

English 104 College Writing and Rhetoric
Fall 2004
Section 15 M, W 5-6:20 p.m. JGM 104

Teacher: Steve Frogge
Office S/SC 222-T 271-4239 T, Th 9:00-12:00 or by appointment
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Required Text (Bring to every class)

Axelrod, Rise B. and Charles R. Cooper *The St. Martin's Guide to Writing*

Required Materials (Bring to every class)

writing journal (3-Ring Notebook), paper, pens, pencils, stapler, 3.5" floppy disks
pocket folder for submitting formal papers along with pre-writing, rough drafts, etc.

Grading

4 formal essays (including prewriting, rough drafts, etc.)	64%
final test	8%
1 oral presentation	8%
class participation	8%
homework, quizzes	12%

Late Work

Late formal essays will not be accepted. The student must notify the teacher in advance if the student is going to miss class on the formal essay's due date. Furthermore, the student must arrange delivery of the essay to the teacher before the beginning of class on the due date.

All other homework must be ready for submission at the beginning of class. Otherwise, it may be handed in at the beginning of the next class and will be subject to a ten percent grade reduction.

When the student is absent, class work may be made up as homework to be handed in by the next meeting. All homework due on the date of absence must be turned in by the beginning of the next meeting after the absence subject to a ten percent grade reduction.

No quiz may be made up unless there is sufficient cause for the absence.

Neither the oral presentation nor the final test may be made up unless there is sufficient cause for the absence and the teacher is notified of the absence in advance, unless prior notification is impossible.

Attendance

More than 4 absences: automatic failure of the course

3 tardies count as 1 absence

Cheating/Plagiarism: Automatic failure of the course

Final Exam: Monday December 13 5:00-6:20 p.m.

Miscellaneous

The student must receive at least a "C" in this course in order to qualify for English 108.

Any student in this class with a disability that requires any special consideration must contact me as soon as possible.

Class Agenda

Key: Parentheses enclose page numbers.
AWS stands for *Analyzing Writing Strategies*

<u>In Class</u>	<u>Homework</u> (due next class unless stated otherwise)
8/30 go over syllabus	read “An American Childhood” (28-31); do AWS (32); read “On Being a Real Westerner” (35-7); do AWS (37-8); 14.3(631); 15.9 (649); read “100 Miles per Hour, Upside Down and Sideways” (39-42); do AWS (42-3); 14.1(629); read “Calling Home” (44-7); do AWS (47-8); 14.5 (633)
9/1 discuss ch. 2 readings; remembered event prewriting	read pp. 53-9; create a remembered event thesis statement
9/8 discuss remembered event planning and drafting	read pp. 59-64; create a remembered event rough draft
9/13 go over pp. 64-6; peer editing of remembered event rough draft	read “Uncle Willie” (86-8); do AWS (88-9); 14.6 (634); 15.11(651); 15.14(652); read “Cherry” (90-4); do AWS (94-6); read “A Different Kind of Mother” (97-9); do AWS (100); 13.9 (623); 14.8 (636); read “Father” (101-3); do AWS (104); 15.2(644); 15.4-5(646-7); 15.7(648); 15.17(654)
9/15 discuss ch. 3 readings; remembered person prewriting	read pp. 109-15; create a remembered person thesis statement
9/20 discuss remembered person planning and drafting	read pp. 115-20; create a remembered person rough draft
9/22 go over pp. 120-2; peer editing of remembered person rough draft discuss revision of remembered event and remembered person essays	read pp. 66-70; 122-6 create a second draft of either the remembered event or remembered person rough draft
9/27 peer editing of second draft discuss editing and proofreading of remembered event and remembered person essays	read pp. 71-80; 126-35; create final draft of essay #1
10/4 read and discuss “Sticks and Stones and Sports Team Names” (265-7); do AWS 268; read “Nickel and Dime” (269-73); do AWS 274	read “Who’s More Worthy?” (276-80); “Point of No Return” (283-7); do AWS 281-2; 16.6(662); 19.11(691); read “Children Need to Play, Not Compete” (287-91); do AWS (291-2); 13.1(612-3); 19.5(693)
10/6 discuss ch. 6 readings; argued position prewriting	read pp. 297-305; create an argued position thesis statement

<u>In Class</u>	<u>Homework</u> (due next class unless stated otherwise)
10/11 discuss argued position planning and drafting	read pp. 305-11; create an argued position rough draft
10/13 go over pp. 312-3; peer editing of argued position rough draft; discuss argued position revision	read pp. 313-9 prepare second draft of argued position essay
10/18 peer editing of argued position second draft discuss editing and proofreading	read pp. 319-26; final draft of essay #2 prepare oral presentation based on essay #1 or #2

10/20	oral presentations	read "I'm Not Leaving Until I Eat This Thing" (140-3); do AWS (144-5); 15.16(653); read "The Edison Cafe" (146-51); do AWS (151-2); 13.7 (620); 14.2(630); read "The Daily Grind: Lesson in the Hidden Curriculum" (153-6); do AWS 157; read "The Last Stop" (158-61); do 14.10 (639)
10/25	oral presentations	read "Love: The Right Chemistry" (205-8); do AWS (209); 14.4(631); read "Shifting Baselines: Slow-Motion Disaster below the Waves" (211-3); do AWS (214-5); read "Indirect Aggression" (216-20) do AWS (221-2); 16.4(659); 19.7(686); read "Cannibalism: It Still Exists" (223-6); do AWS (227-8); 16.2(657); 17.1(665); 17.3(669)
10/27	oral presentations	read ch. 22 Using and Acknowledging Sources
11/1	Plagiarism exercise (handout); discuss MLA style; MLA style exercise (handout); discuss APA style; APA style exercise (handout)	read ch. 21 Library and Internet Research
11/3	brief mention of Chicago and other styles; Library research exercise (handout)	read "A Global Green Deal" (333-6); do AWS(337); read "Boston's Priest-Pedophile Crisis" (339-42); do AWS (342-3); read Dead-End Jobs: A Way Out" (344-9); do AWS 350; 13.11(625); 18.4(674-5); read "More Testing, More Learning" (352-6); do AWS 356-7; 13.3(614); 19.10(690)
11/8	discuss ch. 7 readings; proposal essay prewriting	read pp. 363-71; create a proposal thesis statement
11/10	work on research for proposal essay	read pp. 371-7 collect and evaluate material to use in proposal essay; come to class prepared with at least three sources
11/15	peer discussion of research discuss planning and drafting of proposal essay	prepare rough draft of proposal essay
11/17	go over pp. 377-9; peer discussion of rough draft of proposal essay discuss revision, editing and proofreading	read pp. 379-89; prepare final draft of essay #3
	<u>In Class</u>	<u>Homework</u> (due next class unless stated otherwise)
11/22	read and discuss "A Hall for Fathers and Sons" (394-8); do AWS 398-9; read "The Elder Scrolls III: Morrowing (400-4); do AWS (404)	read "Working at McDonalds" (406-9); do AWS (409-10); 19.4(682); read "Children Need to Play, Not Compete," by Jessica Statsky: An Evaluation" (411-5); do AWS (415); 13.2 (613)
11/29	discuss ch. 8 readings; prewriting of an evaluational essay	read pp. 421-7; create an evaluational thesis statement
12/1	read pp. 428-33; work on research for evaluational essay	read pp. 428-33; collect and evaluate material to use in an evaluational essay; come to class prepared with at least three sources.

- 12/6 peer discussion of research for evaluational essay research; work on research or rough draft prepare a rough draft of an evaluational essay
- 12/8 go over pp. 433-5; peer editing of rough draft discuss revising, editing, and proofreading read pp. 436-47 prepare final draft of essay #4
- 12/13 Final Test: Do two of the following:
- 1) read "Why We Crave Horror Movies" (453-4) and do AWS #1, #2 (445)
 - 2) read "The Triumph of Hope Over Self-Interest" (456-9) and do AWS #1, #2 (460)
 - 3) read "Why Boys Become Depressed" (461-4) and do AWS #1, #2(465) or do ex. 19.6(685)
 - 4) read "The Rise of Reported Incidents of Workplace Sexual Harassment" and do AWS #1,#2 or do 19.9(689)