

English 100 Introduction to Writing, Spring 2017
Sections 01 (9:30-10:45) and 03 (12:30-1:45)

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Texts and Materials:

You will make your own “book” of readings. Go to the Library’s Electronic Reserve (see printed directions on this syllabus), print all of the essays, and put them in a notebook
Purdue Online Writing Lab (Owl); <https://owl.english.purdue.edu/>
typed copies of rough drafts of your essays, a notebook for in-class notes and exercises
a binder or folder for your portfolio materials (can be combined with readings)

Course Objectives: You will

- reflect on the writing processes you have employed in the past and identify and practice new invention, drafting, revision, and editing strategies.
- define community, with special emphasis on comparing and contrasting past communities and communities you are now entering.
- define and identify audience as part of the rhetorical situation and learn strategies for analyzing audience, with special emphasis on audience analysis as a tool for invention.
- define genre as different types of writing, with special focus on acquiring flexible writing and revising processes for working with varying genre conventions.
- reflect on the reading and critical thinking processes you have employed in the past and 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.

Course Grade: Your grade will be determined by the following:

Unit 1: *Description of a Character*: one-and-one-half to two-page (375-500 words) description of a character—family member, friend, pet, celebrity, or character from a fictional work. Students will try pre-writing approaches and strategies, studying student works-in-progress as well as published examples before creating their own. 100 points.

Unit 2: *Narrative Collage*: a three-page (at least 750 words) or more narrative collage about a specific aspect of the student’s identity and/or experience modeled on Sherman Alexie’s “Indian Education.” After studying examples of the genre and analyzing how writers can make choices about subject matter, rhetorical strategies, style, and tone, each student will create his/her own collage by analyzing and tracing the movement over time of one identity thread. 100 points.

Unit 3: *Letter to a Public Official*: a one page single-spaced (at least 500 words) letter to a public official that addresses an issue or topic of importance to the student, with the goal of being heard and/or prompting some action on the part of the recipient. The letter will actually be sent via e-mail. For example, you might write to your representative in Congress to explain why he/she should vote a certain way or to the mayor of your city to call attention to a local problem. Each student will research his/her topic as well as a suitable recipient for the letter and quote from at least two reliable sources within the context of the letter. 100 points.

Unit 4: *Portfolio Self-Evaluation*: a two-page (500 words) evaluation of the semester's course work, to be submitted in an electronic portfolio that includes selected examples of accumulated course work. 100 points.

6. *Revision*: Optional. You may revise either essay #1 or essay #2 for a higher grade. The revision will replace the original grade and will serve as your final exam.

7. *Daily Work*: Daily activities such rough drafts, quizzes, and homework assignments are worth ten points each. Ten points will be allotted for each of two visits to the Writing Center as part of the Writing Fellows Program. Work done in class, including quizzes, cannot be made up. Extra points will be awarded (as announced) for extra credit activities, like bringing copies of your work-in-progress for workshop. I will drop the lowest grade. The points will be tabulated at the end of the semester and converted to a percentage. 100 points.

Attendance and Participation: Each student is allotted **four absences** to use as they see fit. I do not designate absences as excused or unexcused. **Five or more absences may result in a reduction of one letter grade. Seven or more absences may result in failure of the course.** Three tardies=one absence. **If you are late for class, it is your responsibility to see me after class so that I can mark you as present.** Texting in class is not allowed and students who do so will be counted absent. Excessive tardiness, texting in class, inappropriate talking/noise, and wearing headphones are considered disruptive behaviors. Students who disrupt the class will be asked to leave and/or be removed permanently.

Grading: A paper will receive a grade of “**A**” if it fulfills all of the requirements of the assignment by distinguishing itself as superior in all respects. A “**B**” paper fulfills all of the requirements of the assignment with only a few minor “local” errors, such as grammar, punctuation, and/or usage problems and/or an awkward or wordy sentence or two. A “**C**” paper fulfills all of the major requirements of the assignment but may include one or two “global” problems (such as a lack of focus, development or logical organizational structure), more than a few “local” problems (such as grammar, punctuation, and/or usage errors) or more than a couple of awkward or wordy sentences. A paper will receive a grade of “**U**” if it suffers from a number of the problems listed above. **If you receive a “U” on a paper, please see me and I will help you get on track.**

Grading Scale: There are 500 possible points. To pass English 100, you must get a C, a 73%, or above. 72% or below=U or unsatisfactory. Students who earn a “U” repeat the course, but the “U” does not count toward GPA. 73-76%=C; 77-79%=C+; 80-82%=B-; 83-86%=B; 87-89%=B+; 90-92%=A-; 93-100%=A. **Please note: Because each paper is worth a substantial portion of your grade, failure to turn in a paper will likely lead to a grade of “U” in the class.**

Late Papers: Use the late coupon to hand in one essay up to one week late without penalty. An unused coupon may be exchanged for ten points of daily work extra credit at the end of the semester. **Please note: Because of past problems with e-mail, I will not accept papers by e-mail unless you and I have made a specific arrangement in an emergency situation.**

Formatting: All major assignments will use **12-point Times New Roman**. Units #1 and #2 essays will use an MLA heading and be double-spaced. Unit #3 will use block letter formatting and be single-spaced. Other specific formatting requirements will be provided on assignment sheets. If a paper assignment is not formatted correctly, it will be returned to you.

Plagiarism: Using others' (family members, friends, web sources) ideas without giving due credit constitutes plagiarism, a form of academic dishonesty. Students who commit plagiarism or other forms of

academic dishonesty will receive a “U” for the course and be reported to the proper university authorities. **Please review WIU’s policy, available at: <http://www.wiu.edu/policies/acintegrity.php>**

Writing Fellows Program: Two student consultants from the University Writing Center (298-2815) will be assigned to work with each class. Each student is required to attend one session for the *Narrative Collage* and one for the *Letter to a Public Official*. You may make additional appointments for those assignments and others if you wish. Also, please do not hesitate to drop by during office hours or send me an e-mail if you’d like to talk about an assignment or share questions or concerns.

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, have 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>.

Students Rights and Responsibilities, see www.wiu.edu/provost/students.php

Important Dates:

Monday, February 13, Lincoln’s Birthday, no class

Tuesday, February 14, Writing Program Assessment, no class

March 13-17: Spring Break, no class

April 2: Last day to drop the course and last day for a total university withdrawal. Please note: This course requires the permission of the instructor and the Director of Writing in order to drop, so you would need to start this process in advance of this date.

Week of May 8: Finals Week.

Readings for Class: These reading materials are crucial to your success in the class. Please use the library’s electronic reserve to print, read, study, and bring them to class on the designated dates.

Unit 1:

1. Goodman, Falonda. “My Brother’s Keeper”
2. Estrada, Cassandra. “A Monster”

Unit 2:

3. Alexie, Sherman. “Indian Education”
4. Tonkinson, Audrey. “Fragile”

5. Foster, Kyaira. "Hope for Tomorrow"
6. Crivolio, Alex. "Trophies of Hockey"
7. Johnson, Sean. "The Mind of a Soldier"

Unit 3: to be announced.

Directions for using electronic reserve:

1. Go to wiu.edu
2. On the top toolbar, click on "Libraries"
3. In the left column, hover over ILL/E-Reserves/Renewals
Click on ERes
4. Scroll down under "Instructor" and select "Wilson-Jordan"
5. Scroll down under "Course" and select "English 100"
6. Click "Search"
7. Click on the title of each item
8. Click on "Click here for e-reserve item"
9. You will need your e-com user number and password to access it
10. Print each item. Get a binder or folder and use the order above (Unit 1, Unit 2, Unit 3) to create your book for the class.

Any changes in the syllabus will be announced in class.

Template for Reflective Writings:

On the day that you hand in final drafts of each paper, you will do a reflective writing to keep in your portfolio folder. These will then be used to write your **Portfolio Self-Evaluation** at the end of the semester.

Questions to Consider:

- 1) What made you choose this topic? In what ways did the writing allow you to explore your topic?
- 2) How did your writing process unfold? You may include class activities as well as steps you included on your own. How did your work change and develop?
- 3) Did you experience any triumphs or difficulties (or both) along the way?
- 4) What did you learn? Learning could be about writing, about your topic, and/or about yourself.
- 5) How does this writing contribute to your overall knowledge? For example, how might this assignment help you become a better writer in other classes or a better thinker or writer in other arenas, such as your work life and/or personal development?
- 6) What strengths and weaknesses do you see in your writing at this point, and what changes are you seeing over time?

Template for Sentence-Level Revision Activity:

- 1) Open a word document and type in a sentence from your paper that needs revision. Label it 1a.
- 2) Use the Owl Purdue website, <https://owl.english.purdue.edu/>, to look up the rule that will help you revise this sentence.

- 3) Type in a corrected version of the sentence. Label it 1b.
- 4) Repeat this process for up to ten sentences. 2a, 2b, 3a, 3b, etc.
- 5) When you are finished, type a paragraph that explains what you learned or observed by doing this exercise.

Tuesday	Thursday
1/17 Go over syllabus, Introduction to e-reserves, Writing sample	1/19 Get acquainted, Begin Unit #1, Description of Character
1/24 Unit #1: Listing, Free-Writing; Developing Detail (handout)	1/26 Writing with Style (handout)
1/31 Reading Quiz ; Readings: Goodman, “My Brother’s Keeper,” and Estrada, “The Monster”	2/2 Workshop : Three volunteers will bring copies of work-in-progress to class, 10 points extra credit in daily work
2/7 Draft of Unit #1 Essay due for Silent Peer Review ; Sign up for Conferences	2/9 Conferences over Unit #1 Essay
2/14 Writing Program Assessment: no class	2/16 Conferences over Unit #1 Essay
2/21 Unit #1 Essay, Description of Character is due; Reflection will be completed in class; Begin Unit #2, Narrative Collage ; list topics; drawing and free writing for collage	2/23 Reading Quiz , Alexie, “Indian Education;” Begin “Indian Education” Worksheet
2/28 Discuss “Indian Education” Worksheet; Readings: Crivolio, “Trophies of Hockey”	3/2 Reading Quiz ; Readings: Tonkinson, “Fragile;” Foster; “Hope For Tomorrow;” Johnson, “The Mind of a Soldier”
3/7 First two sections (typed, with subtitles) of the Unit #2 Narrative Collage are Due	3/9 Open
Week of March 13: Spring Break, no class	
3/21 Draft of Unit #2 Narrative Collage due for Silent Peer Review	3/23 Open
3/28 Unit #2, Narrative Collage, is due; Reflection will be completed in class; Begin Unit 3, Letter to a Public Official ; listing; free writing	3/30 Readings : student letter examples (provided in handouts)
4/4 Open	4/6 Library Day
4/11 Workshop : Three volunteers will bring copies of work-in-progress to class, 10 points extra credit in daily work	4/13 Draft due for Silent Peer Review for Unit #3 ; Begin Conferences for Unit #3
4/18 Conferences for Unit #3	2/20 Conferences for Unit #3
4/25 Unit #3 Letter to a Public Official Due; Reflection will be completed in class; Begin Unit #4, Portfolio Self-Evaluation.	4/27 Work on Unit #4
5/2 Work on Unit #4	5/4 Open

Week of May 8: Finals. Your class will meet once during finals week at the following times:

9:30 class (Section 1): Thursday, December 15 at 8:00; 12:30 class (Section 3): Tuesday, December 13 at 1:00

At the beginning of your final exam period, you will submit the following:

- 1) Portfolio Self-Evaluation (with artifacts)
- 2) Revision (with previously graded essay attached) (optional)
- 3) Late Coupon, if you didn't use it, signed, dated, and marked "Extra Credit."
- 4) Contest Essay (optional)

Note: To get credit for your work, you must bring it at the beginning of the final exam period and stay until the class is dismissed. In case of emergency, please contact me.

Any changes to the syllabus will be announced in class.

Note: I do not use Western Online. Please use this sheet to keep track of your grades.

Daily Work: I may add to this list with quizzes, announced or unannounced, or class activities

1. Reading Sample _____/10
2. "Book" of Readings Assembled for the Class _____/10
3. Reading Quiz: Goodman and Estrada _____/10
4. Unit #1 Draft for Silent Peer Review _____/10
5. Reflection for Unit #1 Essay _____/10
6. Sentence Level Revision Activity for Unit #1 _____/10
7. Visit to the Writing Center for Essay #2 _____/10
8. Reading Quiz: Alexie _____/10
9. Worksheet on Alexie's "Indian Education" _____/10
10. Reading Quiz: Tonkinson, Foster, Johnson _____/10
11. First two sections of Narrative Collage (typed) _____/10
12. Unit #2 Draft for Silent Peer Review _____/10
13. Reflection for Unit #2 Letter _____/10
14. Visit to the Writing Center for Letter #3 _____/20
15. Reflection for Unit #3 Essay _____/10
16. Other _____
17. Other _____
18. Other _____

Daily Work Total divided by 100=Daily Work Percentage. (Drop the lowest grade). _____

(You can calculate your grade at any time by dividing your total by the possible points to that date).

Unit #1, Description of Character, _____/100

Unit #2, Narrative Collage, _____/100

Unit #3, Letter to a Public Official, _____/100

Unit #4, Portfolio Self-Evaluation with Selected Examples/100

Daily Work Percentage, _____/100

