English 100 (“Expository Writing I”)

Catalog Description
Introduction to expressive and informative writing. Frequent discussions, workshops, and conferences. Offers extensive practice in the process of writing: getting ideas, drafting, analyzing drafts, revising, and editing.

Course Policy Statement

Course Description
English 100 is an introductory writing course that allows students to read and respond to a broad range of texts and media that deal with various aspects of difference in communities and identities. Students will have opportunities to identify, describe, analyze, and research these issues. Additionally, students will develop their capability to write for specific purposes and audiences and gain experience in researching and writing in academic contexts. By the end of the semester, students should have completed at least 20 pages of revised and edited prose.

Importantly, in order to communicate effectively, students need to be aware of how their audiences differ. An awareness of differences in beliefs, values, and opinions will allow students to engage more effectively with their readers, especially in terms of the research and examples they use as well as their style and tone.

Course Objectives
English 100 connects the examination of diverse communities and identities in the United States (defined broadly as differences in class, race, ethnicity, gender, sexual orientation, and other factors like religion and geographical region) with the rhetorical concerns of writing for different audiences and purposes.

By the end of the course, students will be able to
1. Demonstrate critical thinking when examining and analyzing human difference.
2. Demonstrate competence in academic reading and writing strategies (note-taking, summarizing, and identifying main ideas) and reflect upon their writing process.
3. Analyze and respond to a wide range of texts, including advertisements, websites, informative essays, editorials, and speeches.
4. Produce focused papers that have a consistent purpose and significance.
5. Support their main points with well-chosen examples and evidence.
6. Conduct research for specific audiences, select and evaluate appropriate sources, and effectively integrate and cite these sources.
7. Guide their readers with appropriate organizational strategies and meet expectations of tone and style.
8. Demonstrate awareness of their language choices and practice effective editing and proofreading strategies.

Textbook

Recommended Texts
A good college dictionary

Required Supplies
Several letter-size manila folders for keeping and handing in your work
Materials for taking notes in class
How To Submit Your Work
Put your name, your instructor’s name, the name of the course, and the date on the top left of the first page. Skip lines between each entry:

John Student
Ms. Jane Instructor
English 100
October 3, 2011

All papers should be typed, double-spaced, using one-inch margins, on 8 ½” x 11” white paper. Make sure to number your pages and staple them together.

Put the paper, the assignment sheet, all notes, drafts, and response forms in a manila folder with your name written on the tab. Do not use title pages. Do not submit your work in a report cover or colored folder with pockets.

Late Papers
Papers are due at the beginning of class on the date due. If you have an extenuating circumstance that will make it impossible for you to hand in your paper on time, please contact me before the deadline to make alternative arrangements. Additionally, if you hand in the first presentation draft of the Program Evaluation Paper late, you might not leave enough time to receive revision advice.

Formal Workshop Policy
Formal workshops in which we read and comment on each other’s revised drafts are an important part of this course. As there will be at least one formal workshop for each paper you write, your participation is important. The workshops should also serve as a good way to motivate you to continue revising and refining your work. Also, the very act of reading your classmates’ work will allow you to internalize the goals of the assignment. If you miss a workshop, or if you come unprepared, you will lose participation points.

Revision
The expository writing program encourages you to revise throughout your drafting process. You should use the class activities, your workshops with your classmates, and your conferences with me to guide your revision. After you have received a graded draft with comments back from me, you will also have an opportunity to revise. In most cases, you will only be allowed to revise a paper once. However, under certain circumstances, I may allow you further revision.

Revisions do not automatically warrant higher grades. Revisions must demonstrate substantial improvement over previous drafts. That is, when you revise, you should not just correct editing errors, and you should not just answer my questions in the margins. Instead, you should use my comments as a starting point for rethinking how you did the assignment and use the revision as a way to show that you have learned something which you can apply in new ways in new contexts. Think of revision as “re-vision,” seeing your work in new and different ways.

Attendance Policy
In a writing class, your attendance is necessary, not only because the class activities will help you draft your paper but because your own participation is helpful to other students and helps build a strong community of writers and readers.

However, I understand that from time to time, circumstances may make it impossible for you to attend class. If you must be absent for a good reason, contact me ahead of time or as soon as possible after the absence.

According to the attendance policy of the Expository Writing Program, if you are absent for more than three weeks of class, you may automatically fail the class. In MWF classes, students are allowed nine absences. In TU classes, students are allowed six class periods.
Grades & The Program Evaluation Paper
Your grade will be determined by your performance on the major writing assignments and the final Program Evaluation Paper, the reflection assignment, in-class and homework activities and assignments, as well as class participation. You need to complete all of the major writing assignments and the reflection in order to receive credit for the class. In addition to this requirement, you need to pass three of the four major writing assignments in order to receive a passing grade.

During the final week, you will participate in the Program Evaluation Paper process. You will submit a paper that will be identified by your instructor. This paper will be evaluated by your instructor and an outside reader on a four-point scale. Their scores will then be combined together in order to ascertain your final Program Evaluation Paper grade. This paper will be worth 25% of your overall semester grade. Please see Writing Communities and Identities for a detailed explanation of the Program Evaluation Paper process.

The remaining 75% of your grade will be based on your other major writing assignments, as well as your homework, in-class activities, and participation. The following table breaks down the main grade categories as well as their percentage weights.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper #1</td>
<td>20%</td>
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<tr>
<td>Paper #2</td>
<td>20%</td>
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<tr>
<td>Paper #3</td>
<td>20%</td>
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<tr>
<td>Paper #4 (Final Program Evaluation Paper)</td>
<td>25%</td>
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<tr>
<td>Reflection</td>
<td>5%</td>
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<tr>
<td>Homework &amp; Participation</td>
<td>10%</td>
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At the end of the semester, your final grade will correspond to these following percentage ranges:

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69
- **F** 0-59

Cell Phone Use
You will be expected to give your full attention to your classmates and to class discussion. Unfortunately, incessant instant messaging, texting, gaming, and Facebook checking, among other technological addictions, send signals that you are virtually elsewhere. For that reason, cell phones and other personal electronic devices must be turned off and stored away before class starts. If you need to have your cell phone on to respond to a personal emergency, please tell me before class starts so we can make arrangements.

Expectations for Classroom Conduct
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Government Association By Laws, Article VI, Section 3, number 2. Students that engage in behavior that disrupts the learning environment may be asked to leave the class.

Campus Safety Statement
Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University's main page, www.k-state.edu, and click on the “Emergency information” link.
Academic Honesty
Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities
Any student with a disability who needs a classroom accommodation, access to technology, or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety.