

Syllabus for ENG 108 College Writing and Research

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

ENG 108-11 – College Writing and Research

Instructor: Dawn Terrick

Spring 2010

TTH 2:00-3:20 pm Murphy Hall 104

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Office Hours: Monday: 11-12; Tuesday: 11-12; Thursday: 11-12 and 2-3; Friday 11-12

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Required Texts:

- *Class Matters*. Correspondents of *The New York Times*. New York: Times Books – Henry Holt and Company. 2005. ISBN-13: 978-0-8050-8055-1
- *The Bedford Researcher*. Mike Palmquist. Bedford/St. Martin's Publishing Company.

Required Materials:

- Jump drives/flash drives for revising and saving all work
- Folders

Recommended Texts:

- A writing handbook or style guide of your choice

Course Description:

Research is "the spirit of inquiry. The habits of mind that good research writers develop are something we can teach that is truly multidisciplinary. That spirit is charged with curiosity, of course -- the itch to know and learn and discover. But it also involves the ability to ask researchable questions, the instinct to look in the right places for answers, a willingness to suspend judgment, and an openness to changing one's mind." -Gary Goshgarian

"Writing [is] both a personal and social process. The writing process often begins with expressive writing: writing for oneself to articulate and clarify thoughts and feelings. Making one's thoughts public through writing then initiates a connection between the writer and his/her audience. Writing can empower us. As writers we can effect change within ourselves and the communities to which we belong." -Marjorie Ford and Elizabeth Schave

"It is better to write for yourself and have no public rather to write for the public and have no self." -Cyril Connolly

We live in an information society, a society that is dominated by language; therefore it is imperative that we, as human beings, understand the information around us. Those who think critically about their own and others' ideas, sort through this information that is available to them and effectively convey their thoughts and ideas will be able to successfully function in this society. In order to achieve these goals as a class, we will:

- Improve our reading skills through extensive reading and participating in discussions regarding the readings.
- Summarize, analyze and evaluate written works
- Revise our written work. We will write drafts, reread first and second copies to rethink what we have discovered and revise for an organization appropriate to our main purpose and audience.
- Collect, sort through, determine the validity of and synthesize research and information. We will have to familiarize ourselves with several reference tools in the library, work with the Inlex-System, locate books and journals in the library and locate source materials on electronic databases.

For common objectives/means and institutional competencies for ENG 108, also refer to the English department website at <http://www.missouriwestern.edu/~engdept/eng108.html>

Course Structure:

I have structured this course so that everything you read, discuss and write is connected in some way.

A large part of research is reading and truly understanding what you read and, as a result, the first weeks of the course will focus on refining your evaluation and analysis skills. Your reading and writing assignments will reflect this. Then, we will begin to narrow our focus to the final research project. Your research project will involve exploring your topic from different perspectives and utilizing a variety of sources. Moreover, the reading and research you complete for this project will allow you to obtain new information and points of view and, as a result, you will be able to develop a more informed and substantial perspective on your topic. You will be able to decide the topic/issue of this project (although there are certain topics I will not accept and your topic must be approved by me). Your topic can be related to your major, intended career, an issue that you have read about or have been involved in within your community, social issue/problem, etc. I will review the details of this project in class. You will also be required to write “smaller,” but equally important, papers and these papers are some of the different stages in the process of the final research project (project proposal, background essay and interview paper). Each paper will be submitted and graded and you will have the opportunity for revision. These assignments will then be synthesized and expanded into your final research project. Although you must meet certain deadlines, you will also be given the opportunity to work at your own pace on your project. By breaking down a large writing and research project into smaller steps, it will make the entire process less intimidating and easier to manage. However, be aware that this course entails extensive writing and researching and, as a result, requires that you remain aware of due dates and stay on schedule.

Methods of Instruction:

Methods of instruction include textbooks, lectures, class discussions, group work, in-class workshops, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision groups and in-class exercises. Students should also maintain an organized folder of all research, notes, class-work, etc. and be prepared to bring it to class and submit it to the instructor throughout the semester. Students will also be required to give an oral presentation regarding their research project at the end of the semester.

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 and 200 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. All other absences will be deemed unexcused. *The maximum number of absences allowed before the midterm report for this class is three (3).* Thus, when you have four (4) 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. If you know of any circumstances likely to make this policy difficult for you this semester, you may wish to consult with your advisor to review your options. If you exceed the allowed absences after midterm, your final grade will be affected. As a result, attendance is vital to your grade and success in this class and excessive absences will lead to failure.

If you miss a class session, you are responsible for all material covered and assignments given during your absence. All out-of-class assignments are due at the beginning of the class period. Students are expected to attend every scheduled class meeting. Also, 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.

Late Work: 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. I will not accept/grade any other late papers. This is important because you must complete, turn in and receive a grade for all papers in order to pass this class. Consequently, if you submit more than one late paper, you will fail the course. If you are not in class on the due date you are still responsible for submitting your assignment on time. Late in-class writing assignments will not be accepted. Late presentations will not be accepted.

Revision: All formal, graded writing assignments, except your final research project, 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 portfolio 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. Revision is important because each paper covers important skills that you will need to know for the next paper. Although you cannot revise your final research project, you will write it in "stages" and those stages can be revised. You will also have ample opportunity to obtain feedback from your peers and from me regarding your final research project.

Grading: Your final grade will be based upon your papers and portfolios (which include your formal writing assignments, in-class exercises, peer revision work and research process), oral presentation and final examination. Please remember that you must complete all assignments in order to pass the course. Also note that smaller assignments and class preparation/participation are very important and do affect your grade.

- Paper #1: 100 points
Rhetorical Précis/Analysis
- Paper/Mini-portfolio #2: 100 points
Project Proposal
- Observation/Survey TBA
- Paper/Mini-portfolio #3: 100 points
Background Essay
- Paper/Mini-portfolio #4: 100 points
Interview Paper
- Final Research Project/Portfolio: 350 points

- Oral Presentation of Project: 100 points
- Final Exam: 100 points

Due Dates: Please be aware of due dates for all assignments. It is important that you plan your time and decide upon whom you are going to interview and what site you are going to observe before the assignment is distributed. It is also important to schedule your own time to go to the library and engage in research (not only library research but research on the computer and in the field); some class time will be allotted for this but it will not be enough time for you to complete your research.

Paper #1: Feb. 9
Paper/Mini-Portfolio #2: Feb. 23
Paper/Mini-Portfolio #3: Mar. 23
Paper/Mini-Portfolio #4: Apr. 13
Oral Presentation: Apr. 15-29
Final Paper/Mini-Portfolio: Apr. 29

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. You will receive a grade of F (0 points) for any paper/assignment/exam that shows evidence of cheating and/or plagiarism and forfeit the opportunity to revise. You have the burden of proving that a paper showing evidence of cheating or plagiarism has in fact been written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. In addition, you must submit all of your research, notes and copies of documents with all of your papers/portfolios. Violations of academic honesty will be reported to the Provost or the designated representative on the Academic Honesty Violation Report Forms. Please note carefully the statement on plagiarism on the departmental website and refer to the Student Handbook 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>.

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 Michael Ritter, Special Needs Coordinator, me as soon as possible so that we can discuss class requirements and accommodations.

Miscellaneous: All drafts and final papers for this course must be word-processed. Please note that you must complete all major assignments and the final examination in order to pass this course. In addition, all research, notes, outlines, drafts, etc. must be submitted with your written work. It is also important to save all work on disks, keeping back-ups if necessary.

Please feel free to come see me if you have *any* problems or questions. I believe communication is very important between an instructor and her students and, as a result, I will make myself available to you for any reason.

ENG 108 Assignment Schedule

Please note that this is a tentative schedule and changes can be made.

Assigned readings in *The Bedford Researcher (TBR)* are very important and will guide you through your researching and writing. Assigned readings in *Class Matters (CM)* are important because they will be the foundation for class discussions and may also give you ideas for your research project. Please follow assignments in this schedule.

Week One

- Jan. 19: Introduction to course; Review syllabus; Survey on research
HW: Read “When the Joneses’ Wear Jeans” and be prepared to discuss and complete in-class assignment on Thursday (bring *CM* book to class); Begin thinking about topics for your research project
- Jan. 21: In-class exercise; Assign Paper #1: Rhetorical Précis and Analysis and review samples
HW: Read “Life at the Top in America Isn’t Just Better, It’s Longer” p 27 in *Class Matters (CM)* and be prepared to discuss and complete in-class assignment on Tuesday

Week Two

- Jan. 26: Discuss “Life at the Top in America Isn’t Just Better, It’s Longer”
HW: Read “The College Dropout Boom” p 87 in *CM* and be prepared to discuss and complete in-class assignment
- Jan. 28: Discuss “The College Dropout Boom”; In-class exercise on research topics (Ch. 1-2; pages 15-16)
HW: Work on draft; Bring in copies of word-processed rough draft of rhetorical précis and analysis; For help with analysis, evaluation and incorporating text for your précis and analysis essay, review the following: pp 49-66, 223-234, 236-238 in *TBR*

Week Three

- Feb. 2: **Rough Draft Paper #1 Due – Peer Revision Groups**
HW: Read Chapters 1 and 2 in *TBR*; Decide upon a topic for your research project; *This is important: Answer questions to “Create a Plan” p 21 and “Narrow Your Topic to an Issue” p 34; Research Log
- Feb. 4: In-class exercise; Discuss Research Project and Chapters 1-2; Assign Paper #2: Research Project Proposal; Review student samples
HW: Read Chapter 3 in *TBR* (*Important: focus on Step 2 on p 38 and “Research Proposal” pp 44-46)

Week Four

- Feb. 9: **Paper #1 Due**; Discussion of beginning your research and finding sources; Distribute and review “Befriending the Library” handout
HW: Read Chapters 8 and 12 (“Research Proposal” and “Working Bibliography” pp *169-176); Chapters 9 and 10 (researching)
- Feb. 11: Library Day (mandatory) – Come to class first
HW: Read Chapters 19-20 on MLA documentation **and bring all sources/research to next class**

ENG 108 Assignment Schedule

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Be sure to bring your research folder to class meetings.

Week Five

Feb. 16: Discuss Chapters 8,9,10 and 12, topics, etc.; In-class exercises on research question, annotated bibliography and getting started on your project; You will be working with your own research in class (handout)
HW: Read Chapter 6 and Chapter 7 and focus on plagiarism – see page 82 tutorial; Be sure to keep researching and writing on your own; Bring all research/sources to next class

Feb. 18: In-class exercise on plagiarism, paraphrase plagiarism, etc.; Review portfolio for Proposal; Assign Paper #3: Background Essay
HW: Complete Proposal and Annotated Bibliography; Read Chapter 5, “Evaluating Sources”; Bring all sources/research to next class

Week Six

Feb. 23: **Paper #2/Mini-Portfolio #2 Due**; In-class reflective writing; Discuss Paper #3: Background Essay; Review student samples; Discuss Chapter 5 and evaluating sources (in-class handout and exercise)
HW: Bring all sources to next class as well as *Class Matters*; Paper #3 is important and difficult so start on it ASAP!; Read Ch. 15

Feb. 25: Integrating and synthesizing sources (Chapter 15); in-class exercise for portfolio
HW: Review Chapters 19 and 20

Week Seven

Mar. 2: Discuss integrating borrowed material and Works Cited (Chapters 19-20); In-class work on Background Essay

Mar. 4: In-class work on Background Essay; Library Day
HW: Work on Background Essay

Week Eight

Mar. 9: **Rough Draft Paper #3 Due – Peer Revision Groups**
When we return from Spring Break, you must have an interview subject decided upon

HW: Work on Paper #3 and decide upon interview subject and set up interview
Mar. 11: **Library Day** to work on Background Essay
Note: When we return from Spring Break, you must have your paper/portfolio completed and an interview subject decided upon.

Spring Break March 14-21

Week Nine

Mar. 23: **Paper #3/Mini-Portfolio #3 Due** (be sure to include all research in portfolio);
**Assign Paper #4: Interview paper; Distribute “Bachan’s Story”
HW: Read “Bachan’s Story”; Set up interview!

Mar 25: Discuss “Bachan’s Story”; In-class exercise on interviewing (devising questions, taking notes and compiling notes into an essay); save for portfolio
HW: Read “Angela Whitiker’s Climb” p 202 in *CM* and bring book to class; Read Chapter 11 (pp 151-153 on “Interviewing and Field Research”); Set up interview!

(over)

ENG 108 Assignment Schedule

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Week Ten

- Mar. 30: Continue discussion/exercises of the interview and interview paper; Student samples; Discuss “Angela Whitiker’s Climb” and how it can help you with your interview
- Apr. 1: Review assignment and requirements for oral presentations; Sign up for presentations – this is important!
HW: Work on Interview Paper
*April 2 is last day to withdraw from a class

Week Eleven

- Apr. 6: Use this session to work on interview/interview paper or revision of Background Essay or go to the library
- Apr. 8: **Rough Draft Due for Paper #4: Interview – Peer Revision Groups;** Distribute Reflective Writing assignment for portfolio; Note: Tuesday, April 7 will be important day!
HW: Complete Interview Paper

Week Twelve

- Apr. 13: **Paper #4/Mini-Portfolio #4 Due; Extra Credit Assignment due no later than today;** Important class: *Discuss compiling your final research project; Distribute worksheet and assignment sheet for Final Research Paper as well as checklist for final paper/portfolio (cover letter, research survey, etc.); In-class exercise on writing the introduction and conclusion for the final paper; Review student samples
HW: Prepare final paper; For compiling final paper, read the following: Chapter 13 (organization), Chapter 14 (introduction, p 210-; body paragraphs, p 218- conclusion, p 218-) and Chapter 16 and 17 (revising and editing your final paper)
- Apr. 15: Oral presentations -- Attendance mandatory for all presentations

Week Thirteen

- Apr. 20: Oral presentations -- Attendance mandatory for all presentations
- Apr. 22: **Rough Drafts of Final Research Project Due – Peer Revision Groups**

Week Fourteen

- Apr. 27: Oral presentations -- Attendance mandatory for all presentations
- Apr. 29: Oral presentations; Distribute study guide for final exam; **Final Research Project/Portfolio Due – I will not accept late papers**

May 5-May 11:

Final exam week (Final exam is mandatory)