

English 100C-701
Introduction to College Writing (3 credit hours)
Spring 2012

<u>Instructor:</u>	Megan Thompson Assistant Professor
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<u>Office:</u>	C202
<u>Office Hours:</u>	Monday 1:00-1:45; 2:45-3:45 Wednesday 1:00-1:45; 2:45-3:45 Friday 1:00-1:45; 2:45-3:15 <ul style="list-style-type: none"> • If these times do not work for you, please contact me for an appointment.

GENERAL INFORMATION

➤ Prerequisite

Minimum score of 18 on English section of ACT or successful completion of DENG 055 with a C or 61+% on the Accuplacer exam.

➤ Required Textbook (available at the South Campus bookstore)

Troyka, Lynn Quitman and Douglass Hesse. Handbook for Writers. 9th ed. Pearson Prentice Hall: New Jersey, 2009.

➤ Catalog Description

This course 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. Students who have unsuccessfully attempted English 100 (earned grade of W, F, or FN) may not retake English 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition.

➤ General Education Goal Met by the Course

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.

➤ Learning Outcomes

By the end of English 100, students should be able to:

- Write short formal essays that include expository, evaluative, and basic argumentative language and structures.
- 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 own 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/scholarship that is appropriate for use in general academic writing.
- Produce generally error-free prose that is appropriate for a general academic audience.
- Summarize, paraphrase, and quote meaningfully and correctly from appropriate research.
- Utilize in-text documentation consistently according to a recognized documentation style (MLA, APA, for example).
- Write a correctly-formatted list of references cited in research-based writing (according to documentation style used in the class—MLA Works Cited page or APA References page, for example).

➤ **QEP Link**

<http://www.wku.edu/aa/engage/index.htm>

➤ **Important Dates**

Friday, March 16: Last day to drop a class with a W

Monday, April 2: “FN” date – Students who stop attending class prior to this date will be assigned an FN.

➤ **Blackboard Access**

Go to WKU homepage (www.wku.edu), click on the site index, and click on “Blackboard.” Enter your user name (your net id) and your password (same as your e-mail password). Click on our course name (link). If you are not familiar with Blackboard, click the IT Training tab at the top of the Blackboard window. There is an “IT: Blackboard Student User Training” that is quite helpful.

➤ **IT Help Desk**

The IT Help Desk can help you with a variety of technical problems. Their phone number is 745-7000 and their Web page is <http://www.wku.edu/tss/it-helpdesk/>.

➤ **Student Disability Services**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

COMMUNICATION

➤ How, when, and where we communicate is a very important part of the course. Please use the forum “Ask Mrs. Thompson” on the Discussion Board. If you have a question, there is a good chance someone else does as well. We can all benefit by using this format. If you ask a question and I haven’t responded within 48 hours, please send your question in an e-mail to me. For private questions (for example, about your grade), the best way to reach me is by email. I will respond to email during the week, but not the weekend.

COURSE POLICIES

➤ Attendance

You are responsible for all course information, reading, and activities. If you are “missing in action,” meaning you have not contributed to our course for two weeks (two due dates), you will receive is an automatic F.

University policy states, "Registration in a course obligates the student to be regular and *punctual* in class attendance." English faculty policy states that students who are absent 6 times (a total of two weeks of class meetings) must either withdraw by the official withdraw date (Friday, March 16) or expect an **F** for the semester.

➤ Participation

In an online class, if you are not participating, you cannot earn a grade. There is a difference in excited, informed, and engaged participation verses slapping words up on a discussion board to meet a deadline. This class is about human concerns (not necessarily always your own), so interacting through postings and assignments over the readings are essential to your learning.

➤ Essay Submission

In order to pass this class, students must complete and properly turn in all essays and the process work.

Failure to turn in an essay results in an automatic “F” for the class. The only way to get full credit for an essay is to submit it via Blackboard on SafeAssign, along with your process work and research. These guidelines must be followed as well:

- use the MLA heading;
- be typed, double-spaced, 12 pt. Times New Roman font, with one-inch margins;
- be accompanied by previous drafts, notes, outlines, peer review draft, etc;
- fulfill the page requirement;
- contain proper documentation, as needed;
- include all parts of the assignment as indicated on the prompt or as stated.

➤ SafeAssign

Blackboard describes SafeAssign as "a plagiarism prevention service" that “helps educators prevent plagiarism by detecting unoriginal content in student papers. In addition to acting as a plagiarism deterrent, it also has features designed to aid in educating students about plagiarism and importance of proper attribution of any borrowed content.”

➤ How to Submit Your Assignment Via SafeAssign:

1. Open your English 100 account on Blackboard.
2. Click the “SafeAssign/Submit Essay” folder on the left.
3. Click on “View/Complete.”
4. Scroll down to “Browse.”
5. Locate your file.
6. Click “Open.”

7. Check the box entitled “Global Reference Database.”
8. Click “Submit.”

➤ **Plagiarism**

From The Student Handbook:

“To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal” (59).

There is zero tolerance for cheating and plagiarizing in any form. **If a student is found cheating or plagiarizing (on essays, quizzes, discussion boards, or any assignment), that student will receive a failing grade for the course.** Students who have questions regarding plagiarism should see me or go to one of the campus tutoring centers.

➤ **Late Work Policy**

Since this course is planned out in advance and students know when and what they are expected to turn in, I do not anticipate late work to be a problem. Our “days” end at 11:55 PM, typically on Mondays, unless otherwise noted on the Assignment Schedule. Be sure to turn your work in on time because I do not accept late work.

➤ **Special Requests**

My goal is to be completely fair across the board to all students. I do not grant special requests or give special treatment to any student. By signing up for and staying in this course, students are agreeing to these terms. If students ask for special request/treatment, they will be referred to this syllabus.

COURSE CONTENT

➤ **Essays**

The handouts will be on Blackboard (under Essay 1, 2, or 3) that explain each essay in detail. Those folders will also contain other pertinent documents for the essays, such as example essays, readings, rubrics, etc.

➤ **Peer Review**

Peer review is an important step in the writing process. It allows you to help other writers and have other writers help you.

Peer Review Process:

- 1) Go into Discussion Board.
- 2) Find the Peer Review link for the essay we are currently working on.

3) Click on “Thread” and paste your working 1 page draft into the text box. Title the subject heading with your last name and draft: Example: Thompson/Draft.

(Use our handbook to help you formulate a thesis statement—see table of contents –chapter 2.)

4) Next click on two other classmates’ draft links, click on “reply,” and give them guidance on what could be added/deleted or made clearer. Use the “Informational Peer Review Handout” from the Course Documents folder and our handbook to help with comments on unity, support, coherence, and sentence skills.

NOTE: You will be able to view your feedback/peer review in this area and you need to tell me how you applied your peers’ comments to your paper (see Accountability Paragraph below). Don’t forget to copy and paste the peer comments into a document **BEFORE** the discussion board gets taken down so that you can refer to them.

Accountability Paragraph over Online Tutor Peer Review (to be turned in with each paper)

When you attach your final draft in the “SafeAssign/Submit Essay” folder by the due date listed on our syllabus, you will need to have typed up a brief paragraph or so explaining in detail how you used your peer review comments, who gave them to you (use the classmate’s and online tutor’s names) and why you decided to make the changes or not make changes. Give specific details about how you selected the feedback you used, what feedback you considered, and how you incorporated those suggestions into your documents.

This will need to be the first page in your essay, which should be typed in Word.

Point Break Down for Peer Reviews:

Posting the 1 Page Draft by the Deadline = 15 points total

Peer reviewing two classmates’ work with quality comments/suggestions =15 points total

Peer review sessions are ALL OR NOTHING...that means I will look to see if you have posted and peer reviewed by the deadline and the correct amount with quality suggestions/comments. If you have, you will receive full credit (30 points). If you have in any way not completed the assignment, you will not receive any credit.

You will also need to get your essay reviewed by a tutor via the South Campus’s Learning Assistance Center or the Main Campus’s Learning Center. If you are an off-campus student, you can also use the online tutoring option. There are further instructions in the Course Documents on how to set up an online tutoring session – make your appointments early.

➤ Exams

Students will take a midterm and a final exam via Blackboard.

➤ Discussion Board Postings

During modules dictated by the syllabus, you will need to respond to the readings/topics the Discussion Board area. Discuss the article’s meaning, writing style, opinions, and theories. The purpose behind these postings is to stimulate thoughts and ideas about the day’s topic and to help you think critically about the readings. Discussion Board postings are ALL OR NOTHING, which means I will look to see if you have posted the correct amount of quality information by the deadline. I am looking for 2 main things:

1. Quantity: The student has written at least a100 word response to the given topic/reading.
2. Quality: The student creates insightful and critically reflective comments about the topic/reading showing that he/she has not only read them, but can analyze and interpret the author's meanings.

If you have in any way not completed the assignment, you will receive not receive any credit. I will read but not respond on your Discussion Boards. College-level classes focus on the *students* generating meaning from the readings or ideas regarding the essays.

Helpful Hints: Grading Criteria/Issue with Postings

needed to address something specific from text
 needed to expand on ideas and/or length issues
 work on critical and insightful thoughts/comments and/or support your ideas further

➤ **Blackboard Activities/Quizzes**

There will be quizzes over writing techniques, readings, and course information. The quizzes will be timed and taken from our Blackboard site. They can be found in our folder on Blackboard, labeled “Quizzes & Exams.” **They cannot be retaken.** In addition to the quizzes, there will be several activities posted on Blackboard.

➤ **Langan Assignments**

These assignments are completed and turned in twice a semester. These assignments can be emailed as attachments or via snail mail, as long as they are received by the date on the syllabus. John Langan, a highly respected author and professor of English, created the assignments. You will find specific instructions on Blackboard on how to complete this section. We will be using a free “student edition” Web site so the exercises will not be taken directly from our Blackboard site, but the link to it is in the folder entitled “Langan Assignments” on Blackboard.

DISTRIBUTION OF POINTS

<u>Coursework</u>	<u>Points</u>
Typed, Formal Essays	300 (100 points each)
Mid-Term	25
Final Exam	25
Discussion Board Postings	80
Peer Reviews	60 (see point break down in the peer review section)
Blackboard Activities/Quizzes	70 (10 points each)
<u>Langan Assignments</u>	<u>40 (5 points each)</u>
	600 points

Grading Scale

600-540 = A / 539-480 = B / 479-420 = C / 419-360 = D / 359 and below = F

➤ **Notes about Grades**

I will use Grade Center on Blackboard, but the formal, official and final paper grade book will be in my office. Students should keep all coursework.

TUTORING CENTERS

➤ **The Alice Rowe Learning Center (LAC)**

The LAC is located at the South Campus in room C234. The center offers free peer tutoring for any student in many courses, particularly math and English. The LAC also has several computers for academic use, textbooks and calculators for checkout, and offers many other services. The LAC will be open during the following days and times:

Monday-Thursday	7:45 AM - 6:00 PM
Friday	7:45 AM - 2:00 PM
Saturday	9:00 AM - 12:00 PM
Sunday	2:00 PM - 5:00 PM

➤ **The Learning Center (TLC)**

The Learning Center (DUC A330) provides free supplemental education programs for all currently enrolled WKU students. TLC at DUC offers CRLA Certified, one-on-one tutoring in over 100 general education subjects by appointment or walk in and hosts a branch of the English Department's Writing Center. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty two machine computer lab. Additionally, TLC has two satellite locations, one each in Douglas Keen Hall and in Pearce Ford Tower that provide computer and print service, tutoring, and quiet study areas. For more information, go to www.wku.edu/tlc.

*This syllabus/course description is subject to change as determined by the instructor.