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

ENG 100 Introduction to College Writing
Section 14, JGM 106, 10:00-11:50, MWF
Fall 2002

Instructor: Dr. Roberts
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Office Hours: 11:00 - 12:00 MWF, 2:00-3:00 MW & by appointment

Course Objectives:
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, and 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 and efficiently, structure their writing to fit the assignment and audience, develop their ideas and concepts more fully and concretely, craft more effective and polished sentences and paragraphs, and have a better grasp of the writing process--including planning, invention, revision and editing.

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, and understand/enjoy aesthetic experiences while sharing in related creative activities. For more information on the institutional and state goals and competencies, see the English Department web site for general studies courses at http://www.missouriwestern.edu/eflj/genstud.asp. Click on English 100.

Required Materials:

- Dietsch, Betty. *Reasoning and Writing Well*. 3rd ed. Mountain View, CA: Mayfield, 2002.
- *English 100 Writer's Workshops*. Fall 2002 ed.
- An up-to-date unabridged college dictionary.
- A college handbook (guide to style, grammar and usage).
- At least two computer disks.
- Extra copies of your writing for group work as requested
- Stamina and good humor.

Attendance:
Regular attendance is an essential part of the student's educational experience and a requirement for an adequate evaluation of student academic progress. This class has a very strict attendance policy in Writer's Workshops as well as in class. If you miss seven class periods or four Writer's Workshops, **you will receive an F in the class**. There are no exceptions or "makeup's" 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.) Moreover, while certain absences may be necessary or unavoidable in the case of genuine illness, emergency, or when acting as a representative of MWSC, missing more than three classes during the semester will seriously affect your final grade.

Chronic lateness and/or leaving early will count toward absences and affect participation grades, so be on time and turn off your cell phones and pagers. You are responsible for material covered or assignments given which you missed because of absence, so ask another student to inform you of what happened while you were gone. If I should be unable

to meet class, you will be notified by a secretary, fellow instructor, or a note on the classroom door.

Preparation and Participation:
You are required to make significant contributions to class in the form of preparation and participation. Preparation includes completing the readings and daily assignments, as well as bringing your assignments, textbook, and other materials with you on the appropriate days. If you come unprepared, you will receive a zero for any work due that day.

Participation includes the help you give to fellow writers and the contributions you make to class discussion. Active and insightful contributions to class discussion are therefore not "extra credit." Like the written assignments, your regular, tactful and substantive comments are part of the minimal requirements for successful completion of the course. If you are a naturally quiet person, force yourself to be more vocal; do not assume that if I do not call on you that you need not participate, as it is your responsibility to voice your observations at appropriate and relevant times. Conversely, if you are a naturally talkative person, you may have to restrain yourself so that everyone has the opportunity to contribute. Since you obviously cannot make up for discussions from which you were absent, attendance is again critical. Finally, I will also take into consideration you Writer's Workshop participation as part of your class participation grade.

Student Conduct:
As a condition to remaining at MWSC, the college expects all students to conduct themselves so as to maintain an effective environment for learning; to act responsibly in accordance with good taste; and to respect fully the rights of others. Passionate and forceful language are sometimes appropriate, intolerance and dogmatism are not. All students will treat their classmates, teachers and student assistants with civility and respect, both inside and outside the classroom. Those who violate this policy or whose behavior disrupts the classroom environment will be counted absent and dismissed from class. Other, more severe, penalties may also be applied.

Assignments and Requirements:
You will complete three major writing tasks. A student who does not submit complete responses to all three tasks will fail the course regardless of the grades on the other writing tasks. You will also turn in a final portfolio.

All out of class written assignments for this course must be word processed unless otherwise specified. Non-word processed submissions will be returned with no credit. Assignments should follow MLA format, and pages should be stapled together before you come to class (do not use folders or paper clips and do not fold down the corners of papers). Do not throw away any work you do for this class, from notes to drafts to final papers, and keep back-up copies of all papers you turn in to me.

Throughout the semester, students will attend a once-a-week Writer's Workshop (listed as "labs" in the class schedule). Some Writer's Workshop materials may be used in class, and some class papers will be critiqued and proofread in Writer's Workshops.

Late Work:
All assignments are due at the beginning of the hour on the due date. Learning is a cumulative process, and each assignment is designed to build on the previous one. As late work disrupts this important aspect of the learning process, **no late work is accepted under any circumstances.**

Grading:
The standards for college English classes are higher than those used in high schools. All the guidelines and standards for classes at MWSC are similar to those used by other colleges and universities throughout the country. You, as a serious student, will appreciate the fact that we hold high standards for your work. Your grade will be determined by the quality of your drafts, papers, quizzes, and other assignments, as well as by your preparation and participation. Assignments will be evaluated according to how well they meet the requirements outlined in the assignment descriptions and the following general scale.

A = Superior
B = Above Average
C = Average

D = Minimum = passing below average
F = Failing

Task One = 20%
Task Two = 25%
Task Three = 30%
Participation and
Other Assignments = 25%

Plagiarism:
Plagiarism is a most serious offense and, therefore, will incur harsh punishment. Don't think you won't get caught; writing style is distinctive and verifiable. You always have the initial burden of demonstrating to the instructor's satisfaction that all work submitted is in fact your own original work. At the very least, **papers with evidence of plagiarism, intentional or not, will fail.** Plagiarism may also result in failure of the course and other, more serious, penalties. Note the statement on plagiarism on the departmental web site.

Disabilities:
Any student who has a disability that prevents the fullest expression of abilities should contact me immediately so that we can discuss class requirements.

General:
This syllabus is of a contractual nature, and by remaining in the course you acknowledge your acceptance of its stipulations in their entirety. If the goals, policies, procedures, standards, expectations, or obligations are unclear, then you should speak with me immediately. If they are clear but unacceptable to you, then you should drop the course.

If you choose to remain in the course, be sure to keep a copy of this syllabus with you and to refer to it regularly. Policies are enforced without exception to ensure uniformity and predictability, to avoid confusion and anxiety, and to facilitate fairness and objectivity for all students. In the interest of efficiency, however, I reserve the right to make necessary alterations to this syllabus and to make announced changes in daily plans. Any announcements made in class automatically supersede this syllabus. It is your responsibility to find out about announced changes.

Final Thoughts:
For further explanations, comments, and advice, I am available during office hours. For additional help outside of class, I strongly recommend the Center for Academic Support.

I genuinely want you to succeed in this class and at MWSC generally. I therefore urge you to keep in mind that what you gain from this course, and from your education generally, is proportional to the amount of productive time and careful attention you devote to it. In the words of Abigail Adams (1744-1818), "Learning is not attained by chance, it must be sought for with ardor and attended to with diligence."

Course Outline:
This outline shows major readings and assignments, but additional readings and assignments will be given in class throughout the semester.

8/19 Syllabus, Introduction
21 Ch. 1: Writing in Context
23 Ch. 2: Different Voices for Different Occasions and Audiences

26 Ch. 3: Prewriting: Discovering Ideas
28 Ch. 4: Drafting: Exploring Ideas
30 Ch. 5: Revising, Editing and Proofreading: An Overview

9/2 Labor Day (Holiday)
4 Ch. 6: Revision and Accuracy: Beginning to Think Critically
6 Ch. 7: Revising Paragraphs

9 Ch. 8: Editing: Styling Sentences
11 Ch. 9: Editing: Improving Word Choice
13 Ch. 10: Narration: Recounting Events; McCullers' "Home for Christmas" (559)

16 Ch. 11: Description: Conveying Impressions; Hubbell's "Caterpillar Afternoon" (572)
18 Ch. 13: Illustration: Showing with Examples; Lee's Black and Well-to-Do" (615)
20 Task One Drafts Due

23 **Task One Due**
25 Ch. 18: Problem Solving
27 Ch. 19: Shaping an Effective Argument

30 Reading/Writing Day
10/2 Ch. 20: Detecting Fallacies
4 Ch. 21: Preliminary Considerations for Research

7 Ch. 22: Primary Research: Observation, Interviews and Surveys
9 Ch. 23: Secondary Research: Locating Print and Electronic Sources
11 Ch. 24: Documenting Sources

14 Columbus Day (Holiday)
16 Ch. 25: Using Sources and Writing a Research Paper; Vare/Ptacek's "Mothers . . ." (606)
18 Tannen's "Women and Men Talking on the Job" (649)

21 Restak's "The Other Difference between Boys and Girls" (693)
23 Task Two Drafts Due
25 Last Day to Drop; Chopin's "The Story of an Hour"

28 **Task Two Due**
30 Ch. 14: Classification; Brown's "Mind Over Munchies" (624)
11/1 Ch. 15: Comparison and Contrast; Lopate's "A Nonsmoker with a Smoker" (636)

4 Ch. 16: Definition: Identifying Basic Characteristics; Shames' "The Sweet Smell . . ." (665)
6 Ch. 17: Cause and Effect: Explaining Why; Roiphe's "Why Marriages Fail" (671)
8 Houston's "The Art of Acknowledgement" (563)

11 Norman's "Pedestrian Students and High-Flying Squirrels" (583)
13 Baker's "How Do We Find the Student . . . ?" (632)
15 Raymond's "On Being 17, Bright, and Unable to Read"

18 Jordan's "Becoming Educated"
20 Task Three Draft Day
22 TBA

25 **Task Three Due**
27 Thanksgiving Vacation
29 Thanksgiving Vacation

12/2 Self-Evaluations and Reflection

12/9 (M) Section 14 Final Exam Period 11:30-1:20