

Missouri Western State University
College of Arts and Sciences
Department of English, Foreign Language, and Journalism
ENG104- College Writing and Rhetoric
9:00-9:50 MWF, Murphy 104
Dr. Stacia Bensyl, Eder Hall 222 I
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Office hours: 10:00-11:00 MWF, 9:00-11:00 TR, and by appointment

Required Text:

Hirschberg, Stuart and Terry Hirschberg, eds. *One World, Many Cultures*. 8th ed. New York: Pearson, 2011.

Course Objectives:

This course is the first of a two-part composition requirement at Missouri Western. In this course you will begin to look at your own, your peers' and professionals' writing as ways to communicate complex ideas effectively. For the purposes of this course, let's define *rhetoric* as "the ability to use language effectively."

In English 104- you will meet the following objectives:

- Learn the elements of four specific rhetorical modes
- Be aware of the audience for each of these papers
- Practice pre-writing as a way to organize your ideas for your papers
- Edit your own and your peers' papers
- Read essays which use each of the four modes and be able to evaluate their effectiveness
- Begin to synthesize your ideas with others' in your writing

To meet these objectives you will:

- Write four papers, each of which uses one of four modes
- Share ideas with others in the class to establish a sense of audience
- Complete pre-writing assignments
- Edit your own and your peers' papers both for content and form
- Incorporate outside sources into your own work to support your thesis

ENG104 Goals and Objectives

We understand that writing is an ongoing process of continuing to develop as a reader, communicator, and writer. Developing as a college writer involves multiple cognitive skills. In teaching ENG100, ENG104, and ENG108, instructors are helping students develop these complex cognitive skills in various contexts. Because the college writing courses at Missouri Western are sequenced courses (the courses build upon each other and reinforce learning that has occurred in previous courses, ENG100, ENG104, and ENG108 goals and objectives echo and reinforce each other.

In attempting to articulate the dual focus of ENG104 (college composition and rhetoric), the following lists attempt to outline which practices the instructor should emphasize.

College Writing

- Active, analytical reading and critical writing
- Practicing writing in various forms (examples include: academic essay, email, speech, web site, blog, video, digital communication)
- Engaging in close reading of texts (being able to read a text and comment on it analytically or rhetorically, e.g. audience, context, purpose)
- Practicing critical thinking and critical writing activities, e.g. critical response journals, academic essays, blogs, peer responses
- Locating, evaluating, and using scholarly sources within academic prose; Engaging in research-based argument (attribute, document, and incorporate others' ideas in one's own text)
- Practicing organizational methods in writing
- Learning Written Standard American English conventions (spelling, grammar, editing, use of a style manual, MLA style)
- Learning and practicing a variety of processes including invention, drafting, and revision strategies (multiple drafts reviewed with feedback by peers and/or instructor)

Rhetorical Awareness

- Writing for various contexts, purposes, and audiences (rhetorical writing)
- Attention to audience awareness and the use of language or graphics to appeal to specific audiences (the various tools of persuasion)
- Understanding and use of rhetorical terms such as *rhetoric*, *ethos*, *pathos*, *logos* and *kairos*
- Understanding how context affects the construction of a text; creating texts with attention to context
- Practicing style in order to enhance communication

Assessment:

You will be turning in four “mini-portfolios” which will contain all the work you will do for each paper. Each assignment you are given will be worth a specific amount of points, and the possible total points value of each assignment will be clearly indicated on the assignment. You will also be taking frequent quizzes over the assigned readings from *One World, Many Cultures*, as well as a final exam over correct documentation.

You will receive a grade for all your in-class writings (responses to readings, prewrites, rough draft, peer reviews, and self-review). You will receive a grade for each of your papers (4). You will receive a grade for the combined total of your quizzes and your final exam. You will have a total of six grades, then, that will be figured for your total grade.

Grading policy:

100-90% = A

80-89% = B

70-79% = C

60-69% = D

59-0% = F

Remember, you must receive a grade of "C" or above to enroll in English 108 next semester.

Requirements and advice:

- If you miss a quiz, I will simply double the score of the next quiz you take. If you miss an in-class assignment, you must get the information from me or a fellow student and complete the assignment to include in your mini-portfolio. You cannot make up peer reviews. That process cannot be duplicated. You may turn in one late portfolio. A late portfolio must be turned in at the beginning of the next class period. If you turn in a late portfolio, you will forfeit the points for the self-evaluation for that portfolio.
- Make sure you save your work to something you have access to. Don't save it to a desktop you may not be able to get to each day. Come to class with your work for the day printed off. You may not leave class to go print your work.
- I insist on professionalism and respect in your interactions, both with me and with your peers. This doesn't mean we can't disagree. I encourage it, as long as we are all civil with one another
- If you have some unforeseen problem, contact me. I cannot help you if I don't know what is going on. Students often think the problem will just go away. It won't.
- At the beginning of class I will ask you to take out your phone, silence the ringer, and put your phone on the desk in front of you. I understand that many of you use your phone as a clock, and that is perfectly acceptable. Texting is not acceptable.

Portfolio Due Dates:

Portfolio #1: Process Analysis essay—February 10

Portfolio #2: Comparison/contrast essay—March 19

Portfolio #3: Cause and Effect Analysis essay—April 4

Portfolio #4: Argumentative essay—April 30

Attendance policy:

Class attendance is important. If you aren't here, you don't get the information you need to be successful in this class.

Student Disability:

If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or

visit the ODS website at <http://www.missouriwestern.edu/ds/> as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Academic Honesty Policy:

I abide by all the regulations outlined in the Missouri Western State College Catalog and Student Handbook:

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. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the 2011-12 Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure. This handbook is available online at <http://www.missouriwestern.edu/handbook/index.pdf>.

I will not tolerate plagiarism, cheating, or claiming another's work as your own. Please don't cheat! If I find evidence of academic dishonesty, I will automatically assign that student an "F" for the course.

Tentative Assignment Schedule

N.B. Please be prepared for adjustments to this schedule. I will announce any changes in class, well in advance.

Jan.	18	Introduction and class standards
	20	Introduction to Process Analysis
	23	Read "Body Ritual Among the Nacirema" page 397 quiz
	25	Complete analysis of "Body Ritual"
	27	Read "China Chic: East Meets West" page 508 quiz
	30	Complete analysis of "China Chic"
Feb.	1	Prewrite #1
	3	Prewrite #2
	6	Prewrite #3
	8	Rough draft of Essay #1 due for Peer Review
	10	Portfolio #1 due
	13	Introduction to Comparison and Contrast
15	Read "Learning from Ladakh" page 192	

- quiz**
- 17 Complete analysis of “Learning”
- 20 Presidents’ Day—no class
- 22 Read “American Dream Boat” page 68
- quiz**
- 24 Complete analysis of “American Dream Boat”
- 27 Read “Hidden Culture” page 6
- quiz**
- 29 Complete analysis of “Hidden Culture”
- Mar. 2 Prewrite #1
- 5 Prewrite #2
- 7 Prewrite #3
- 9 Rough draft of Essay #2 due for Peer Review
- 12 Spring break
- 14 Spring break
- 16 Spring break
- 19 **Portfolio #2 due**/ Introduction to Cause and Effect Analysis
- 21 Read “Plight of the Little Emperors” page 42
- quiz**
- 23 Complete analysis of “Little Emperors”
- 26 Prewrite #1
- 28 Prewrite #2
- 30 Prewrite #3
- Apr. 2 Rough draft of Essay #3 due for Peer Review
- 4 **Portfolio #3 due**/ Introduction to Argumentative Essay
- 6 Read “Want Creation Fuels Americans’ Addictiveness” page 391
- quiz**
- 9 Complete analysis of “Want Creation”
- 11 Documentation
- 13 Read “Follow the Money” page 212
- quiz**
- 16 Complete analysis of “Follow the Money”
- 18 More documentation
- 20 Prewrite #1
- 23 Prewrite #2
- 25 Prewrite #3
- 27 Rough Draft of Paper #4 due for Peer Review
- 30 **Portfolio #4 due**

Final exam: Friday, May 4, 8:30-10:20