

**English 100: Introduction to College Writing  
Fall 2005**

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

Section 16: MWF 1:00-1:50, Murphy 105  
Writer's Workshop: MW 12:00-12:50, Eder 214

Section 18: MWF 2:00-2:50, Murphy 104  
Writer's Workshop: MW 3:00-3:50, Eder 214

**Theme: Through the Looking Glass**

Instructor: Tom Pankiewicz  
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Phone: 271-4156  
Office Hours: MW 3 – 4, Tuesday 9 -12, and by appointment.  
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**Required Texts and Course Materials:**

*Introduction to College Writing: English 100*. Second Edition. Boston: McGraw Hill, 2005.  
Gaines, Ernest J. *A Lesson before Dying*. New York: Vintage, 1997.  
English 100 Writer's Workshops. Fall 2005 ed.  
Spiral notebook for a class journal  
3-1/2" floppy disks and a disk-storage box  
Photocopies for group work as requested

**Course Goals and Policies concerning Attendance, Civility and Cooperation, Grading, Student Disability, and Academic Honesty are found on pages vii-ix on the English 100 textbook.**

**Course Information**

What do you see in your reflection?

In *Through the Looking Glass*, you will become a mirror maker, constructing a mirror in which you look closely at the experiences of your life and the events occurring around you.

**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.

The Tasks are:

- **Task One: I-Read.** Share the story of your reading and understanding of *A Lesson before Dying* in a multi-layered essay.
- **Task Two: The Memoir.** Write a narrative essay about an experience in your life that has had a significant effect on you and has changed you and your beliefs in some important way.
- **Task Three: The Mentor.** Write an essay that examines the qualities and characteristics of a person who has influenced your life and has helped shape you into the person you are.
- **Task Four: School Reform.** Write an essay that examines how school or education can be improved.
- **Portfolio and The Mirror.** In addition to publishing revisions of Tasks One, Two, Three, and Four as well as other writings, write an academic self portrait.

**Portfolio:**

Each of the tasks mentioned above and other writings will be revised and collected in an end-of-course portfolio. The portfolio will account for approximately 60 percent of your course grade. A portfolio allows your final grade to be based on your best writing; it places you in control of the quality of your writing. The portfolio, due at the end of the semester, will include published drafts of your essays, previous drafts and responses of at least one essay, selected course writing, and an academic self portrait. I will evaluate the portfolio and return it by the final exam.

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.

**Process Folder:**

Each task will conclude with the submission of a process folder, a collection of the work that led to the essay. No essay will be accepted without a process folder. The folder will include:

- Polished draft of the essay;
- Working drafts of the essay with peer group responses attached;
- In-class reflection 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, Quizzes, and In-class Participation:**

You will be expected to participate fully in all class activities. Missing work, of course, receives a zero.

**Grading:**

The components of your grade in the course are:

- Process Folders, Journal, Quizzes, Participation, and Final Exam.....40 %
- Portfolio .....60%

**Conferences:**

The most effective and valuable help that I can give you is through a conference or a conversation about your writing. I will schedule several required conferences throughout the semester. In addition, 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. There is no cost to students for using these services. I encourage you to make use of these services throughout this course.

**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 Work:**

Late assignments will not be accepted unless you receive permission.

Late task papers will not be accepted for full credit after one day unless we have worked out an alternative plan. If you are facing difficulties in completing a task paper before the deadline, discuss the problems with me. During our conference, we will work out a plan to complete the assignment.

**Tentative Schedule**

**Week One**

Introductions. Tuesday Conference. Read: "How Is College Different from High School" and other pieces. Write a snapshot collage.

**Week Two**

Draft of Griffon Edge essay is due or Read *A Lesson before Dying*, 3-124. Discuss *Lesson*. Introduce Task One.

**Week Three**

Revision of Griffon Edge essay is due or Read *Lesson*, 125-End. Griffon Edge essay is due on Sept. 16.

**Week Four**

Draft of Task One is due. Introduce Task Two. Readings for Task Two include: "Growing Up," "Sylvan Street," "How I Learned to Read and Write" and "Graduation Day" as well as other selections.

**Week Five**

Draft of Task Two is due for peer review. Discuss readings.

**Week Six**

Revision of Task Two is due for peer review. Discuss readings.

**Week Seven**

Task Two is due. Introduce Task Three. Readings for Task Three include: "Community, Commitment, Individuality," "Learning to Write," Casa: A Partial Remembrance of a Puerto Rican Childhood," "Mother Tongue," "Going to School in East LA" as well as other selections.

**Week Eight**

Draft of Task Three is due for peer review. Discuss readings.

**Week Nine**

Revision of Task Three is due for peer review. Discuss readings.

**Week Ten**

Task Three is due. Introduce Task Four. Reading for Task Four include: "Becoming Educated," "Let Teenagers Try Adulthood," Pasadena," "One Writer's Beginnings," "Where College Fails Us" as well as other selections.

**Week Eleven**

Draft of Task Four is due for peer review. Discuss readings.

**Week Twelve**

Revision of Task Four is due for peer review. Discuss readings.

**Week Thirteen**

Task Four is due. Introduce Portfolio and The Mirror, a self portrait. Reading for self portrait include: "Notes of a Native Son," "How It Feels to Be Colored Me," "On Becoming a Chicano" as well as other selections.

Week Fourteen

Revisions are due for peer review and mock grading. Discuss readings.

Week Fifteen

Portfolio is due. Final Exam.