

Department of English, Foreign Languages and Journalism
MWSC, Division of Liberal Arts & Sciences
Fall 2003

ENG 112 Honors Composition and Rhetoric
9:00, 11:00 MWF 106 Murphy

Professor: Dr. Kaye Adkins

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Office Hours: 10:00-10:50 MWF, 2:00-3:30 WF
and by appointment

Required Text and Materials:

- Anderson & Runciman, *A Forest of Voices: Conversations in Ecology*, 2nd ed.
- Carson, *Silent Spring*
- Hult & Huckin, *The New Century Handbook* (Do NOT sell this book back. Not only should it become part of your permanent library, but you will need it for other English classes and all of your writing assignments in college.)
- Research notebook (9½"x6" 3-ring binder with four dividers)
- A good college dictionary
- Zip or floppy disks
- Email account

Objectives and competencies: The [course objectives](#) are similar to those for English 108 outlined on the EFLJ Department web page. Please become familiar with these objectives. 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

You should also read the [Institutional Competencies](#) for English 112.

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 (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. 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. This should be turned in with the final research project.

The longer assignments include:

Argumentative Essay	Argumentative response to assigned readings	Due 9/24
White Paper	Informative research paper on a topic that supports group topic.	Due 10/24
Research Paper-Problem/Solution	Persuasive research paper. Revision of White Paper. Longer with a greater variety of sources.	Due 11/12
Research Notebook	Record of research process. Includes prewriting, working bibliography, notes, and reflective essay.	Due 11/14
Group Research Paper	Two parts: Paper to accompany group's presentation. Collaboratively written project completion report.	Due at final exam
Group Research Project Presentation	Designed to appeal to class members.	Due at final exam

We will also be commenting on the readings and some short assignments on-line on our WebBoard. 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 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 also encourage you to use this notebook as a writer's journal. You may divide it into two sections and use one to record your thoughts, observations, and responses to the assigned readings, and any other readings or observations you have that you think you might like to write about, including prewriting for your assigned essays. 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:

Informative 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 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 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.

Schedule of Assignments: Since I try to adapt each of my classes to the needs and interests of the students, check this often for changes. If for some reason, class is canceled, check this site for the new schedule.