

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

Professor: Steven Frogge

Office: Eder Hall 222-T 244-3671
Hours M, W, F: 8-10 a.m. 12:00-2:00 p.m.
W only: 5:00-6:30 p.m. 9:30-10:00 p.m.

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Class Schedule: 05 M, W, F 9:30- 10:50 Murphy 104 Final: Monday, May 10th 8:30-10:20 a.m.
06 M, W, F 11:00-12:20 Murphy 105 Final: Friday, May 7th 11:30 -1:20 p.m.
21 W 6:30-9:35 P.M. Murphy 104 Final: Wednesday, May 5th 6:30-
8:20 p.m.

Required Text: *Reading the World: Ideas that Matter* by Michael Austin

Required Materials: Bring textbook, notebook, paper, and pens or pencils to every class session.

Required Access: You must be able to access Goldlink (our campus email) and should check it daily.

You must be able to access Web CT and should check it daily.

1. On Web CT you shall find the Course Syllabus, Homework Schedule, Writing Guide and Rubric, Group Project Guide and Rubric, Writing Prompts, and Study Guides.
2. Although students are expected to bring hard copies of all major writing projects to class, you must also submit in the Web CT drop box electronic copies of topic proposals, outlines, annotated bibliographies, and drafts of all four major projects.
3. Please note that Web CT and Goldlink are separate email exchanges. If, for example, you send me an email message through Web CT, I will receive it in my Web CT inbox but not in my Goldlink inbox. Since the two systems are non-integrated, we should all use the same system as our main exchange. I will use and you should use Web CT to send and receive class-related messages. However I will use Goldlink as a back-up, sending urgent messages by both Web CT and Goldlink and sending all messages by Goldlink when Web CT is down. I check Goldlink daily, so you may by all means send me emails through Goldlink.
4. Grades will be posted from time to time on Web CT.
5. Quizzes and tests will be administered on Web CT.

Official Course Description

English 104 students will complete four formal writing assignments in addition to other graded and ungraded work through which they will learn how to discover ideas, respond to texts, and summarize others' ideas. In these assignments, students will learn how to analyze readings and share information with others by reading and responding to course texts and other materials gathered through research. 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. In order for an ENG 104 student to be admitted into ENG 108, he or she must earn at least a C in ENG 104.

Official Course Objectives

- I. Learning to write for different audiences and purposes: Students will...
 - A. Make journal entries to explore their minds and to extend the range of their personal lives.
 - B. Write essays to communicate ideas and impose order on their thoughts and experiences;
 - C. Use organizational methods and genres appropriate for different purposes;
 - D. Construct academic essays that meet criteria for thesis, rhetoric, organization, development, and language.

- II. Learning to use active reading and critical thinking: Students will...
 - A. Identify the main concepts and locate supporting details in written works;
 - B. Read actively for greater understanding;
 - C. Develop their ideas and concepts with specific details, examples, and explanations;
 - D. Write summaries that accurately reflect the main ideas and supporting reasons of written texts.
 - E. Explain the organization of written works;
 - F. Analyze the needs of different audiences.

- III. Learning to use writing processes: Students will...
 - A. Practice various invention techniques;
 - B. Use prewriting to recreate and reflect on their experiences;
 - C. Use prewriting to generate information and discover ideas;
 - D. Move easily from writing for self-expression to writing for readers;
 - E. Write at greater length more easily, more quickly, and more usefully;
 - F. Reread early drafts to rethink what they want to write;
 - G. Revise for clear presentation of their ideas;
 - H. Revise for depth of insight, clarity of organization, and suitability for different purposes.
 - I. Identify and correct their own spelling, grammatical, and mechanical errors, especially in the final stage of the writing process.

State-Level Goals

- I. 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.

- II. 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. Formulate questions for clarifying issues and solving problems.
- B. Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- C. Defend conclusions using relevant evidence and reasoned argument.
- D. Reflect on and evaluate their critical-thinking processes.

Grading

4 Formal Writing Projects	4 x 150 points each Each Topic Proposal 5 points Each Bibliography 20 points Each Outline 20 points Each 1 st Draft 30 points Each Final Draft 75 points	600 points
3 Unit Tests	30 points each	90 points
Class Work	30 days of activities x 3 points each	90 points
Understanding the Text	39 x 2 points each	78 points
Quizzes	7 x 6 points each	42 points
	Total	900 points

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

Formal Writing Projects

You will complete 4 writing assignments—3 individual projects and 1 group project.

For each writing assignment, you will choose from at least 30 writing prompts related to our readings.

As for the three individual writing assignments, you shall write one paper coinciding with each of three units in our textbook: 1) human nature, 2) law and government, and 3) wealth, poverty, and social class. Thus you will write three papers. They must be 750 words each. Please see the General Writing Instructions for details.

As for the group project, you shall meet with fellow group members and work on the project throughout the semester. You will respond to writing prompts from one of the Units in our textbook that we do not cover as a class: 1) War and Peace; 2) Science and Nature; 3) Education; or 4) Language and Rhetoric. However, your approach shall be quite different than that employed in the individual assignments. Rather than writing a formal essay in which you directly answer a given writing prompt, you shall instead address the prompt indirectly by developing a series of compositions (as many as there are members in your group) in genres of your choice: poetry, poetic drama, fiction, essay, letter, chronicle, confession, comic strip, graphic novel excerpt, diary, drawing, painting, sculpture, or a recorded temporal work of art: music, dance, drama, monologue, or performance art. You shall unify these compositions around some object or picture that will serve as a metaphor for your group’s main idea. (See the Group Project Instructions for details.)

Plagiarism

New college students are often shocked to learn that they have been plagiarizing in their pre-college writing without even realizing it. The penalties for plagiarism in college can be severe, so students must be aware of what plagiarism is and how to avoid it. Following is a brief list of common errors that constitute plagiarism.

- Using someone else's words without quotation marks and without indicating where you found them

- Using someone's ideas, even though you have put them into your own words, without giving proper credit to that person
- Using another person's phrasing, simply changing one or two words without indicating it is a quotation
- Using another writer's method of organization and/or presentations of ideas without giving the author proper credit

College courses are designed to make you think by developing your powers of reasoning. Plagiarism allows you to avoid learning to think, defeating the purpose of higher education.

Persons who knowingly allow their work to be plagiarized are guilty as well by helping the plagiarizing student avoid the mental exercise necessary for real learning to take place. In addition, plagiarism does a disservice to the original author by not acknowledging his or her valuable work.

Turning in a paper that has been written, in whole or in part, by someone else is a form of plagiarism. Ordinarily the purpose of the assignment will decide for you how much help you can accept from others and still remain honest. For example, instructors often use peer editing groups in class to help you test your first draft; or your instructor may suggest that you ask a friend or family member to read and evaluate your paper. In these cases, you may revise your work, using any suggestions you receive from the reader.

On the other hand, your instructor may feel that he or she can understand your writing problems better and help you more effectively if you hand in your paper without using outside help. In either case, you need to be aware of the forms of plagiarism and to be sure that all of the work you hand in is yours.

Plagiarism is illegal and carries serious penalties. A plagiarized assignment may be re-assigned or failed at the discretion of the individual instructor. Blatant or repeated plagiarism can lead to failure in that course.

Official 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.

Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.

I. Violations of Academic Honesty: Violations include but are not limited to the following activities:

1. Copying another person's work and claiming it as your own;
2. Using the work of a group of students when the assignment requires individual work;
3. Looking at or attempting to look at an examination before it is administered;
4. Using materials during an examination that are not permitted;
5. Allowing another student to take your exam for you;
6. Intentionally impeding the academic work of others;
7. Using any electronic device to transmit portions of questions or answers on an examination to other students;
8. Using any electronic device to improperly store information for an exam;
9. Knowingly furnishing false information to the University or its representatives.
10. Assisting other students in any of the acts listed above.

II. Definition of Plagiarism

Plagiarism is a specific kind of academic dishonesty in which you take another's ideas or words and claim them as your own. When you draw on someone else's work, you must indicate the source of that material, whether you are repeating another's words, argument or thought. Even if you paraphrase another's work and are not using the exact

wording, you are still required to indicate the source of the material. This material must be clearly identified with appropriate citations. If you do not do that, you have plagiarized those materials. Any time you copy and paste any writing that is not your own for an assignment, you must use quotation marks and give the source of that material. If you cut and paste without noting what you have done, you will be guilty of plagiarism. Even if the writing is your own, if it has been used for a previous assignment that should be indicated.

III. Student Due Process Procedure

A student accused of academic dishonesty will first meet with the faculty member who made the allegation of academic dishonesty. If the faculty member decides academic dishonesty occurred, consequences could include giving the student a zero on the assignment, asking the student to rewrite the assignment, or failing the student in the course. If the student's grade is affected, the faculty member must file a Missouri Western State University Academic Honesty Violation Report. If the student disagrees with the faculty member's decision, the student may submit a written appeal of that decision within 10 working days to the department chairperson and request a meeting with the department chairperson. The department chairperson will inform the faculty member that an appeal has been made, and the faculty member will have the option to submit a rebuttal form to address the student's appeal. In the event there is no assigned chairperson, the request should be made to the college or school dean. The chairperson's decision shall be provided in writing to the student and to the faculty member within 30 calendar days of the chairperson's receipt of the written appeal. If the student chooses to continue the appeal process, the appeal may be made within 10 working days to the provost or designated representative to present the case to the Academic Honesty Committee. The provost or designated representative will present the case to the Academic Honesty Committee within 10 working days of receipt of the appeal. If the appeal is made during the summer semester or intersession, it will be presented to the Committee within 10 working days from the beginning of the next regular academic semester. The Committee will base its decision on the written statements and evidence submitted by the student and the faculty member. The Committee's decision, which must be made within 30 calendar days from the date on which the committee receives the appeal, is final. The Committee will notify, in writing, the student and the faculty member of its decision. If it is determined that no violation of academic honesty has occurred, the student's alleged violation will be removed from his or her record.

Unit Tests

There will be a test on each of the three units we study as a class: 1) Human Nature; 2) Law and Government, and 3) Wealth, Poverty, and Economic Class. The test will consist of true-false, multiple choice, matching, short answer, and essay questions. The tests will be administered on-line. Study Guides will be provided.

Class Work

In class we shall discuss assigned readings and practice writing skills: summary, analysis, paraphrase, refutation, comparison/contrast, description, response, free writing, and the like. Sometimes you shall work individually and sometimes in groups.

Readings

You must keep pace with the reading schedule. Your success depends on your keeping up. Class discussion, class work, papers, and tests are all based on these readings. Moreover, you will be quizzed on each chapter in part II of our textbook, *A Guide to Reading and Writing*.

Answers to Understanding the Text (UTT) Questions

After each reading in our textbook there are Understanding the Text Questions. You are expected to complete all of the questions for each assigned reading, as specified in the homework schedule. Bring your typed or written

answers to class or if you prefer you may do them on line, posting them to your journal in Web CT. However, if you do them online, you will need to bring your laptop or notebook computer to class.

Quizzes

You shall be quizzed during the first week on our major class documents (Syllabus, General Writing Instructions, Group Project Instructions, and Homework Calendar). In addition you will be quizzed on each chapter in part II of our textbook, A Guide to Reading and Writing. Study Guides will be provided for all quizzes.

Group Work and Conferencing

Students will work together in groups on a regular basis. In addition, you shall meet together for conferences both with fellow students and with me. You are expected to contribute productively in every conference. Conferences with the instructor are mandatory.

Deadlines

Assignments are due on the dates indicated on the schedule and/or announced in class. I reserve the right to refuse late work or make-up work or accept it but deduct points. Generally, I will accept late or make-up work without penalties unless tardiness becomes excessive.

Attendance Policy

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. All other absences will be deemed unexcused. The maximum number of unexcused absences allowed for this class before Midterm is five for classes that meet three times a week and once for those that meet once a week. Thus, if you have three unexcused absences before the said date, you will be reported to the Registrar's Office and withdrawn from this class. The Financial Aid Office will reduce financial aid as appropriate. Students will be given an excused absence only when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event.

In addition to the school's attendance policy, it is my policy to allow no more than seven for classes that meet three times a week and no more than two for those that meet once a week. I will fail any student who misses more than the specified number, excepting of course those who have already dropped or been withdrawn.

Class Participation

I reserve the right to lower a student's final grade by two points for every instance of any of the following:

- * Engagement in anything other than listening when fellow students read or speak to the class
- * Refusal when present to read from or discuss one's own paper, journal, or other assignment
- * Failure to participate in group activities

Scheduled Final Exam

Attendance at the university's scheduled final exam is mandatory. You will present your group project during this time. You shall fail the class if you fail to attend the scheduled final exam.