

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

English 100-09: Introduction to College Writing

Class: 1:00 pm MWF, JGM 208/119 | Writer's Workshop: 2:00 pm MW, SS/C 222 U&V
Spring 2002

Teacher:	Dr. Keith Rhodes
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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 responsible for all material covered and assignments given during your absence.

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.

Required Texts and Course Materials

- Dietsch, Betty. *Reasoning and Writing Well*. 2nd edition. Mountain View, CA: Mayfield, 2000.
- *English 100 Writer's Workshops*. Spring 2002 ed.
- 3-1/2" floppy disks and a disk storage box
- Photocopies for group work as requested

Course Goals

Detailed course objectives are attached to this syllabus. Our main goal will be to prepare you for success in English 104 through lessons and guided practice in college writing.

Class Assignments: 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.
- **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.

- **Quizzes and testing.** Your teacher may use unannounced quizzes to assess your attention to reading assignments. A limited amount of testing at midterm and during the final will check on your understanding of what you have learned about writing.

Grading Requirements and Evaluations:

All graded materials will receive scores in points. The point scale will be converted to letter grades as follows (no averaging up; points must meet or exceed the lower range to earn the grade):

90-100 = A
80-90 = B
70-80 = C
60-70 = D

These are the values for each course component:

Task One paper: 10%
Task Two paper: 15%
Task Three paper: 20%
Task Four paper: 15%
Participation: 10%
Final Portfolio: 20%
Final Exam: 10%

Task Papers

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

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. **To get the best grade, you will need to keep all of your process materials and revise your papers on your own initiative throughout the term.** Substantially revised papers may be submitted for further review under these **rules** : **1)** You must submit both the graded version and the revision together along with a cover note explaining exactly what revision efforts you have made and exactly what kind of response you would like; **2)** The revision must be obviously thorough enough to deserve additional review; **3)** you may submit no more than one revision per week, no more than two revisions per paper, and no more than five revisions per semester; and **4)** You must be willing to accept review and commentary, not revision, editing, or actual re-grading.

Final Exam

Your exam will have two parts. In the first part, you will demonstrate your ability to write in response to a brief assignment. In the second part, you will need to answer questions based on your reading assignments.

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 always have the

initial burden of demonstrating that a paper showing evidence of cheating or plagiarism is in fact your own original work. 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://www2.mwsc.edu/eflj/plagiarism.html> .

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 on that date. Unless another source is mentioned, all reading assignments are in *Reasoning and Writing Well*, noted either by chapters (for example, "Ch. 11") or pages (for example, "pp. 405-20"). At times you will also need to do the reading before completing other tasks required by the start of class, so you should finish your reading early and review for quizzes (that is also the best strategy for succeeding on the quizzes). Quizzes may be announced or unannounced.

1/14 Introductions! We will get started on class journals and the Task One paper.

1/16 **Read** Ch. 1. We will review (and revise?) the standards for this class.

1/18 **Read** Ch. 2. **Bring** prewriting (it's discussed in the reading) for your Task One paper.

1/23 **Read** Ch. 3. **Bring** Task One drafts (at least 2 pages) for revision.

1/25 **Read** Ch. 11. **Bring** Task One drafts (at least 2 pages) for further revision.

1/28 **Bring** full Task One drafts (at least 3 pages) for peer review session.

1/30 **Read** Ch. 4. **Bring** full Task One drafts (at least 3 pages) for further revision.

2/1 **Bring** Task One drafts. Review and problem-solving.

2/4 Task One paper due. We will get started on the Task Two paper.

2/6 Workshop on making connections among topics and ideas.

2/8 **Read** Ch. 17. Presentation and workshop on organizational shape.

2/11 **Read** Ch. 7. **Bring** Task Two drafts (at least 2 pages) for revision.

2/13 **Bring** a copy of your Task Two drafts (at least 3 pages) for teacher review.

2/15 **Read** Ch. 5. **Bring** Task Two drafts for revision

2/18 **President's Day.** No class.

2/20 **Bring** 3 copies of Task Two drafts (at least 3 pages) for peer review session

2/22 We will take an **ungraded** in-class essay exam to check your progress

2/25 I will return the in-class exam and review grading considerations. **Bring** Task Two drafts for in-class work.

2/27 Task Two paper due. **Bring** two photocopies of your Task One paper to be distributed to classmates.

3/1 **Read** pp. 437-446. **Bring** notes on the essays you are reviewing.

3/4 **Read** "Mother Tongue" (pp. 637-41) and "The Art of Acknowledgment" (pp. 552-54). We'll compare them.

3/6 **Bring** all copies of Task One (including your own) and prewriting for Task Three paper.

3/8 **Read** pp. 405-20. We will review the format and methods of formal researched writing.

3/18 **Read** pp.367-77 and skim examples as needed. We will review "documentation" of sources.

3/20 **Bring** 3 copies of Task Three drafts (at least 2 pages) for peer review session and teacher review.

3/22 **Teacher out of town;** Arrange interviews of Task One authors.

3/25 **Read** Ch. 8. **Bring** a draft of Task Three for sentence style work.

3/27 **Bring** your best draft of Task Three for in-class editing and formatting.

3/29 Task Three paper due . We will get started on the Task Four paper.

4/1 **Read** Ch. 19. Presentation, discussion and workshop on problem-solving papers.

4/3 **Read** Ch. 22. Presentation, discussion and workshop on observation and interviews.

4/5 **No class:** Arrange conferences and interviews/observations

4/8 **Meet at Library.** Bring a copy of your informal report on interviews and observations.

4/10 Internet research day in the classroom.

4/12 **Bring** 3 copies of Task Four drafts (at least 2 pages) for peer review session and teacher review.

4/15 **Read** pp. 73-83 and 532-34. We will discuss audience, voice, and "genre". Genre and format workshop.

4/17 **Bring** Task Four drafts. Review and problem-solving.

4/19 **Task Four paper due.** We will review the Portfolio standards.

4/22 **Bring** possible Portfolio materials, including best current version of all Task papers.

4/24 **Bring** Portfolio materials. **Bring** copies of cover letter drafts for teacher review.

4/26 **Bring** Portfolio materials.

4/29 **Final portfolio due.** Review session for the final test