

ENG 104 College Writing and Rhetoric
Department of English, Foreign Languages and Journalism
MWSC, Division of Liberal Arts & Sciences

Fall 2002
11:00 MWF 220 Murphy

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Objectives and competencies- The institutional competencies for English 104 are on line at <http://www.missouriwestern.edu/eflj/eng104.asp#Institutional>. The course objectives are outlined on the EFLJ Department web page, <http://www.missouriwestern.edu/eflj/eng104.asp#Objectives>. These include:

- Learning to write for different audiences and purposes
- Learning to use active reading and critical thinking
- Learning to use writing processes
- Learning written conventions

Required Textbooks and materials-

Anderson and Runciman, *A Forest of Voices*

Hult and Huckin, *New Century Handbook*

A good college dictionary

Spiral notebook for freewriting

Assignments- In addition to reading assignments and short writing exercises, there will be five long writing assignments required. **You cannot pass the class without turning in all of these assignments** These longer assignments should be word processed or typed. After each assignment (except the final exam) is returned, students will complete a revision log. These will be used to develop individual proofreading strategies. For each assignment, students will collect a portfolio that includes at least one marked draft of their paper and editing sheets from members of their workshop groups. The final essay will be written in class during the scheduled final exam time. Students will also be required to keep a spiral notebook of freewriting. Please use this only for freewriting. Keep notes and homework in another place. Bring this notebook to class each day. Most class periods will begin with a 5 minute freewriting session. I will look at your freewriting periodically to see if your speed is improving. I will not be concerned with correctness or content.

Grading- As the semester progresses, I will consider more elements of papers as I grade them. By the end of the semester, a passing paper will:

- clearly respond to the assignment
- focus on one distinct idea (a thesis, hypothesis, or question)
- have a coherent general structure
- have paragraphs that have a clear internal structure and a use of specific details
- have sentences whose grammar is acceptable as English
- be relatively free of blatant errors in idiom, diction, spelling, and punctuation.

Papers with four spelling errors will lose one letter grade. I will count typos as spelling errors. During the semester, you will be allowed one "grace" paper-a paper turned in no more than three days late. Other papers turned in late will lose one letter grade for each business day they are late.

Grades will be weighted as follows:

Essay 1 and 2	15%	Portfolios (drafts, editing)	15%
Essay 3 and 4	20%	Revisions and FW	15%
Essay 5 (Final)	20%	Class participation	15%

Absences- Students missing four class periods will have their semester grade lowered one letter grade. If you miss class, check with your classmates (especially your workshop members) to find out what short assignments you missed. If you must be absent and you know in advance, please talk to me about it; otherwise, talk to me when you return. I understand that many of you have work and family responsibilities, but you should make success in your college courses your priority. Your classes are "more important" than your job, so you should arrange your schedule accordingly.

Academic honesty- "Since honesty in the classroom is required, cheating, plagiarism, or knowingly furnishing false information to the college constitutes a violation." Policy Guide II, B, C. In short, the work you turn in should be your own.

Disabilities-Please let me know during the first week of class about any physical handicap or learning disability if you need special help or accommodation in order to do your best work.

Disclaimer: I try to adapt each of my classes to the needs and interests of the students. This means that the Schedule of Assignments may change.