

## WELCOME TO ENGLISH 100: INTRODUCTION TO COLLEGE WRITING Fall 2024

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**Instructor:** Ms. Sara Levitt

**Office:** N/A

**Class:** English 100-702 ONLINE COURSE

**Time:** N/A

**Office Hours:** Online, anytime by appointment

**Class Location:** Online through Blackboard

**E-mail:** [sara.levitt@wku.edu](mailto:sara.levitt@wku.edu)

### **Welcome to English 100!**

Writing is all around us and unavoidable. It's a part of our lives: your homework, your jobs/careers, and your social media. It's up to you to understand how it works.

### **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:** 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 POV, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, edit, and proofread to improve 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.

### **Important Dates**

**August 19<sup>th</sup>:** Classes begin

**August 26<sup>th</sup>:** Last day to drop a class without a grade or add a class

**September 2<sup>nd</sup>:** Labor Day

**October 7<sup>th</sup> – 8<sup>th</sup>:** FALL BREAK

**October 20<sup>th</sup>:** 60% point of the Fall Semester (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F)

**October 28<sup>th</sup>:** Last day to withdraw from a class with a W

**November 5<sup>th</sup>:** Election Day

**November 27<sup>th</sup> – 29<sup>th</sup>:** Thanksgiving Break

**December 2<sup>nd</sup> – 5<sup>th</sup>:** Final Exams (The schedule is available at

[https://www.wku.edu/registrar/academic\\_calendars/final\\_exam\\_schedule/fall\\_final\\_schedule.php](https://www.wku.edu/registrar/academic_calendars/final_exam_schedule/fall_final_schedule.php)

### **Required Text & Materials**

*Steps to Writing Well with Additional Readings, 11<sup>th</sup> Edition* (DO NOT PURCHASE). I have provided the PDF of this textbook for you on Blackboard, so please do not purchase this textbook.

If you are going with the Big Red Backpack, you will rent the book listed above for \$72. If you are opting out, the most economical option would be to purchase new or used copies through Amazon. New copies run about \$85 and to rent would be \$50. eBooks are \$75 to purchase and \$45 to rent.

### **Technology**

*This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed. It is a much simpler layout, and the various components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video](#). I will also open the course site several days before the start of the term so that there is plenty of time for you to explore.*

### **\*AI TOOLS PROHIBITED**

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

### Student Email and Blackboard Announcements

All students should check WKU email accounts at least every 1-2 days and the Blackboard Announcements page each time they log in.

### Communicating with Instructor

The best way to communicate with me is via email: sara.levitt@wku.edu. Please allow up to 24 hours for me to respond to emails.

### Grading and Evaluation

Use Blackboard to track your progress in the class.

Students who do not submit the major assignments will automatically fail the course. The course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given. Grades are always available on Blackboard (My Grades), so I don't respond to emails that are asking about grades. **My grading scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, Below 60=F**

The student's final grade in the course will be based on the following distribution:

Essay 1	150 points
Essay 2	200 points
Essay 3	250 points
Discussion Boards/Exercises/etc.	325 points
• <i>Rough drafts – 30 points each</i>	
• <i>Essay 1 brainstorm and introduction – 10 points</i>	
• <i>Reading quizzes – 10 points each</i>	
• <i>Grammar Assignments – 10 points each</i>	
• <i>Discussion boards – 125 points total</i>	
Annotated Bibliography	100 points
	<b>1025 tentative total points possible</b>

### A Note on Participation

There are quizzes throughout the semester over the readings from your textbook. Should writing errors be rampant, we will have grammar quizzes, too, with Purdue's OWL used for studying.

### Course Policies

#### Late Work

**Coursework is not accepted late for any reason.** It is the student's responsibility to keep up with class assignments. The class schedule has clear due dates for each assignment on it. If

the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

### **Due Dates of Assignments**

**All official due dates are listed on the schedule in this syllabus.** I try to keep Blackboard up to date on this, but I may miss one here or there. Therefore, the dates that things are due are listed here, in this syllabus on the schedule. These dates override any other date you see on Blackboard. If I change a due date (as in extend a deadline), I will email everyone a new copy of the schedule (it is VERY rare that this happens).

### **Work Submission**

All papers are to be typed, double-spaced, and in MLA format. As per MLA standards, utilize 1-inch margins and a 10-or-12 point Times New Roman (or similar) font. Submitting work in the wrong format will result in deductions. Text should be left-hand aligned. Omit space in between paragraphs. **Excessive spacing will result in a grade reduction.** Please refer to Purdue Owl if you are not familiar with MLA format:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/index.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html)

Work must be submitted in the space provided for it on Blackboard. Papers must be submitted in .doc, .docx, or .rtf file format or else I can't open/grade them. Papers not submitted in one of those three file formats will receive a zero grade (I can't grade it if I can't open it!). Google Docs cannot be submitted as well; they will have to be reformatted as a Word Document. Emailed assignments will not be accepted unless I ask you to do so.

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back, and check the paper you submitted via My Grades to make sure it is still able to be opened; email me a working copy BEFORE the due date if the one on Blackboard somehow got corrupted. Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments, which is unfair to those of you who are hard-working, honest students, and I don't tolerate it.

### **Participation**

Students who are not logging in and completing work ON TIME are considered nonparticipating or not attending. Participating students must also abide by proper internet etiquette and exhibit respectful behavior toward classmates.

### **Attendance**

Online attendance is monitored; however, I can run an individual's activity report for Blackboard. This means that if you email me to say that you're behind or confused by assignments, I will know how often you have checked in to the course. It is the student's responsibility to withdraw from the class if they do not wish to continue enrollment past the first week.

## **ASSIGNMENT DESCRIPTIONS**

### **Discussion Boards (10 points each)**

ALL DISCUSSION BOARDS ARE DUE ON SUNDAY EVENING, 11:59 pm. The discussion boards that are in italics are those that have to do with research papers. These are to be treated as journal entries and **do not require responses to each other**. All due dates are the last possible dates to post and respond to your classmates. Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Discussion Boards are supposed to take the place of 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 discussions 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 classmates, you must also be meaningful, which means 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. As always, be respectful of your fellow classmates and what they have to say!
5. I do not generally grade grammar/spelling/punctuation/documentation on discussion boards, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin to deduct points for those errors.
6. IM and text-speak are not permitted and will gain you a grade of 0 if it is habitual.

### **Group Discussion Boards (15 points each)**

You will have three Group Discussion Boards, one for each essay. These will be Peer Reviews, where you will exchange your rough drafts for feedback from your group members. I will post the prompt/Peer Review Guidelines for the Group Discussion. Each member must exchange their rough draft on **Tuesday** and submit their feedback by **Friday**.

The feedback you give must be well-thought out, positive, and constructive. I, as well as your group members, are looking for more than "Good thesis." What about the thesis makes it good? Is the thesis supported throughout the essay? Make sure you explain your feedback so that your group members know what works and what needs improvement.

### **Essay 1 Summary and Response**

You will choose an article from the Class Articles Folder and draft your summary and response essay around it. If there is another article in which you choose to summarize and respond to, please let me know in advance. (3 to 4 pages)

### **Essay 2 Compare and Contrast**

In this essay, students will produce a compare and contrast essay about a current movement you are interested in, exploring similarities, differences, or both between early and current platforms of ideals. (4 to 5 pages)

### **Essay 3 Argumentative**

Students will produce a position argument on voting in the U.S., inspired by the upcoming election in November. (5 to 7 pages)

\*Please review the essay prompts and rubric for more detail, all of which are posted on Blackboard. Again, ALL essays should be in MLA format, size 12 font, double spaced, and Times New Roman (or similar font).

### **Quizzes**

You will have quizzes throughout the semester over the readings from your textbook. The dates for quizzes are posted on your syllabus schedule as well as on Blackboard. All quizzes are due on Friday at 11:59 pm of the week in which it is assigned. All quizzes in the course are timed

and automatically submit when the time is up. The quizzes contain multiple choice, short answer, fill in the blank, and true-false questions.

### **Grammar Exercises (10 points each)**

You will be reading several chapters on grammar this semester and will have exercises that accompany the readings.

## **Resources**

### **WKU COVID UPDATE**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information: [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill).

### **Academic Dishonesty**

Plagiarism/Academic Fraud occurs in multiple ways:

- 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
- submits work written in a previous class for an assignment in their current class

No form of cheating or plagiarism will be tolerated in this class. If a student plagiarizes in any way, he or she will be subject to a severe penalty up to course failure. Academic dishonesty is a serious offense and shall be punished severely. I will accept **NO EXCUSE** for academic dishonesty; if a student is caught plagiarizing or cheating, he or she will **NOT** receive a "second chance," regardless of whatever justification is used to explain these actions. Failure to comply with these rules will result in failure in the class and a possible dismissal from the university. All written assignments will be checked with plagiarism detection software.

### **Withdrawal Policy**

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so. A student who drops the class without completing proper paperwork will earn a failing grade. The last day to withdraw from this course can be found on the Registrar's webpage. The only exception to this is someone who has a catastrophic life event that compromises his/her ability to complete the course (prolonged hospitalization, for example) after the withdrawal date.

### **Incompletes (Grades of "I")**

Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

### **Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the main campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on website) for help scheduling an appointment.

**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, 1074. 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 Misconduct/Assault Statement:** 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://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.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, Andrea Anderson, 270-745-5398 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 200 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. <https://www.wku.edu/citl/rsi.php>

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/](http://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](mailto: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](mailto: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/](http://www.wku.edu/titleix/).

**Resolving Complaints about Grades:** The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

**\*\*This syllabus/course description is subject to change and any changes will be announced in advance.**

### **Weekly Planner:**

**Quiz Note:** All quizzes are due on Friday at 11:59 pm of the week in which each is assigned.

### **Week One August 19 – 25**

Reading Assignments:

- Chapter 1: Prewriting

Introduce Essay 1 Summary and Response:

- “Writing Effective Summary and Response Essays”
- “Strategy: Writing a Summary Response”
- “Summary/Response Essays: Overview”

Discussion Board #1: Getting Started **August 25<sup>th</sup>**

On Your Own

- Start brainstorming some ideas for Essay 1

### **Week Two August 26 – September 1**

Reading Assignments:

- Chapter 2: The Thesis Statement + Quiz 1
- “Why College Is Necessary But Gets You Nowhere”

Discussions Board #2: Summary of the article “Why College Is Necessary But Gets You Nowhere” **September 1<sup>st</sup>**

Essay 1 Brainstorm and Introduction **due September 1<sup>st</sup>** by 11:59 pm

### **Week Three September 2 – 8; Labor Day (university closed)**

Reading Assignments:

- Chapter 4: Beginnings and Endings
- Sentence Fragments + Exercise 1

Group Discussion Board (#3): Peer Review for Essay 1. Post rough draft by Tuesday, **September 3<sup>rd</sup>** and post your feedback to your group members by Friday, **September 6<sup>th</sup>**.

**Essay 1 Rough Draft due September 8<sup>th</sup> by 11:59 pm.**

### **Week Four September 9 – 15**

Reading Assignments:

- Chapter 3: The Body Paragraphs + Quiz 2

**Submit Essay 1 Summary and Response by 11:59 pm CST on September 15<sup>th</sup>**

### **Week Five September 16 – 22**

Reading Assignments:

- Chapter 11: Compare and Contrast
- Comma Splices + Exercise 2

Introduce Essay 2 Compare and Contrast

Discussion Board #4: Compare and Contrast Response from Chapter 29 due **September 22<sup>nd</sup>**

### **Week Six September 23 – 29**

Reading Assignments:

- Chapter 5: Drafting and Revising + Quiz 3

Discussion Board #5: Draft a paragraph from your upcoming essay and show revisions you would make to it, due **September 29<sup>th</sup>**

### **Week Seven September 30 – October 6**

Reading Assignments:

- Chapter 6: Effective Sentences + Quiz 4

Group Discussion Board #6: Peer Review for Essay 2. Post rough draft by Tuesday, **October 1<sup>st</sup>** and post your feedback to your group members by Friday, **October 4<sup>th</sup>**.

### **Week Eight October 7 – 13 (Fall Break 7<sup>th</sup> – 8<sup>th</sup>)**

Reading Assignments:

- Chapter 7: Word Logic
- Verbs + Exercise 3

**Essay 2 Rough Draft due October 13<sup>th</sup> by 11:59 pm**

### **Week Nine October 14 – 20**

Reading Assignments:

- Chapter 8: The Reading-Writing Connection + Quiz 5

**Submit Essay 2 Compare and Contrast by 11:59 pm CST on October 20<sup>th</sup>**

### **Week Ten October 21 – 27**

Reading Assignments:

- Chapter 15: Argumentation
- Adjectives and Adverbs + Exercise 4

Introduce Essay 3 and Annotated Bibliography

- Preparing An Annotated Bibliography pg. 457

Discussion Board #7: Practice Annotation

### **Week Eleven October 28 – November 3**

Reading Assignments:

- Chapter 19: Conducting Research
- Commas + Exercise 5

Accessing databases – choosing a topic and selecting keywords

Accessing reputable sources and CRAAP activity

Research time

### **Week Twelve November 4 – 10**

Reading Assignments:

- Chapter 20: Documenting Sources

Group Discussion Board #8: Peer Review for Essay 3. Post rough draft by Tuesday, **November 5<sup>th</sup>** and post your feedback to your group members by Friday, **November 8<sup>th</sup>**.

**Rough Draft due November 10<sup>th</sup> by 11:59 pm.**

**Week Thirteen November 11 – 17**

Reading Assignments:

- Synthesizing Sources + PowerPoint

Discussion #9: Practicing Synthesis

**Week Fourteen November 18 – 24**

Reading Assignments:

- MLA refresh

Discussion Board #10: Outline of Argument Essay & Type of Argument

**Submit Annotated Bibliography by 11:59 pm CST on November 24<sup>th</sup>**

On Your Own:

- Draft, edit, revise, and finalize Argument Paper
- Use this “free time” to visit the Writing Center, make an appointment with me for review, or have someone look at your paper.

**Week Fifteen November 25 – December 1 (Thanksgiving Break Nov. 27<sup>th</sup> – 29<sup>th</sup>)**

Discussion Board #11: Reflections

**Submit Essay 3 by 11:59 pm CST on December 1<sup>st</sup>**