

Missouri Western State College, Division of Liberal Arts and Sciences  
Department of English, Foreign Languages, and Journalism  
**English 100 Introduction to College Writing**

Sec. 02, 9-9:50 MWF, JGM 120; Writer's Workshop 10-10:50 TTh, SSC 222U  
Spring 2004

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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 four 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 always remain responsible for all information distributed, material covered, and assignments given during your absence. In addition, arriving for a class session without the required materials (textbook, draft, homework, etc.) will result in an absence for that class. Also, I will deduct points for excessive tardiness, so please be on time.

### **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. If I see you sleeping in class, I will count you absent. You should review your Missouri Western student handbook for further information.

### **Required Texts and Course Materials**

- Dietsch, Betty. *Reasoning and Writing Well*. 3<sup>rd</sup> edition. Mountain View, CA: Mayfield, 2002.
- *English 100 Writer's Workshops*. Spring 2004 ed.
- 3-1/2" floppy disks and a disk storage box
- cheap, simple folders for turning in portfolios
- extra copies of your writing for group work as requested

### **Course Goals**

Detailed course objectives are available on the web site for English 100:

**<http://www2.mwsc.edu/eflj/eng100.html#Objectives>.**

In general you should improve your abilities in the following categories:

- writing for different audiences and purposes
- active reading and critical thinking
- using writing processes effectively to produce valuable results
- using written conventions more accurately

### **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 three major writing tasks, each of which will be submitted along with a mini-portfolio of related material. A student who does not turn in an adequate version of all three tasks will not pass the course, regardless of other points earned. You will also complete a final portfolio with a revised version of an earlier paper and other required materials. **Since all of these grades are based on portfolios, you need to keep everything that you produce as part of this class for the entire semester in order to earn the best possible grade. No late work will be accepted for this class without prior approval or substantial reason (i.e., a documented emergency).**

**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. I will consider your Writer's Workshop participation as part of your class participation grade.

Quizzes and testing. You will be given announced and 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:	15%
Task Two:	15%
Task Three:	25%
Mid-term Exam:	5%
Participation:	10%
Final Portfolio:	25%
Final Exam:	5%

### Task Papers and Mini-Portfolios

The three main tasks and the final portfolio 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. The most important part of this grade is simply being in class for the entire class period. Next, you should aim to be completely ready to participate in class activities, such as by having adequate drafts for peer review. Also, you should aim to add value to the class whenever there are class discussions and activities.

### Final Portfolio

The final portfolios will be evaluated for all the abilities described in the course objectives. Throughout the semester you will receive information and responses that help you understand these objectives and how they are evaluated to make up your grade. The portfolio will contain a wide variety of formal and informal materials that will be defined more specifically later on in the semester. **To get the best grade on the portfolio, you need to keep everything that you produce as part of this class for the entire semester.**

### Exams

The mid-term exam will have two parts. In one part, you will demonstrate your ability to write under time pressure. In the other part, you will need to answer questions based on your reading assignments. The final exam will be in essay format.

### **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.

### **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 an extra copy if you want a clean version for yourself.

You should also bring an electronic copy for in-class work and be ready to deliver it to me when and as needed. We will work on methods for doing this in class. An electronic file that has a virus attached will not be acceptable.

Whenever you are asked to **read** something, the assignment is to be read before 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"), pages (for example, "pp. 405-20"), or titles. At times you will also need to do the reading before completing other tasks required by the start of class, so you should normally finish your reading well before the start of class. Remember, **quizzes may be announced or unannounced and cannot be made up!**

### **Tentative Course Schedule**

1/21 Introductions. We will review class requirements and the standards and objectives.

1/23 **Read** Ch. 1. We will get started on the Task One assignment.

1/26 **Read** Ch. 11. We will explore possible Task 1 topics and strategies.

1/28 Continuation

1/30 Topics due for Task One.

2/2 **Read** Ch. 3. **Bring** adequate prewriting for the Task 1 paper.

2/4 **Read** Ch. 4.

2/6 **Bring** a copy of Task One drafts for my review.

2/9 Problem solving session for Task One drafts

2/11 **Bring** full Task One drafts (at least 2 pages) for peer review session.

2/13 **Read** Ch. 5. **Bring** full Task One drafts (at least 2 pages) for further revision.

2/18 **Task One paper and portfolio due.** We will get started on Task Two.

2/20 **Read** Ch. 17. We will explore possible Task 2 topics and strategies.

2/23 **Read** Ch. 7. **Bring** Task Two prewriting

2/25 **Read** Ch. 6. **Bring** Task Two drafts (at least 2 pages) for workshop.

2/27 **Bring** a copy of your Task Two drafts (at least 2 pages) for teacher review.

3/1 Problem solving session for Task Two drafts

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

3/5 We will take an in-class (timed essay) exam.

3/8 We will take an in-class (knowledge) exam.

3/10 I will return the exams and review grading considerations. **Task Two paper and portfolio due.** We will get started on Task Three.

3/12 **Read** Ch. 26 and "The Art of Acknowledgment" **Bring** response to "The Art of Acknowledgment."

3/22 **Read** Ch. 15; review "The Art of Acknowledgment" and **read** "Mother Tongue"; **Bring** comparison

3/24 Continue in-class work with comparison; **Bring** comparison.

3/26 Introduce summary concept, review of format and structure

3/29 Assign summaries.

3/31 **Bring** reading summaries for peer review session and teacher review

4/2 **Read** pp.339-63 and skim examples as needed. We will review "documentation" of sources.

4/5 **Read** Ch. 2. **Bring** a draft of Task Three (at least 3 pages) for "tone and voice" work.

4/7 **Read** Ch. 8. **Bring** a draft of Task Three (at least 3 pages) for sentence style work.

4/9 **Read** Ch. 9. **Bring** a draft of Task Three (at least 3 pages) for word choice work.

4/12 **Bring** Task Three drafts (at least 3 pages) for peer review session.

4/14 Problem solving session for Task Three drafts

4/16 **Bring** Completed Task Three drafts for teacher review

4/19 **Task Three paper due.** We will get started on the final portfolio. Schedule TBA

4/21

4/23

4/26

4/28

4/30 **Final portfolio due**

5/3 **Final exam (essay) due**

5/12 **Final Class Sec. 02. 8:30-10:20 a.m.**