

ENGLISH 100  
INTRODUCTION TO COLLEGE WRITING  
MISSOURI WESTERN STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES  
EFLJ

Instructor: Kathy Miller  
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OFFICE HOURS: Before and after class

Section 04: Tuesday/Thursday, 8:00-9:20, Murphy Hall 103  
Writer's Workshop, T/Th 10:00 Eder Hall 222V or Eder Hall 222U  
Section 09: Tuesday/Thursday, 9:30-10:50, Murphy Hall 105  
Writer's Workshop, T/Th, 11:00- Eder Hall 214 or Eder 215  
Section 15: Tuesday/Thursday, 11:00-12:20, Agenstein Hall 207  
Writer's Workshop, T/Th, 9:00, Murphy 120 or Eder Hall 214

**Required Texts and Course Materials:**

Introduction to College Writing – ENG 100. McGraw-Hill, 2008, Fourth edition.  
A Troubleshooting Guide for Writers. Clouse. McGraw-Hill, 2008, Fifth edition.  
All Over But the Shoutin'. Rick Bragg  
Computer disks/jump drives/flash drives  
Photocopies for group work as requested  
Folders for mini portfolio

**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

“I ONLY HAVE TWENTY-SIX LETTERS OF THE ALPHABET. I DON'T HAVE COLOR OR MUSIC. I MUST USE MY CRAFT TO MAKE THE READER SEE THE COLORS AND HEAR THE SOUNDS.”-TONI MORRISON

“WE WRITE TO FIND OUT WHAT WE THINK. EVEN WHEN DOING SOMETHING AS SIMPLE AS WRITING IN A JOURNAL-INTELLECTUAL DOODLING- YOU'RE FIGURING OUT THINGS. WRITING IS A WAY OF LAYING THINGS OUT. YOU WRITE TO FIND OUT WHAT YOU THINK, WHAT YOU KNOW, AND WHAT YOU DON'T KNOW.”- LARRY HEINNEMANN

Writing is a process akin to any other process that you might encounter. A process implies an ongoing step by step activity. Briefly stated the writing process includes prewriting, writing, editing, and discussion of the written word.

One does not achieve proficient, much less outstanding writing without applying the process steps and having the disposition to engage in the continual and diligent uses of thought, writing, revision, re-thought, and re-revision with an end towards true critical thinking.

At first much of this may seem overwhelming and difficult, but during the course of the semester we will take apart the components of the process to make then understandable to you. During the coming months, you will discover strategies that you are most comfortable with and which work best for you.

There are four reasons for probable success in this course. First, preparation is of great importance. You must prepare by completing reading assignments on time and be ready to discuss them and share them with the class. Second is revision of your papers which you will come to understand. Third and fourth are asking of key questions and the strong willingness to work on tasks to their completion and to make sure that writing is done on time. This is essential.

Overall success will come when you become the writer who makes connections between your writing and your life experiences and who thoughtfully reflects on the importance of this connection. In other words, when you demonstrate that your language activities are not merely done as exercises, but as an integral part of who you perceive yourself to be, then you will have mastered proficiency.

## **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 other's experiences
- Read writing assignments effectively as a guide to creating better papers
- Recognize good writing by actively reading good pros

### **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:**

- Write and speak clearly and effectively
- Gain a greater awareness of the present through the understanding of other cultures and times
- Understand and enjoy aesthetic experiences and share in creatively related activities-Understand and appreciate moral values and ethical choices

For common objectives/means and institutional competencies for Eng 100 also refer to the English Department website at <http://www.missouriwestern.edu/EFLJ/LG/html>

## **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 level courses. This course has a very strict attendance in class as well as in writer's workshop. **If you miss six class periods or four writer's workshops you will receive an F in the class.** A student will be given an excused absence when acting as an official representative of the University, provided the student gives prior written verification from the faculty/staff supervisor of the event; however there are no other excused absences, exceptions or "make ups" for this attendance requirement. **Furthermore, the maximum number of absences allowed before the midterm report is three. Thus, when you have six you will be reported to the registrar's office, who will automatically withdraw you from this class.**

If you miss a class session, you will be 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. No late assignments will be accepted unless you have received prior permission.

## **WRITER/REVISION POLICY:**

For all writing tasks you will be required to participate in peer revisions groups. Graded writing tasks one, two and three may be revised for a better grade. You will have two weeks to submit a revised paper. It is required that your original graded essay accompanies your revised essay. You will not have an opportunity to revise writing task four; however you will have ample opportunity to share and revise drafts with your peers and me.

## **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 as soon as possible so that we can discuss class

requirements.

### **ACADEMIC HONESTY POLICY:**

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 class room activity. You will receive a grade of F for any paper, assignment, or exam that shows evidence of cheating and/or plagiarism. You have burden of proving that a paper showing evidence of cheating has in fact been written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet the burden of proof. Violations of academic honesty will be reported to the provost or the designated representative on the academic honesty violations report forms. Please note carefully the statement on Plagiarism on the departmental website and refer to the 2009-2010 Student Handbook and calendar on p. 21 for specific activities identified as violations of the policy and the student due process procedure. This handbook is also available on line at <http://www.missouriwestern.edu/handbook/index.pdf>.

### **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. 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. Turn cell phones off or mute; no texting during class. Be on time.

### **Methods of Instruction:**

Methods of instruction include textbook, lectures, class discussions, group work, writer's workshops, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision groups and in-class writing exercises.

Textbook(s):

Please be sure to read all assigned textbook/handbook chapters, essays and other reading assignments; be prepared to discuss the essays in class and complete journal assignments and other exercises in regard to the essays.

Journals:

You will write (informal) journal entries/responses to most of your assigned readings. Please refer to your assignment schedule for journal entries. These entries will be your explanations of and reactions to the readings. You can also answer the questions under "Reflecting and Interpreting" in your textbook at the end of each essay. The average length for a journal entry is one full page. Entries can be hand-written or word-processed. The collection dates will coincide with the collection dates of your writing tasks/mini-portfolios. Journal entries will be graded on content and will be part of your grade for the portfolio and the course.

### **GRADING:**

4 Writing Tasks with Mini Portfolios

Task 1 SEPT 15

Task 2 OCT 5

Task 3 NOV 5

Task 4 DEC 3

Assorted points will be assigned for informal writings, journals, quizzes, and class discussion and participation.

Please note that all four formal papers must be turned in, regardless of the points accumulated in the other writings, in order to pass this course.

### **Mini Portfolio Grading System:**

Each writing task could be considered its own section. This means that **everything** we do in that section, including journal entries, readings, class discussions, in-class writing, peer revision, and group activities are all connected to that writing task and will help you to complete that writing task. As a result, every activity is required and will be part of the overall grade for that task. At the end of each section, you will submit your writing task, and with it, you will submit all the work you have done in that section leading up to that writing task. You will be required to submit journal entries, in-class writings activities, drafts, and peer revision sheets. All of this work must be in a folder and submitted on the writing task due date which appears on the assignment schedule. You will also write a reflective writing/cover letter for you mini portfolio. Thus, I will grade, not just your formal paper, but all your other work as well. Consequently, it is very important that you complete your readings and journal entries and be in class for the activities such as peer revision groups. You may revise your paper, but you may not revise any other parts of the portfolio or submit them late. The purpose of the portfolio is to help you envision your writing as a process made up by smaller, but equally important, activities and will help pinpoint your reading and writing strengths as well as weaknesses.

**PLEASE PAY SPECIAL ATTENTION TO THE FOLLOWING POLICY:**

**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 read the right materials in the right place. Your teacher may also consider your Writer's Workshop participation as part of your grade.

If you miss four Writer's Workshops, you will fail ENG 100. You can make-up an absence, but you must attend the make-up session on Friday of the week you missed. You can only attend the make-up session three times throughout the entire semester. The following may be considered an absence:

- arriving very late; tardies will be added up for an absence
- not having required materials (textbook, draft paper, portfolio, etc.)
- not participating/not paying attention to the SA and the lesson
- sleeping
- unacceptable behavior that impedes others' learning such as being disruptive, showing disrespect to your SA and/or peers, using foul language, using a cell phone or other electronic devices, working on other coursework.