

**ENG 108 Sections 13,15**  
**College Writing and Research**  
Missouri Western State University  
Department of English, Foreign Languages, and Journalism  
College of Liberal Arts and Sciences  
Instructor: Kathy Miller  
Spring 2010  
MWF 12:00-12:50; 1:00-1:50 MH 108  
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**Required Texts:**

*Rereading America. Cultural Contexts for Critical Thinking and Writing.*  
Gary Colombo. Bedford/St. Martin's Boston. 7<sup>th</sup> edition.  
*The Easy Writer* Lunsford. 3<sup>rd</sup> edition

**Course Description**

ENG 108 students will complete three formal research based projects in addition to other graded and ungraded work. In these assignments, students will learn how to analyze, synthesize, and evaluate the thinking of others in order to discover, develop, and test their own points of view. 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.

Before any grade appeal will be processed for a student in ENG 100, 104, or 108, the complete portfolio of writings will have to be submitted to the Departmental Review Committee.

**Objectives**

Students will add the following abilities to those presented in the objectives for English 104.

**Learning to write for different audiences and purposes**

Students will...

- focus particularly on academic audiences and scholarly purposes

**Learning to use active reading and critical thinking**

Students will...

- classify and define objects, events, data, ideas, and terms discovered through research;
- make judgments based on criteria that can be supported and explained;
- ask questions to clarify issues and solve problems;

- identify explicit and implicit meanings in a text;
- recognize problems and find workable solutions.

### **Learning to use writing processes**

Students will...

- apply pre-writing strategies to discover what they already know and what they want to learn through research;
- write summary notes in the process of doing research;
- write drafts in which they reconstruct their beliefs on the basis of the wider experience they gain through research;
- revise for an organization appropriate to their specific main purpose and audience.

### **Learning written conventions**

Students will...

- practice documentation conventions for styles such as MLA and APA;
- learn important grammatical concepts used for analyzing sentence correctness and style;
- correctly incorporate language, information, and ideas from sources;
- use advanced editing resources like dictionaries and writing handboo

### **Institutional Competencies**

#### **State-Level Goals: SKILL AREAS**

##### **Communicating**

To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

- A.** Analyze and evaluate their own and others' speaking and writing.
- B.** Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- C.** Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- D.** Focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- E.** Respond to the needs of different audiences and choose words for appropriateness and effect.

### **Higher-Order Thinking**

To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

- A.** Recognize the problematic elements of presentations of information and argument.
- B.** Formulate questions for clarifying issues and solving problems.
- C.** Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- D.** Analyze and synthesize information from a variety of relevant sources and use the results to address complex situations and problems.
- E.** Defend conclusions using relevant evidence and reasoned argument.
- F.** Reflect on and evaluate their critical-thinking processes.

### **Managing Information**

To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

- A.** Access and/or generate information from a variety of sources, including the most contemporary technological information services.
- B.** Evaluate information for its currency, usefulness, truthfulness, and accuracy.
- C.** Organize, store, and retrieve information efficiently.
- D.** Reorganize information for an intended purpose, such as research projects.
- E.** Present information clearly and concisely, using traditional and contemporary technologies.

### **Methods of Instruction:**

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

**Journals/Reading Logs:** 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. Each journal entry will consist of both summary and response/analysis and be, on average, one full page per article. Entries can be hand-written or word-processed and must be clearly labeled. The collection dates be at midterm and final. Journal entries will be graded on content and will be part of your grade for the course.

**Peer Revision Groups:** Prior to submitting your formal writing assignments, you will be required to participate in peer revision groups in which you will bring in word-processed copies of your rough draft to share with your group and receive feedback from your group in order to help you strengthen and revise your own written work. This is a required activity and will be part of your grade for the paper and the course. (Note: During these sessions I will also evaluate drafts).

### **Policies:**

**Attendance and Class Preparation/Participation:** 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. 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. A student will also be given an excused absence if he or she can provide documentation and prove that the absence was unavoidable. Please feel free to speak to me about any extenuating circumstances. All other absences will be deemed unexcused. The maximum number of unexcused absences allowed before the midterm report, October 16, for this class is **three**. Thus, when you have **four** you will be reported to the Registrar's Office, who will automatically, withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate. More than three absences will affect your final grade.

Students are expected to attend every scheduled class meeting and arrive on time. Arriving to class late is disruptive. As a result, chronic lateness will likely affect your final grade. Students are also expected to come prepared to every class meeting and participate in class discussion for this is the only way we can all share ideas, ask questions and learn.

Assigned readings must be completed before the class meeting when the material will be discussed.

All writing assignments are due at the beginning of the class period on the due date. Each student is allowed one late paper (and only one late paper)

and this **must be discussed with the instructor**. No other late papers will be accepted. If you are not in class on the due date you are still responsible for submitting your assignment on time. Late journals and in-class writing assignments will not be accepted.

Please note that you must complete all writing assignments in order to pass this course. All drafts and final papers for this course must be word-processed. It is important to save all work on disks, cds, or other electronic storage devices; keep back-ups of all papers. Email all writing assignments to yourself; excuses of lost papers will not be accepted. Use the following when submitting papers:

Formatting:

- Margins: 1 inch all around
- Font: Times New Roman
- Type size: 12 pt.
- Spacing: Double spaced (24 pt.)
- Paragraph indents: 1/2 inch, 5 spaces
- Student's name & draft number in top left
- Course number, date & professor's name in top right

**Revision:** All formal, graded writing assignments can be revised and resubmitted for a "new" grade. You will have two weeks from the date the paper is returned in class to revise and resubmit each paper. However, you cannot revise other work. If you miss the two-week deadline, you forfeit the right to revise that specific paper. It is required that your original, graded essay accompanies your revised essay, along with the grade sheet and any peer revisions. Revision is important because each paper covers important skills that you will need to know for the next paper.

**Grading Policy:** Your grade will be determined on the writings you submit, attendance, journals/reading logs and a final exam. Please note that smaller assignments and class preparation/participation are very important and do affect your grade. The components of your grade in the course are:

Daily Reading & Writing Logs:	20%
Formal Writings:	60%
Final Exam:	20%

**Grading:** As the semester progresses, I will consider more elements of papers as I grade them. By the end of the semester, a passing paper will:

- clearly respond to the assignment
- focus on one distinct idea (a thesis, hypothesis, or question)
- have a coherent general structure

- integrate sources appropriately in a text
- cite sources appropriately in a bibliography
- have paragraphs that have a clear internal structure and a use of specific details
- have sentences whose grammar is acceptable as English
- be relatively free of blatant errors in idiom, diction, spelling, and punctuation.

Papers with four spelling errors will lose one letter grade. I will count typos as spelling errors. Papers turned in late, without an acceptable excuse, will lose one letter grade for each business day they are late.

**Students with Disabilities:** Anyone who has a disability that prevents the fullest expression of his or her potential to succeed in this course must notify me as soon as possible so that we can discuss class requirements and accommodations. You must also contact Michael Ritter, Special Needs Coordinator, and submit all necessary documentation to his office.

**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 classroom activity. Cheating and plagiarism are not acceptable. You will receive a grade of F (0 points) for any paper/assignment/exam that shows evidence of cheating and/or plagiarism. You have the burden of proving that a paper/assignment/exam showing evidence of cheating and/or plagiarism has been in fact written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. If you plagiarize a paper, you forfeit the right to revise that paper; if you cheat on an exam, you will not be allowed to retake the exam. Violations of academic honesty will be reported to the Provost or the designated representative on the Academic Honesty Violation Report Forms. Please see the 2006-07 Student Handbook and Calendar on page 21 for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <http://www.missouriwestern.edu/handbook/index.pdf>.

Common departmental requirements are listed online at <http://www.missouriwestern.edu/eflj/eng108.asp>.

**Miscellaneous: Civility and Cooperation:** Missouri Western requires all students to help us maintain good conditions for teaching and learning. All students will treat their classmates and teachers with civility and respect, both inside and outside the classroom. 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.

**Format for Journal/Reading Logs:**

Date. Include the title and author of the article. Entries should be one to two pages in order to establish a summary of content of reading, reaction to content, and show depth of thinking. Pull ideas together, weigh, consider, and then write your thoughts. The purpose of the reading log is to serve:

- as a prewriting for papers
- as an avenue for reflective thinking and depth in expression
- as a place to write freely without restrictions
- as a place to discover and express your thoughts and generate ideas or connections to ideas for writing
- as a springboard for class discussion
- as practice on skills of summarizing, interpreting, and analyzing