

English 112 Honors Composition and Rhetoric
Department of English, Foreign Languages and Journalism
MWSC, Division of Liberal Arts & Sciences

Fall 2002
1:00 MWF 106 Murphy

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Required Text and Materials:

Anderson & Runciman, *A Forest of Voices: Conversations in Ecology*, 2nd ed.
Wilson, *Biophilia*
Hult & Huckin, *The New Century Handbook*
Research notebook (9.5" x 6" 3-ring binder with four dividers)
A good college dictionary
Spiral notebook for freewriting (use *only* for freewriting)
Two 3.5" disks or Zip disk for word processing your assignments in the computer lab (and at home.)

Objectives and Institutional Competencies: The Institutional Competencies for English 112 are found at <http://www.missouriwestern.edu/eflj/lg/eng112.htm#Institutional>. The course objectives are similar to those for English 108 outlined on the EFLJ Department web page, <http://www.missouriwestern.edu/eflj/lg/eng108#Objectives.html>. They include

- Learning to write and research for different audiences and purposes
- Learning to use active reading and critical thinking in academic research
- Learning to use writing processes
- Learning to use research tools
- Learning written conventions of academic research papers

Assignments: In addition to reading assignments and brief writing exercises, there will be *four longer individual writing assignments* and *one longer group writing assignment* required. These longer assignments should be word processed or typed. **You cannot pass the class without turning in all of these assignments.** After each assignment 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 writing assignment, editing sheets from members of their workshop groups. As students work on their research papers, they will keep a *research notebook*. We will discuss the requirements for the notebook later in the semester.

The longer assignments will be as follows:

Descriptive Essay	Descriptive essay informed by assigned readings	Due 9/9
Argumentative Essay	Argumentative response to assigned readings	Due 9/25
White Paper	Informative research paper on a topic that may support group project.	Due 10/25
Persuasive Research Paper	Persuasive research paper. Revision of White Paper. Longer with a greater variety of sources.	Due 4/12
Research Notebook	Record of research process. Includes prewriting, working bibliography, notes, and reflective essay.	Due 4/17
Group Research Paper	Two parts:	Due at final

	Group paper to accompany in class presentation. Collaboratively written project completion report.	exam
Group Research Project Presentation	Presented at final exam period.	Due at final exam

We will also be commenting on the readings and some short assignments on-line on our WebBoard <http://miranda.cailab.mwsc.edu:8080/~forest>. Some of this will take place in class, but much of it will require you to spend time out of class at a computer. There are several computer labs available on campus. 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
- integrate sources appropriately in a text
- cite sources appropriately in a bibliography
- 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 errors in idiom, diction, spelling, and punctuation.

Papers with four spelling errors will lose one letter grade. I will count typos as spelling errors. Papers turned in late, without an acceptable excuse, will lose one letter grade for each business day they are late.

Grades will be weighted as follows:

Descriptive Essay	10%	Group Paper/Project	20%
Argumentative Essay	10%	Research notebook	10%
White Paper	15%	Freewriting/online & class participation	10%
Persuasive Research Paper	20%	Portfolios/revisions	5%

Absences: Students missing four class periods without a verified excuse will have their semester grade lowered. Regular in-class work and homework (except major papers) may not be made up. If you must be absent and you know in advance, please talk to me about it and we will arrange for you to make up your work before you miss class; 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 other words, 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.

