

English 104: College Writing and Rhetoric

Fall 2001 / TTh 2:00-3:20 / JGM 120

Dr. Anna Leahy

MWSC / LAS / EFLJ

COURSE SYLLABUS

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OFFICE HOURS: TTh 3:30-5:00, W 1:00-3:00, and by appointment

English 104: College Writing and Rhetoric serves as an introduction to formal, academic writing and introduces students to different approaches to and techniques for writing essays. Students learn to analyze readings as writers, share information and ideas with classmates, and develop critical ideas into thoughtful essays. The main goals, in no particular order, for students in this section of English 104 are as follows:

- to form a supportive and critical community of academic writers
- to learn ways to read and respond thoughtfully and critically
- to write a variety of original, thoughtful, organized essays
- to support ideas in writing by using evidence, detail, and specificity
- to put ideas and thoughts into words effectively
- to make active, informed choices about drafting and revising
- to recognize individual strengths and possibilities as writers
- to move beyond what you already know and what you can already do.

In addition, students have individual goals for their writing and for this course; students should actively work to bring individual goals and course goals together to become stronger, more interesting writers. The instructor in a writing course is an expert guide and evaluator; the individual student must negotiate the course.

To see a more thorough description of English 104, including a list of course objectives common to all sections, refer to <http://www.missouriwestern.edu/eflj/eng104.asp>.

REQUIRED MATERIALS:

The New Century Handbook by Hult and Huckin

e-mail account for correspondence (contact 271-4354 for info on student accounts)

writing supplies such as pens, paper, computer disks, folders, etc.

funds to copy work for distribution to the class

GRADING POLICIES:

The course has five graded components:

Participation

Essay #1 — Description (500-600 words)

Essay #2 — Summary and Response (700-800 words)

Essay #3 — TBA

Essay #4 — Personal Narrative (600-750 words)

Each component is weighted equally in calculation of your final grade. However, if your essays and the corresponding grades reflect steady improvement, the last two essays will be weighted more heavily than the first two. Participation includes in-class discussion, group work, quizzes, in-class writing exercises, and so on, along with some out-of-class preparation.

All four essays, including all required drafts for each essay, must be completed on time to pass the course. Save all required drafts to turn in with the final draft for each essay.

A C-range grade represents acceptable, college-level work; merely completing all work does not guarantee at least a C unless the work is also reflective of college-level writing and response. A separate statement on essay evaluation criteria will be distributed. While some students initially worry that evaluation of writing is entirely subjective, your writing in this course is evaluated according to somewhat standard, academic criteria, including originality, active engagement with language, effectiveness, evidence of thoughtful revision, and so on. Basically, I look at three areas: organization (structure), material (content, evidence, detail), and expression (sentence-level issues).

Because of the emphasis this course places on building a community of writers, arriving late, leaving early, missing class, and showing up unprepared will seriously jeopardize your Participation grade. If you miss more than four class meetings, for whatever reasons, you should consider withdrawing from the course.

Late essays and drafts of essays, except in the most dire and documented circumstances, are not acceptable. You will receive an F on any paper for which any draft is late; as stated above, you will receive an F in the course if any drafts are not completed at all.

While some guided collaboration is encouraged in this course, plagiarism is not tolerated and will result in a zero for the involved component and for any individuals involved. A zero is calculated as less than an F and makes it mathematically difficult to pass the course. Refer to your student handbook for more information.

Grammatical errors are generally unacceptable and reflect less than college-level writing. Your textbook provides a solid grammar handbook. Take advantage of the Center for Academic Support (LRC 213) if this area of writing (or any other areas) concerns you. Though the Center is not responsible for a student's performance and will not "fix" papers, tutors can assist with any stage of the writing process.

OTHER COURSE POLICIES:

While I do not check up on work beyond listed assignments, I expect you to spend time on writing every day; in addition to course assignments, you should write for at least thirty minutes every day. Accumulated engagement in the writing process often pays off in later drafts. To an even greater extent than in many other courses, reaping the benefits from a writing course depends upon individual enthusiasm and engagement.

All assigned work, including copied drafts, must be completed before the class meeting for which it is due. Out-of-class, written work must be typed (double spaced), unless designated otherwise in class. All word/page limits are strict.

I hold scheduled group and individual conferences and encourage additional conferences as needed. Though I provide some written responses to some of your written work, I can provide interactive response in conference conversation, which provides individual attention from me, active involvement from you, and time for clarification and brainstorming.

Students with disabilities that inhibit work in this course should notify me in writing within the first two weeks of the semester so that accommodations can be considered.

No food or beverages (other than water) are allowed in carpeted areas.

Other relevant policies are included in your student handbook.

SCHEDULE:

Tuesday, August 21

Introduction to the course and to each other. Writing exercises.

Thursday, August 23

Read "Welcome to the *New Century Handbook*" (xxx1-xxxvii) to familiarize yourself with how the textbook works. Read Chapter 1 (1-8). Assignment for Essay #1.

Tuesday, August 28

Read Chapter 3a-b (21-34). Knowing that Essay #1 is to be a description of 2-3 pages, choose three possible essay topics; for each topic, answer the questions on page 26; for each topic, do a different form of prewriting—brainstorming on a computer, freewriting on a computer, or clustering. Bring all your prewriting to class.

Thursday, August 30

Read Chapter 6a-c (88-104). Bring a draft of your opening paragraph to class; bring enough copies for the entire class.

Tuesday, September 4

DRAFT of Essay #1 due.

Thursday, September 6

Instead of meeting as a class, I will hold individual conferences this week. For your conference, read Chapter 5a-b (61-73).

Tuesday, September 11

REVISED DRAFT of Essay #1 due for in-class peer response. Read Chapter 5c-e (73-82).

Thursday, September 13

Instead of meeting as a class, work on major revision of your essay; pay attention especially to issues of organization and material. I will be available for questions on Wednesday, September 12 and Monday, September 17; the Center for Academic Support is another option for assistance.

Tuesday, September 18

Read Chapter 38 (627-634). Sentence-level exercises in class.

Thursday, September 20

FINAL DRAFT of Essay #1 due. Assignment for Essay #2.

Tuesday, September 25

Read Chapter 2 (9-19). Choose, read, and annotate the piece you'll use for Essay#2; begin drafting summary and/or organizing your essay draft; bring work to class.

Thursday, September 27

DRAFT of Essay #2 due; bring enough copies for your group. Read Chapter 7 (111-134).

Tuesday, October 2

Small-group workshopping.

Thursday, October 4

Grammar review; attendance is optional, but the reading is required. Fragments & run-ons (Chapters 29 & 30); agreement (Chapter 27); modifiers & other confusion (Chapters 32 & 33); commas (Chapter 46).

Tuesday, October 9

REVISED DRAFT of Essay #2 due for peer response.

Thursday, October 11

FINAL DRAFT of Essay #2 due.