

## **ENGL 100: Expository Writing I**

### 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. Demonstrate ability to respond thoughtfully to peers' drafts.
4. Analyze and respond to a wide range of texts such as advertisements, websites, informative essays, editorials, and speeches.
5. Produce focused papers that have a consistent purpose and significance.
6. Support their main points with well-chosen examples and evidence.
7. Conduct research for specific audiences, select and evaluate appropriate sources, and effectively integrate and cite these sources.
8. Guide their readers with appropriate organizational strategies and meet expectations of tone and style.
9. Demonstrate awareness of their language choices and practice effective editing and proofreading strategies.

#### **REQUIRED Textbook (available at Follett's)**

English Department. *(Re)Writing Communities & Identities*. Southlake, TX: Fountainhead Press, 2014.

#### **Required Supplies**

Several letter-size manila folders (not envelopes) for keeping and handing in your work

Materials for taking notes in class

#### **Recommended Handbooks**

Bullock, Richard, Michal Brody, and Francine Weinberg *The Little Seagull Handbook*. 2<sup>nd</sup> ed. New York: W. W. Norton & Company, 2014. (Includes online version of book.)

*or*

A subscription to *Pearson Writer*, a **4-month** subscription to an online writing handbook with smartphone app. You can purchase the code at Follett's bookstore.

## How To Submit Your Work

- 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. If your instructor has you submit your work on KSOL, your essay should follow the same format.
- Additionally, all students will still need to submit a full paper trail (on physical paper) for each essay and will need to submit their final PEP on paper (not electronically).
- Final drafts of all major assignments, unless otherwise noted, must be in proper MLA format. This means that you place your name, the instructor's name, the course number, and the date in the upper left-hand hand corner of the first page (each on a separate line, in that order, double spaced).
- Center your title on the next line; your title should **not** be underlined, italicized, in bold, in parenthesis, or bigger than the rest of your text.
- Hit enter again, then tab in (using the Tab key) and begin typing your essay.
- There should be no extra spaces between paragraphs (so make sure that your paragraph spacing is set to 0. On Macs, you need to go into Format, Paragraph, and check the box "Don't add space between paragraphs of the same style").
- Number all of the pages except page 1 in the upper right corner with your last name followed by the page number.

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 your instructor **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, if you come unprepared, or if you do not take the workshopping process seriously, it will negatively impact your participation grade.

## 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 your instructor to guide your revision. After you have received a graded draft with comments back from your instructor, you will also have an opportunity to revise. In most cases, you will only be allowed to revise a paper once.

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 that you can apply in new ways in new contexts. Think of revision as "re-vision," seeing your work in new and different ways.

Finally, when you receive an originally graded draft you will typically see a grade of A, B, C, or R. An R means that you will need to significantly revise your essay in order for it to earn a passing grade (although revising does not guarantee that your essay will be passing). If you choose not to revise an essay that

originally earned an R, that grade will turn into an F. It is therefore in your best interest to revise any essay that earns an R. Of course, doing so should also help you to improve your writing skills overall.

### **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 the equivalent of three weeks of class (9 classes for courses that meet on a MWF schedule, 6 classes for courses that meet on a TU schedule). Although there is no such thing as an excused absence (so you need not bring a note from the doctor or your coach), the first week of absences (3 for MWF, 2 for TU) will not hurt your grade. After that absences, however, your attendance and participation grade will begin to suffer. Excessive absences will seriously hurt your grade and, again, if you miss more than the equivalent of three weeks of classes for any reason, you may automatically fail the course. Please use your absences wisely and save them for illness and emergencies.

Additionally, please be on time to class. Tardiness is not only rude and disrespectful, it also disrupts your instructor's teaching and the other students' learning. Being late also means that you will likely miss answers to student questions, important information about assignments, and even quizzes. Excessive tardiness will have a negative effect on your attendance and participation grade.

### **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 four of the five 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 *(Re)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.

Autoethnography	15%
Gender Analysis	20%
Invitational Writing	20%
Informative Report (PEP paper)	25%
New Autoethnography	10%
Homework and Participation	10%

If you have completed all of the major writing assignments and the reflection, and if you have passed four of the five major writing assignments, your final grade will correspond to these following percentage ranges:

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

### **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**

In order to maintain a supportive and safe environment, it is imperative that we treat each other with respect. We will, no doubt, disagree, but we must all work to do so respectfully. This means that we will all work to take others' responses, opinions, and work seriously. It also means we will refrain from offensive remarks, and ad hominem attacks (attacks on the person him or herself). While this is always true, it will be especially important when discussing hot-button topics like sexual orientation, race, class, ethnicity, or gender. Please keep in mind that you do not know the people in this room: you don't know their backgrounds, family histories, or lived experiences.

You should also familiarize yourself with the K-State Principles of Community, which you can find at [k-state.edu/welcome/community.html](http://k-state.edu/welcome/community.html).

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](http://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](http://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 the Student Access Center at [accesscenter@ksu.edu](mailto:accesscenter@ksu.edu). The

Student Access Center 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.

### **Statement on Academic Freedom**

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public.

Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission. Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.