

English 100 - Introduction to College Writing

Fall 2024

Instructor: Dr. Justin L. Mathews

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Office: Virtual

Course Section: CRN 22623

Course Place: WEB

Office Hours: By appointment

Texts: This course is designed using Open Educational Resources (OER), meaning that a textbook is not required. Free online resources are being used in the class. However, many students like having a physical copy of a textbook, and if you would like to have a text, the WKU Bookstore has the following recommended text available.

Optional Texts: Jean Wyrick's *Steps to Writing Well with Additional Readings*, 11th 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: August 19th
- Last day to add or drop a class without a grade: August 26th
- Fall Break: October 7th and 8th
- 60% point: October 20th
- Last day to drop a class with a W: October 28th
- Final Exams: December 2nd-5th

*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.

Artificial Intelligence Policy: Use of AI generative software is explicitly prohibited in this class. The information derived from AI is based on previously published materials, and the use of AI is considered a form of plagiarism. Additionally, information from these tools is often inaccurate or incomplete. Any assignment that has been found to have used AI-generated material will be given a zero and reported for academic misconduct.

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

Summary and Response Essay: 15%
Compare and Contrast: 20%
Argumentative Essay: 25%
Discussion Boards: 20%
Assignments: 20%

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: I do not accept late work for assignments, journals, or discussion boards. 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 is 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 . 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.

Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Announcements posted at least once a week
- Additional announcements related to course content
- Timely and detailed feedback on assignments provided within one week of submission.

Pregnant and Parenting Students:

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at www.wku.edu/titleix/ under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

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**.

Module 1

Lesson 1:

- Syllabus Acknowledgment (**August 20th**)
- Scavenger Hunt Exercise (**August 21st**)
- Post to the Introduction Discussion Board thread (**August 22nd**)

Lesson 2:

- Pre-Writing Assignment (**August 30th**)

Lesson 3:

- Thesis Assignment (**September 6th**)

Lesson 4:

- Module 1, Lesson 4 Discussion Board (**September 13th**)

Module 2

Lesson 1:

- Writing a Summary Assignment (**September 20th**)

Lesson 2:

- Critical Reading Exercise (**September 27th**)

Lesson 3:

- Module 2 Grammar Review (**October 4th**)

FALL BREAK: October 7th-8th

Lesson 4:

- Peer Review Discussion Board (**October 9th**)
- Summary and Response Submission (**October 11th**)

Module 3

Lesson 1:

- Discussion Board Activity (**October 17th**)
- Compare and Contrast Assignment (**October 18th**)

Lesson 2:

- Research and Evidence Discussion (**October 24th**)

Lesson 3:

- Documentation Assignment (**November 1st**)

Lesson 4:

- Peer Review Assignment (**November 6th**)
- Compare and Contrast Paper Submission (**November 8th**)

Module 4

Lesson 1:

- Discussion Board Activity (**November 14th**)

Lesson 2:

- Cause and Effect Assignment (**November 22nd**)

Lesson 3:

- No graded assignments

Lesson 4:

- Argumentative Paper Submission (**December 4th**)