

# English 100 - Introduction to College Writing

Fall 2021

**Instructor:** Justin L. Mathews

**Email:** [mathejl@wku.edu](mailto:mathejl@wku.edu)

**Office:** Virtual

**Course Section:** ENG 100, CRN 22623 and 22634

**Course Place:** WEB

**Office Hours:** By appointment

**Texts:** Jean Wyrick's *Steps to Writing Well with Additional Readings*, 10th ed.

ISBN-13: 978-1337280945

A good collegiate dictionary and thesaurus.

**Course Prerequisite:** Minimum score of 16 on English section of ACT or 60 on Compass Writing Skills Placement Test or successful completion of DENG 055 or DENG 051 with a grade of "C" or better. Students with ACT English scores of 16 and 17 or 60 to 73 on the Compass Writing Skills Placement test will be required to attend an enhanced section of ENG 100 which includes an extra hour of class time. Students who have unsuccessfully attempted ENG 100 (earned grade of W, F, or FN) may not retake ENG 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition.

**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.

## Colonnade Program Description

English 100 introduces students to college-level writing and critical reading, gives students instruction and practice in writing and reading college-level essays, and makes students aware of how various audiences and rhetorical situations call for different choices in language, structure, format, and tone. Assignments stress how and why writers make rhetorical choices and are designed both to immerse students in written language and to develop critical thinking, reading, and writing skills. Students with English ACT of 29 or higher will receive 3 hours credit for this requirement.

## Colonnade Learning Outcomes Met by this Course

English 100 helps to fulfill the written communication (WC) Colonnade Foundations requirement. Upon completion of English 100, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

**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.

**Attendance Policy:** Regular attendance is crucial to your success in this class. Even though we do not have a physical location and specific time to meet, it is imperative that you log in to the course frequently. Also, keep in mind that there is a fair amount of group work in this course--learning online does not mean learning alone--so you will need to be contributing consistently to the course. Attendance will be monitored, and failure to attend and participate will be penalized.

### Important Dates

Classes Begin: **Monday, August 23**

Last day to add a class or to drop one without a grade:  
**August 30**

Last day to drop a class with a W: **November 1**

Labor Day (University Closed): **Monday, September 6th**

Fall Break (No Classes): **Thursday-Friday, October 14-15th**    Thanksgiving Break: **November 24-26**

60% point: **October 27th** (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Final examinations: **December 6-10**

\*F/N date is the 60% point in the semester. Students who stop attending class *before* this date, or in online classes, students who stop participating *before* this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates "Failure due to non-attendance (no semester hours earned and no quality points)." This grade could have implications for financial assistance.

**Plagiarism:** Plagiarism is a major academic offense and one that Western Kentucky University takes very seriously. A person who is found guilty of deliberate plagiarism will earn an "F" for the plagiarized assignment and may also receive a grade of "F" for the entire course. Plagiarism detection software may be used on every paper. Throughout the course of the semester, we will examine and clarify exactly what plagiarism means and how to avoid it.

**Course Grades:** Your grades for the course will be based on several factors:

Narrative Essay: 20%  
Compare and Contrast: 20%  
Argumentative Essay: 25%  
Assignments / Discussion Boards: 20%  
Journals: 10%  
Participation/Professionalism: 5%

More information about these assignments can be found on Blackboard.

**Grading:**

- A: 100%-90%
- B: 89%-80%
- C: 79%-70%
- D: 69%-60%

F: below 59%

**Discussion Boards:** Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Remember that the Discussion Boards are supposed to take the place face-to-face class meetings. You wouldn't normally talk for a whole class, but these will take time, just like reading to prepare for class and listening to a classmate before responding in class.
2. There are not times you are required to log-in, but there are due dates. See the schedule for the due dates.
3. Your responses should be MEANINGFUL and use detailed paragraphs (that's 5-8 sentences). Citations should be used as appropriate. Use the citation style appropriate to your field of study for the citations on the boards, just as you will in your papers. Practice makes perfect!
4. If I ask you to respond to a classmate, you must also be MEANINGFUL, which means that if you just post, "That's a good idea" or "I disagree," you won't get credit. It is okay to say, "I agree because....." and then explain yourself.
5. I do not generally grade grammar/spelling/punctuation/documentation on discussion board, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin deducting points for those errors. Remember that this is an English class (and that in any class you should always write to the best of your ability)!
6. IM- and texting-speak are not permitted and will gain you a grade of 0 if it is habitual.

**Essay Format:** All papers for this course must be typed, in 12-point Times New Roman font, with 1" margins on all sides. Papers must be double-spaced.

**Late Assignments:** Unexcused late papers will be lowered one letter grade per day that they are past due. To waive this penalty, the student must make arrangements with the instructor in advance.

### **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**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **TITLE IX POLICY**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment

and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5396 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **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.

**SACS Assessment and S.I.T.E. Assessment:** The English Department at WKU is conducting an assessment of all English 100 courses. The assessment is designed so that the department may evaluate its progress in teaching these courses. Four students from each section of English 100 will be randomly selected by Institutional Research for the assessment. These assessments **WILL NOT** affect your grade.

### ***Class Schedule***

All dates and assignments listed below are **tentative and subject to change** at the instructor's discretion and with discussion and notice. The date a reading or written assignment appears is the date by which this assignment is **due in class**.

#### Week One—August 23

- Review the Syllabus
- Navigate the Course Site
- Discussion Board 1
  - Original Post: due **Thursday**
  - Response Post: due **Friday**
- Journal 1: due **Friday**
- Post Animoto Introduction: due **Friday**

#### Week Two—August 30

- Read Chapter 1
- Week 2 Assignment: "Practicing What You've Learned, Part B," page 19 due **Wednesday**
- Discussion Board 2
  - Original Post: due **Thursday**
  - Response Post: due **Friday**
- Journal 2: due **Friday**

#### Week Three—September 6

- Read Chapter 2
- Week 3 Assignment: Creating thesis statements
- Discussion Board 3
  - Original Post: due **Thursday**
  - Response Post: due **Friday**

Journal 3: due **Friday**

Week Four–September 13

Read Chapter 3

Discussion Board 4

Original Post: due **Thursday**

Response Post: due **Friday**

Journal 4: due **Friday**

Week Five–September 20

Read Chapters 4 and 5

Discussion Board 5

Original Post: due **Thursday**

Response Post: due **Friday**

Journal 5: due **Friday**

Week Six–September 29

Review the Narrative Essay Prompt

Read Chapter 8

Week 6 Assignment: Annotation Exercise due **Wednesday**

Journal 6: due **Friday**

Week Seven–October 4

Read Chapter 17

Week 7 Assignment: Narrative Essay Outline due **Wednesday**

Discussion Board 6

Original Post: due **Thursday**

Response Post: due **Friday**

Journal 7: due **Friday**

Week Eight–October 11

Read Chapter 16

Discussion Board 7

Original Post: due **Thursday**

Response Post: due **Friday**

**Submit your Narrative Paper Final Draft**

Week Nine–October 18

Read Chapter 11

Week 9 Assignment: Compare and Contrast Task due **Wednesday**

Discussion Board 8

Original Post: due **Thursday**

Response Post: due **Friday**

Week 9 Journal: due **Friday**

Week Ten–October 25

Read Chapter 9

Week 10 Discussion Board

Original Post: due **Thursday**

Response Post: due **Friday**

Week 10 Journal: due **Friday**

Week Eleven–November 1

Read Chapter 13

Week 11 Journal: due **Friday**

**Submit your Compare and Contrast Paper Final Draft**

Week Twelve–November 8

Read Chapter 15

Week 12 Discussion Board

Original Post: due **Thursday**

Response Post: due **Friday**

Week 12 Journal: due **Friday**

Week Thirteen–November 15

Read Chapter 14

Week 13 Discussion Board

Original Post: due **Thursday**

Response Post: due **Friday**

Week 13 Journal: due **Friday**

Week Fourteen–November 22

Thanksgiving: No Assignments

Week Fifteen–November 29

Read Chapters 19 and 20

Journal 13: due **Friday**

**Submit your Argumentative Paper Final Draft**