

ENGLISH 100, Section 702– Introduction to College Writing (3 credit hours)
[Spring, 2011]

Instructor: Mari Beth Stanley
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Class Location: Blackboard

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Class Meeting Time: Web.

Course Prerequisite

Prerequisite: Minimum score of 16 on English section of ACT or successful completion of DENG 055C with a grade of "C" or better.

Catalog Description

Emphasizes writing for a variety of rhetorical situations with attention to voice, audience, and purpose. Provides practice in development, organization, revision, and editing. Introduces research skills.

English 100 helps to fulfill the A.1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives:
1. The capacity for critical and logical thinking and 2. Proficiency in reading, writing, speaking.

Required Texts

Bullock, Richard, and Maureen Daly Goggin. *The Norton Field Guide to Writing, with Readings*. New York: Norton, 2007. ISBN 0-393-92662-0.
Graff, Gerald and Cathy Birkenstein. *They Say/I Say: the Moves that Matter in Academic Writing*. 2nd Edition. New York: Norton, 2010. ISBN 0-393-93361-1.

Important Dates

- Jan 31: Last day to drop a class without a grade; last day to add a class
- March 18: Last day to withdraw from a class
- April 4: FN date (60% point of the semester)
- Spring Break: March 7-11
- May 9-13 Final Exams

Course Overview

Welcome to English 100: Introduction to College Writing Web Course. This is a writing workshop course, which means students will be required to do several informal writings as well as three formal essays. Students will participate in the drafting and revising process while also giving and receiving peer review feedback. To succeed in this course, students should spend most of the time in this course, writing, editing, proofreading, revising, and discussing writing among their peers via the discussion board in Blackboard, while working up to the final drafts.

The Portfolio Process

In this course you will submit a portfolio that represents your best work from the course. The portfolio will include the final draft of the third formal essay, one of the other formal essays from the course that you have revised, and two short informal essays that you have revised and finalized. This portfolio will account for half of your grade in this course.

Course Goals

The goals of the course are to introduce students to college-level writing and critical reading, to give students instruction and practice in writing and reading college-level essays, and to make students aware of how various audiences and rhetorical situations call for different choices in language, structure, format, and tone. Students receive instruction and practice that allow them to clearly articulate their audience, purpose, and rhetorical situation for writing assignments. Reading assignments stress how and why authors make rhetorical choices and are designed both to immerse students in written language and to develop critical thinking, reading, and writing skills.

Learning Objectives

Students who succeed in this course will have learned the following:

- Write short formal essays that include expository, evaluative, and basic argumentative language and structures, and that have minimal surface errors.
- Make choices of voice, tone, format, structure and usage based on an analysis of audience and rhetorical situation.
- Articulate a basic understanding of their own writing processes and employ those processes to produce text.
- Work in a collaborative setting both with their texts and with those of other students.
- Be able to read basic college-level non-fiction and to comment critically on its meaning and structure.
- Use library and other online databases to identify, locate, and obtain research that is appropriate for use in academic writing.
- Summarize, paraphrase, and quote meaningfully and correctly from appropriate research.
- Utilize in-text documentation according to MLA or APA conventions.
- Write a correctly-formatted MLA works cited page or APA references page.

Minimum Requirements for Passing this Course

Students who wish to pass this course will (1) complete multiple drafts of the three formal essays; (2) submit ONLY writing that has been produced during Fall 2010 and only writing that has been written for English 100; and (3) submit your portfolio on time. These are minimum requirements—prerequisites—for earning higher than an F in the course.

Course Grades

Showcase Portfolio	400
Short Writings	100
Essay 1	50
Essay 2	100
Essay 3 (part of portfolio)	n/a
Reflective Writing	
professional emails	100
Rough Drafts,	
Peer Reviews	150
Participation (including	
pre-writing	
assignments)	<u>100</u>
Total	1000

Final Grading Scale

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
Below 600 = F

Informational Grade

Students may track their progress in the course on Blackboard. However, any student may obtain an informational grade report from me by request.

Feedback/Evaluation of Your Writing

I will provide timely detailed responses to the final drafts of the three formal essays for this course. Short writings will receive minimal feedback and points. I will also assign a letter grade with general feedback on the portfolio as a whole. Reflective writings will receive minimal feedback. Rough drafts will receive detailed feedback only by request.

Course Policies

Participation

Participation for a Web course means logging into Blackboard and email daily. Students who are not logging in and completing work ON TIME are considered nonparticipating or not attending. Participation also means submitting work ON TIME. Participating students must also abide by proper internet etiquette and exhibit respectful behavior toward classmates in peer reviews and group work or activities.

Attendance & Late Arrivals/Early Departures

From the Student Handbook: "Registration in a course obligates the student to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first two class meetings of a course meeting multiple times per week or the first meeting of a class that meets one time per week MAY be dropped from the course. . . . Nonattendance does not release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete. . . . Students who cease attending class are expected to properly withdraw from the course."

Conferences

Students can request a conference with me. Functions in Blackboard allow us to chat live. Students just need to request a time.

Late Work

Late work is generally not accepted in an online class because punctuality with assignments is part of the required participation in the course. Late work will only be accepted and still may not be accepted for full credit only in extenuating circumstances at the instructor's discretion.

Academic Integrity

Plagiarism/Academic Fraud occurs when a student knowingly or unknowingly submits another person's published or unpublished (print or web) writing as his/her own, has another person dictate what should be written, or has another person write an assignment and submits that work as his/her own. Students who violate this policy should understand that they are making a decision that will result in failure from this course. On the other hand, students who adhere to this policy make the decision to challenge themselves intellectually; these students decide to abide by ethical principles that illustrate they value the educational opportunities presented to them and that they believe the quality of their contributions should be given a fair assessment compared to that of their peers.

In this course, we trust each other to adhere to the principles of academic integrity discussed in this section of the course syllabus. My assumption is that you will submit work that is your own, that you wish to be evaluated on the quality of your own work rather than someone else's. However, if I begin to question the originality of your assignments, I will ask you in for a conference, during which I will discuss the questionable assignments and will decide whether to submit your work for an originality check through Turnitin.com.

Plagiarism or academic dishonesty on any single assignment, including short papers, reflective assignments, and drafts, will result in a course penalty up to course failure. Length or nature of the assignment will not be factors affecting the course penalty. In other words, plagiarism in a one-page paper might result in course failure just like plagiarism in a six-page paper might.

Recycled Writing

All writing submitted for English 100 must be produced this semester in order to meet the requirements for this course. Students who continue after initial warning to submit writing completed during previous attempts at English 100 or for other courses may be dropped from the course for non-participation. In other words, you MUST produce NEW drafts and write on NEW topics. Sections are watched very closely to ensure that students comply with this policy.

Research Requirements

Typically, research must be appropriate for academic writing, meaning websites, newspapers, magazines, and the like will not be accepted. See each essay assignment for specific requirements.

E-mail

I will usually respond to e-mails within 24 hours or, if received over the weekend, by the end of the day Monday, and I expect you to do the same. To that end, check your WKU e-mail account (or your preferred e-mail account if you've given that address to me) daily. Also, when you e-mail me, appropriate etiquette for professional e-mails is expected. The Purdue OWL (Online Writing Lab) provides a useful set of guidelines for composing professional e-mails at <http://owl.english.purdue.edu/owl/resource/636/01/>.

Incompletes

Typically, incompletes will not be granted for E100. If you have extenuating circumstances—for example, if

you are in the military and are deployed toward the end of the semester, or if you have a personal or medical crisis that comes up toward the end of the semester—discuss your situation with me if possible and I will consider an incomplete. I will only consider an incomplete for students who are in good standing in the course.

Resolving Complaints about Grades

Any student who takes issue with a grade or another aspect of a course should first speak with the instructor. If the student and instructor cannot resolve the issue, the student may refer the matter to the Director of Composition, who will assist the instructor and the student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed to the Department Head.

The Student Handbook (available online at <http://www.wku.edu/handbook/2009/>) outlines procedures for appeals beyond that level.

ADA Notice

Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Program Assessment Notice

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly-selected individuals in all ENG 100 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

Tentative Course Schedule

WEEK 1: January 24—30

- Find and read Course Policies and Documents: the syllabus, schedule, resources page, welcome letter, plagiarism policy, MLA statement, grading statement, peer review statement, and email and discussion board responses statement.
- Save and print the syllabus and schedule for the course
- Take the Are Distance Learning Courses for Me? Quiz at:
<http://www.wku.edu/distancelearning/survey/survey1.php>
- Post a 50-75 word question and/or comment in the Questions/Comments Discussion Board. Your questions/comments should pertain to a particular part of this class or to something about distance learning that concerns you. What do you expect to be most challenging? What do you expect to be easier for you?
- Sign into your group page and introduce yourself to your peer group. Post a 25-50 word introduction.
- Read Part 1 “Rhetorical Situations” pp. 3-17 in *The Norton Field Guide to Writing*.

- Read “Introduction: Entering the Conversation: pp. 1-14 in *They Say/ I Say*.

WEEK 2: January 31—February 6

- Read chapter 46 “Quoting, Paraphrasing, and Summarizing” pp.408-19 in *The Norton Field Guide to Writing*.
- Read chapter 2 “Her Point Is: The Art of Summarizing” pp. 30-41 in *They Say/ I Say*.
- Do exercise 2 p. 41 in *They Say/ I Say*. Each summary should be 50-100 words.
- Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your response with proper MLA in-text citations. Follow your short writing with a Works Cited entry for the source. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.

WEEK 3: February 7—13

- Read “As He Himself Puts It’: The Art of Quoting” pp. 42-51 in *They Say/ I Say*.
- Do exercise 1 p. 50 in *They Say/ I Say* , according to the following format:
 - Write a 100-200 word paragraph that addresses the questions posed in exercise 1.
 - The source you select should be an online source or come from one of the textbooks for this class.
 - Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your response with proper MLA in-text citations. Follow your short writing with a Works Cited entry for the source. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
- Discussion Board: Find a quotation from one of your favorite texts and use that quotation in a sentence according to the principals you’ve learned in these readings. Post your sentence, along with a properly formatted works cited entry for the text/source where you found the quotation in the Discussion Board thread labeled In Someone Else’s Words....

WEEK 4: February 14—20

- Read chapter 47 “Acknowledging Sources, Avoiding Plagiarism” pp. 420-24 in *The Norton Field Guide to Writing*.
- Read chapter 48 “Documentation” pp.425-27 in *The Norton Field Guide to Writing*.
- Read chapter 49 “MLA Style” pp. 428-39 in *The Norton Field Guide to Writing*.
 - Note: Know how to use and access “Documentation Maps” p. 441-67
- Download and read “What You Eat Is Your Business” by Radley Balko pp. 157-60 in *They Say/ I Say*.
- Do exercise 1 p. 160 in *They Say/ I Say* by writing a 100-200 word paragraph.
 - Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your response with proper MLA in-text citations. Follow your short writing with a Works Cited entry for the source. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.

WEEK 5: February 21—27

- Read chapter 6 “Writing a Literacy Narrative” pp.21-37 in *The Norton Field Guide to Writing*.
- Read chapter 23 “Generating Ideas and Text” pp. 219-25 in *The Norton Field Guide to Writing*.
- Complete the following pre-writing exercises in preparation for the first essay:
 - Referring to chapter 23, practice “Listing” by making a list of 5-10 texts (fiction or nonfiction of any genre) you have read or writings you have done (for school or otherwise) that impacted your life or enhanced your educational experience in some way. The literacy experiences on your list should be personal and memorable for you.
 - Now practice “Freewriting” by selecting one reading or writing experience from the list

you made and freewriting according to chapter 23's standards for freewriting on pp. 219-20 of *The Norton Field Guide to Writing*.

- Then practice "Looping" by summarizing the freewriting you just did in a topic sentence and freewriting again focusing on the topic sentence you generated. Complete the loop by summarizing the new free-write into another topic sentence.
- Submit the pre-writing work to me by **February 27 at 11:59 p.m.**

WEEK 6: February 28—March 6

- Using the pre-writing you generated in **the previous week's pre-writing assignment**, complete the "Generating Ideas and Text" pp.30-32 in chapter 6 of *The Norton Field Guide to Writing*.
- Draft a literacy narrative with a minimum of 900 words, according to the process in chapter 6 pp. 29-34 of *The Norton Field Guide to Writing*.
 - Note: All writing assignments must follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your essay with proper MLA in-text citations. Follow your essay with a Works Cited entry if additional sources are used. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
 - No additional academic source is required for this assignment, but use of sources is not prohibited. However, the use of source material does require proper MLA documentation.
- Submit the draft to your group for peer review by **March 5 at 11:59 p.m.**

WEEK 7: March 7—13 ; **March 7—11 SPRING BREAK**

- Respond to the work of each of the peers in your group, following the guidelines on the peer review statement by **March 13 at 11:59 p.m.**

WEEK 8: March 14—20

- Revise and edit your draft considering peer review feedback and chapter 6 pp. 35-36 in *The Norton Field Guide to Writing*.
- Compose a 150-200-word professional reflective email that addresses some of the points listed under "Taking Stock of Your Work" pp. 36-37 in chapter 6 of *The Norton Field Guide to Writing*.
- Submit the professional reflective email and the final draft to me by **March 17 at 11:59 p.m.**
- Read chapter 9 "Arguing a Position" pp.83-110 in *The Norton Field Guide to Writing*.
- Read chapter 4 "Yes/No/Okay but" pp. 55-67 in *They Say/ I Say*.
- In 100-200 words, respond to exercise 2 p. 67 in *They Say/ I Say* , using one of these downloadable articles:
 - "Can You Hear Me Now" by Sherry Turkle pp. 270-80
 - "Me Against the Media: From the Trenches of a Media Lit Class" by Naomi Rockler-Gladen pp.284-291
 - "Reality Television: Oxymoron" by George F. Will pp. 293-96
- Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your response with proper MLA in-text citations. Follow your short writing with a Works Cited entry for the source. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
- Submit this assignment by **March 20 at 11:59 p.m.**

WEEK 9: March 21—27

- Read chapter 43 "Finding Sources" pp 385-99 in *The Norton Field Guide to Writing*.
- Download and read "Inequality and the American Dream" by *The Economist* pp. 316-21.
- In 200-300 words, respond to exercise 1 p. 321 in the downloadable article, following this format:
 - In your response, answer the questions posed in exercise 1.
 - Summarize *The Economist's* article and use it as a source in your response.
 - Locate and use 2 additional sources that pertain to this issue in your response. **One appropriate academic source** should come from the Web; the **second appropriate**

academic source should come from the WKU library databases which you can find a link to in our **Resources Content**.

- Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your response with proper MLA in-text citations. Follow your short writing with a Works Cited entry for the source. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.

WEEK 10: March 28—April 3

- In preparation for drafting an Arguing a Position essay, do the “Choosing a Topic” exercises on pp. 99-101 in chapter 9 of *The Norton Field Guide to Writing*.
- Follow the “Generating Ideas and Text” plan on pp. 101-105 in chapter 9 of *The Norton Field Guide to Writing*.
- Submit your pre-writing work to me by **March 30 at 11:59 p.m.**
- Draft an Arguing a Position essay with a 1200-word minimum, according to the process in chapter 9 pp. 106-108 in *The Norton Field Guide to Writing*.
 - Note: All writing assignments must follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your essay with proper MLA in-text citations. Follow your essay with a Works Cited page. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
 - Note: The use of **two** additional academic and appropriate sources is required for this essay.
- Submit the draft to your group for peer review **April 3 at 11:59 p.m.**

WEEK 11: April 4—10

- Respond to the work of each of the peers in your group, following the guidelines on the peer review statement by **April 7 at 11:59 p.m.**
- Revise and edit your draft considering peer review feedback and chapter 9 pp. 108-09 in *The Norton Field Guide to Writing*.
- Compose a 150-200-word professional reflective email that addresses some of the points listed under “Taking Stock of Your Work” p. 110 in chapter 6 of *The Norton Field Guide to Writing*.
- Submit the professional reflective email and the final draft to me by **April 10 at 11:59 p.m.**

WEEK 12: April 11—17

- Read chapter 42 “Developing a Research Plan” pp.375-83 in *The Norton Field Guide to Writing*.
- Read chapter 17 “Proposals” pp.171-79 in *The Norton Field Guide to Writing*.
- Choose a specific social problem or issue that you will later attempt to solve in a proposal essay.
- Write a brief statement of your topic (50-100 words).
- Freewrite while focusing on the questions under “Considering the Rhetorical Situation” on pp. 176 of chapter 17 in *The Norton Field Guide to Writing*.
- Read chapter 11 “Annotated Bibliographies” pp. 116-24 in *The Norton Field Guide to Writing*.
- Submit pre-writing work by **April 17 at 11:59 p.m.**

WEEK 13: April 18—24

- The Proposal assignment will require the use of **five appropriate academic sources**. Refer to chapter 43 “Finding Sources” in *The Norton Field Guide to Writing* for assistance.
- Complete the chapter 11 “Generating Ideas and Text” pp. 176-77 in *The Norton Field Guide to Writing*.
- Note: You have already completed the research part.
- After you have located 5 appropriate academic sources, complete a brief (200-300 words) Descriptive Annotated Bibliography for them. See the examples in chapter 11 of *The Norton Field*

Guide to Writing. However, your introduction to your Descriptive Annotated Bibliography should be brief (50-75 words) and should only generally describe the purpose of the bibliography with regard to the topic of your proposal and the sources included in it.

- Note: For this assignment follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. The publication for each source should follow MLA's Works Cited page format. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
- Submit the Annotated Bibliography by **April 24 at 11:59 p.m.**

WEEK 14: April 25—May 1

- Draft a Proposal essay with a 1,500 word minimum that follows "Key Features/ Proposals" pp. 174-75 in *The Norton Field Guide to Writing*.
 - Note: All writing assignments must follow MLA format. The assignment should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your essay with proper MLA in-text citations. Follow your essay with a Works Cited page. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.
 - Note: The Proposal assignment requires the use of **five** appropriate academic sources.
- Submit the draft to your group for peer review by **May 1 at 11:59 p.m.**

WEEK 15: May 2—May 8

- Respond to the work of each of the peers in your group, following the guidelines on the peer review statement by **May 5 at 11:59 p.m.**
- Revise and edit your draft considering peer review feedback and chapter 26 "Revising" section on pp. 236-38 and chapter 27 "Editing and Proofreading" pp. 242-46 in *The Norton Field Guide to Writing*.
- Submit your final draft as part of the **Portfolio Assignment**.
- Work on **PORTFOLIO ASSIGNMENT** which follows here:
 - This assignment requires you to put together a portfolio of selected works from this course. Your portfolio should include the following:
 - Welcome Letter
 - Final Draft of Proposal Essay
 - Student's choice of a revised draft of one other essay from the course
 - Student's choice of 2 revised drafts of short writings from the course
 - Submit these materials as a **SINGLE DOCUMENT** arranged in the order in which they are listed above, with the Welcome Letter being the first piece in the portfolio.
 - The Welcome Letter should do the following:
 - introduce the reader to the pieces included in the portfolio
 - illustrate why you selected the pieces you did to include in portfolio
 - discuss their strengths and weaknesses
 - why they were selected over other pieces
 - be a minimum of 150 words
 - The Professional Reflective email should do the following:
 - discuss *your* process of drafting and revising each piece in the portfolio and your writing habits
 - How did that process vary or remain constant across the pieces?
 - discuss how the writing you did in this course has affected your development as a writer
 - What can you do now that you couldn't do before?
 - What do you know now that you didn't know before?
 - assess your overall writing performance
 - What do you *want* your work to say about you?
 - What *does* your work say about you?
 - What still needs improvement?

- be a minimum of 150 words
- Note: All parts of this portfolio must follow MLA format. The contents should be double-spaced, contain appropriate MLA headings and page numbers, and be typed in 12 point Times New Roman or a similar font. Cite all source information within your portfolio with proper MLA in-text citations. Each piece should contain a Works Cited entry if additional sources were used. See chapter 49 in *The Norton Field Guide to Writing* for MLA style format requirements and examples of in-text citations and Works Cited entries. See a sample of a MLA style paper on in Chapter 49 of *The Norton Field Guide to Writing* pp. 467-76.

WEEK 16: May 9—13

- **Portfolio assignment due May 12 by 11:59 p.m.**