

English 100: Introduction to College Writing

Spring 2005

Missouri Western State College

Division of Liberal Arts and Sciences

Department of English, Foreign Languages, and Journalism

Section 06 9:30 – 10:50 TTh, JGM 120

Writer's Workshop: 8:00-8:50 TTH, SS/C 222 U/V

Instructor: Greg Gildersleeve

Office: SS/C 213

Phone: 271-4578

Office Hours: 11:00-12:20 TTh and by appointment.

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Required Texts and Course Materials:

Introduction to College Writing – English 100, McGraw-Hill 2005

Notebook for journal

Folders for each Task Paper

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

Photocopies for group work as requested

Course Description:

In this course we will discuss writing as a process. What this means is that no one just sits down and instantly produces a perfect piece of writing. Even professional writers go through many steps in the writing process, including pre-writing (gathering and organizing ideas and thoughts), writing, revising and editing. We will break down these steps with the goal of making the writing process seem less difficult.

Course Goals and Class Assignments:

Reading Goals:

At the completion of ENG 100 you should be able to:

- Read actively for greater understanding;
- Use reading to improve your writing by drawing ideas and information from written material;
- Use texts to understand your 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 you 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 your writing to fit the assignment, purpose, and audience;
- Develop your 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 you should improve your 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 objective/means and institutional competencies for ENG 100 also refer to the English department

website

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

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.** Write an essay about a significant person, place or event in your life. **DUE:** February 8.
- **Task Two: Explaining What Things Mean.** Write an illustrative essay that examines the meaning of an object and its relationship to you. **DUE:** March 8.
- **Task Three: Connecting Reading and Writing.** Write a response to a serious issue or problem. **DUE:** April 5
- **Task Four: Re-thinking Your Writing.** Write an essay on a topic of importance to you. **DUE:** April 19.
- **Portfolio DUE: April 26**

Portfolio:

The four tasks mentioned above will be revised and collected in an end-of-course portfolio. 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 also be available to confer with you about your writing throughout 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 period.

Methods of Instruction:

“Writers write.” You will hear that dictum throughout your college career and beyond, whether you pursue English studies or writing as part of your career or not. With that in mind, the focus of this class is on writing. We will use a combination of methods to achieve our objectives. These include keeping journals, reading and responding to textbook assignments and participating in in-class discussions. From time to time, I may include pop quizzes.

Journals: You will keep a journal of your reading and writing assignments and your reactions to them. Journal entries need not be very elaborate or time-consuming. Usually your first response to an assignment, reading or class discussion is a good place to start. Did you love it? Did you hate it? Did you not understand it? Why or why not? These kinds of questions could be addressed in your journal. **Each journal entry should be at least one page in length, either word-processed or NEATLY handwritten.** Journals will be collected and assessed by me at various times during the semester.

Readings and Responses: I will assign readings from the textbook. You will be responsible for having read the assignment prior to the date that is due. We will then discuss it in class.

In-Class Discussions: I will frequently split the class into four or five smaller groups (“peer groups”), so that you can share drafts of your work with each other and get feedback before you turn it in. **In-class discussions are crucial.** You will listen carefully to the work of each of your peers and provide them with honest, courteous feedback. You will share your work with them and carefully consider their responses.

Pop Quizzes: These may be given following each reading. Another dictum you will frequently encounter: “Be prepared!”

Policies:

Attendance Policy:

This class has a very strict attendance policy in Writer's Workshop as well as in class. If you miss **five** 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.

I will call the roll at the beginning of class. If you arrive a few minutes late, be sure to see me after class so I can adjust my attendance record. 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 me.

Late Task Papers:

You are permitted to turn in one- -and only one- -late task paper with a due date to be arranged by me. **No other late task papers will be accepted.** 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 unless we have worked out an alternative plan. 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.

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 are as follows:

Task Paper #1: 100 points

Task Paper #2: 100 points

Task Paper #3: 125 points

Task Paper #4: 125 points

Portfolio: 100 points

NOTE: You need a grade of C or higher to pass the course and enter ENG 104.

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 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.

Miscellaneous

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 website, found at <http://www.missouriwestern.edu/EFLJ/plagiarism.asp>.