

ENGLISH 108: COLLEGE WRITING AND RESEARCH

Missouri Western State University, College of Liberal Arts and Sciences

Department of English, Foreign Languages, and Journalism

Spring 2010

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Courses:

ENG108-18 Tuesday & Thursday 9:30a-10:50 at Murphy Hall 113

ENG108-20 Tuesday & Thursday 12:30p-1:50 at Murphy Hall 109

Office Hours: Tuesday's & Thursday's 8:30am-9:00; 2:00-2:30 (as needed)

Course Description

For the specific course objectives, please visit the English Department website at <http://www.missouriwestern.edu/EFLJ/eng108.asp>

Course Objectives:

- **Learning to write for different audiences and purposes**
- **Learning to use active reading and critical thinking**
- **Learning to use [the/a] writing processes**
- **Learning written conventions**
- Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.
- 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.
- 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.

Required Materials

Texts:

- Palmquist, Mike. *The Bedford Researcher*. 3rd ed. Boston: Bedford/St. Martin's, 2009.
- Ferguson, Susan. *Pass English Comp: The Study Guide for Critical Thinking, Rhetoric, and College Writing* (paperback). Sedona: Ninth Month Pub., 2008.
- Website for the *Bedford Researcher*: <http://www.bedfordresearcher.com>.
- Your choice of a collegiate dictionary, but it should be a behemoth of a dictionary, size really does matter, and must be available to use in class.
- Articles and other photocopied texts used in research projects.

Other:

- A MW email account
- Reliable access to the Internet for the websites listed above (or use MWSU computer labs)
- Flash Drives or CD-RWs for revising, saving, and backing up your work
- College rule paper
- A three-ring binder notebook to keep your class notes and materials organized
- A hole punch, so that articles and other materials may be inserted into your notebook
- A pocket folder in which to submit the final research project
- A sense of what it means to be in college and a reasonably good sense of humor.

Assignment and exam types:

Pre-Writings, Responses, Reflections, Research Exercises (including Research Essays)

To find and develop topic ideas, we will do a number of brainstorming, freewriting, and invention exercises for each

project. Students will also develop their skills of summary, synthesis, and argumentation by responding to the readings and to each other. Research exercises will provide an introduction to the library and other information sources. Research essays are the backbone of the course because students should be effective writers of research by the end of the course—practice makes better. If I feel that we're falling down on our responsibilities, becoming lax in our standards, or succumbing to a general apathy for college and its power to enrich all our lives, I may give the occasional quiz. Let's try not to go there; it's best for all concerned to be prepared and be involved in the learning process.

Prospectus with Annotated Bibliography

For this project, students will create a prospectus with annotated bibliography on an arguable issue related to the field he/she wants to be in. The prospectus increases students' skills in the area of note-taking, summarizing, and synthesizing in support of their arguments, while the bibliography assignment expands on students' formal library research skills and provides additional practice in formal documentation.

Final Exam

If students have shown understanding of the assigned reading, then the Final Exam will be an essay. Otherwise, the Final Exam will contain short-answer and an essay covering the assigned reading. The student will take the exam at the designated time for the class he/she are in enrolled in. If the student will not be able to take the test at the designated time, it is the student's responsibility to contact the instructor at least 7 days before the first exam given to arrange to take the test during the other scheduled exam time. There will be no e-mailed exam and no scheduled exam outside of the times given by the University. **If the student cannot attend one of the two scheduled times for exams, the student will fail the exam by absentia.**

Grading

We will do three research projects, a research prospectus and a final exam in this course. **In order to pass the course, you must complete the projects, the prospectus, the exam, and have no less than a 70% in Participation.** In addition, the quality of your work, the percentage of the work that you complete, and your efforts at participation will determine your final grade.

A word of caution: don't underestimate the value of small assignments, preparedness, and daily participation. Even if you receive passing grades on your projects, you can fail the course because of poor performance on daily assignments. Occasional lapses are understood, but chronic lapses can only pull your grade downward.

Your Final Grade Distribution is as follows:

- Participation and Reflective essays = 25%
- 3 Research Projects (including all the work leading up to its completion) = 30%
- 1 Research Prospectus w/ Annotated Bib. (including all the work leading up to its completion) = 20%
- Final Exam = 25%

Course Requirements

Attendance and Promptness

Western has a mandatory attendance policy for all 100 and 200 level courses. Attendance is mandatory. The University allows you 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—it isn't the responsibility of the faculty/staff to get the written verification to the instructor because it is YOUR responsibility.** School functions, illness, and personal crisis do not absolve you from your classroom obligations, so while due consideration is given to the student dying on the way to class, an absence cannot be designated as "excused" or "unexcused"—it simply "is." Lateness and absence counts against the Participation, Research Projects and Research Prospectus grades. Assignments/exams cannot be absent—ever. **If absent, it is YOUR responsibility to know the who/what/when/where/why/how—the instructor will not re-teach a class day for absent students.**

Regular attendance is an essential part of the student's educational experience and a requirement for an adequate evaluation of student academic progress. You are responsible for material covered or assignments given which you missed because of absence. All out-of-class assignments are due at the beginning of the class.

Quizzes/exams/assignments cannot be made up at instructor's discretion. **Late assignments aren't accepted.**

You should note, however, that mere attendance does not mean you will pass the course. You must perform adequately on the tasks required and show initiative in completing the course requirements, and participate positively in discussions.

The maximum number of absences allowed for this class before the midterm report is three (based on our twice per week meeting schedule). Thus, when you have four absences I must report you to the Registrar's Office, who will automatically withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate.

Finally, if the instructor should be unable to meet class, a secretary, or a fellow instructor will notify you in person-- NOT by a note on the classroom door. Be sure to note any assignments due upon my return.

Participation and Preparation

You will be expected to make significant contributions to the class in the form of participation and preparation. Participation includes the contributions you make to class discussion and the effort you make to be a part of our discourse community. Preparation includes doing the daily readings and responses as assigned, as well as engaging exuberantly in our activities. Keep in mind that live classroom discussion:

- gives you practice arguing with others respectfully and professionally
- gives you opportunities to formulate applications of principles
- gives you prompt feedback on difficult or confusing issues and material
- increases your retention of material through explaining, summarizing, and questioning.

A pet peeve for me is someone who didn't do the readings or assignment tries "guessing" their way through a discussion. At my discretion, if a student is unprepared for class and tries to dishonestly "get by" in discussions or activities, I will count the student absent and he/she will *earn a zero in participation for the week*. This rule is in relation to Academic Honesty; be aware it could be worse.

Sharing Your Work

Students are expected to share their writings and other work with members of the class and, therefore, should not choose to write on topics they consider of a sensitive nature. Further, all work that a student produces may be shared by the instructor with the class for purposes of example and training. Such work will be as anonymous as possible. Finally, the instructor may share your work anonymously with future classes. Shared work must be individual and original. No one wants to read many essays that sound about the same, which usually results in a common poor grade or a low impression of the writers.

Classroom Courtesy

Practice courteous and respectful exchanges. We should be particularly careful to note how tone, rhetoric, and language all contribute to the overall impression of our words and writings. **The University expects all students to conduct themselves so as to maintain an effective environment for learning; to act responsibly in accordance with good taste; and to respect fully the rights of others. Be mindful courtesy and respect are expectations and require a higher degree of effort and consistency unlike high school. If a student is disruptive or disrespectful, the student will be required to leave class and take an 'F' grade for the Participation week and on any assignments due that week the student was dismissed from class. If Campus Security must be called to remove the student, the student will then be asked to Drop the course as well as have the previous consequence apply ('F' for Participation).** Students are expected to be respectful, responsible, and mature adults. If the student insists on being disrespectful to the educational setting and those contained therein, the student will earn an "F" for every class session the student doesn't meet with the instructor to resolve the issue including having the student drop the course.

Revision

Revision is an important part of the writing process, and each project that we do will go through an intensive draft and revision stage before being turned in. Drafts will be graded for completion and used for small-group activities, and each final essay will be graded on its merits and appropriateness to the assignment with all drafts turned-in as proof of using the writing process. Since each paper will receive critiques before the final version is submitted for grading, you must consider the final version to be final. However, only two research essays that earned more than a 68% grade can be revised and turned in for *up to* 1/3 the original maximum points to be added to the original score for the essay (earning no more than 100%). This high school-like extra point opportunity for revised essays cannot change mid-term grades after mid-term; Research Prospectus, and all other assignments or exams aren't eligible. More details on this revision opportunity will be given after mid-term week, otherwise ask Mr. Usera before then.

Late Work

All assignments are due at the beginning of the hour on the due date, unless otherwise specified. Learning is a cumulative process and each assignment in this course is designed to build on the last assignment; therefore, late work disrupts this important aspect of the learning process. **No late work will be accepted** regardless how many consecutive days absent. Even if you will be absent, your assignment will make it to class because late assignments aren't accepted (hint: have a friend drop it off at the start of class or e-mail it to me with a date/time stamp that precedes the class hour you are enrolled in). Assignments make it to class on time, even if you can't. **If an electronic version is required as**

part of the assignment, it too is due at the beginning of the hour otherwise the entire assignment is late, and no late work will be accepted.

Computer Usage

You will be called upon to read materials online and to use computers in and outside of class time. Further, all papers turned-in for this course must be word processed in **MS Word** to guarantee correct format. MWSU has a number of computer labs to help you complete this requirement. Learn to use the labs early and plan ahead to get into them during the busy parts of the semester. **Submitting papers in any other format than MS Word will count as not turning in the assignment. If you don't have access to MS Word outside of class, use the MWSU computer labs. If you find an excuse not to use the computer labs, drop the course.**

Time Expectations

As with all college courses, a steady devotion to duty is expected; thus, while much work will be done in class, you must set aside an appropriate amount of time each day to completing your assignments, including time to go to the library and the computer lab. Remember: no late work is accepted, so anticipate that there will be occasional glitches, whether personal or technical, and be sure to allow an extra hour or two in your schedule to handle unanticipated problems.

Handwriting

Some assignments, like the reflective essay and the Final exam, will be handwritten in class. Because handwriting still has uses in today's electronic environment, handwriting must be neat and legible. **Cursive or print may be used but the end product must be neat and legible; if readability is affected, the instructor will guesstimate the grade in the F or D range for poor penmanship.** Practice writing to keep your handwriting legible.

Electronic Devices

In this day in age laptops and cell phones have become very convenient tools for work, personal communication, and entertainment. However, these same devices can be sources of distraction and the detriment to one's own personal growth (cheating, plagiarism, etc.). Therefore, **laptops are not allowed in class** unless specifically scheduled for use in an activity as assigned by the instructor. **Cell phones are off during class. If a cell phone is left on** and the student or class is distracted by the cell phone, **the student will be dismissed from class as per Classroom Courtesy.**

University Academic Honesty Policy and Due Process

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 activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. Using papers from previous classes/courses is a form of plagiarism. **Safe Assignment will be used on all turned-in research essays and some other assignments at the instructor's discretion. A TurnItIn.com Plagiarism score of 7% or more will be counted as Academic Dishonesty.**

The student handbook is available online at <http://www.missouriwestern.edu/handbook/index.pdf>

Course Policy on Academic Honesty

. . . it is better to fail in originality than to succeed in imitation. -- Herman Melville

Plagiarism is literally the stealing of others' words and ideas and using them as your own. Make every effort to give credit where credit is due, and if you are not sure of "how"--ask. You are responsible for proving that all work turned in for grading is your own original work for *that* enrolled class. Work with evidence of plagiarism, intentional or not, will receive a zero and may result in failure of the course. Further, all incidents of academic dishonesty will be reported to the Provost as required by the official University policy and may result in additional consequences for the student.

Final Thoughts

Despite Einstein's assurances that even the motions of dust motes have pattern, life to us mere mortals is unpredictable. I recognize that at times your outside life may interfere with your classroom life. It is up to you to set your priorities and to realize that "doing it all" is not always possible or even desirable. If you are feeling overly stressed about all you have to accomplish, you need to come see me immediately. The cost of dropping college courses until you have better control over your classroom life may seem difficult, but sometimes choices have to be made that will make life more manageable—life will never be absolutely controlled.

Course Schedule

Note that not all the assignments are given below. This is a general guide as to the reading schedule and the major project due dates. For all other assignments, you will be given instructions in class. You should have the readings read **by the date indicated.** Reading ahead is permitted; not reading is unwise.

Textbook Abbreviations: P = Pass English Comp; R = The Bedford Researcher

B= Website for <http://www.bedfordresearcher.com>

English 108 Assignments [All of the information on this calendar is tentative and each scheduled day will be confirmed on that day of class]. **H/W = Homework** you need to do.

January 19 Week 1

1. Class introduction; Talk about the texts for class; Discussion of critical thinking, and cultural literacy. 2. What books/articles should students bring?

H/W: DUE 1/21

1. Bring an article from a newspaper or magazine that addresses Cultural Literacy

H/W: DUE 1/26

1. **P:** 1-61 completing the questions in each section/chapter will help with discussion

H/W: DUE 2/2

1. **R:** 3-46

January 21

1. Four characteristics of a strong thesis statement
2. Group activity: share the article brought and explain how it addresses Cultural Literacy
3. Group activity: come up with a definition of Cultural Literacy and answer "Why is Cultural Literacy important as it relates to your major?"
4. "Idea walls" or something like that

H/W: Due 1/26

1. **P:** 103-124 completing the questions in each section/chapter will help with discussion

2. Write a thesis statement for an Informative essay that deals with Cultural Literacy and a field of study (i.e. History, Psychology, Biotechnology, Education, etc.). The thesis statement may be as long as two sentences and can be contained in one paragraph.

H/W: Due 1/28

B: Under "Other Resources" complete the "Avoiding Plagiarism" Tutorial (in this section read all under "Student Resources") [<http://bcs.bedfordstmartins.com/plagiarismtutorial/>]

January 26 Week 2

1. Discuss readings
2. View sample of multi-sentence thesis statement
3. Introduce the "gallery" activity; Thesis statement "gallery" (each person will have at least 5 comments about her/his thesis statement)
4. Bedford Researcher online: Thesis statement (Research Writing "How-To" Guides)

H/W: Due 2/2

1. **R:** "Introduction for Writers"

2. **R:** 285-290

3. Think of a topic for your first research essay and bring that topic to class where we'll discuss topics

H/W: Due by 2/4

1. **B:** Under "Other Resources" select Exercise Central, then select "Comprehensive Study Plan" and complete the "Writing with Sources" section (all) and e-mail your results to lusera@missouriwestern.edu

January 28

1. Introduce Question-discussion
2. Topic Question-discussion; Share topics
3. Discuss readings
4. **Informative Research Essay #1 assigned [DUE 2/16/2010]**, details given in class (the topic will come from Cultural Literacy issues).
5. Describe what is needed for a first rough draft that only applies to Informative Research Essay #1

H/W: Due 2/2

1. **P:** 125-135

2. **P:** 151-153 complete the "Structuring the Informative Essay" on pages 152-153 (show this to the instructor for completion points)

3. Have a draft to share and "turn-in" draft for completion points

H/W: Due by 2/4

1. **R:** 47-98

2. **R:** 291-322

February 2 Week 3

1. Discuss readings
2. Lecture on the role of writer and the role of audience
3. Share rough draft in a small group activity

H/W: Due 2/4

1. Bring to class two sources you will use for your Research Essay #1

2. Create a draft

H/W: Due 2/9

1. **R:** 101-161

February 4

1. Discuss readings
2. Work on rough drafts in class
3. Introduction and Conclusion strategies

H/W: Due 2/9

1. **R:** 162-221
2. Work on a new draft for Research Essay #1. This draft should be the most complete with a bibliography

February 9 Week 4

1. Discuss readings
2. Review MLA (page 291-322 in R) for Research Essay #1 (we won't read each page, but go through the need-to-know information to help cite your essay)
3. Peer revision/editing using a draft.
4. Peer revision using a draft.
5. Discuss how to utilize "Use the rest of the time to work on drafts with help from peer groups and instructor"

H/W: Due 2/11

1. **R:** 222-238
2. Work on a new draft for Research Essay #1. This draft should be the most complete with a bibliography and correctly integrates sources with proper MLA citations.

February 11

1. Discuss reading
2. Update Idea Wall
3. Gallery using Research Essay #1
4. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 2/16

1. Finish Research Essay #1. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor and both items cannot be late otherwise it is a zero for the assignment

February 16 Research Essay #1 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor

1. Review how to use colons and semi-colons; discuss the use of Transitions

H/W: Due 2/18

1. Find two articles or books addressing a topic that is related to the career field you are interested in joining. Be sure you are vested in the topic.
2. **R:** 323-352

H/W: Due 2/25

1. B: Under "Other Resources" select Exercise Central and complete the "Writing and Revising" section (all) and e-mail your results to lusera@missouriwestern.edu for extra credit

February 18

1. Read and discuss Pass English Comp pages 143-150.
2. Share with the class two articles/books addressing a topic (possibly add to the Idea Wall).
4. **Synthesis Research Essay #2 assigned [Due March 11]**

H/W: Due 2/23

1. **R:** 239-261
2. Create a draft to share (in paper form)

February 23 Week 6

1. Discuss readings and Style.
2. Review Introductions and Conclusions
3. Topic Question-discussion; Share topics
4. Presentation on "Essays: the timed assessment"

H/W: Due 2/25

1. **R:** 262-284
2. Create an Introduction rough draft (with a thesis) for Research Essay #2
3. Bring to class two sources you will use for your Research Essay #2

February 25

1. Discuss readings
2. Gallery on Intro and Thesis statement
3. Discussions about the two sources you will use for Research Essay #2 (summarize the sources then explain how you will synthesize the information)
4. **Research Prospectus assigned [Due April 29]**

H/W: Due 3/7

1. Create another draft to share (in paper form)

March 2 Week 7

1. Gallery rough draft
2. Revisit the concept of VALID sources
3. Comments and peer review activity
4. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 3/4

1. Create another draft to share (in paper form)

March 4

1. Review APA 2. Brief overview of the Research Prospectus 3. Gallery using drafts 3. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 3/9

1. Work on a new draft for Research Essay #2. This draft should be the most complete with a reference list and correctly integrates sources with proper APA citations.

March 9 Week 8

1. Gallery using drafts 2. Peer revision/editing using a draft. 3. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 3/11

1. Finish Research Essay #2. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor

March 11 Research Essay #2 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor

1. Discuss the writing process, and MLA vs. APA 2. Reflective essay writing: Respond to one of the reading assignments you've had in the R or P books 3. Spring Break from March 14-21.

H/W: Due 3/23

1. **P:** 155-163; 165-168

March 23 Week 9

1. Discuss readings 2. Reflective discussion: What do you think about the process of creating a research essay as it relates to this class and yourself?

H/W: Due 3/25

1. Bring to class two or more sources you will use for your Research Essay #3

March 25

1. Discussions about the two sources you will use for Research Essay #3 (summarize the sources then explain how you will synthesize the information) 2. Revisit Idea Wall 3. Discuss topics for the Argument Research Essay based on drafts 4. **Argument Research Essay #3 assigned [Due April 15]**

H/W: Due 3/30

1. Create draft thesis statement with an intro to share (in paper form)

March 30 Week 10

1. Question Discussion using draft thesis statement or introduction 2. Discuss topics for the Argument Research Essay based on drafts within peer groups 3. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/1

1. Create another draft to share (in paper form)
2. **R:** 353-398

April 1

1. Review Chicago and CSE 2. 3. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/6

1. Create another draft to share (in paper form). Be sure to have a complete Intro and Conclusion; have enough of a draft for people to see your use of transitions.

H/W: Due 4/8

1. Have a draft of your prospectus ready to share

April 6 Week 11

1. Gallery using the drafts for Essay #3 2. Digest responses within peer groups 3. Discuss Research Prospectus using P: 169-173 and examples 4. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/8

1. Work on a new draft for Research Essay #3. This draft should be the most complete with a bibliography and correct integrates sources with proper MLA, APA, Chicago, or CSE citations.
2. Have a draft of your research prospectus ready to share

April 8

1. Gallery on essay#3 drafts 2. Using peer groups, share your prospectus drafts 3. Discuss prospectus drafts 4. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/13

1. Work on a new draft for Research Essay #3. This draft should be the most complete with a bibliography and correctly integrates sources with proper MLA, APA, Chicago, or CSE citations.

April 13 Week 12

1. Peer revision/editing using a draft of essay #3 2. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/15

1. Finish Research Essay #3. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor
2. Have a rough draft of your Prospectus to share

April 15 Research Essay #3 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor

1. Gallery using Prospectus 2. Annotating Bibliographies 3. Use the rest of the time to work on drafts with help from peer groups and instructor

April 20 Week 13

1. Reflective writing: Write about what defines you as an academic writer. Turn-in reflective writing at the end of class. 2. Share reflective essays for extra points

H/W: Due 4/22

1. Bring a draft of the Research Prospectus to share on April 22

April 22

1. Gallery using the draft of the Research Prospectus 2. Using peer groups, share your prospectus drafts 3. Use the rest of the time to work on drafts with help from peer groups and instructor

H/W: Due 4/27

1. Taking the comments into account, create a draft of that is the most complete with a bibliography and correctly integrates sources with proper MLA, APA, Chicago, or CSE citations.

April 27 Week 14

1. Gallery using the draft of the Research Prospectus 2. Talk about the Final Exam

April 29 Research Prospectus is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor

1. Each student will present his/her research prospectus to the class for an additional extra points to the prospectus

May 4

1. Study day

Final Exam Schedule

ENG108-18 (9:30-10:50) May 6 -- 8:30-10:20am

ENG108-20 (12:30-1:50) May 6 -- 11:30-1:20pm

The Final Exam won't necessarily match the earlier description of the Final Exam.