

Missouri Western State College, College of Liberal Arts and Sciences
Department of English, Foreign Languages, and Journalism
English 104

Cynthia Bartels

Office Hours: 9:30-11:00 am TR; 2:00-4:00 pm Thursday and by
appointment

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Required Materials

Four manila Folders

- Spiral writing notebook (bring to class daily)
- Flash drive
- Camera/ipod
- Ears and brain

Required Texts and CDs (purchased with inside materials)

- Pocket Style Manual*—D. Hacker (Bedford)
- Pop Perspectives*-Laura Gray-Rosendale
- Pet Sounds*- Jim Fuselli -(33 1/3 series)
- Yankee Hotel Foxtrot*, Wilco
- Pet Sounds*, Beach Boys
- OK Computer*, Radiohead
- Fever to Tell*, Yeah Yeah Yeah's
- The White Album*, The Beatles
- The Black Album*, Jay-Z
- The Grey Album*, DJ Dangermouse (download)

We will also be listening to some songs on the following albums if you would like to purchase your own copies. These purchases are optional:

Being There- Wilco

Gimme Shelter-Rolling Stones

Sgt Pepper's Lonely Hearts Club Band- The Beatles

Rubber Soul-The Beatles

We will use our albums/ texts in class; be sure to bring the appropriate one daily. Please have all supplies by the second week of class.

*** Additional songs and articles will be posted Web CT for your**

listening and reading assignments. Be sure you set up your web CT account.

Learning Outcomes

Each student will develop skills and expand their understanding of the following areas:

1. Process (invention, revision, editing)
2. Purpose, audience, and context
3. Reasoning and Argumentation
4. Collaboration and Discussion
5. Self-Evaluation
6. Close Reading/Listening
7. Interdisciplinary connections
8. Critical Thinking and Analysis
9. Beginning Research Skills (primary and secondary)
10. Technology (word processing, document design, videoing)

A more detailed description of the course goals/objectives is available at <http://www.mwsc.edu/eflj/eng104.html>.

Course Description

This section of English 104 will focus on music as texts. Rather than study traditional written texts, we will use the same analytical tools to study albums and a few articles written about them. Many of the skills you use for writing about essays and literature will be the same skills you use to analyze, listen, and write about music. By practicing your listening skills, you will also enhance your critical thinking and writing skills. Because it may seem "cool" that you are listening to music, you may have a tendency to take this class less seriously. However, it will require the same commitment and involvement as any other course. Be sure you read the assignments in connection with the music, attend regularly, and keep up with all writing assignments so that you learn how to apply the skills you are acquiring. Doing well in this course relies on your willingness to be prepared, to participate fully, to actively engage with the material, and to keep an open mind. To complete this course, you will make a music video with a group. If you are technically challenged, do not wish to participate in creating audio/visual texts, or prefer not to work with groups, I advise you take another section of this course.

Grading Criteria

Grades will come from the following. Values are approximate, and I reserve the right to alter some assignments.

Listening Journals: 10 %

Two long papers: 15%

Response papers: (approx 4) 15%

Workshops, reflective letters and peer evaluations: 10 %

Group video: 10%

Project evaluations: 15%

Final Portfolio: 25%

The boldfaced items above are mandatory for passing the class. You must complete all aspects of these assignments.

Listening Journals: We will keep active reading/listening journals. As a standard rule, you should write a minimum one-page entry for each assignment. At times, I will ask you to connect readings with songs, or find your own reviews and songs. I may ask you to write one-page entries for these as well. Keep your journal current at all times. I will not tell you in advance when I will collect or record the entries but will assume that you complete all on time. When I do collect or record entries, **you cannot add to them or make them up.** Our journals will provide practice in applying the skills we are trying to hone in this class, and they may provide prompts for discussion and writing in class, which in turn will lead you to essay topics and development of your ideas, so failure to write them may result in lower grades and inferior essays.

Portfolios, paper and peer evaluation: This class is based on portfolio grading. Accordingly, I will respond to the two long papers with comments and a grading rubric that indicates the degree to which that paper is ready for the portfolio, and will assign points based a reasonable effort to competently complete the task at hand. Listening journal entries are credit/no credit assignments, and responses will receive short evaluations and cannot be handed in late. Your failure to pick up more than two papers, however, means you forfeit your right for me to write comments.

From time to time, we will write in-class reflections and peer evaluations on the due dates of all papers. Writing helpful evaluations is an important aspect of this class. A good evaluation goes beyond mere comments such as "I like it" and "It's good" to in-depth, specific analyses of what works and what does not. These pieces frequently

will provide more insight into your growth as a writer and thinker than will the papers themselves so are very important and should be written with your best efforts. Frequently, students offer the same or better advice as I, so please take your job as an evaluator seriously, as well as the comments of your peers. All this feedback will provide you with many ideas for revision. You are to compile those ideas for final revision in the portfolios, so be sure you save everything.

It is the student's decision about the amount of revision s/he wants to do before s/he resubmits the work in portfolio. Minimal or no revision, however, will result in a low grade.

IMPORTANT NOTE: Regardless of what a student's point total indicates, no one will pass this class without completing **all** of the major (bolded) writing assignments. Students who receive the highest grades will have contributed meaningfully to class discussions, met deadlines for drafting and submitting all assignments, and attended regularly. All these factors indicate the student has put forth a strong effort, has developed his/her writing reading and thinking intellect, and can produce complete, clear and thoughtful writing. These qualities also contribute to an exceptional portfolio.

Midterm grades: I submit a "B" for students who have over 90% of the points at midterm, no attendance problems, and all work complete and exceptional; a "C" for students whose work is complete and passing and whose absences are below the limit; a "D" for students whose work is complete but not acceptable or who have attendance problems. I submit an "F" for students whose work is incomplete or unacceptable and/or who have exceeded the absence limit.

Final grades: In addition to the above, attendance and participation will influence your final grade.

- Attendance -- your constant presence is mandatory for your success (please see "Attendance Policy" below). Note most assignments cannot be handed in late, so being absent means losing points. Missing excessive classes, deadlines, and assignments will result in substantially lower grades, in many cases to the point of failure. Also, superficial, off-topic or poorly edited papers, repeated failure to write responses or journal entries, or an unwillingness or inability to contribute meaningfully to class discussions or to revise papers effectively will result in low final grades.

- Participation—A student is participating when s/he does all the

writing assignments, attends class regularly, and can discuss and write about the reading in a thoughtful manner. Just showing up is not participating.

Please Note: If a student's grade is on the border, I will consider factors such as effort, participation, attendance, and attitude to determine a final grade.

Late Work and Make-up work

It is nearly impossible to make up work in this class. Class discussions cannot be recreated, nor can in-class writings or group work. If you do not have your paper written, you cannot write a reflective letter or get peer feedback. If something should happen that prevents you from submitting your paper on time, you must make arrangements with me **before** the paper is due, not afterwards. At this time, we will plan a date by which the work will be completed. Should you fail to contact me, I will not accept the work. **Daily work, journal entries, or workshop evaluations and reflections will not be accepted late. Late work is anything that is not handed to me before or at the beginning of the class time it is due.** I do not accept work during or after class, or in the hallway. I reserve the right to refuse any late work, and I most likely will unless the student has discussed the situation with me **prior** to the due date.

Attendance and Tardies

In order to improve student learning as well as to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100-level courses. You will be given an excused absence when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event. An excused absence merely means you may make arrangements to hand in our work at a prearranged time. It does not excuse you from any work or from communicating with the teacher in advance about the absence.

All other absences will be deemed unexcused. The maximum number of unexcused absences allowed for this class **before** the midterm report, March 11, is three. Thus, if you have four unexcused absences, 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.

Regardless of the date, during anytime during the course, I allow each student three absences. Excessive (more than two) tardies or leaving

early will count as an absence. For each of these allowed absences you do not use, you will receive three extra points. However, after you use the allowed three absences, I will **deduct three points from your final grade for each additional absence or its equivalent.** Because you are given these “free” absences, there are really no excused absences. If you must miss, notify me in advance. Be sure to have a buddy whom you can contact to find out what we did in class. Do not expect me to rehash the class. Also, please do not ask me if we “did anything.” This question irritates me. **Regardless of the reason for your absences, or if you contact me or not, you are responsible for all work no matter whether you are in class or not.**

Often we may need to make changes, and even locations, so it is imperative that you keep in sync with the class. Excessive absences will prevent you doing so. Chronic absences always result in lower grades. You should note, however, that mere attendance does not mean you will pass the course. You must perform tasks adequately and show initiative in completing the course requirements.

If I should be unable to meet class, a secretary, fellow instructor, or a note on the classroom door will notify you. If possible, I also will communicate by campus email. Any assignments will be due upon my return.

Plagiarism

Plagiarism is claiming another’s words, writing structure, sounds, images, words, or ideas as your own. Plagiarism and cheating of any kind will not be tolerated and may result in your failing the assignment or the course or being suspended or dismissed from the college. Please note carefully the statement on plagiarism on the departmental website, found at <http://www2.mwsc.edu/eflj/plagiarism.html>

Classroom behavior

I expect you to respect everyone in this class. Part of learning to read and write well is exploring ideas. There will no doubt be people who have ideas different than yours. One of our goals is to learn to understand and respect different ideas. Remain open-minded; you may even change your own ideas. Understanding and developing ideas is a natural outcome of the listening, reading, and writing, and therefore of this class, and thus I consider these an accomplishment and evidence that you are becoming an educated and mature thinker, listener, reader, and writer.

I also expect you to behave respectfully in class. This means: do not

interrupt, walk in front of anyone who is talking, enter the room or a workshop late, or leave your seat or the room while class is in session unless it is an emergency. It also means that you turn off cell phones, i-pods, i-phones, and any electronic devices before you enter the classroom, and that they remain off until you have exited the classroom. Likewise, texting or reading texts, even under your desk, is not appropriate.

Since this is a computer classroom, you also are expected to use computers for academic purposes. Reading or writing personal email, playing games, or browsing Facebook, Myspace, etc. is unacceptable at any time.

Academic Support

The Center for Academic Support, located in LRC 213, offers assistance with reading or with papers at any stage of the game. Contact the Center at 271-4624 or Coral Dawson, the Writing Director, at 271-4531. I highly encourage you to use this free service regardless of your abilities.

Important Note

I reserve the right make changes in the syllabus or course schedule and assignments as necessary.