

Syllabus for ENG 104-65

College Writing and Rhetoric

Missouri Western State College

Department of English, Foreign Languages, Journalism

Division of Liberal Arts and Sciences

English 104-65 -- College Writing and Rhetoric

Instructor: Dawn Terrick

Fall 2002

MWF 2:00-2:50 JGM 104

Instructor: Dawn Terrick

Office: SSC 222Q

Office Phone: 816-271-4313

Office Hours: M-F 1:00-2:00 PM and by appointment

Email: terrick@missouriwestern.edu

Required Texts:

- *The Little, Brown Reader*. Eighth Edition. Eds. Marcia Stubbs and Sylvan Barnet. Addison Wesley Longman, Inc.
- *The New Century Handbook*. Brief Edition. Eds. Christine Hult and Thomas Huckin. Allyn and Bacon.

Required Materials:

- Computer disks for revising and saving work.
- Notebook for notes, class work, journal entries, etc.
- Folder(s) to keep all writing and portfolio work.

Course Description:

- "Language is the most vivid and crucial key to identity: It reveals the private identity, and connects one with, or divorces one from, the larger, public, or communal identity."

-James Baldwin

- "Good writers are also good readers – of the works of other writers and of their own notes and drafts. The habits they develop as readers of others – for instance evaluating assumptions, scrutinizing arguments and perceiving irony – empower them when they write, read and revise their own notes and drafts."

-Marcia Stubbs and Sylvan Barnett

- "One thing that is always with the writer – no matter how long he has written or how good he is – is the continuing process of learning how to write."

-Flannery O'Connor

Course Goals:

Reading and Writing: Reading can help us to make sense of our experiences and of our lives by providing us with connections between ourselves and the larger world. We, as human beings, must understand our complex and changing world and we can accomplish this by understanding how language reflects and affects our world. In this course, we will be reading various texts and then writing about those texts. Writing about a text leads us to read that text critically and intelligently, stimulates our thinking and will enable us to react to that text. In order to achieve these goals, we will:

- Read and respond to various texts, such as textbook readings, media such as television, movies and advertising, and our peers' work.
- Read and study written texts to improve and refine our own writing.
- Summarize, analyze and evaluate texts.
 - Understand, find, shape, address and write arguments.
- Engage in journal writing and collaborative writing.
- Revise our written work.
- Participate in peer revision groups.

For common objectives/means and institutional competencies for ENG 104, also refer to the English department website at <http://www.missouriwestern.edu/eflj/eng104.asp>

Methods of Instruction:

Methods of instruction include textbooks, lectures, class discussions, group work, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision groups and in-class writing exercises.

Journals: You will write (informal) journal entries/responses to most of your assigned readings. Please refer to your assignment schedule for journal entries. These entries will be your explanations of and reactions to the readings. Each journal entry will consist of both summary and analysis and be, on average, one full page. Entries can be hand-written or word-processed and must be clearly labeled. The collection dates will coincide with the collection dates of your formal writing assignments/mini-portfolios; your journal entries will be a component of your mini-portfolio. Journal entries will be graded on content and will be part of your grade for the portfolio and the course.

Peer Revision Groups: Prior to submitting your formal writing assignments, you will be required to participate in peer revision groups in which you will bring in word-processed copies of your rough draft to share with your group and receive feedback from your group in order to help you strengthen and revise your own written work. This is a required activity and will be part of your grade for the portfolio and the course. (Note: During these sessions I will also evaluate drafts).

Policies:

Attendance and Class Preparation/Participation: Students are expected to attend every scheduled class meeting. Each student will be allowed four absences. More than four absences will likely affect your final grade. However, please feel free to speak to me about any extenuating circumstances for I reserve the right to excuse some absences. If you are

going to miss class due to a school-sponsored event you must notify me in advance. 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 journals and in-class writing assignments will not be accepted.

Grading Policy: Your grade will be determined on the writings and portfolios you submit and your class attendance and participation over the course of the semester. Please note that smaller assignments and class preparation/participation are very important and do affect your grade. The components of your grade in the course are:

- Five formal writing assignments. *A student who does not turn in responses to all five writing assignments will not pass the course even if the grades achieved in the other writing assignments are satisfactory.*

Summary: 100 points

Essay One Mini-Portfolio: 100 points

Essay Two Mini-Portfolio: 100 points

Essay Three Mini-Portfolio: 125 points

Essay Four Mini-Portfolio: 125 points

- Final exam and compilation of all major writing assignments: 100 points

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 me as soon as possible so that we can discuss class requirements and accommodations.

Academic Honesty Policy: You will receive a grade of F (0 points) for any paper/assignment/exam that shows evidence of cheating and/or plagiarism. You have the burden of proving that a paper/assignment showing evidence of cheating and/or plagiarism has been in fact written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. Please note carefully the statement on plagiarism on the departmental website, found at <http://www.missouriwestern.edu/EFLJ/plagiarism.asp>.

Miscellaneous:

Civility and Cooperation: Missouri Western requires all students to help us maintain good conditions for teaching and learning. All students will treat their classmates and teachers with civility and respect, both inside and outside the classroom. Students who violate this policy may, among other penalties, be counted absent and asked to leave. You should review your Missouri Western student handbook for further information.

Please note that you must complete all writing assignments in order to pass this course. In addition, admission into ENG 108 requires a "C" or higher in ENG 104. All drafts and final papers for this course must be word-processed. 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 104 Assignment Schedule

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

Week One

Jan. 17: Distribute and review syllabus; Introduction to the course; In-class writing

HW: **Read all of Chapters 1 and 2 and read pp 44-45 and pp 60-62 of Chapter 3 in *The Little, Brown Reader*.

Jan. 19: Begin discussion on reading and responding to reading -- summarizing, evaluating and analyzing; Review homework, focusing on pp 13-17, 40-42, 60-62; in-class exercise; Assign summary essay

HW: Read Stanley Crouch's "Race is Over" p 344 and write a journal entry in response to this essay. This reading will begin the section *Communities and Identities*; Decide upon article you wish to summarize and begin working on your summary

Week Two

Jan. 22: Continue discussion on summarizing, evaluating and analyzing; Begin section on *Communities and Identities* – Assign Essay #1 and Discuss Stanley Crouch's "Race is Over"

HW: Read "Scenes From an Intermarriage" p 184 and respond to the essay in your journal

Jan. 24: Discuss "Scenes From an Intermarriage" and continue discussion on evaluating and analyzing

HW: Complete a word-processed rough draft of summary and bring to class on Friday with a copy of the article you summarized

Jan. 26: **Summary Rough Draft Due** -- Peer revision for summary; Editing exercises

HW: Read "A Life of Learning" p 158 and respond to Q #2 and #3 in your journal; Work on summary

Week Three

Jan. 29: **Summary Essay Due** (with peer revision response sheet); Discuss "A Life of Learning" and continue discussion on evaluating and analyzing

HW: Read Houston's "Double Identity" for Feb. 2 and write journal entry; Also review Part 1 in *The New Century Handbook* pp 1-52 on "Writing."

Jan. 31: *Review Essay #1; *In-class instruction and exercises on writing essay # 1

HW: Begin work on essay #1

Feb. 2: Discuss "Double Identity"; In-class reading of "Our Problem Isn't Just Race in the Abstract"

HW: Read "Television and Adolescents" p 612 and respond to essay in journal – This will begin section on *The Media*

ENG 104 Assignment Schedule

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Week Four

Feb. 5: Discussion of media analysis and Essay #2; "Television and Adolescents"; **Collect journals**

Feb. 7: **Essay #1 Rough Draft Due -- Peer Revision Groups**

Feb. 9: Watch video and be prepared to discuss

Week Five

Feb. 12: Discuss video; In-class group work

HW: Read essay on reserve for Friday, Feb. 16

Feb. 14: **Essay #1 Due**; Watch video

Feb. 16: *The Media* discussion continues; Discuss essay that was read for homework

HW: Read Lou Jacob's "What Qualities Does a Good Photograph Have?"

p 631 and in class, on Wednesday, Feb. 21, we will discuss essay and analyze and interpret photographs

Week Six

Feb. 19: President's Day – no class

Feb. 21: In-class exercise on description, analysis and interpretation

Feb. 23: Review sample essays/writing instruction

Week Seven

Feb. 26: **Essay #2 Rough Draft Due -- Peer Revision Groups**

Feb. 28: TBA; Editing exercises for rough draft of essay #2

HW: Read "The Game of the Name" p 609 and write journal entry – This will begin section on *The Function and Power of Language*

Mar. 2: Begin section on *The Function and Power of Language* by discussing "The Game of the Name"; In-class reading and exercise; Assign Essay #3

HW: Read "A Question of Language" p 309 and write journal entry

Week Eight

Mar. 5: **Essay #2 Due**; Discuss "A Question of Language"

HW: Read "Protecting Freedom of Expression on the Campus" p 702 and write journal entry

Mar. 7: Discuss "Protecting Freedom of Expression on the Campus"; **Collect journals**

Mar. 9: Discuss essay #3; In-class interviews regarding language to use in Essay #3

HW: ****Read pp 53-63 ("Formulating Arguments") in *The New Century Handbook* and
Work on Essay #3

Week Nine

March 11-18: Spring Break!

ENG 104 Assignment Schedule

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Week Ten

Mar. 19: Begin lecture on our new section, the argument – *Argument in Everyday Life* (for this final section, you will be using both your textbook and handbook; you will also have to write and support your own argument); Analyze sample arguments that embody different features, approaches, styles and audiences; Group work on argumentation

HW: ****Read Andrew Sullivan's "Here Comes the Groom" p 208 in *The Little, Brown Reader* and
Read Chapter 4 ("Writing an Argument") pp 64-78

Mar. 21: Discuss "Here Comes the Groom" and Chapter 4 on Argument

HW: Read Jonathan Swift's "A Modest Proposal" p 819 and respond to essay in journal (will discuss on Wednesday); Work on rough draft

Mar. 23: Writing Review/Instruction

HW: Work on rough draft of Essay #3

Week Eleven

Mar. 26: **Essay #3 Rough Draft Due -- Peer Revision Groups**

Mar. 28: Discuss "A Modest Proposal" and Swift's argument; Group work

HW: Read Keller's "Frontiersmen Are History" p 709 and respond in journal

Mar. 30: **Essay #3 Due**; Discuss "Frontiersmen Are History"; Distribute assignment for Essay #4

HW: Read Kates's "Shot Down" p 711 and respond in journal. Also for HW, find and write about, in journal, an example (magazine article, newspaper editorial, "It's Your Call" excerpt, advertisement, etc.) of an argument that you disagree with and/or that has faulty logic or weak support. This assignment is not due until Wednesday, April 4 when you will bring to class on Wednesday for discussion.

Week Twelve

Apr. 2: Discuss "Shot Down"

HW: Reminder: Find and write about, in journal, an example (magazine article, newspaper editorial, "It's Your Call" excerpt, advertisement, etc.) of an argument that you disagree with and/or that has faulty logic or weak support. Bring to class on Wednesday for discussion

Apr. 4: Discuss homework/journal entry; **Discuss Essay #4 and pp 78-87 in *The Little, Brown Reader*

HW: Think about topic for essay #4 and get approved by me and Read pp 86-106 (re: research and sources) in *The New Century Handbook*

Apr. 6: Review HW; Writing review for Essay #4

HW: Read pp 107-116 ("Using Sources") in *The New Century Handbook*

(continued)

Week Thirteen

Apr. 9: Library Instruction (mandatory) – meet in Rm. 301 of library; **Collect journals this week**

Apr. 11: Discussion and exercise on documentation and incorporation of borrowed material into own work

Apr. 13: Discussion and exercise on documentation and incorporation of borrowed material into own work

Week Fourteen

Apr. 16: Library Day; **Deadline to submit revisions**

Apr. 18: In-class work regarding essay #4

Apr. 20: Library day

Week Fifteen

Apr. 23: **Essay #4 Rough Draft Due – Peer Revision Groups**

Apr. 25 TBA

Apr. 27: TBA

Week Sixteen

Apr. 30: Last day of regular class; **Essay #4 Due** (will not accept late papers)

Final Exam Week: May 3-May 9