

Department of English, Foreign Languages and Journalism
MWSC, Division of Liberal Arts & Sciences
Spring 2005

ENG 108 College Writing and Research

Professor: Dr. Kaye Adkins

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Office Hours: M 10:00-10:50; WF 10:00-10:50, 2:00-3:30; by appointment

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

Required Textbooks and materials:

Hacker, *Rules for Writers*

Spatt, *Writing from Sources*, 6th edition

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

Two 3.5" floppy disks or a Zip disk

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 does context, especially academia, relate to the form and content of texts?
- How do you effectively summarize a text?
- How can you recognize and analyze arguments in texts?
- How can you use sources effectively to support your arguments?
- What are primary and secondary sources?
- How can you find and evaluate 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. Each major assignment will be turned in with a "portfolio" which includes the final copy, edited drafts from workshops, and editors comment sheets from workshops. 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. When each major paper is returned, students will be required to complete a revision sheet. 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 summaries of readings in Spatt	Due 2/11
Analysis/evaluation paper	Single source paper based on a reading in Spatt	Due 2/25
Synthesis paper	Synthesis, analysis, and evaluation of related readings in Spatt	Due 3/9
White Paper	Informative research paper	Due 4/11

Position Paper	Revision of White Paper as an argumentative paper	Due 5/2
Research Notebook	Record of your research process	Due a final exam
Final Exam	Test of mastery of documentation formatting and correct/effective use of quotations	

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 research 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 that use of specific supporting details

have sentences whose grammar is acceptable as English written in an academic setting

be 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:

Summaries	5%	Position Paper	20%
Analysis/evaluation	10%	Research Notebook	10%
Synthesis	15%	Final exam	10%
White Paper	15%	Daily work/class partic./portfolio	15%

Absences: Students missing four class periods without a verified excuse will have their semester grade lowered. 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. In this class, we will discuss the importance of giving credit where credit is due for researchers.

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: 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.