

# Syllabus for ENG 100-10

## Introduction to College Writing

(Nancy Reese-Dillon)

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Missouri Western State College  
College of Liberal Arts & Sciences  
Department of English, Foreign Languages, & Journalism

Introduction to College Writing

### I. General course information:

Course and section number:       ENG 100, Sections 10  
Meeting time and place:           9-9:50 MWF, SS/C Room 215  
Instructor:           Nancy Reese-Dillon  
Office location:           SS/C Room 208 X  
Office hours:       7:30-9:00 Mondays, 8-9 a.m. WF, or by appointment only  
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email:   dillon@griffon.mwsc.edu

### II. Required Texts and materials:

Cavitch, David, ed. Life Studies: An Analytic Reader. 6th Ed. Boston: Bedford, 1998.  
English 100 Writer's Workshops. Spring 2000 ed.  
Photocopies for group work  
A two pocket folder to turn papers in and to keep portfolio materials.

### III. Recommended Texts:

College dictionary and Thesaurus

### IV. Objectives of ENG 100:

Reading Goals:

At the completion of ENG 100 students should be able to

- Read actively for greater understanding;
- Use reading to improve their writing by drawing ideas and information from written material;
- Use texts to understand their own and others' experiences;
- Read writing assignments effectively as a guide to creating better papers;
- Recognize good writing by actively reading good prose.

Writing Goals:

At the completion of ENG 100 students should be able to

- Move from writing only to express themselves for writing for readers;
- Write at greater length more easily, more quickly, and more usefully;
- Structure their writing to fit the assignment, purpose, and audience;
- Develop their ideas and concepts with specific details, examples, and explanations;
- Use effective planning, invention, revision, and editing to complete successful writing tasks.

General Studies Goals:

- Think critically and reason analytically;
- Write and speak clearly and effectively;
- Gain a greater awareness of the present through an understanding of other cultures and times;
- Understand and appreciate moral values and ethical choices;
- Understand and enjoy aesthetic experiences and share in related creative activities.

For more information about the English Department at MWSC, students may check the web site at: <http://www.missouriwestern.edu/~engdept/genstud.html>. Sample papers and a complete listing of common course goals and objectives for English 100, 104, 108, 112 and 210 can be found here.

V. Key Concepts of English 100:

Throughout the semester students will be presented with several key concepts that become the cornerstone to good writing. Instruction will be geared toward these concepts. Success in the class will be linked directly to these concepts. Among the key concepts are: fluency, detail, structure, thesis statements and topic sentences, audience awareness, writing as a process and recursive writing.

Students will engage in exploratory and prewriting exercises in which they will learn how to discover ideas, respond to texts and summarize texts. Students will be expected to develop these exploratory writings into major writing assignments. In these assignments students will recreate or reflect on personal experiences, share information, (gathered in part from library research), and analyze and synthesize readings.

Students will complete four major writing tasks that will be graded by the instructor. A student who does not turn in a response to all four tasks will not pass the course even if the grades achieved on the writing tasks are satisfactory.

All final drafts of essays must be word processed. Final handwritten papers will not be accepted. Additional information regarding paper format will be given prior to each paper due date.

Students must keep a complete portfolio of all writing that is done in ENG 100. It is important that students save and date all materials generated as a part of this class, including homework assignments and in-class work. Before any grade appeal will be processed for a student in ENG 100, the complete portfolio of writings will have to be submitted to the Departmental Review Committee.

#### VI. Grading policy:

Student grades will be determined on the basis progress as a writer, homework and quizzes, the writings submitted, and class participation and attendance over the course of the semester. Throughout the semester you will attend the twice-a-week, small group Writer's Workshops (listed as "labs" in the class schedule). Because Writer's Workshops is such a valuable and integral part of the course, it is also an integral part of your final course grade.

Grading scale: 90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below = F

Factors which will determine the final course grade:

- (1) Daily work, quizzes, and assignments
- (2) Major papers
- (3) Writer's Workshop
- (4) Participation (both lecture and lab)
- (5) Attendance (both lecture and lab)
- (6) Final Exam
- (7) Tests

Essay #1 - Narrative Essay	50 points
Essay #2 - Example Essay	100 points
Essay #3 - Evaluation Essay	100 points
Essay #4 - Extension of Paper #3	100 points

Final Exam:  
points

25

(Failure to attend the final exam will result in failure of the course.)

Points will also be given on various homework assignments, in-class writings, and quizzes - but will not exceed 20% of the total course points.

Participation points will also be awarded.

Student grades will also be affected by lack of attendance. This will be discussed in more detail in Section VIII of the syllabus.

A student must receive a final course grade of a "C" or better before he will be allowed to enroll in English 104.

#### VII. Academic Honesty:

Plagiarism or other academic dishonesty as assessed by the instructor will be the basis for a zero on any exercise or major paper affected. The student's name and information about the violation will be forwarded to the Department Chairman of the English, Foreign Language and Journalism Department as well as to the Dean of Students. A second violation will result in failure of the course. Students are expected to show "proof of process." That is, when a major paper is turned in, the student must also submit all in-class writings and drafts so the instructor may adequately see that the work and the ideas originated from and belong to the student submitting the work. The work must be done in accordance to the classroom schedule and deadlines to provide appropriate "proof of process." This policy covers any and all participants involved with the cheating of any exercise. Total honesty is stressed and expected.

#### VIII. Attendance Policy:

Each student enrolled in the class is expected to arrive at each class meeting with any assigned material read and prepared for discussion. If a group evaluation is taking place, each student is expected to have his/her material ready for the group evaluation. Since class attendance, participation, discussions, and group work are such an important part of this course, your grade in the course is directly affected by your attendance or lack of. When a student has had seven absences, he/she will receive an "F" for the final course grade. Excessive tardies may also be counted as absences.

Likewise, this class has a very strict attendance policy in Writer's Workshops. If you miss five Writer's Workshops, will receive an F in the class. There are no "makeups" for this attendance requirement. If you know of any circumstances likely to make these policies difficult for you this semester, you may wish to consult with your advisor to review your options.

It's important to understand that an absence is neither "excused" or "unexcused," it just is. Students are advised to use absences wisely and take into account bad weather, bad luck with alarm clocks, and other personal or family emergencies, illness, etc. If a student misses class, it will count as an absence regardless of the circumstances. Important reminder: Tardiness may also be considered an absence.

When a student is absent, he is responsible for getting the work missed in class BEFORE the next class period. An absence does not dismiss the student from the obligations of homework or deadlines.

There will be announced and unannounced writing exercises and quizzes. No in-class assignments may be made up. If a student is absent, he loses those points.

#### IX. Group evaluation or Writing Conferences

If a group evaluation or writing conference is being performed the final draft of the paper will be unacceptable without the required evaluation or conference. If a student misses the in-class group evaluation or fails to keep a scheduled writing conference with the instructor, (or show up late), the paper will automatically receive a grade of "F." These conferences are considered an integral part of the writing process, so the paper is considered incomplete without them. The

evaluation and conference procedure will vary from paper to paper, so it's important to listen to information given during class regarding these evaluations or conferences. Since some writing conferences may take the place of a regularly scheduled class session, it is important to understand that a missed writing conference is the same as a class absence and will be treated as such.

#### X. Deadlines:

All assignments are due and will be collected at the beginning of the hour, unless otherwise noted by the instructor. Any assignment turned in after the end of the class period on the same day as the due date will be considered late and may carry an automatic 50% reduction of the final grade. Any paper turned in the following class session will be considered too late and may be given a grade of "0".

#### XI. Disabled Student Policy:

Any student enrolled in this course who has a disability that prevents the fullest expression of abilities or that prevents or hinders the completion of class requirements as stated in this syllabus should contact the instructor immediately so it can be discussed how he/she can be helped to meet class requirements.

#### XII. Center for Academic Support:

The Center for Academic Support provides trained tutors for students requiring additional reading or writing instruction. There is no cost to the English 100 student for using these services. The Center can be of assistance to the student in the following areas: writing a thesis statement, organizing ideas, structuring ideas into an essay form and more. Students are highly encourage to make use of these services throughout the course of the semester.

#### XIII. Code of Behavior:

First and foremost, students are expected to be responsible. This includes doing reading and writing assignments according to deadlines (whether absent or not), obtaining help when needed - either from myself, the Center for Academic Support, or from another classmate, and becoming truly engaged and committed to improving writing skills.

Students are expected to come to class promptly and regularly, respect deadlines, and conduct themselves appropriately.

Students are expected to be well rested. In other words, sleeping in class or resting one's head on the desk is not acceptable behavior. Talking out of turn or during lecture time is also a distraction. These behaviors set bad examples for the other students, as well as making it difficult for the instructor to form a good opinion of that student. It is also unacceptable to complete the previous day's homework during class.

When a student does not understand a concept, does not agree with an earned grade, or has any other questions or concerns, it is expected and hoped, that the student will take the responsibility to talk to the instructor. I want to see you succeed in this class and will be willing to help you develop and improve your writing skills. I have given you my home telephone number and a number where I can be reached by voice mail. I encourage, in fact I insist that you call me if you have any questions about assignments, concepts, etc. I have also provided you with my email address. I periodically check my email. I expect each student to take responsibility in the classroom.

#### XIV. Tentative course schedule:

The following is a tentative course schedule which includes tentative reading and writing assignments and paper deadlines. Those students that wish to read ahead are encouraged to do so.

The course will generally follow this pattern for each major paper: The first part of the paper cycle will be for invention and discovery of topics and ideas. Learning and practicing concepts relevant to the paper will occur during this time. The second part of the cycle will be for drafting the paper. Students will be expected to incorporate and practice the writing techniques discussed the prior week. Students will generally be expected to complete at least two or three drafts for each major paper. The third part of the cycle will be used for revision, editing, peer reviews and writing conferences.

#### Paper #1 - Remembering a Person

Reading Assignments: "My Father's Life," p. 67, "Father," (handout)

Tentative peer review date: Wednesday, February 9

Paper due date: Friday, February 11

Editing Workshop WW: February 9 and 10 (Apostrophes and Homophones)

Wed.. 1/19 First day of class -Begin Paper #1

1/21

Mon. 1/24 Invention phase

1/26

1/28

Mon. 1/31 Drafting phase

2/2

2/4

Mon. 2/7 Revision phase

2/9 CAS deadline

2/11 Paper #1 Due

#### Paper #2 -Using Examples

Reading Assignments: "The Car," p. 366

Tentative peer review date: Wednesday, March 8

Paper due date: Friday, March 10

Editing Workshop WW: March 8 and 9 (Transitions and Outlines)

Mon. 2/14 Begin Paper #2

2/16

2/18 Invention

Mon. 2/21 No Class - President's Day  
2/23 Drafting  
2/25

Mon. 2/28  
3/1  
3/3

Mon. 3/6 Revision  
3/8 Peer Review, Paper #2, CAS deadline  
3/10 Paper #2 Due

Paper #3 -Explaining a text

Reading Assignments: "Mail-order America"

Tentative student writing conference/peer review dates: Wednesday, April 5

Paper due date: Friday, April 7

Editing Workshops: March 27, 28, 29, and 30. (Sentence run-ons, comma splices, and fragments).

Mon. 3/13 No Classes - Spring Break  
3/15  
3/17

Mon. 3/20 Classes resume, Annotating (invention)  
3/22 Midterm grades due  
3/24

Mon. 3/27 Drafting  
3/29  
3/31 Last day to drop

Mon. 4/3 Revision  
4/5 CAS deadline  
4/7 Paper #3 due

Paper #4 - Extending an idea

Reading Assignments: TBA

Tentative student writing conference/peer review dates: Friday, April 28

Paper due date: Monday, May 1

Editing Workshops: April 19, 20, and April 26 and 27 (Revision Workshops)

Mon. 4/10 Invention

4/12

4/14

Mon. 4/17 Drafting

4/19

4/21

Mon. 4/24 Revision

4/26

4/28 CAS deadline

Mon. 5/1 Last Day of class, Paper #4 due

Final Exam: Wednesday, May 10

SS/C Room 215

8:30-10:20

