

English 100: Introduction to College Writing
Spring 2004

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

Section 05: 12:00 – 12:50 MWF, JGM 105
Writer's Workshop: 1:00 – 1:50 TT, SSC 222U

Instructor: Tom Pankiewicz

Office: SSC 222R

Phone: 271-4156

Office Hours: 9:00-9:50 M-F and by appointment.

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Required Texts and Course Materials:

McWhorter, Kathleen T. Successful College Writing. 2nd edition. Boston: Bedford/St. Martin's, 2003.

Gaines, Ernest J. A Lesson Before Dying. New York: Vintage, 1997.

English 100 Writer's Workshops. Spring 2004 ed.

Notebook for journal

Folders for each task

3-1/2" floppy disks and a disk-storage box

Photocopies for group work as requested

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 four Writer's Workshops, you will receive an F for the class. 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 should consult with your advisor and me to review your options.

Due to the noise in the hallway, I will close the classroom door at the beginning of the class. I will also take roll at that time. If you arrive a few minutes late, please knock so we can let you in. Be sure to see me after class so I can adjust my attendance record. I don't want to forget to change your absence. As a rule if you are more than 10 minutes late, your tardiness will be counted as an absence. In counting absences, I must follow my attendance record, not my memory, so do not forget to see me after class if you are tardy.

If you miss a class session, you are responsible for all material covered and all assignments given during your absence. All out-of-class assignments are due at the beginning of the class period. No late assignments will be accepted unless you have received prior permission from your teacher.

Course Goals

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.

For common objectives/means and institutional competencies for ENG 100 also refer to the English department website at

<http://www.missouriwestern.edu/EFLJ/eng100.asp>

Course Information

Writing Tasks:

You will complete four major writing tasks and submit a course portfolio. A student who does not turn in all four tasks or submit a course portfolio will not pass the course even if the grades achieved in the other writing tasks are satisfactory.

Each task will focus on a theme. A variety of class activities including assigned readings, class discussion, and multiple drafts reflecting response

group suggestions will accompany each writing task.

The Tasks are:

- **Task One: Describing Significance Carefully.** *Why I believe.* Write a narrative essay about an experience in your life that has had a significant effect on you or that changed your views in an important way. The essay must recreate the event and analyze the event's significance. Due on February 9.
- **Task Two: Explaining What Things Mean.** *Who I am.* Write an illustrative essay that examines the meaning of an object and its relationship to you. Due on March 3.
- **Task Three: Connecting Reading and Writing.** *My reading of A Lesson Before Dying.* Write an position paper that examines an issue discussed in A Lesson Before Dying. The essay must use examples from your experience as well as from the novel. Due on April 4.
- **Task Four: Re-thinking Your Writing.** *Joining a conversation.* Write an essay on a topic of importance to you. Due on April 21.
- **Portfolio.** Due on May 3.

Portfolio:

The four tasks mentioned above will be revised and collected in an end of course portfolio. The portfolio will account for approximately 70 percent of your course grade. A portfolio allows for your course grade to be based on your best writing; it places you in control of the quality of your writing.

Since writing is a process, I encourage you to revise your essays throughout the semester. I will respond to your essays with written comments; I will hold a series of revision workshops throughout the semester; I will be available to confer with you about your writing throughout the semester. But I will not assign a grade to any essay until it is published in the portfolio.

The portfolio of all of your work will be due at the end of the semester. The portfolio will include published drafts of your essays, previous drafts and responses, selected course writing, and a reflective essay, explaining the contents of the portfolio and discussing your growth as a writer. I will evaluate the portfolio and return it by the final exam.

E, M, L Response:

Since this class requires a portfolio, no grade will be assigned to any essay until the end of the semester. You will have the opportunity to revise your writing throughout the semester. While I will not assign a grade to the essay, I will respond to its quality with a written comment and indicate where the essay is in terms of being developed by using the following descriptions. Since you need a final grade of C or better to move on to English 104, I will inform you of any task paper that is not ready for the portfolio. I will be happy to meet with you to discuss any essay and work with you as you revise.

- **Early Stage (E).** The draft is not yet complete. Ideas are still being developed and examined. The essay may not have a clear purpose or focus or organization. The writer seems distanced from the topic, not engaged with the ideas. The writer appears to be in the stage of finding a topic and exploring the topic's potential.
- **Middle Stage (M).** The draft has a clear, solid topic but would benefit from revision and editing. Ideas may benefit from more information or additional detail. The organization (introduction, conclusion, order) may be tightened. The writer's voice and engagement with the topic is emerging. Decisions concerning paragraphing, sentence structure, and word choice are being made. The writer appears to be in the stage of putting ideas together and experimenting with ways to express the ideas.
- **Late Stage (L).** The draft is close to being portfolio ready. It has a clear purpose and a strong development with substantial support. The late draft is purposefully organized. The writer's voice is present, engaging the readers. Paragraphs, sentence structure, and word choice are being polished. The late draft may benefit from polishing and editing to make it clearer and more effective.

Essay Format:

Papers must be word-processed, double-spaced, and use a 12-point font. Be sure to save each assignment on a computer disk and keep a hard copy of each assignment for yourself.

Late Tasks Papers:

Late task papers including essays left at home or "temporarily lost" by a computer malfunction will not be accepted unless you speak with me first. If you are facing difficulties in completing an assignment before the deadline, discuss the problems with me in person—not over the phone or via e-mail. If necessary during the conference, we will work out a plan to complete the assignment. No late assignment will be accepted after one day unless we have worked out an alternative plan. As stated above: A student who does not turn in all four tasks or submit a course portfolio will not pass the course even if the grades achieved in the other writing tasks are satisfactory.

Process Folder:

Each task will conclude with the submission of a process folder. No essay will be accepted without a process folder. The folder will include:

- Polished draft of the task essay;
- Working drafts of the essay with peer group responses attached;
- Preliminary plan and revision plan;
- In-class letter and questions.

Each process folder will be graded and returned. The process folder will evaluate work on the task, but it will not evaluate the essay. No essay will receive a grade until it is published in the portfolio.

Journal:

I believe that students learn to write best by writing frequently. Therefore, you will be required to keep a journal throughout the semester. While the journal assignment will vary through the course, the first round will be to write four pages per week on four different, self-selected topics. The journal will be collected periodically throughout the semester.

Quizzes and In-class Participation:

You will be quizzed on most reading assignments and will be expected to participate fully in all class activities. Quizzes and activities will be noted in the grade book with a check or minus. A Check is an indication of that you have met the expectations of an assignment. It is a simple way of responding to a paper without attaching points to the assignment and possibly creating a mad pursuit of points. A minus is an indication that your work is unacceptable.

Missing work, of course, is noted with a zero.

Your quizzes and participation will be assessed at the end of the semester and will account for a grade. Missing work and less than expected work will affect your grade.

Final Exam:

An in-class essay will serve as the final exam. The final exam for this section will be held on Monday, May 10, from 11:30 a.m. to 1:20 p.m.

Grading:

The components of your grade in the course are:

- Process Folders, Journal, Quizzes, Participation, and Final30 – 40 %
- Portfolio60 - 70%

Conferences:

The most effective and valuable help that I can give you is through a conference or a conversation about your writing. My office hours are listed above if you wish to just drop by. I will also bring my calendar to every class to schedule appointments.

If at any time during the semester, you do not understand an assignment or a task, see me, call me, or e-mail me to discuss the confusion.

Center for Academic Support:

In addition to conferences with me, you may find help with your writing at the Center for Academic Support. The CAS, which is located at the northeast corner of the library building, provides trained tutors for students requiring additional reading and writing instruction. There is no cost to students for using these services. I encourage you to make use of these services throughout this course.

Writer’s Workshop:

Throughout the course of the semester, you will attend the once-a-week, 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. You must ensure that you have the right materials in the right place. I may also consider your Writer’s Workshop participation as part of your grade.

Policies

Academic Honesty Policy:

Plagiarism is an act of theft. It is taking another’s words or ideas and calling them your own. That does not mean you cannot use another’s words or ideas to illustrate and to support your thoughts, but it does mean that you must give credit to the one whose words and ideas you are using.

If I find evidence of cheating or plagiarism, you have the burden of showing that you have in fact written the paper. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. You will receive a grade of F for any paper that shows sufficient evidence of cheating and/or plagiarism. Stronger evidence proving flagrant cheating and/or plagiarism may lead to stronger penalties. Please note carefully the statement on plagiarism on the departmental web site, found at <http://www2.mwsc.edu/eflj/plagiarism.html>.

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.

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 me personally as soon as possible so that we can discuss class requirements.