

English 104 College Writing and Rhetoric

I. General course information:

Course and section number: **ENG 104, Section03**
Meeting time and place: **9-9:50 MWF, Administration Building, A 202**
Instructor: **Nancy Reese-Dillon**
Office location: **JGM, Room 305**
Office hours: **7:30-9:00 Mondays, 8-9 a.m. WF, or by appointment only**
Office telephone: **271-4239**
Home telephone: **233-0386**
Voice mail: **390-3146**
email: **dillon@griffon.mwsc.edu**

II. Required Texts and materials:

Everything's an argument with readings, Second Edition, by Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters;

A two pocket folder to turn papers in and to keep portfolio materials.

III. Recommended Texts:

Writing from A to Z, Second Edition, by Sally Barr Ebest

College Dictionary and Thesaurus

IV. Objectives of ENG 104:

Course Objectives

Writing can be used for different purposes

Multiple audiences exist

Writing is a recursive process

Many productive ways exist to generate ideas and

Means

- (a) Use invention techniques to discover new ideas
 - (b) Make journal entries to explore your mind and to extend the range of your personal life
 - (c) Write summaries to distill ideas
 - (d) Write essays to communicate ideas and impose order on your thoughts and experiences
- (a) Do some private writing yourself
 - (b) Write other work for your classmates or for an audience beyond the classroom
 - (c) Write still other work where your teacher is the principal audience who responds to and evaluates the product
- (a) Write drafts of material meant for an audience other than yourself
 - (b) Reread first and second copies to rethink what you want to say
 - (c) Revise for an organization appropriate to your main purpose
- (a) Practice various invention techniques, some of which

images for your work

Common patterns of organization exist

Formal distinctions exist among different prose genres

Editing skills enable writers to polish their work in order to keep the reader's attention focused on the message conveyed or the experience created

Reading is an interactive process that functions in our lives as a pleasurable activity as well as a means of acquiring knowledge

may be brainstorming, listing, free-writing, looping, clustering, cubing, reading, interviewing, and researching

- (a) Describe people, objects, events, or processes
- (b) Illustrate points
- (c) Compare and contrast people, objects, events, processes, ideas, texts, or styles
- (d) Learn to write essays that display personal involvement, unity, coherence, clarity, development

(a) Learn to write summaries that accurately reflect the explicit ideas and supporting reasons of written texts

(a) Learn how to identify and correct your own spelling, grammatical, and mechanical errors in the final stage of the writing process

(a) Identify the main concepts of written works

(b) Locate supporting details

(c) Read for organization

For more information about the English Department at MWSC, students may check the web site at: <http://www.missouriwestern.edu/engdept/genstud.html>. Sample papers and a complete listing of common course goals and objectives for English 100, 104, 108, 112 and 210 can be found here.

V. Basic writing requirements for ENG 104:

Students will engage in exploratory journal writing and/or prewriting exercises in which they will learn how to discover ideas, respond to texts and summarize texts. Students will be expected to develop these exploratory writings into major writing assignments. In these assignments students will recreate or reflect on personal experiences, share information, (gathered in part from library research), and analyze and synthesize readings.

Students will complete five major writing tasks that will be graded by the instructor. A student who does not turn in a response to all five tasks will **not** pass the course even if the grades achieved on the writing tasks are satisfactory.

All final drafts of essays must be word processed. Final handwritten papers will not be accepted. Additional information regarding paper format will be given prior to each paper due date.

Students must keep a complete portfolio of all writing that is done in ENG 104. It is important that students save and date all materials generated as a part of this class, including homework assignments and in-class work. Before any grade appeal will be processed for a student in ENG 104, the complete portfolio of writings will have to be submitted to the Departmental Review Committee.

VI. Grading policy:

Student grades will be determined on the basis progress as a writer, homework and quizzes, the writings submitted, and class participation and attendance over the course of the semester.

Grading scale: 90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below = F

Essay #1 - Writing an argument of Definition 100 points

Essay #2 - Writing an argument of Evaluation 100 points

Essay #3 - Writing a Casual Argument 100 points

Essay #4 - Writing a Proposal 100 points

Essay #5 - Writing a Humorous Argument 100 points

Participation 50 points

Final exam or portfolio 50 points

Failure to attend the final exam will result in failure of the course.

Participatory points will accumulated all semester and will be awarded at the end of the semester based on classroom preparedness, classroom participation and leadership, and homework assignments, in-class writings, and quizzes.

Student grades may also be affected by lack of attendance. This will be discussed in more detail in Section VIII of the syllabus.

A student must receive a final course grade of a "C" or better before he will be allowed to enroll in English 108.

VII. Academic Honesty:

Plagiarism or other academic dishonesty as assessed by the instructor will be the basis for a zero on any exercise or major paper affected. The student's name and information about the violation will be forwarded to the Department Chairman of the English, Foreign Language and Journalism Department as well as to the Dean of Students. A second violation will result in failure of the course. Students are expected to show "proof of process." That is, when a major paper is turned in, the student must also submit all in-class writings and drafts so the instructor may adequately see that the work and the ideas originated from and belong to the student submitting the work. The work must be done in accordance to the classroom schedule and deadlines to provide appropriate "proof of process." This policy covers any and all participants involved with the cheating of any exercise. Total honesty is stressed and expected.

VIII. Attendance Policy:

Each student enrolled in the class is expected to arrive at each class meeting with any assigned material read and prepared for discussion. If a group evaluation is taking place, each student is expected to have his/her material ready for the group evaluation. Since class attendance, participation, discussions, and group work are such an important part of this course, **your grade in the course is directly affected by your attendance or lack of. When a student has had five absences, the final grade in the course will be lowered by one letter grade,** (For example, if a student has a grade of "B" of earned points but has had five absences, the grade submitted will become a "C"). **When the student receives his sixth absence, the grade will be lowered by two letter grades** (For example, if a student has a grade of "B" of earned points but has had five absences, the grade submitted will become a "D"). **A student who has seven absences will receive an "F" for the final course**

grade. Excessive tardiness may also be counted as absences.

It's important to understand that an absence is neither "excused" or "unexcused, it just is. Students are advised to use absences wisely and take into account bad weather, bad luck with alarm clocks, and other personal or family emergencies, illness, etc. If a student misses class, it will count as an absence **regardless of the circumstances**. Important reminder: Tardiness may also be considered an absence.

When a student is absent, he is responsible for getting the work missed in class BEFORE the next class period. An absence does not dismiss the student from the obligations of homework or deadlines.

There will be announced and unannounced writing exercises and quizzes. No in-class assignments may be made up. If a student is absent, he loses those points.

IX. Group evaluation or Writing Conferences

If a group evaluation or writing conference is being performed the final draft of the paper will be unacceptable without the required evaluation or conference. If a student misses the in-class group evaluation or fails to keep a scheduled writing conference with the instructor, (or show up late), the paper will automatically receive a grade of "F." These conferences are considered an integral part of the writing process, so the paper is considered incomplete without them. The evaluation and conference procedure will vary from paper to paper, so it's important to listen to information given during class regarding these evaluations or conferences. Since some writing conferences may take the place of a regularly scheduled class session, it is important to understand **that a missed writing conference is the same as a class absence** and will be treated as such.

X. Deadlines:

All assignments are due and will be collected at the beginning of the hour, unless otherwise noted by the instructor. Any assignment turned in after the end of the class period on the same day as the due date will be considered late and may carry an automatic 50% reduction of the final grade. Any paper turned in the following class session will be considered too late and may be given a grade of "0".

XI. Disabled Student Policy:

Any student enrolled in this course who has a disability that prevents the fullest expression of abilities or that prevents or hinders the completion of class requirements as stated in this syllabus should contact the instructor **immediately in writing** so it can be discussed how he/she can be helped to meet class requirements.

XII. Center for Academic Support:

The Center for Academic Support provides trained tutors for students requiring additional reading or writing instruction. There is **no** cost to the English 104 student for using these services. The Center can be of assistance to the student in the following areas: writing a thesis statement, organizing ideas, structuring ideas into an essay form and more. Students are highly encourage to make use of these services throughout the course of the semester.

XIII. Code of Behavior:

First and foremost, students are expected to be responsible. This includes doing reading and writing assignments according to deadlines (whether absent or not), obtaining help when needed - either from myself, the Center for Academic Support, or from another classmate , and becoming truly engaged and committed to improving writing skills.

Students are expected to come to class promptly and regularly, respect deadlines, and conduct themselves appropriately. Students are asked and expected to cultivate a strong work ethic; that is showing up consistently and on time for class, performing duties asked, being responsible for one's own progress, and an overall desire to become a better and stronger writer.

When a student does not understand a concept, does not agree with an earned grade, or has any other questions or concerns, it is expected and hoped, that the student will take the responsibility to talk to the instructor. I want to see you succeed in this class and will be willing to help you develop and improve your writing skills. I have given you my home telephone number and a number where I can be reached by voice mail. I encourage, in fact I insist that you call me if you have any questions about assignments, concepts, etc. I have also provided you with my email address. I periodically check my email - normally in the early morning and in the evening - so please feel free to use this as a means of communication with me. I expect each student to take responsibility in the classroom.

XIV. Tentative course schedule:

The following is a tentative course schedule which includes tentative reading and writing assignments and paper deadlines. This is only a tentative course outline. The instructor reserves the right to make changes to the outline dependent on the needs of the class.

Students will generally be expected to complete at least two or three drafts for each major paper. The third part of the cycle will be used for revision, editing, peer reviews and writing conferences.

Throughout the semester there will be a series of editing workshops that will include mini lessons on mechanical issues (grammar, punctuation, spelling problems, sentence construction, editing, etc.) These mini lessons will be determined by student need.

Paper #1 - Writing an Argument of Definition

Reading Assignments: *EAA*, Chapters 1-3

Chapters 8-9

Readings on pgs. 442, 573, 620, and 671

Tentative peer review date: Monday, January 29

Paper due date: Friday, February 2

Wed. 1/17 Introduction to course, Chapter 1

1/19 Chapter 2-3

Mon. 1/22 Chapter 8-9

1/24 Readings, draft #1 assigned

1/26 Draft #1 due

Mon. 1/29

Paper #2 - Writing an Argument of Evaluation

Reading Assignments: *EAA*, Chapter 10

Chapter 4

Readings on pgs. 385, 408, 416, and 712,

Tentative peer review date: Wednesday, February 21

Paper due date: Wednesday, February 28

Wed. 1/31 Begin Paper #2 Chapter 10 due today

2/2 Paper #1 due, Chapter

Mon. 2/5 Reading #1 due today

2/7 Reading #2 due today, Draft #1 due today

2/9

Mon. 2/12

2/14

2/16

Mon. 2/19 No Class - President's Day

2/21

Paper #3 -Writing a Casual Argument

Reading Assignments: *EAA*, Chapter 11

Chapter 5

Readings on pgs. 391, 398, 428 519, 595, 702, and 729

Tentative student writing conference/peer review dates: Wednesday, March 21 Friday, March 23

Paper due date: Friday, March 30

Fri. 2/23 Begin Paper #3, Chapter 11 due

Mon. 2/26 Chapter 5 due

2/28 Paper #2 due, Reading #1 due

3/2 Reading #2 due

Mon. 3/5 Reading #3 due

3/7

3/9

Mon. 3/12 No Classes - Spring Break

3/14

3/16

Mon. 3/19 Classes resume

3/21 Midterm grades due

3/23

Paper #4 -Writing a Proposal

Reading Assignments: *EAA*, Chapter 12,

Chapter 6

Readings on pgs. 448, 513, 526,

Tentative student writing conference/peer review dates: Friday, April 13

Paper due date: Friday, April 20

Mon. 3/26 Begin Paper #4 Chapter 12 due

3/29 Chapter 6 due

3/30 Paper #3 due; Last day to drop spring semester classes, Reading #1 due

Mon. 4/2

4/4

4/6

Mon. 4/9

4/11

4/13

Paper #5 - Writing a Humorous Argument

Reading Assignments: *EAA*, Chapter 13

Chapter 7

Readings on pgs. 213, 401, 602, and 611

Paper due date: April 30

Mon. 4/16 Begin Paper #5, Chapter 13 due

4/18 Chapter 7 due

4/20 Paper #4 due, Reading #1 due

Mon. 4/23 Draft #1 due

4/25

4/27

Mon. 4/30 Paper #5 due; Last day of class

Final Exam : Wednesday, May 9

Administration Building, (A) Room 202

8:30-10:20