

Semester: Spring 2006
Course No., Name: 20486, English 108—03, College Writing and Research
Credit Hours: 3
Day, Time, Place: TTH, 9:30-10:50 A.M., Murphy 104
Course Description: According to the course description offered by the Department of English, Foreign Language, and Journalism; “ENG 108 students will complete three formal research based projects in addition to other graded and ungraded work. In these assignments, students will learn how to analyze, synthesize, and evaluate the thinking of others in order to discover, develop, and test their own points of view. 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.” For a detailed description of the objectives and state level goals of this course, please visit the following link:
<http://www.missouriwestern.edu/eflj/eng108.asp> .

Course Prerequisites: Minimum of a C in English 104.

Instructor: Nancy E. Hindle
Office: Eder 213
Office Hours: TR 11:00 A.M. - 1:00 P.M.
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Required Course Materials:

- Kennedy, X.J., Kennedy, Dorothy, and Jane E. Aaron. The Bedford Reader. 9th Ed. Boston: Bedford/St.Martin’s, 2003.
- College Dictionary and Thesaurus
- Floppy disk, writable CD, or flash drive
- Sewn-bound Notebook for your journal
- Pens, pencils, highlighters
- Internet access
- Microsoft Word (RTF is also acceptable)

Course Goals in My Own Words . . .

This course is designed to further develop your writing, reading, and communication skills. The following text is a list of the expected outcomes of this course:

- Increase your understanding of writing for diverse audiences, both in academia and industry.
- Improve your ability to think, read, and write critically.
- Develop your ability to analyze and evaluate written material and to integrate that material with your own ideas and written work.
- Develop research techniques that will help you gather, evaluate, and synthesize materials from sources inside and outside of your own experience.
- Learn appropriate methods of documentation used in a variety of academic disciplines.
- Work with other students to help you develop your ability to read and write more effectively.
- Improve your ability to write clear, effective prose.
- Develop your critical thinking skills and your ability to write sound argumentative essays.

My Expectations of You:

Late Work Policy: You may submit your assignments up to 1 class late. If you are unable to submit your work during the

class following the deadline, you will receive a 0 for that assignment. I do not allow make-ups, so you will be responsible for obtaining your assignments from one of your classmates and electronically submitting them to me on time.

Attendance Policy: Students who miss 4 consecutive classes will fail the course—no exceptions. If you must be absent for several consecutive classes due to a school function or emergency, please make arrangements with me in advance. You will need to provide valid documentation for your absences. Please keep in mind that if you request more than 4 consecutive days of absence, then I will recommend that you drop the course. Also, when you are more than 10 minutes late to class, I will mark you absent, so if you are consistently late to class, you will be in danger of failing the course. Any student who misses no more than 2 classes will receive an extra-credit bonus of 3% of total amount of points s/he earned over the course of the semester.

Appropriate Classroom Behavior: The key word here is respect. In the classroom, if I am talking, you should not be talking. If you are talking, no one else should be talking. If we are engaging in group activities, the noise level should remain at a respectable level and the same rules that apply to classroom behavior of course apply to group behavior. If you are late to class, please enter the room quietly and wait to speak to me until after class. If you have a question, please raise your hand and wait until I call on you. If you wish to contribute to class discussion, please raise your hand and I will call on you. If you display inappropriate classroom behavior, I reserve the right to excuse you from class. You are required to leave quietly and speak with me during office hours before re-entering the class.

Effective Communication: You must thoroughly read the syllabus and all supplemental material I hand out over the course of the semester. If you do not understand something you have read, then it is your responsibility to ask questions in class or speak to me during office hours. You must listen and contribute to class discussion on a daily basis. You must complete all assignments so that you may effectively communicate with me and your fellow students.

Academic Adjustments: Missouri Western adheres to the Americans with Disabilities Act. If you have a documented disability, please see me before the second week of class so that we may discuss appropriate accommodations.

Academic Dishonesty: All forms of academic dishonesty are prohibited, including plagiarizing, cheating, submitting someone else's work as your own, submitting to two or more courses the same essay (though this option is possible with each instructor's explicit permission), or using a name other than your own when submitting work. In plain language, don't fool around with plagiarism! You will fail this course if you intentionally turn in work that has been plagiarized in any way!

Cellular Phones and Pagers: The use of cellular phones and pagers is not permitted in class.

Grading Distribution:

- 4 Rough Drafts: (You can earn up to 25 points for the first three rough drafts. You can earn up to 50 points for the last rough draft.): 125 points total
- 4 Final Drafts: (You can earn up to 100 points for the first three essays. You can earn up to 200 points for the last essay.): 500 points total
- 4 Critical Analyses: (You can earn up to 25 points for each critical analysis.): 100 points total
- Journal Entries: You may earn up to 10 points for each entry.
- Class Participation and Homework: You may earn up to 10 points a day.

900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; 599 and below = F

Course Content Breakdown:

First Three Essays: You will write three article reviews during the first half of the semester. Article reviews allow you to practice reading and analyzing academic writing. You will also learn the importance of keeping a 70/30 ratio of your ideas

and those of your sources when writing an article review. In other words, you will learn how to use your reaction to a reading selection to devise a writing purpose and produce an essay in which you adequately describe your reaction and support it with relevant direct quotes and paraphrases from the selection. These short essays will help you to build the necessary confidence in your research and writing abilities before the final research paper.

I will provide a detailed assignment sheet for each article review over the course of the semester, but the major requirements are as follows. Each article review will be based on an article published in *The Bedford Reader*. The article reviews must be at least four pages long and adhere to the format and grading rubric included in this syllabus. The first article review will require support from the article itself. The second article review will require two sources supports outside of the article. The third article review will require three to five source supports outside of the article. You may use the MLA or APA documentation method.

Final Research Essay: The final research essay will demonstrate how well you have mastered the arts of research, documentation, an effective writing process, and critical reading and writing. It will be based on a topic of your choice. I will provide a detailed assignment sheet during the second week of school. Beyond the requirements listed in the grading and format rubrics included in this syllabus, the major requirements are as follows: The essay must be at least ten pages long. You must use no less than ten separate support sources. You may use a combination of online and hardcopy sources, but you are limited to five internet sources. In addition, you must conduct one interview or survey as one of your hardcopy sources. You must include a copy of all source supports with your final draft, and you are restricted to MLA as a documentation method.

Journal Entries: Journal entries will be based on daily readings from *The Bedford Reader* and assignments associated with the development of the four essays required for this course. You must clearly title and date each journal entry or it will not be eligible for points. In addition, each journal entry must be well written and follow its corresponding assignment guidelines or it will not be eligible for points. Please do not use your journal to take class notes, as you will submit the journal for a grade at the end of the semester. Please do not underestimate the power of the journal to make or break your final grade in this course.

Class Participation and Homework: Homework will consist of readings from *The Bedford Reader*, writing assignments offered after each selection in *The Bedford Reader*, assignments from website associated with *The Bedford Reader*, and assignments associated with the development of the four essays required for this class. Class participation requires that you actively, respectfully, and intelligently contribute to class discussion. Please do not underestimate the power of class participation and homework to make or break your final grade in this course.

Rough Drafts and Peer Reviews: All rough drafts must be complete and formatted according to the format rubric included in this syllabus. When I say complete, I mean that to the best of your knowledge, your essay is ready to be submitted to me for a final grade. You will share this draft with two other classmates for peer review. The peer reviews will be based on a list of questions that I will provide at the beginning of each class designated for peer reviews. You will then use the feedback in your revision process. Please keep in mind that in order to receive full credit for your rough draft, you must come to class on time, conduct and receive two peer reviews, and submit these peer reviews and rough drafts with your final draft.

Final Drafts: Included in this syllabus is a detailed format rubric. Please review the rubric for specific instructions on how to format your papers according to MLA guidelines. Included in this syllabus is also a grading rubric that offers descriptions of “A,” “B,” “C,” “D,” and “F” quality papers. Your final drafts will be graded on the basis of this rubric.

Critical Analysis: All final drafts, rough drafts, and peer reviews must be preceded by a 1-2 page critical analysis of the assignment. You may recount of the writing process you used for the assignment and any difficulties and successes you experienced during that process. Please remember to discuss the peer reviews. These responses are short essays, so please carefully consider an introduction, thesis, and conclusion and adhere to the format and grading rubric included in this syllabus.

Format Rubric (We will use MLA format (no title page) for all typed assignments in this course.):

- All final drafts are to be typed, double-spaced, and have one-inch margins (top, bottom, right, and left).
- All final drafts will be typed on clean, white paper, and stapled in the upper left-hand corner.
- All text, except the title of the essay and the title of the works cited page, is to be typed in 12-point serif font of your choice. Titles may be typed in alternative sizes and fonts as long as your choices are readable.
- Put the following information in the top, left-hand corner of the first page of all typed assignments. Please note that the header should be one inch down from the top-edge of the first page of each assignment, and it too is double spaced:

Your Name

Nancy E. Hindle

English 108-03

Time and Day Class Meets formatted as follows: TTH 9:30-10:50

Current Date formatted as follows: 17 January 2005

- Place the title of your assignment or essay above the first paragraph of the assignment, centered. Capitalize the first letter of all significant words in the title. Feel free to use an alternate font for the title.
- Page numbers should be placed in the top, right-hand corner of each page (except the first page) of your assignment, in the document header. Please note that the document header is $\frac{1}{2}$ of an inch from the top-edge of each page. If you do not know how to access the document header, please see me. Please place your last name to the left of the page number, making sure there is a space between your last name and the page number (e.g. Hindle 1).
- The works cited page should be continuously numbered with the rest of your essay, but it should appear, double-spaced, on a sheet of paper separate from the rest of the essay.
- Please use black printer ink at all times.

Grading Rubric:

90-100 points: The student's ideas and points are always explored and discussed adequately and display superb logical and critical thinking. The document is sensibly organized. In other words, each sentence within a paragraph relates back to the paragraph's topic sentence and each paragraph within an essay clearly relates back to the previous paragraph and supports the essay's thesis statement. Examples drawn from research and personal views are balanced and relevant to the main point of the document. All primary and secondary sources have been properly documented both in-text and in a list of works cited. All of the text is grammatically and mechanically sound. The assignment guidelines have been met to the fullest extent and the document is formatted as specified in the format rubric.

80-89 points: Most of the student's ideas and points are discussed adequately and display logical and critical thinking.

The document is sensibly organized. In other words, each sentence within a paragraph relates back to the paragraph's topic sentence and each paragraph within an essay almost always relates back to the previous paragraph and supports the essay's thesis statement. Examples drawn from research and personal views are balanced and relevant to the main point of the document. All primary and secondary sources have been properly documented both in-text and in a list of works cited. Minor grammatical and mechanical mistakes are present, though they do not interfere with the clarity of the text. The assignment guidelines have been met to the fullest extent and the document is formatted as specified in the format rubric.

70-79 points: Several of the student's ideas and points are not discussed adequately, and the essay lacks adequate logical and critical thinking. The content is not always sensibly ordered. An attempt has been made to show the relationship between the thesis/topic sentences and supporting points, though thinness of detail and inadequate support may make these relationships unclear. Examples drawn from research and personal views are not always relevant or appropriate. The balance between the students own thoughts and information gathered from research is at times unbalanced. All primary and secondary sources have been properly documented both in-text and in a list of works cited. Grammar and mechanical mistakes are present and at times impede reader comprehension. The assignment guidelines have been followed. Some problems with the formatting may be present.

60-69 points: Most of the student's ideas and main points have not been discussed adequately. The essay obviously lacks logical and critical thinking. The content is not sensibly organized. An attempt has been made to convey a thesis and topic sentences. The supporting points are neither clearly, nor adequately explored. Examples drawn from personal views and research are neither relevant, nor appropriate. The balance between the students own thoughts and information gathered from research is not appropriately balanced. Most primary and secondary sources have been properly documented both in-text and in a list of works cited. An abundance of grammatical and mechanical mistakes impede reader comprehension. The assignment guidelines have not been followed to the fullest extent. Some problems with the formatting may be present.

0-59 points: No attempt has been made to convey a thesis or topic sentences. The essay obviously lacks logical and critical thinking. The supporting points are not present. The content is not sensibly organized. One or more primary and secondary sources have been improperly documented either in-text or in the list of works cited. An abundance of grammatical and mechanical mistakes make the document difficult to read and comprehend. The assignment guidelines have not been followed. Problems with the formatting may be present.

Course Outline:

This outline shows major readings and assignments. All of the readings are from *The Bedford Reader*. I reserve the right to change this schedule in any way through class announcements. You are fully responsible for all work associated with any changes made to the calendar.

Jan. 17	Discuss the syllabus and get to know each other
Jan. 19	Introduction
Jan. 24	Ch. 1: Reading Critically
Jan. 26	Continued
Jan. 31	Ch. 2: Writing Effectively
Feb. 2	Ch. 4: Narration, Chapter 5: Description (Choose an article for Essay 1)
Feb. 7	Ch. 2: Writing Effectively (Devise a purpose for essay 1)
Feb. 9	Ch. 6: Example, Chapter 7: Comparison/Contrast
Feb. 14	Chapter 3: Using and Documenting Sources (Review sentence outlines for essay 1)
Feb. 16	Chapter 8: Process Analysis, Chapter 9: Division or Analysis

Feb. 21 Peer Review for Essay 1, Chapter 3: Using and Documenting Sources
Feb. 23 Chapter 10: Classification, Chapter 11: Cause and Effect

Feb. 28 Essay 1 Final Draft due (Choose an article for essay 2)
Mar. 2 Chapter 12: Definition

Mar. 7 Chapter 13: Argument and Persuasion, Review websites that support *The Bedford Reader* (Review sentence outlines for essay 2)
Mar. 9 Peer Review Essay 2 (Submit final research essay topic and thesis statement)

Mar. 21 Essay 2 Final Draft Due
Mar. 23 Chapter 13: Argument and Persuasion (Choose an article for essay 3)

Mar. 28 Annotated Bibliographies (Review sentence outlines for essay 3)
Mar. 30 Peer Review for Essay 3 (Submit a sentence outline for final research essay)

Apr. 4 Annotated Bibliographies
Apr. 6 Final Draft Due for Essay 3 (Submit annotated bibliography for final research essay)

Apr. 11 Discuss progress of final research essay
Apr. 13 Journal Due

Apr. 18 Discuss progress of final research essay
Apr. 20 Peer Review for Final Research Essay

Apr. 25 Instructor Review for Final Research Essay
Apr. 27 Final Research Essay Due

May 4 8:30-10:20 A.M. Final Exam (You will receive your final grade and any graded papers or journals I still have during this class.)