

English 104 College Writing and Research
Spring 2006

Teacher: Steve Frogge
Office Eder 222-T 271-4239 T, Th 8:00-9:30 or by appointment
E-Mail sfrogge@ missouriwestern.edu

Classes

Section 05 Murphy 103 T, Th 9:30-10:50 Final: Thursday, May 4, 8:30--10:20
Section 08 Murphy 103 T, Th 11:00-12:20 Final: Tuesday, May 9, 11:30-- 1:20

Required Text

The Bedford Guide for College Readers with Reader, Research Manual, and Handbook, . 7th Ed.
by X.J. Kennedy, Dorothy M. Kennedy, Marcia F. Muth, and Sylvia A. Holladay

Required Materials

folder for submitting formal papers along with pre-writing, drafts, peer comments, and etc.
notebook, paper, pens, pencils, stapler, 3.5" floppy disks, composition book for journal writing

Course Objectives

- * Develop a realization that while writing tends to be a cyclical process, in order to talk about the process and isolate problem areas, we approach it as a linear process that includes steps such as idea generation, planning, drafting, revising, and editing.
- * Focus on writing first drafts fluently, without stopping to revise and edit
- * Accept that to write well, students must write much that is mediocre, and yet discover that from within that total output, their best work is gleaned..
- * Develop skill in thesis writing and development.
- * Achieve proficiency in recognizing logical fallacies
- * Gain awareness of basic essay types (e.g. Autobiography, Solution, Cause); learn to keep one type of essay from bleeding into another; and write seven of the basic types.
- * Experience the encouragement that can result from peer input and a live audience
- * Write! Write! Write!
- * Properly format thesis statements, outlines, and drafts
- * Review grammar and mechanics

Grading

Papers		43%
7 Thesis Statements	(7%)	
7 Outlines	(14%)	
7 1st Drafts	(14%)	
7 2nd Drafts	(28%)	
7 Reading to Class	(7%)	
3 Final Drafts	(30%)	
Journals		17%
In Class Written Work		11%
Homework		11%
Peer Response		4%
Attendance		4%
Writer's Handbook Exercises		3%
2 Student Conferences		3%
Final: Read from 1 Final Paper to Class		4%

Regarding Attendance Grade

No absences 5%; 1 absence 4%; 2 absences 3%; 3 absences 2%;
4 absences 1%; 5 or more absences 0% 3 times tardy count as 1 absence
Over 5 unexcused absences: automatic failure of the course

Each student will have an index card with his or her name on it. On arrival each day to class, students must pick up their index cards. The teacher will take attendance based on who has or has not picked up a card. Anyone who picks up a fellow student's card to cover an absence will be dealt with harshly..

Late Work/Missed Classwork

Late papers or paper components as well as homework and non-group classwork assignments are lowered by one letter grade per session late.

Group work, readings to the class, and peer reviews cannot be made up.

Regarding anyone who shows up without required materials such as paper, pens, or the textbook, and as a result sits, doing nothing, or interrupts class to beg for materials, shall receive no credit for that session.

Class Participation

: I reserve the right to lower a student's final grade by one letter for at least three instances of any of the following behavior:

- * Engagement in anything other than listening when fellow students read to the class
- * Refusal when present to read one's own paper or journal to the class
- * Failure to attend class on three or more of the scheduled days when students read papers
- * Failure during peer review to engage in writing comments for the benefit of the writer or writing and retaining a brief summary of what you wrote
- * Failure to do classwork or sitting and doing nothing during times provided for doing classwork. (You can always write in your journal or work on planning or proofreading a paper if you have completed an exercise or activity on which others are still working.)
- * Failure to attend conferences with the teacher.

Automatic failure of the course

- * Over 5 unexcused absences
- * Cheating/Plagiarism
- * Failure to Attend the Final Exam
- * Failure to Hand in a Portfolio consisting of 3 Final Papers along with all of the thesis statements, 1st and 2nd drafts, and peer comments for at least five of our seven papers

outlines,

Papers

- * For each paper, provide the teacher with an extra copy of the thesis statement, outline, 1st draft, 2nd draft, or final draft on the date the said component is due..
- * When handing in the portfolio at the end of the semester, include in a folder every thesis statement, outline, 1st draft, peer review, 2nd draft, and final draft
- * The thesis and outline must be in proper format as on pages 630-31 of our textbook.
- * All drafts must be in MLA Format (as on pages 632-39 of our textbook) unless the student has sought and received permission to use APA or another standard format.
- * Be sure to utilize the computer's spelling and grammar checking capability. Also check to ensure use of correct homonyms.
- * All papers must be two full pages in length, double spaced with size 12 fonts and 1-inch margins. 1st drafts must be at least 1 page in length.

Reading Aloud

From time to time students will read from papers for two or three minutes. Introductions must be no longer than thirty seconds. Students must devote nearly all of their allotted time to actual reading. Students must read in a voice loud enough for other students to hear.

Journal Writing

Students are expected to write two full pages (one page front and back) each week. Students may freely write anything that involves full sentences and paragraphs: poetry, stories, plays, essays, letters, comments, and etc. Lists do not count. Students will be graded based on the quantity not the quality of

the writing. Journals will be collected from time to time without warning, so students should make an effort to keep the journal up to date. Students will be called on from time to time to read journal entries of their choice.

E-Mail Correspondence

In the event that a student chooses to send a thesis statement, outline, or draft by e-mail, the student must send the said item as an attachment in Word format or RTF (Rich Text Format).

Miscellaneous

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

Turn off your cell phones.

Never call me to ask, "Mr. Frogge, are we going to be doing anything important today?"

Communicate. If you are having problems with an assignment or need to miss class, call or e-mail.

Course Calendar

Homework Page 1 of 2

Due at the beginning of class on the referenced date.

Reading	Writing (Note: Write 2 Pages in Journal/Week)
1/19 Ch. 1 Writing Processes (8-15) Ch. 2 Reading Processes (18-29)	Presenting Your Writing Process (13) Describing Your Own Reading Process (19) Ex 1-1, 1-2 (H-9,10)
1/24 Ch. 15 Strategies for Generating Ideas (252-68)	As Needed, Finish Reading Critically (26-29) Brainstorming (256) Asking a Reporter's Questions (263) Ex. 2-1, 2-2 (H-13,14)
1/26 Ch. 16 Strategies for Planning (269-87)	Considering Audience and Purpose (271)

		Ex. 3-1(H-18); 3-2(H-25, 26)
1/31	Ch. 17 Strategies for Drafting (288-303)	Ex: Topic Sentences (294) Ex. 3-3(H-28); 3-4(H-30)
2/2	Ch. 18 Strategies for Developing (304-22)	Ex: Giving Examples (307); Defining (311) Ex. 4-1(H-36); 5-1(H-39, 40)
2/7	Ch. 19 Strategies for Revising and Editing (323-40) Ch. 20 Strategies for Designing Your Document (341-69)	Ex. 6-1(H-43); 7-1(H-46)
2/9	Ch. 4 Recalling an Experience (47-62)	Other Assignments: 1 of 1, 2, or 3 (60-61) Ex 8-1(H-51, 52); 9-1(H-55 56)
2/14		Prepare thesis, outline, and 1st draft of paper on recalled experience Ex. 10-1-2(H58-60)
2/16		Prepare 2nd draft of paper on recalled experience Ex. 11-1(H61, 62); 11-2(H63, 64)
2/21	Ch. 5 Observing a Scene (63-78)	Other Assignments: 1 of 1, 2, or 3 (76-77) Ex. 12-1(H-67); 13-1(H-70, 71)
2/23		Prepare thesis, outline, and 1st draft of paper on observing a scene Ex. 14-1(H-74, 75); 14-2(H-76, 77)
2/28		Prepare 2nd draft of paper on observing a scene Ex. 15-1(H79, 80); 16-1 (H-81)
3/2	Ch. 7 Comparing and Contrasting (95-112)	Other Assignments: 1 of 1, 2, or 3 (111) Ex. 16-2(H-83); 16-3(H-84)
3/7		Prepare thesis, outline, and 1st draft of paper on comparing and contrasting Ex. 17-1(H-88, 89); 18-1(H-92)

Course Calendar
Homework Page 2 of 2

Due at the beginning of class on the referenced date.

	Reading	Writing(Note: Write 2 Pages in Journal/Week)
3/9		Prepare 2nd draft of paper on comparing and contrasting Ex. 19-1(H-93, 94); 20-1(H-97)
3/21	Ch. 8 Exploring Causes and Effects (113-130)	Other Assignments: 1 of 1, 2, or 3 (129) Ex. 21-1(H-98, 99); 21-2(H-100-101)
3/23		Prepare thesis, outline, and 1st draft of paper on exploring causes and effects Ex. 21-3(H-102, 103); 21-4(H-103, 104)
3/28		Prepare 2nd draft of paper on exploring causes and effects Ex. 21-5(H-105, 106); 22-1(H-108, 109)

3/30	Ch. 9 Taking a Stand (131-51)	Other Assignments: 1 of 1, 2, or 3 (150) Ex. 23-1(H-111, 112); 24-1(H114, 115)
4/4		Prepare thesis, outline, and 1st draft of paper on taking a stand Ex. 25-1(H118, 119); 26-1(H-120, 121)
4/6		Prepare 2nd draft of paper on taking a stand Ex. 27-1(H-122); 27-2((H-124, 125)
4/11	Ch. 10 Proposing a Solution (152-69)	Other Assignments: 1 of 1, 2, or 3 (167-68) Ex. 28-1(H-129); 29-1(H-132, 133)
4/13		Prepare thesis, outline, and 1st draft of paper on proposing a solution Ex. 30-1(H134, 135); 31-1(H-137, 138)
4/18		Prepare 2nd draft of paper on proposing a solution Ex. 32-1(H140, 141); 33-1(H-145)
4/20	Ch. 11 Evaluating (170-86)	Other Assignments: 1 of 1, 2, or 3 (184-85)
4/25		Prepare thesis, outline, and 1st draft of paper on evaluating
4/27		Prepare 2nd draft of paper on evaluating
5/4		Prepare portfolio (Students in section 4 must submit the portfolio during their final at 8:30 a.m. Students in section 8 must deliver their portfolios to my office by 4:00 p.m.)

Course Calendar
Classwork 1 of 3

	Discussion/Lecture	Individual Work	Group Work
1/17	Syllabus Writing and Reading Processes	Writing Self-Assessment	Introductions
1/19		Considering Audience (14) Considering Purpose (15) Reading Critically (26-29)	Annotating a Passage (22)
1/24	Generating Ideas	Freewriting (257) Doodling and Sketching (259) Imagining (262) Seeking Motives (264-65)	Mapping (261)
1/26	Thesis Statements Outlines	Discovering a Thesis (274) Examining Thesis Statements (276) Clustering (280)	
1/31	Paragraphs Transitions	How Do I Begin to Write? Openings and Conclusions	Lengths of Paragraphs

	Openings Conclusions	(298-300)	
2/2	Developing a Paper	Providing Details (309-10) Analyzing a Subject (313-14) Dividing and Classifying (316) Analyzing a Process (318) Comparing and Contrasting (320) Identifying Causes and Effects (322)	
2/7	Revising and Editing MLA Format	Editing and Proofreading (339-40)	Creating a Document Template
2/9	Narrative Writing Autobiography and Biography Writing about Experience Russell Baker's "The Art of Eating Spaghetti" (48-50) Robert G. Schreiner's "What is a Hunter" (51-53)	Questions to Start You Thinking (51, 54) Discovery Checklist (55-56)	Discuss Ideas for Recalling an Experience Papers: Turn idea into a thesis statement and test it, using chart (273); discuss possible ways to develop it.
2/14		Check 1st draft, using revision checklists (59-60, 325-7, 333) and editing checklists (60, 337-8, A27-51)	Peer Review 1st Draft (61, 328-29)
2/16	Discuss Next Paper: Observing a Scene		Students read Recalling an Experience papers (2 min/ student)

Course Calendar
Classwork 2 of 3

	Discussion/Lecture	Individual Work	Group Work
2/21	Eric Liu's "The Chinatown Idea" (65-67) Michael Coil's "Communications" (67-69)	Questions to Start You Thinking (67, 69-70) Discovery Checklist (71)	Discuss Ideas for Observing a Scene Papers. Turn idea into a thesis statement and test it, using chart (273); discuss possible ways to develop it.
2/23		Check 1st draft, using revision checklists (75, 325-7, 333) and editing checklists (76, 337-8, A27-51)	Peer Review 1st Draft (75, 328-29)
2/28	Discuss Next Paper: Comparing and Contrasting		Students read Observing a Scene papers (2 min/ student)
3/2	Suzanne Britt's "Neat People vs. Sloppy People" (96-8) Tim Chabot's "Take Me Out to the Ball Game, but which one?" (99-101)	Questions to Start You Thinking (98, 101) Discovery Checklist (103)	Discuss Ideas for Comparing and Contrasting papers
3/7		Check 1st draft, using revision checklists (110, 325-7, 333) and editing checklists (110-11, 337-8,	Peer Review 1st Draft (107, 328-9)

A27-51)

3/9	Discuss Next Paper: Explaining Causes and Effects		Students read Comparing and Contrasting papers (2 min/student)
3/21	William Severini Kowinski's "Kids in the Mall: Growing Up Controlled" (114-18) Yun Yung Choi's "Invisible Women" (119-21)	Questions to Start You Thinking (118, 121) Discovery Checklist (122)	Discuss Ideas for Explaining Causes and Effects papers.
3/23		Check 1st draft, using revision checklists (127, 325-7, 333) and editing checklists (128, 337-8, A27-51)	Peer Review 1st Draft (128, 328-9)
3/28	Discuss Next Paper: Taking a Stand Logical Fallacies		Students read Explaining Causes and Effects papers (2 min/student)
3/30	Suzan Shown Harjo's "Last Rites for Indian Dead" (132-34) LaBree Shide's "ANWR: Not a Place for Profit" (135-38)	Questions to Start You Thinking (135, 138)	Discuss Ideas for Taking a Stand papers.

Course Calendar
Classwork 3 of 3

	Discussion/Lecture	Individual Work	Group Work
4/4		Check 1st draft, using revision checklists (148, 325-7, 333) and editing checklists (148-49, 337-8, A27-51)	Peer Review 1st Draft (147, 328-9)
4/6	Discuss Next Paper: Proposing a Solution		Students read Taking a Stand papers (2 min/student)
4/11	Wilbert Rideau's "Why Prisons Don't Work" (154-55) Heather Colbenson's "Missed Opportunities" (156-58)	Questions to Start You Thinking (155-56, 159) Discovery Checklist (160)	Discuss Ideas for Proposing a Solution papers.
4/13		Check 1st draft, using revision checklists (166, 325-7, 333) and editing checklists (167, 337-8, A27-51)	Peer Review 1st Draft (167, 328-9)
4/18	Discuss Next Paper: Evaluating		Students read Proposing a Solution papers (2 min/student)
4/20	Robert Hartwell Fiske's "Don't Look It Up! The Decline of the Dictionary" (171-73) Theresa H. Nguyen's "Antiterrorist Law Violates Civil Rights" (174-77)	Questions to Start You Thinking (174, 177) Discovery Checklist (181)	Discuss Ideas for Evaluating papers.
4/25		Check 1st draft, using revision	Peer Review 1st Draft (182, 328-9)

checklists (183, 325-7, 333) and
editing checklists (184, 337-8,
A27-51)

4/27 Discuss Portfolio

Students read Evaluating
papers (2 min/student)

5/4 Section 5 Final Test at 8:30 a.m..

5/9 Section 8 Final Test at 11:30 a.m.(pick-up portfolios)
Section 5 students should come by teacher's office to pick-up
portfolios