

**English 104: College Writing and Rhetoric**  
**Spring 2002 / MWF 10:00-10:50 / JGM 208**  
**Dr. Anna Leahy**

**Department of English, Foreign Languages, and Journalism**  
**Division of Liberal Arts and Sciences**  
**Missouri Western State College**

**INSTRUCTOR OFFICE HOURS:** T 1-2 & 3:30-5, W 11-12, Th 3:30-5 in SSC 222D  
**INSTRUCTOR CONTACT INFO:** amleahy@missouriwestern.edu / 271-4316 or 271-4310

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 put ideas and thoughts in writing by using evidence, detail, and specificity
- to make active, informed choices about drafting and revising
- to recognize individual strengths and possibilities as writers
- to move beyond what one already knows and what one 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>.

**TEXTBOOKS:**

*New Century Handbook* (NC)  
*Rereading America* (RA)

**GRADING:**

This course is divided into four sections, each with a culminating essay assignment. Each of the four required essays will be weighted equally as 25% of your final grade. For those students whose essay grades consistently improve over the semester, the last two essay grades will be weighted slightly more heavily than the first two.

All four essays, including every required draft task (listed in bold on the schedule), must be completed to pass the course. Each late required draft task will lower that paper grade by a full letter. A late or missing peer response, when required, will lower your own essay grade by a full letter. In other words, if you earn

an A on an essay but the proposal, one draft, and the final version were late and you did not participate in peer response, the essay grade will be recorded as an F.

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 thinking. 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, three areas are assessed: organization (structure), material (content, evidence, detail), and expression (sentence-level issues).

### **OTHER POLICIES:**

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

Any work missed by a student because of absence from class meetings remains entirely the student's responsibility. Other than required draft tasks, no work will be accepted late. Late draft tasks will not receive peer or instructor comments.

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 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.

While I do not check up on work beyond listed assignments, try to spend time on writing 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.

I hold scheduled group or individual conferences and encourage additional conferences as needed. Though I provide some written responses to some of your work, I can offer response in conference conversation that 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 I

### **Monday, January 14**

Introduction to the course and to each other.

### **Wednesday, January 16**

Read the introduction to RA (1-15) and Chapter 2 in NC (9-28). Assignment for Essay #1 discussed.

### **Friday, January 18**

Instead of meeting as a class, read "What Makes a Family" (26-39) and turn in to my mailbox a one-page response to question #3. LOOK AHEAD for work due on 1/23.

### **Monday, January 21**

Class will not meet. Campus is closed for Martin Luther King Jr. Day.

### **Tuesday, January 22**

Catie Rosemurgy reading at 4:30pm in MC 214; attendance encouraged (not required).

### **Wednesday, January 23**

Read and annotate (or take notes on) the RA essay you will use as your topic for Essay #1. Read Chapter 3 (NC 29-52); bring **two kinds of completed prewriting for Essay #1**.

### **Friday, January 25**

Evaluation criteria for essays in this course. Read 7a-b (NC 126-134); bring a **working thesis statement for Essay #1**.

### **Monday, January 28**

Bring a **completed draft of Essay #1**.

### **Wednesday, January 30 - Friday, February 1**

Instead of meeting as a class, you will be required to attend a conference.

### **Monday, February 4**

Bring the **final final draft of Essay # 1**. Assignment for Essay #2.

### **Wednesday, February 6**

Read "From *Report of the Massachusetts...*" (RA 141-150); write a one-page summary.

### **Friday, February 8**

Read as assigned for your group; bring a one-page summary of the assigned RA chapter; you'll prepare for Monday's group presentation during class time.

### **Monday, February 11**

Group presentations of essays.

### **Wednesday, February 13**

Read "From *Social Class and...*" (RA 174-190); in a one-page response, address questions 1&2 as thoroughly as possible. Bring **two proposals for Essay #2**.

**Friday, February 15**

Read 7c-d (NC 134-142) and 7h (149-151).

**Monday, February 18**

Class will not meet. Campus is closed for Presidents' Day.

**Wednesday, February 20**

Bring a **completed draft of Essay #2**.

**Friday, February 22**

Bring **peer response**.

**Monday, February 25**

Read Chapter 34 (NC 661-670); bring **one revised paragraph from Essay #2** based on this reading.

**Wednesday, February 27**

Skim Chapters 37 and 38 (NC 686-698); we'll go over them in class.

**Friday, March 1**

Bring a **revised draft of Essay #2** for peer response.

**Monday, March 4**

Bring the **final draft of Essay #2**.

**Wednesday, March 6 & Friday, March 8**

We will not meet as a class; instead, copy three print ads that depict gender in some way, write a one-page, single-spaced analysis of the way these ads depict gender, and put these items (stapled together) into my mailbox by Friday at noon.

**March 10-17 - Spring Break**

## **ESSAY #1 ASSIGNMENT**

**Length:** 750-900 words

**Purpose:** to summarize and respond to a published article in order to gain and share an understanding of how someone else's ideas relate to your own ideas; in doing so, you must accurately represent the original article's main points and must respond to them as you go along

**Topic:** one of the following in Section 1 of RA: "What We Really Miss About the 1950s" (52), "About Marriage" (69), "The Military-Nintendo Complex" (81), or "Black Women and Motherhood" (112); in choosing an article, balance the level of understanding you have of that article with the level of interest you have in the ideas it addresses

**Audience:** the members of this class, some of whom will not have read the essay