

Missouri Western State College, Division of Liberal Arts and Sciences
Department of English, Foreign Languages, and Journalism
English 100-07: Introduction to College Writing
Fall 2001

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| Teacher: | Dr. Keith Rhodes | Class: | 2:00 pm MWF |
| Office: | SSC 222 C | Writer's Workshop: | 4:00 pm MW |
| Phone: | 271-4314 | Office Hours: | MWF 12:50-1:50; T 1:20-3:20 |
| E-mail: | rhodes@missouriwestern.edu | Web Page: | http://www.missouriwestern.edu/~rhodes |

Attendance Policy:

This class has a very strict attendance policy in Writer's Workshops as well as in class. If you miss seven class periods or three Writer's Workshops, you will receive an F in the class. Ordinarily, there are no exceptions and no "makeups" for this attendance requirement. If you know of any circumstances likely to make this policy difficult for you this semester, you may wish to consult with your advisor to review your options. If you miss a class session, you remain for all material covered and assignments given during your absence.

Required Texts and Course Materials:

- Dietsch, Betty. *Reasoning and Writing Well*. 2nd edition. Mountain View, CA: Mayfield, 2000.
- *English 100 Writer's Workshops*. Fall 2000 ed.
- 3-1/2" floppy disks and a disk storage box
- Photocopies for group work as requested

Course Goals and Class Assignments:

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 easily from writing for self-expression to 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;
- Craft more effective and polished sentences and paragraphs;
- Use effective planning, invention, revision, and editing to complete successful writing tasks.

General Studies Goals:

In ENG 100 students should improve their ability to

- 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.

Civility and Cooperation:

Missouri Western requires all students to help us maintain good conditions for teaching and learning. All students will treat their classmates, teachers, and student assistants with civility and respect, both inside and outside the classroom. Students who violate this policy may, among other penalties, be counted absent and asked to leave. You should review your Missouri Western student handbook for further information.

General Grading Policy:

Your grade will be determined on the basis of your progress as a writer, the writings you submit, and your class participation over the course of the semester. The components of your grade in the course are:

Writing. You will complete four major writing tasks that will be graded by your teacher. A student who does not turn in an adequate version of all four tasks will not pass the course even if the grades achieved in the other writing tasks are satisfactory. You will also complete forty pages of journal writing, at a rate of three pages per week.

Progress as a writer. Your progress as a writer will be assessed through an end-of-semester portfolio in which you must put your revised responses to the writing tasks. Your portfolio must receive an "acceptable" evaluation in order for you to pass ENG 100.

Writer's Workshop. Throughout the course of the semester, you will attend the weekly small group Writer's Workshops (listed as "labs" in the class schedule). Some of your Writer's Workshop materials may be used in class, and some of your class papers will be critiqued and proofread in Writer's Workshops. Your teacher will also consider your Writer's Workshop participation as part of your class participation grade.

Due Dates for Formal Writing Assignments:

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| Task One: | Friday, September 7 |
| Task Two: | Friday, September 28 |
| Task Three: | Friday, October 26 |
| Task Four: | Friday, November 16 |

Grading Requirements and Evaluations:

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| All graded materials will receive scores in points. The point scale will become letter grades according to the following percentages. 90-100% = A 80-90% = B 70-80% = C 60-70% = D | <u>% of final grade per task:</u> | |
| | Task One paper: | 10% |
| | Task Two paper: | 10% |
| | Task Three paper: | 15% |
| | Task Four paper: | 15% |
| | Journals: | 10% |
| | Participation: | 10% |
| | Final Portfolio: | 20% |
| Final Exam: | 10% | |

Task Papers

Task papers will be evaluated according to the criteria discussed in the assignments.

Journals

Journals will be evaluated for the following traits: diligence, initiative, and thoughtfulness. You will receive early responses to help you understand how these traits are evaluated to make up your grade.

Participation

I will keep daily ratings for participation, including but not nearly limited to your quiz grades. I will report your current standing along with all evaluations of finished Task Papers. I will also review your Writer's Workshop materials before mid-terms and at the end of the semester to figure your final participation grade.

Final Portfolio

The final portfolios will be evaluated for these traits: writing processes, development, organization, critical thinking, rhetorical awareness, and conventions. Throughout the semester you will receive information and responses that help you understand these traits and how they are evaluated to make up your grade. Your portfolio will need to include two task papers revised into their best form, one complete set of process materials for one task paper, other materials of your choice, and a reflective cover letter.

Final Exam

Your exam will have two parts. In the first part, you will demonstrate your ability to write in response to a prompt much like that you were given for the Writing Placement Exam. In the second part, you will need to answer questions about writing like the ones that will be on your quizzes.

Student Disability:

Any student in this course who has a disability that prevents the fullest expressions of abilities should contact Missouri Western's special needs coordinator, Lois Fox, for possible certification of special needs and expert recommendations for assistance. You should also contact the teacher personally as soon as possible so that the two of you can discuss class requirements.

Academic Honesty Policy:

You will receive a grade of F for any paper that shows evidence of cheating and/or plagiarism. You have the burden of proving that a paper showing evidence of cheating or plagiarism has in fact been written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. Stronger evidence proving plagiarism may lead to further penalties. Please note carefully the statement on plagiarism on the departmental website, found at <http://www.missouriwestern.edu/EFLJ/plagiarism.asp>.

Schedule:

Whenever you are asked to **bring** anything, you should have with you a version that you would be willing to have marked up or handed in for review. Make a photocopy or print an extra copy if you want a clean version for yourself. Whenever you are asked to **read** something, the assignment is to be read by the start of class. There will be quizzes, both announced and unannounced. Unless another source is mentioned, all reading assignments are in *Reasoning and Writing Well*, your main textbook. Thus, an entry below saying "8/23 **Read** pp. 3-8" would require you to read pages 3-8 in *Reasoning and Writing Well* before the start of class on August 23 and be ready to take a quiz on the contents. Dates with "(j)" after them are days for submitting journals.

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| 8/20 | Introductions! We will get started on class journals and the Task One paper |
| 8/22 | Read pp. 3-8. We will review (and revise?) the standards for this class. |

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| 8/24 | Read pp. 10-21. Bring full (2 pages) drafts of the Task One paper. We will revise the Task One Essays. |
| 8/27(j) | Read pp. 22-39. Bring your Task One drafts (if I don't keep them on 8/24) for more revision |
| 8/29 | We will conduct peer review sessions for improving your Task One drafts |
| 8/31 | Bring your latest Task One draft. We will preview chapters 10-13 and assign readings |
| 9/3 | NO CLASS: Labor Day |
| 9/5(j) | Read one chapter (10-13). You will report on applications to your Task One draft |
| 9/7 | Task One paper due. Evaluations and reflections will be written in class. |
| 9/10(j) | We will get started on the Task Two paper and preview chapters 14-17 |
| 9/12 | Workshop on making connections among topics and ideas |
| 9/14 | Read pp. 625-27, 647-49, & 665-67. We will assign readings in chapters 14-17 |
| 9/17(j) | Read one chapter (14-17). You will discuss applying your readings to your drafts |
| 9/19 | Bring 3 copies of full (2 pages or more) drafts of the Task Two paper for peer review |
| 9/21 | Read pp. 86-99. Bring Task Two papers (if I don't keep them on 9/19) for revisions |
| 9/24 | Read pp. 491-501. We will take an ungraded in-class essay exam to check your progress |
| 9/26 | I will return the exam and review grading. Bring Task Two drafts for in-class work. |
| 9/28 | Task Two paper due. Evaluations and reflections will be written in class. |
| 10/1(j) | Bring two photocopies of your Task One paper to be distributed to classmates. We will start Task Three |
| 10/3 | Read "Mother Tongue" (pp. 637-41) and "Finding the Fury (pp. 665-67). We will discuss them. |
| 105 | Read pp. 41-57. Bring all copies of Task One (including your own) and invention for Task Three paper. |
| 10/8 | NO CLASS: Columbus Day |
| 10/10 | Read pp. 59-70. Bring all copies of Task One (including your own) and draft of Task Three paper. |
| 10/12 | Read pp. 405-20. We will review the format and methods of formal researched writing. |
| 10/15(j) | Read pp.367-77 and skim examples as needed. We will review "documentation" of sources. |
| 10/17 | In-class interviews of Task One authors |
| 10/19 | Read pp. 101-114. Bring a draft of Task Three for sentence style work and a copy for teacher review. |
| 10/22 | Class discussion of Task Three goals and drafts |
| 10/24 | Bring your best draft of Task Three for in-class editing work. |
| 10/26 | NO CLASS; Task Three paper due in Dr. Rhodes's mailbox, SSC 222 |
| 10/29 | We will get started on Task Four. |
| 10/31 | Read pp. 73-83. We will discuss audience, voice, and "genre" |
| 11/2 | Bring your graded Task Two and Task Three papers for a revision workshop. |
| 11/5(j) | Students' guided choice of activities |
| 11/7 | Students' guided choice of activities |

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| 11/9 | Teacher's guided choice of activities |
| 11/12 | Teacher's guided choice of activities |
| 11/14 | We will get started on putting together portfolios and reviewing the grading criteria. |
| 11/16 | Task Four paper due |
| 11/19 | We will continue putting together portfolios |
| 11/26(j) | Preparation session for writing portion of final exam |
| 11/28 | Review session for knowledge portion of final exam |
| 11/30 | Final portfolio due. |
| 12/5 (Wednesday), 2:00-4:50 pm: Final Exam | |

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