

ENG 100-25

Instructor:

Mr. Zane DeZeeuw

Meeting Time:

TR 2:20 pm – 3:40 pm

Meeting Place:

Cherry Hall Room 18

Course Details:

3.000 credit hours / Undergraduate

Email:

zane.dezeeuw455@topper.wku.edu

Office:

Cherry Hall 7F

Office Hours:

Tuesday and Thursday

12:30 pm – 2:00 pm or by appointment

Texts:

Lunsford, Andrea A., et al. Easywriter. Sixth ed., Boston, MA, Bedford/St. Martin's, 2016.

ISBN: 978-1-319-05076-4

Materials:

- something to write with
- loose leaf paper

Course Overview:

The goal for this section of English 100 will to help develop students into competent, mindful, and effective writers. By the end of the course, students will have a basic understanding of grammar and MLA formatting, a personalized and healthy writing process, and a developed handle on how to convey their thoughts and arguments professionally and successfully. A large emphasis in this class will be teaching students healthy writing habits because students who have healthy writing habits will be able to transfer those positive skills into other classrooms and into their future professional endeavors.

Colonnade Program Description:

English 100 introduces students to college-level writing and critical reading, gives students instruction and practice in writing and reading college-level essays, and makes students aware of how various audiences and rhetorical situations call for different choices in language, structure, format, and tone. Assignments stress how and why writers make rhetorical choices and are designed both to immerse students in written language and to develop critical thinking, reading, and writing skills. Students with English ACT of 29 or higher will receive 3 hours credit for this requirement.

Colonnade Learning Outcomes Met by this Course:

English 100 helps to fulfill the written communication (WC) Colonnade Foundations requirement. Upon completion of English 100, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

Important Dates:

Last day to add a class or to drop one without a grade: January 29

Spring break: March 12-16

Last day to drop a class with a W: March 9

60% point: March 23 (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Final examinations: May 7-11

Attendance:

Attendance is mandatory and is a part of the attendance grade. Students are allowed five absences. If a student misses a sixth class, the student fails the course.

Evaluation:**Participation/Journals: 10%**

In order to effectively grow as a writer in this course, students will need to read all assigned readings, contribute to class discussion, actively participate during workshops, complete all journals, and stay on task during in-class writing exercises. A failure to do all of the above will result in a lack of participation for the day.

In-Class Essays: 20%

There will be three in-class essays throughout the semester. One will be a diagnostic essay, one will be the midterm, and the last one will be the final for the class.

- Diagnostic Essay: 5%
- Midterm: 5%
- Final: 10%

Editing Tests: 10%

There will be two editing tests throughout the semester. The tests are used to keep students accountable for the grammar lessons and practice they will partake in throughout the semester.

- Editing Test 1: 5%
- Editing Test 2: 5%

Essay 1: 10%

This essay will be a 3 to 4 page personal narrative. Students will identify a pivotal moment in their life that defined them as a person. The student will describe what the event was, why it was pivotal, how it defines the student, and how the event's effects have had a continued impact on the student.

Essay 2: 20%

This essay will be a 4 to 5 page argumentative paper. Students will stake a claim, back it up with supporting details, address other viewpoints, and conclude.

Essay 3: 30%

This essay will be a 5 to 6 page research paper. Students will research sources, make an annotated bibliography, stake a claim, outline their paper, write the paper with implemented sources, workshop the paper, and revise.

- Annotated Bibliography: 5%
- Outline: 5%
- Final Paper: 20%

Grading Policy:

A 90%-100%
B 80%-89.9%
C 70%-79.9%
D 60%-69.9%
F 0%-59.9%

Conferences:

Students will be required to have a one-on-one conference with the professor after they turn in their first draft for Essay 3. A failure to do so will result in an absence.

In-Class Workshops:

There will be two in-class workshops throughout the semester. The first one will be for Essay 1, and the second workshop will be for Essay 2. Workshops are mandatory. Students will be required to bring in five hard copies of the paper. One will be for the student, three will be for

the students in the workshop group, and one will be for the teacher.

Important Notice:

Please note that you cannot use old assignments. All work must be newly generated for the purpose of this course. Failure to turn in new work will result in a zero for the assignment.

Technology Policy:

Students do not need to bring computers to class, but if they choose to do so to take notes, students may only use the computer to take notes. Cell phone need to be turned off before students enter the classroom. The misuse of electronic devices for texting, email, social media, etc. will be reflected in the student's participation. Students may be asked to leave the class period immediately if they continue to abuse those devices.

Late Policy:

The assignments have strict deadlines. Late work will not be accepted.

Academic Misconduct (Plagiarism):

Academic dishonesty is a serious offense and will not be tolerated. If students submit work someone else wrote or students don't credit their sources, it can be grounds for failure for the course. Please also refer to the WKU code of conduct for the University policy regarding academic misconduct.

Program Assessment Notice

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly-selected individuals in all ENG 100 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

Incompletes

Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Final Notes:

This syllabus is subject to change. The instructor will announce any changes in class, and it is the responsibility of the student to make note of any changes made.

Week One

January 23

- Syllabus
- Ice breakers
- Journal expectations

January 25

- Diagnostic in-class essay

Week Two

January 30

- Introduction to textbook
- First reading assignment
- Conjunction lesson

February 1

- Writing process lesson
- Assign Essay 1

Week Three

February 6

- Comma lesson
- Workshop expectations

February 8

- First draft due of Essay 1
- In-class workshop

Week Four

February 13

- Essay 1 due
- Subject-verb agreement lesson

February 15

- Introduction to MLA formatting
- Thesis lesson

Week Five

February 20

- Research and sources lesson
- “Field Trip” to library

February 22

- Quote-integration lesson
- More discussion on researching and sources
- Collect journals

Week Six

February 27

- In-Class Essay 2

March 1

- Pre-writing/free-writing lesson
- Grammar practice

Week Seven

March 6

- Citing sources lesson
- Editing Test 1
- Assign Essay 2

March 8

- No class

Week Eight

March 13 and 15

- No class - Spring Break

Week Nine

March 20

- Quote-integration and citation practice
- Revision and editing lesson
- Grammar practice

March 22

- First draft of Essay 2 due
- In-class workshop

Week Ten

March 27

- Essay 2 due
- Introduction to argument analysis

March 29

- Logos, pathos, and egos lesson
- Assign prompt for Essay 3

Week Eleven

April 3

- Annotated bibliography lesson
- In-class brainstorming over paper topics

April 5

- TBA

Week Twelve

April 10

- Annotated bibliography due
- Outlining lesson

April 12

- Outline due
- Grammar and editing practice

Week Thirteen

April 17

- Editing Test 2

April 19

- Plagiarism lesson

Week Fourteen

April 24

- First draft of Essay 3 due
- In-class workshop

April 26

- In-class workshop

Week Fifteen

May 1

- TBA

May 3

- Essay 3 Due

Week Sixteen

Final

- In-Class Essay 3