

**ENGLISH 104: COLLEGE WRITING AND RHETORIC****Dr. Elizabeth L. Sawin**    **Office:** SSC 209    **Hours:** 2 - 4 p.m. MW; 2-3 p.m**ENG 104: 07**    **11:00 – 11:50 MWF**    **JGM 109**    Final Exam: Wednesday, May 12    11:30-1:20 a.m**ENG 104: 13**    **1:00 – 1:50 MWF**    **JGM 104**    Final Exam: Friday, May 7    2:00-3:50 p.m.**IN A NUTSHELL**

English 104 will help you with life-long literacy: reading, writing, interpretation, report, and discussion.

**REQUIRED TEXTS:**Chaffee, John, ed. *Critical Thinking, Thoughtful Writing: A Rhetoric with Readings*. Boston: Houghton Mifflin, 2002. Schlosser, Eric. *Fast Food Nation*. New York: Perennial: HarperCollins, 2002.Albom, Mitch. *Tuesdays with Morrie*. New York: Broadway Books, 2002.**RECOMMENDED:** *New Century Handbook***REQUIRED MATERIALS**

1. TWO high density computer disks and a carrying case (to protect them from damage)
2. ONE pad of white, lined 8 ½ x 11 inch notebook paper for in-class writing  
(**NO pages ripped from spirals will be accepted**)
3. ONE plain pocket folder for assignments and drafts of writings
4. BUSINESS envelopes/ first class postage stamps
5. Dark blue or black pens

**REQUIRED ASSIGNMENTS AND GRADING POLICY**

Essay #1	Writing about Self (Narrative and Analysis)	40 points	Feb. 2
2 Letters	Writing to Others Beyond the Classroom	40 points	Feb. 11
Essay #2	Writing About Texts ( <i>Tuesdays with Morrie</i> )	60 points	Feb. 25
Essay #3	Writing About Texts in Class (Differing Perceptions)	40 points	Mar. 5
2 Summaries	Writing to Report Extensive Material ( <i>Fast Food Nation</i> )	40 points	Mar. 28 & Apr. 7
Essay #4	Analyzing/Evaluating Sources for Beliefs ( <i>Fast Food Nation</i> )	80 points	April 23
Attendance /participation/peer review/in-class work		40 points	
Tests & Final Self-Reflective Letter		<u>60 points</u>	<u>May 5 or May 7</u>
		400 points	

A (400-360) B (359-320) C (319-280) D (279-240) F 239-0)

**DEPARTMENTAL COURSE DESCRIPTION**

ENG 104 students will complete four formal writing assignments in addition to other graded and ungraded work through which they will learn how to discover ideas, respond to texts, and summarize others' ideas. Students will learn how to analyze readings and share information with others by reading and responding to course texts and other materials gathered through research. Final drafts of all formal writing assignments must be word-processed. All students are expected to be prepared for class and participate in class discussions related to reading and writing assignments. In addition, *students will keep complete portfolios of all their writings*. Before any grade appeal will be processed for a student in ENG 100, 104, or 108, the complete portfolio of writings will have to be submitted to the Departmental Review Committee. In order for an ENG 104 student to be admitted into ENG 108, he or she must earn at least a C in ENG 104.

**ATTENDANCE POLICY**

You have a responsibility to yourself and to the group to be at all the class meetings and to come on time. Be sure to sign the **DAILY ROSTER**. If you know ahead of time that you'll have to miss a class or be late (and this should happen under exceptional circumstances only), please let me know. Leave a message at 271-4274.

Perfect Attendance	40 points	100%
1 absence	37 points	93%
2 absences	35 points	88%

3 absences	33 points	83%
4 absences	30 points	75%
5 absences	27 points	67%

No points for attendance / participation /peer review will be awarded for more than 5 absences.

### **ACADEMIC HONESTY**

You are expected to do your own reading and writing in this course. Any student who submits someone else's work as his or her own will receive no credit (0 points) for that assignment. If a second instance of cheating occurs, you will receive a failing grade for this course and be reported to the Dean of Students. Be careful in seeking the assistance of people outside this class for your written work. Well-intentioned friends can sometimes "take over" and your ideas and voice are lost in the process. When in doubt about how much help is allowable for out-of-class work, please see me.

### **DISABLED STUDENT POLICY**

If you have any recognized disability that required any special consideration on my part, please make an appointment to see me before January 28. During our conference, I will ask to see an official form that documents the nature of your disability and that specifies what I am required to do. I will try to accommodate your needs as best I can, but you will still need to meet the standards for reading and writing required in this course.

### **GETTING WORK DONE**

**When a final draft is DUE, it is due at the *beginning of the hour*** so that we can respond to our finished products. There will be no make-up opportunities for graded assignments *when the final drafts are due* unless you have a very serious reason and written proof of it (e.g. admission into a hospital for treatment).

### **COMING TO CLASS ON TIME**

If you are late or do not come to class to read the work of other students, we will not read and respond to your work.

If you come to class but do not have a draft of your own ready, you may not be allowed to read other students' work.

Proper etiquette in this writers' workshop and an entry ticket to it is a good faith DRAFT of your own work.

### **DEMONSTRATING PROCESS**

You **must** keep all copies of your drafts. And you must do your best on assignments *before* I evaluate a set of papers. IF there is time in the semester for me to ask for a revision of a final draft, you must resubmit all previous drafts AND attach a cover letter in which you explain precisely what changes you have made. IF you do not submit any drafts of your work in progress before an assignment is due, you will not receive a passing grade for that assignment. One of the English Department's objectives for this course is for you learn to use pre-writing, reread earlier drafts, consult with peers, and revise your work.

## **DEPARTMENTAL COURSE OBJECTIVES**

**Learning to write for different audiences and purposes.** Students will...

- make journal entries to explore their minds and to extend the range of their personal lives.
- write essays to communicate ideas and impose order on their thoughts and experiences;
- use organizational methods and genres appropriate for different purposes;
- construct academic essays that meet criteria for thesis, rhetoric, organization, development, and language.

**Learning to use active reading and critical thinking.** Students will...

- identify the main concepts and locate supporting details in written works;
- read actively for greater understanding;
- develop their ideas and concepts with specific details, examples, and explanations;
- write summaries that accurately reflect the main ideas and supporting reasons of written texts.
- explain the organization of written works;
- analyze the needs of different audiences.

**Learning to use writing processes.** Students will...

- practice various invention techniques;
- use prewriting to recreate and reflect on their experiences;
- use prewriting to generate information and discover ideas;
- move easily from writing for self-expression to writing for readers;
- write at greater length more easily, more quickly, and more usefully;
- reread early drafts to rethink what they want to write;

- revise for clear presentation of their ideas;
- revise for depth of insight, clarity of organization, and suitability for different purposes.
- identify and correct their own spelling, grammatical, and mechanical errors, especially in the final stage of the writing process.

**Learning written conventions.** Students will...

- use thesis statements, topic sentences, and transitions;
- apply all types of common developmental and organizational forms;
- identify the main qualities of effective sentences;
- practice active sentence style and rich, efficient modification;
- practice systematic approaches to editing sentences;
- craft more effective paragraphs.

## INSTITUTIONAL COMPETENCIES

### State-Level Goals: SKILL AREAS

#### Communicating

To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

- A. Analyze and evaluate their own and others' speaking and writing.
- B. Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- C. Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- D. Focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- E. Respond to the needs of different audiences and choose words for appropriateness and effect.

#### Higher-Order Thinking

To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

- B. Formulate questions for clarifying issues and solving problems.
- C. Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- E. Defend conclusions using relevant evidence and reasoned argument.
- F. Reflect on and evaluate their critical-thinking processes.

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FINAL	Self-Reflective Letter: What have you learned about writing?	May 7 or May 12 (check section)

### JANUARY

21 Introduction

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30 FEBRUARY

2 ESSAY #1 DUE

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11 LETTERS DUE

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16 Holiday

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23

25 ESSAY #2 DUE

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**MARCH**

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5 ESSAY #3 DUE (in-class essay)

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**SPRING BREAK** March 14-21

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24 Mid term grades due

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29 SUMMARY DUE

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**APRIL**

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5 SUMMARY DUE

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21 ESSAY #4 DUE

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**MAY**

3 Last Day of Class

7 Final for **1 p.m.** English 104 13 2:00 – 3:50 p.m.

12 Final for **11 a.m.** English 104 07 11:30 – 1:20 p.m.