

Department of English, Foreign Languages and Journalism
MWSC, Division of Liberal Arts & Sciences
Fall 2004

ENG 108 College Writing and Research
ENG 108-09 2:00, 106 Murphy

Professor: Dr. Kaye Adkins

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Office Hours: 10:00-11:50 MWF and by appointment

[Schedule of Assignments](#)

Objectives-The course objectives are outlined on the EFLJ Department web page, <<http://www.missouriwestern.edu/eflj/eng108.asp#Objectives>>. Please become familiar with these objectives.

Required Textbooks and materials:

Hacker, *The Writer's Reference*

Spatt, *Writing from Sources*

Research notebook (9½"x6" 3-ring binder with four dividers)

A good college dictionary

About the course: English 108: College Writing and Research will help you learn to use sources in academic papers. You will learn to identify and evaluate arguments in texts, and to use the texts of other authors to support your own observations and claims. We will consider the following questions:

- How do you effectively summarize a text?
- How can you recognize and respond to an argument in a text using logic?
- How can you use sources effectively to support your arguments?
- What are primary and secondary sources?
- What is the difference between paraphrase and quotation?
- Why is the appropriate citation of the work of other authors important?

Assignments: In addition to reading assignments and brief writing exercises, five long writing assignments will be required. These longer assignments should be word processed or typed. 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 at the final exam. When each major paper is returned, students will be required to complete a revision sheet and to update their "error log." These logs will be used to develop individual proofreading strategies. There will also be a final exam. The longer assignments will be as follows:

Summaries	Two short single source essays	Due 9/24
Analysis/evaluation	Out-of-class single source essay	Due 10/4
Synthesis paper	Synthesis, analysis, and evaluation of two sources	Due 10/18
White Paper	Informative research paper	Due 11/17
Persuasive research paper	Revision of White Paper as an argumentative paper	Due 12/10
Research notebook	Record of your research process	Due at final exam

Final exam (Research notebooks due)	Test of mastery of documentation formatting and correct/effective use of quotations	12/15
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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 blatant 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:

Summary	5%	Persuasive research paper	15%
Analysis/Evaluation	10%	Research notebook/portfolio	10%
Synthesis paper	20%	Final exam	15%
White Paper	15%	Daily work/class particip.	10%

Absences: Students missing four class periods without a verified excuse will have their semester grade lowered. (Your daily work/class participation grade will be an "F".) 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.

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.