

English 100: Introduction to College Writing
Fall 2007

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

Section 65: 8:00-8:50 MWF, Eder 210
Writer's Workshop: 10:00-10:50 MW, Popplewell 102

Section 5: 9:00-9:50 MWF, Murphy 224
Writer's Workshop: 8:00-8:50 MW, Eder 222U and Eder 222V

Instructor: Tom Pankiewicz
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Required Texts and Course Materials:

Introduction to College Writing: English 100. Fourth Edition. Boston: McGraw Hill, 2005.
Clouse, Barbara Fine. *A Troubleshooting Guide for Writers*. Fourth Edition. Boston: McGraw Hill, 2005.
Newsweek. A student subscription for the fall semester.

Course Description:

“One thing that is always with the writer – no matter how long he has written or how good he is – is the continuing process of learning how to write.”
-Flannery O'Connor

In this course we will study the process of writing. The truth is, no one just sits down and instantly produces a perfect piece of writing. There are many steps a writer goes through when producing a text, including pre-writing (or gathering and organizing ideas and thoughts), writing, revising and editing, and we will discuss these steps in this course. In discovering writing as a process, you will discover the reading and writing strategies and processes that work best for you. The emphasis here is on you and your attention to the topics.

Course Theme:

The theme of this course is “My Turn.” You probably cannot learn without becoming engaged by the subject and without being able to relate material to your own life. In this course, you have numerous opportunities to make these connections through reading, discussion and writing. “My Turn” places the focus on you and on the experiences and knowledge you bring to the class. You will have time to reflect on, to study and to express your ideas about events and yourself. You will have *your* turn to read, discuss and write.

“My Turn” also refers to a weekly feature in *Newsweek*, a reader's essay that sheds light on a slice of American life. In class, you will be asked to do the same.

Course Goals and Class Assignments:

Reading Goals:

- Read actively for greater understanding;
- Use reading to improve writing by drawing ideas and information from written texts
- Use texts to understand 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:

- Move from writer-based to reader-based prose
- Write at greater length more easily, more quickly, and more usefully;
- Structure writing to fit the assignment, purpose, and audience;
- Develop 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:

- 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>

Methods of Instruction:

Methods of instruction include assigned readings, lectures, class discussions, group work, writer's workshops, informal writing assignments and formal writing assignments. Students will be expected to participate in all group work and writing exercises.

Textbook(s):

Please be sure to read all assigned textbook essays, *Newsweek* articles, handbook chapters and other reading assignments. Be prepared to discuss the day's reading in class and to complete journal assignments, quizzes and other exercises in regard to the reading.

Reading Response:

You will write (informal) responses to most of your assigned readings. These responses will be your explanations of and reactions to the readings. The length for a response is one full, word-processed page. Reading responses will be graded on content.

Writer's Workshops:

As in all sections of English 100, you have been assigned a mandatory, small group Writer's Workshop which meets once a week. Your Writer's Workshop will differ from the traditional workshop in that it will be a conferencing/tutoring session focused on your writing rather than the planned workshop sequence of activities. In this section of English 100 you will confer with both your instructor and workshop leader during the semester. You will receive personal responses and suggestions to help you develop and revise each essay and to help you grow as a writer. You will also be allowed time, in workshop, to write and revise. Your writing will become the central text of both the class and the workshop and your needs will become the content of the instruction.

This Conference Writer's Workshop requires three commitments from you. First, you must confer with your instructor, workshop tutor and/or small groups in workshop. It is expected that you will schedule a conference with instructor at least once every three weeks. Second, you must bring a work-in-progress to each writing workshop/conference or be prepared to write, with the help of your tutor, in workshop. Your instructor and workshop leader will discuss your progress weekly. This is a labor-intensive effort on the part of your instructor and tutor, but it is one that we feel will benefit you. Third, you must share with us how this project is working. We need to know what activities are most helpful and what activities are ineffective, so we will ask for frequent feedback.

Conferences:

Writers need readers. There is no other way to improve. I know that I am a strong reader and one who is willing read your work and to offer my responses. During this semester, you are required to schedule a conference once every three weeks. (In other words, you need to schedule a minimum of five conferences.) When you come to the conference:

- Be on time.
- Missing a scheduled conference will be counted as an absence.
- If you do not come prepared to the conference with a working draft, you will be marked absent.
- Come to the conference with a question or concern about your latest assignment/draft. You must initiate the conference, showing your interest in your work and focusing on where you need a response.
- Leave the conference with a written revision plan.

Center for Academic Support:

In addition to conferences and writer's workshop sessions, 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.

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.

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.

- **Task One:** Narrative Essay.
- **Task Two:** Literacy Essay.
- **Task Three:** "Looking for America" Essay.
- **Task Four:** Argumentative essay.
- **Portfolio.** Self-reflection essay.

Peer Revision Groups:

Prior to submitting your writing tasks, you will be required to participate in peer revision groups in which you will bring in copies of your rough draft to share with your group and receive feedback from your group in order to help you strengthen and revise your own written work. This is a required activity and a part of your course grade.

Essay Format:

Since I believe writing is a recursive process of drafting, revision and editing, I wish to read and examine your process. Therefore, you will submit all tasks in a folder that includes the revised draft to be read, all prior drafts, teacher comments, peer comments, and an in-class reflection letter.

No essay will be accepted without a folder including these items.

Tasks must be word-processed, double-spaced and use 12-point Times New Roman. Be sure to save each assignment on the university's "P" drive, and on a computer disk or jump drive. Keep a hard copy of each assignment for yourself. Every semester at least one student struggles to complete the final portfolio because of computer problems or a disk failure. Save and back up all of your work.

Place your name, professor's name, course, date, and draft number in the upper left hand corner. Center the title. Number the pages.

Portfolio:

This section of English 100 requires an end-of-semester portfolio. In a portfolio-course, final grades for each task are delayed until the end of the course with the publication of the portfolio. This concept encourages revision and allows your final grade to be based on your best writing; it places you in control of the quality of your writing.

The portfolio will account for two-thirds of your course grade. The portfolio will include the final drafts of your task essays, previous drafts and teacher and peer responses, reflection letters and a self-evaluation essay. Reading responses, reflection letter, and other class work will account for one-third of the final grade. The graded portfolio will be returned at the final exam.

Policies:

Attendance Policy:

In order to improve student learning as well as to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100 and 200 level courses. You will be given an excused absence when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event. All other absences will be deemed unexcused. The maximum number of unexcused absences allowed for this class before the midterm report, October 17 is five (5). Thus, when you have six (6) unexcused absences you will be reported to the Registrar's Office, who will automatically withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate

This course 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. If you know of any circumstances likely to make this policy difficult for you this semester, you may wish to consult with your instructor or advisor to review your options.

Late Work:

Late in-class writing assignments will not be accepted.

If you miss a class session, you are responsible for all material covered and assignments given during your absence. All out-of-class assignments are due at the beginning of the class period.

If you find yourself facing difficulties in completing a task paper, schedule a conference (a phone call, leaving a message on my answering machine or sending me an e-mail are insufficient) to discuss the problems with me. During our conference, we will set a new deadline.

Grading Policy:

The components of your grade in the course are:

- **Portfolio** including a self-reflection, revised drafts of all tasks, work folders for all tasks.....Two-thirds of the Final Grade
- **Course work** including required reading responses, quizzes, reflection letters and in-class writing.....One-third of the Final Grade.
- Please note that you must complete all writing tasks in order to pass this course.
- Admission into ENG 104 requires a "C" or higher in ENG 100.

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, Michael Ritter, 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 and Due Process:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms. Please see the 2006-07 Student Handbook and Calendar on page 21 for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <http://www.missouriwestern.edu/handbook/index.pdf>

You have the burden of proving that a paper showing evidence of cheating or plagiarism has in fact been written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof.

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.

If you arrive late for class and the door is closed, do not disturb our work by knocking or staring through the window. Turn off and put away your cell phones before class begins.

Personal note

Please feel free to come see me if you have *any* problems or questions. You can make an appointment to conference about any paper or homework assignment, to discuss your progress in class, to clarify or question something that was discussed or done in class, etc. Communication is very important between an instructor and his students and, as a result, I will make myself available to you for any reason.

If you know of any circumstances likely to make any of these policies or expectations difficult for you to meet this semester, consult with me as soon as possible to review your options.