them in class, they may be counted absent.

### Electronic Devices Policy

Any use of an electronic device that is not immediately pertinent to class, may cause a student to be counted as absent. See absence policy above. The student may also be asked to leave the class.

### Grades

- Papers are worth 70% of the entire grade. You can also think of this as 70 points toward 100. There are 4 papers. Paper 1 is worth 10%. Papers 2, 3, and 4 are worth 20% each.
- Quizzes are worth 30% of the total grade. There are 10 quizzes. Each quiz is worth 3% of the total grade. Failing a 3% quiz may not seem important. But if it is done enough times, it begins to seriously drag a grade down. It is not unusual for me to give quizzes with only one question. A student misses that question, their final grade goes down by 3% or 3 points. The quizzes are easy if you read the assignment **and** make sure you look up any words or names you don't know. I often give vocabulary and name recognition quizzes from the reading. So if a reading featured Tristan de Cunha it would be useful to know that it is an island in the South Atlantic. [http://en.wikipedia.org/wiki/Tristan\\_da\\_Cunha](http://en.wikipedia.org/wiki/Tristan_da_Cunha) Or if an article uses the word, "reprise," it would be useful to know that word means a "repeated action or performance," as I might ask it on a quiz.
- I do not make up quizzes. If a student is absent on the day a quiz is given, they will be given a chance in the last few weeks of school to replace the zero with a grades on extra credit quizzes. Students who were not absent will have an opportunity to replace their lowest quiz grades with extra credit quizzes.

### Papers

- A 95
- A- 90
- B+ 88
- B 85
- B-80
- C+ 78
- C 75
- C- 70

- D + 68
- D 65
- D- 60
- F 50

### + / - Grading Criteria

A) Papers receiving an “A” (95) will:

- a. have very few to no mistakes in the areas of spelling, grammar, punctuation and standard academic English.
- b. These papers will make clear arguments. These arguments will supported with examples, definitions, and will be logical.
- c. These papers will also provide counter arguments themselves supported by examples and logic. These papers will show why the counter arguments fail.
  - i. For example, if someone says the sun goes around the earth because that is what their eyes tells them. Then, the paper would explain that while sun might seem to go around the earth, it does so because our eyes and our location do not allow us to see the earth from a place where we could observe its relationship to the sun. On the other hand, we believe in gravity even though we cannot see it. We believe in viruses even though we cannot see them. We know these things indirectly via tools. Physics is one such tool and physics can prove to you that the earth goes around the sun. Then, the paper would demonstrate how we know this to be the truth.
- d. An “A” paper will say whatever it says in a way that is a pleasure to read.
- e. The use of language, argument, and evidence will be mature and sophisticated. In short, an “A” paper will impress the reader. It will be like driving down a smooth road in a Jaguar, darting in and out of traffic.

B) A “B” paper is much like an “A” except that it has occasional misspellings, punctuation errors, etc. It may forget to define all its terms or provide examples. It may provide only one example. For example, if a student is arguing that it is unsafe for a woman to walk across campus alone at night, the reader (me) will expect more than one example of why this is so. It is not enough to say, “It is unsafe for a woman to walk across WIU’s campus at night because she might be raped.” We would need multiple examples of rapes that occurred at WIU to show:

- a. That rapes occur
- b. That they still might occur
- c. Because of :
  - i. Badly lit pathways across campus
    1. examples
  - ii. Not enough policemen to patrol campus
    1. Explanation describing how many policemen we ought to have
  - iii. Men who think it is okay to rape

1. Number of assaults of all kinds against women that have occurred on campus.
  2. Lack of education for males as regards why rape is wrong.
- d. A "B" paper is like driving down a road that occasionally has bumps and is missing signs in a fairly well maintained 1997 Ford Escort.
- C) "C" papers will contain multiple errors as regards spelling, punctuation, grammar. They will use conversational, not academic, English. They will make arguments that are not supported by evidence (examples). The arguments will be logically flawed. These papers will not contain counter arguments and counter examples. Reading these papers will be like travelling in a badly maintained 1997 Ford Escort at rush hour. The air conditioning doesn't work. The radio is broken. The trip full of annoyances, irritations, and delays, both large and small.
- D) "D" Papers are like C papers only worse. We are not only travelling at rush hour, but the roads are full of potholes and the bridges are closed. It is horribly hot and the AC is not working in the car, nor are the headlights, nor the window wipers. It's getting dark and we can see a storm.

### Late Paper Policy

If a paper is late (not turned in class and on time), its grade will fall one grade level for every day (counting weekends) it is late.

### Academic Integrity Policy

Write your own work. Cite the works of others who help you make whatever arguments you make. If a student is caught plagiarizing, there are consequences.

<http://www.wiu.edu/policies/acintegrity.php>

### Disability Resource Center

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional service. [http://www.wiu.edu/student\\_services/disability\\_resource\\_center/](http://www.wiu.edu/student_services/disability_resource_center/)

### 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 Malpass Library, on the Third

Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment."

### **Student Rights and Responsibilities**

Please review the "Student Rights and Responsibilities" policy at [Student Rights and Responsibilities http://www.wiu.edu/provost/students](http://www.wiu.edu/provost/students) and see me if you have any questions.