

ENG 100: Introduction to College Writing

Spring 2009 Missouri Western State University

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Required Texts:

Introduction to College Writing. McGraw-Hill, 2008, Fourth edition.

A Troubleshooting Guide for Writers. Clouse. McGraw-Hill, 2008, Fifth edition.

Various Handouts, provided by the professor.

Suggested Materials for the Course:

Notebook, Folder, flash drive

The Course:

ENG 100 students will complete four formal writing assignments in addition to other graded and ungraded work that will vary among instructors. In these assignments, students will move from personal writing to writing in response to others' ideas and texts. Students will learn how to integrate outside sources into their work by reading and responding to course texts and other materials gathered through research. Final drafts of all formal writing assignments must be word-processed. All students are expected to be prepared for class and participate in class discussions related to reading and writing assignments. In addition, students will keep complete portfolios of all their writings.

This section of ENG 100 will begin with personal observations and beliefs, and move toward analyzing and incorporating other writers' ideas and information into short essays that are insightful, detailed, and polished.

Work in this course will include readings from our textbooks, lectures, class discussions, group work, writer's workshops, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision and in-class writing exercises.

Writer's Workshops:

ENG 100 students will also attend a Writer's Workshop in addition to their ENG 100 class. The Writer's Workshops are an important segment of our ENG 100 program. Twice a week, students meet in small groups of four to seven students with a trained student assistant ("SA" for short). The material for these sessions is created to complement the ENG 100 class.

Course Goals:

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.

Attendance Policy:

In order to improve student learning and to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100 and 200 level courses. This course has a very strict attendance policy in Writer's Workshops as well as in class. **If you miss five (5) class periods OR four (4) Writer's Workshops throughout the course of the entire semester, you will receive a failing grade in the class.** There are no excused absences, exceptions, or "makeups" for this attendance requirement.

Should you exceed the allowed absences before midterm the Registrar's Office will automatically withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate. 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 are responsible for all material covered and assignments given during your absence.

You must meet with your instructor in person should you need to discuss your attendance or performance in the class; **DO NOT USE EMAIL FOR ISSUES OF ATTENDANCE OR GRADES.**

Contacting Dr. Jenéy:

Please make time to talk with your instructor about the topics and materials in the course. Contact me by phone or email especially for the following reasons:

- * You don't understand an assignment;
- * You want to clarify some point from class reading, lecture, or discussion;
- * You want to arrange a time to talk with me outside of class;
- * You have drafted something that you aren't sure about, and would like some feedback early in the process
paste the draft into the body of the email message—no attachments, please!

Electronic communications among students and instructors shall remain mature, polite, and appropriate to the context of the class and the college setting. Nastygrams are copied and forwarded to the Dean of Students.

Success in ENG 100:

- Read all assigned textbook/handbook chapters, essays and other reading assignments, be prepared to discuss the essays in class and complete short assignments and other exercises.
- Bring your books to class.
- Take notes.
- Read with a pen/pencil in your hand. Make margin notes and underline interesting/important passages.
- Ask relevant questions.
- Respond to questions asked by the instructor and your classmates.
- Be generous, active, and helpful to classmates during peer review sessions.
- *Write, write, write!*

Grades for ENG 100:

Grading: All out-of-class assignments are due at the beginning of the class period. Grades are assigned according to the quality of the writing (i.e., correctness, clarity, precision) and the completion of assignment requirements.

The following are minimum requirements for passing the course:

20%	Paper (Task) #1: Description (Local Place)
20%	Paper (Task) #2: This I Believe
20%	Paper (Task) #3: Literacy Narrative
20%	Paper (Task) #4: Language as an Issue
20%	<u>In-Class Participation; Exercises; Peer Work; Conferences, etc.</u>
100%	Total

Disabilities:

Any student in this course who has a disability that prevents the fullest expression of abilities should contact the Disability Services as soon as possible so that we can discuss alternative ways to satisfy class requirements.

Academic Honesty:

You will receive a grade of an F for any paper that shows evidence of cheating and/or plagiarism. 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. Anytime another writer's words, ideas, or information appear in your paper they must be properly punctuated and cited. Evidence proving plagiarism may lead to further penalties. Please not carefully the statement on plagiarism on the department website found at

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

Tentative Class Schedule
(Subject to Change as Needs of the Course Arise)

Jan		
T	13	Introduction; syllabus; course policies
Th	15	<i>Troubleshooting</i> 163-168 Chapter 27 Spelling
T	20	<i>Troubleshooting</i> 163-168 Chapter 27 Spelling
Th	22	<i>Troubleshooting</i> Chapter 18 Sentences; Descriptive Paragraph Due; Peer Review
T	27	<i>Troubleshooting</i> Chapter 18 Sentences;
Th	29	<i>Troubleshooting</i> Chapter 19; Detailed Description Paragraphs Due; Peer Review
Feb		
T	3	<i>Troubleshooting</i> Chapter 20; Introduction Paragraph Due
Th	5	<i>Troubleshooting</i> Chapter 9; Chapter 10 Working draft Due: Paper #1
T	10	Paper #1 Due: Analytical Description; <i>Troubleshooting</i> Chapter 21
Th	12	<i>Troubleshooting</i> Chapter 22; Writing about Beliefs
T	17	<i>Troubleshooting</i> Chapters 23; Explanation Paragraph Due; Peer Review
Th	19	<i>Troubleshooting</i> Chapter 25; Cause and Effect Paragraphs Due; Peer Review
T	24	Working Draft Due: Paper #2; Peer Review; <i>Troubleshooting</i> Chapter 9; Chapter 10 (review)
Th	26	<i>Troubleshooting</i> Chapter 26
Mar		
T	3	Paper #2 Due: This I Believe
Th	5	Handout: "How I Trumped Rudolf Steiner and Overcame the Tribulations of Illiteracy, One Snickers Bar at a Time" Sufjan Stevens
T	10	SPRING BREAK—NO CLASS MEETING
Th	12	SPRING BREAK—NO CLASS MEETING
T	17	<i>Introduction to College Writing</i> 137-142 Douglass: "How I Learned to Read and Write"
Th	19	<i>Introduction to College Writing</i> 219-221 Baker: "Learning to Write"; 222-224 Godwin: "The Watcher at the Gates"
T	24	Working Draft Due: Paper #3 Literacy Narrative; <i>Introduction to College Writing</i> ; <i>Troubleshooting</i> Chapter 24
Th	26	<i>Troubleshooting</i> Chapter 29
T	31	Paper #3 Due: Literacy Narrative
Apr		
Th	2	<i>Introduction to College Writing</i> Fridman 209-211
T	7	<i>Introduction to College Writing</i> Botstein 205-208
Th	9	<i>Introduction to College Writing</i> Baker 188-190; Paragraph Due: making an issue
T	14	<i>Introduction to College Writing</i> Sherry 215-218; Paragraphs Due: showing a perspective
Th	16	<i>Introduction to College Writing</i> Rodriguez 169-175
T	21	Working Draft Due: Paper #4; <i>Introduction to College Writing</i> Jordan 212-214
Th	23	Working draft; peer review Paper #4
May		
T	5	11:30-1:20 Paper #4 Due: Language as an Issue