

Syllabus for ENG 104-13
College Writing and Rhetoric

Missouri Western State University
Department of English, Foreign Languages, and Journalism
College of Liberal Arts and Sciences
English 104-13 -- College Writing and Rhetoric
Instructor: Dawn Terrick
Fall 2006

MWF 1:00-1:50 pm, Murphy Hall 109

Instructor: Dawn Terrick

Office: SSC 222C Eder Hall

Office Phone: 816-271-4313

Office Hours: MWF 11:00-12:00, Thursday 1:00-3:00 and by appointment

Email: terrick@missouriwestern.edu

Required Texts:

- *The Little, Brown Reader*. Tenth Edition. Eds. Marcia Stubbs and Sylvan Barnet. Pearson Longman, Inc, 2006.
- *From Critical Thinking to Argument – A Portable Guide*. Eds. Sylvan Barnet and Hugo Bedau. Bedford/St. Martin's, 2005.
- *ENG 104-13: College Writing and Rhetoric Packet*, Fall 2006.

Required Materials:

- Computer disks for revising and saving work.
- Notebook for notes, class work, journal entries, etc.
- Folder(s) to keep all writing and portfolio work.

Course Description:

- "Language is the most vivid and crucial key to identity: It reveals the private identity, and connects one with, or divorces one from, the larger, public, or communal identity."

-James Baldwin

- "Good writers are also good readers – of the works of other writers and of their own notes and drafts. The habits they develop as readers of others – for instance evaluating assumptions, scrutinizing arguments and perceiving irony – empower them when they write, read and revise their own notes and drafts."

-Marcia Stubbs and Sylvan Barnett

- "One thing that is always with the writer – no matter how long he has written or how good he is – is the continuing process of learning how to write."

-Flannery O'Connor

Course Goals:

Reading and Writing: Reading can help us to make sense of our experiences and of our lives by providing us with connections between ourselves and the larger world. We, as human beings, must understand our complex and changing world and we can accomplish this by understanding how language reflects and affects our world. In this course, we will be reading various texts and then writing about those texts. Writing about a text leads us to read that text critically and intelligently, stimulates our thinking and will enable us to react to that text. In order to achieve these goals, we will:

- Read and respond to various texts, such as textbook readings, media such as television, movies and advertising, and our peers' work.
- Read and study written texts to improve and refine our own writing.
- Summarize, analyze and evaluate texts.
- Understand, find, shape, address and write arguments.
- Engage in journal writing and collaborative writing.
- Revise our written work.
- Participate in peer revision groups.

For common objectives/means and institutional competencies for ENG 104, also refer to the English department website at

Methods of Instruction:

Methods of instruction include textbooks, lectures, class discussions, group work, presentations, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision groups and in-class writing exercises.

Journals: You will write (informal) journal entries/responses to most of your assigned readings. Please refer to your assignment schedule for journal entries. These entries will be your explanations of and reactions to the readings. Each journal entry will consist of both summary and response/analysis and be, on average, one full page. Entries can be hand-written or word-processed and must be clearly labeled. The collection dates will coincide with the collection dates of your formal writing assignments/mini-portfolios; your journal entries will be a component of your mini-portfolio. Journal entries will be graded on content and will be part of your grade for the portfolio and the course.

Peer Revision Groups: Prior to submitting your formal writing assignments, you will be required to participate in peer revision groups in which you will bring in word-processed copies of your rough draft to share with your group and receive feedback from your group in order to help you strengthen and revise your own written work. This is a required activity and will be part of your grade for the portfolio and the course. (Note: During these sessions I will also evaluate drafts).

Policies:

Attendance and Class Preparation/Participation: In order to improve student learning and to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100-level courses. A student will be given an excused absence when acting as an official representative of the university, provided the student gives prior written verification from the faculty/staff supervisor of the event. A student will also be given an excused absence if he or she can provide documentation and prove that the absence was unavoidable. Please feel free to speak to me about any extenuating circumstances. All other absences will be deemed unexcused. The maximum number of unexcused absences allowed before the midterm report, October 18, for this class is 5. Thus, when you have 6 you will be reported to the Registrar's Office, who will automatically withdraw you from this class. The Financial Aid Office will reduce financial aid as appropriate. If you exceed the allowed absences after midterm, your final grade will be affected.

Students are expected to attend every scheduled class meeting and arrive on time. Arriving to class late is disruptive. As a result, chronic lateness will likely affect your final grade. Students are also expected to come prepared to every class meeting and participate in class discussion for this is the only way we can all share ideas, ask questions and learn.

Late Work: All writing assignments are due at the beginning of the class period on the due date. Each student is allowed one late paper (and only one late paper) and this must be discussed with the instructor. I will not accept/grade any other late papers. This is important because you must complete, turn in and receive a grade for all papers in order to pass this class. *Consequently, if you submit more than one late paper, you will fail the course.* If you are not in class on the due date you are still responsible for submitting your assignment on time. Your presentation must be delivered on the assigned date and you will not be allowed to use this policy for this assignment. Late journals and in-class writing assignments will not be accepted.

Revision: All formal, graded writing assignments can be revised and resubmitted for a "new" grade. You will have two weeks from the date the paper is returned in class to revise and resubmit each paper. However, you cannot revise other portfolio work. If you miss the two-week deadline, you forfeit the right to revise that specific paper. It is required that your original, graded essay accompanies your revised essay. Revision is important because each paper covers important skills that you will need to know for the next paper.

Grading Policy: Your grade will be determined on the writings and portfolios you submit, a presentation and final examination. Please note that smaller assignments and class preparation/participation are very important and do affect your grade. The components of your grade in the course are:

· Formal writing assignments. *A student who does not turn in responses to all writing assignments will not pass the course even if the grades achieved in the other writing assignments are satisfactory.*

Paper One -- Summary: 100 points

Paper Two Mini-Portfolio: 100 points

Paper Three Mini-Portfolio: 100 points

Paper Four Mini-Portfolio: 125 points

Argument/Presentation: 125 points

· Final exam: 100 points (mandatory)

Students with Disabilities: Anyone who has a disability that prevents the fullest expression of his or her potential to succeed in this course must notify me as soon as possible so that we can discuss class requirements and accommodations. You must also contact Michael Ritter, Special Needs Coordinator, and submit all necessary documentation to his office.

Academic Honesty Policy: Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records or any other fraudulent classroom activity. Cheating and plagiarism are not acceptable. You will receive a grade of F (0 points) for any paper/assignment/exam that shows evidence of cheating and/or plagiarism. You have the burden of proving that a paper/assignment/exam showing evidence of cheating and/or plagiarism has been in fact written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. If you plagiarize a paper, you forfeit the right to revise that paper; if you cheat on an exam, you will not be allowed to retake the exam. Violations of academic honesty will be reported to the Provost or the designated representative on the Academic Honesty Violation Report Forms. Please see the 2006-07 Student Handbook and Calendar on page 21 for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <http://www.missouriwestern.edu/handbook/index.pdf>.

Miscellaneous: Civility and Cooperation: Missouri Western requires all students to help us maintain good conditions for teaching and learning. All students will treat their classmates and teachers with civility and respect, both inside and outside the classroom. Students who violate this policy may, among other penalties, be counted absent and asked to leave. You should review your Missouri Western student handbook for further information.

Please note that you must complete all writing assignments in order to pass this course. In addition, admission into ENG 108 requires a "C" or higher in ENG 104. All drafts and final papers for this course must be word-processed. It is also important to save all work on disks, keeping back-ups if necessary.

Please feel free to come see me if you have *any* problems or questions. I believe communication is very important between an instructor and her students and, as a result, I will make myself available to you for any reason.

ENG 104 Assignment Schedule

Please note that this is a tentative schedule and changes can be made.

Week One

- Aug. 28: Distribute and review syllabus; Introduction to the course; In-class writing
HW: **Read Chapter 2 in *From Critical Thinking to Argument* and "Quoting from Sources" on pages 170-179 in *From Critical Thinking to Argument(FCTTA)*
- Aug. 30: Begin discussion on reading and responding to reading -- summarizing, evaluating and analyzing; Review homework; in-class exercise; Assign Paper #1 -- Summary
HW: Read "My Boyhood Home" p 629 *The Little, Brown Reader (TLBR)* and respond to essay in journal by writing a summary/personal response/analysis of the essay. You can include, but do not limit yourself to, personal experiences and opinions as they relate to the essay. Write at least one full page. This reading will begin the section *Communities and Identities*; Begin working on your summary
- Sep. 1: Complete in-class exercise; Continue discussion on summarizing, analyzing and evaluating; Begin section *Families, Communities and Identities* by discussing "My Boyhood Home"
HW: Complete word-processed draft of summary and bring copies to class on Wednesday

Week Two

- Sep. 4: Labor Day Holiday
HW: Complete word-processed draft of summary and bring copies to class on Wednesday (also bring your textbook)
- Sep. 6: **Paper #1 -- Summary Rough Draft Due – Peer Revision Groups**
HW: Read "Scenes from an Inter-marriage" p 146 in *TLBR* and respond to the essay in your journal.
- Sep. 8: Continue section *Families, Communities and Identities* by discussing "Scenes From and Inter-marriage"; Continue discussion on summarizing, analyzing and evaluating; Assign Paper #2 (*Families, Communities and Identities*)

HW: Read “Double Identity” p 238 and write journal entry; Also review Chapter 2 (and checklist on p 40-41) in *TLBR*.

Week Three

- Sep. 11: **Summary Due** (with peer revision response sheet); Discuss “Double Identity” and review Chapter 2 in *TLBR*
HW: Read “On Going Home” p 216 and respond to Q #1 and #3 for your journal entry (respond in paragraph form to each question)
- Sep. 13: Discuss “On Going Home”; review of Essay #1
HW: Read Chapter 3 (p 44-67 and checklist on p 67) in *TLBR*
- Sep. 15: In-class instruction on writing Essay #1: Review *TLBR* examples, comparison and contrast and student samples
HW: Read “Writing and Reading” p 294 and write journal entry

Week Four

- Sep. 18: Discuss “Writing and Reading”; in-class exercise on Paper #2
- Sep. 20: Editing exercises
HW: Work on Paper #2 and portfolio components
- Sep. 22: **Paper #2 Rough Draft Due – Peer Revision Groups**
HW: Work on Paper #2 and review checklist on p 67 in *TLBR*

Week Five

- Sep. 25: In-class reading to begin next section *The Functions and Power of Language*; language quiz (be sure to bring packet to class for the rest of the semester)
HW: Complete Paper #2 and mini-portfolio
- Sep. 27: **Paper #2/ Mini-Portfolio Due; Revisions Due**; Reflective writing; Assign Paper #3 and have students list one question or thing they would like to review in regard to writing and submit to me
HW: Read “Four Letter Words Can Hurt You” p 469 and write a journal entry in which you include a detailed response to Question #3
- Sep. 29: Discuss “Four Letter Words Can Hurt You” and obscene language
HW: Read “A Question of Language” p 235 and write journal entry

Week Six

- Oct. 2: Discuss “A Question of Language”
- Oct. 4: Discuss Paper #3: writing instruction and review of student samples (this is a very important class period!)
HW: Read “Internet Changes Language for ☺ \$ ☹” and answer questions #2, 3 and 5 for your journal entry
- Oct. 6: Discuss “Internet Changes Language for ☺ \$ ☹”
HW: Work on language samples for portfolio

Week Seven

- Oct. 9: In-class interviews regarding everyday language
HW: Read “Changing My Name After Sixty Years” and “The Dilemma of Black English” and write journal entry on only one essay
- Oct. 11: Discuss how language/names help to form our identity in relation to essays “Changing My Name After Sixty Years” and “The Dilemma of Black English”
HW: Work on draft of Paper #3
- Oct. 13: Mid-term Break
HW: Work on draft of Paper #3

Week Eight

- Oct. 16: **Paper #3 Rough Draft Due – Peer Revision Groups**
HW: Work on rough draft of Essay #3
- Oct. 18: TBA
HW: Read pages 79-82 in *TLBR* and pages 97-101 in *FCTTA* – very important introduction to argument
HW: Work on paper/portfolio #3
- Oct. 20: TBA

HW: Work on paper/portfolio #3

Week Nine

- Oct. 23: **Paper #3/Mini-Portfolio Due**; Reflective writing; Introduction to section *Argument in Everyday Life* (for this section we will be extensively using both textbooks and packet so bring all to class everyday); In-class analysis of sample arguments that embody different features, approaches, styles and audiences
- Oct. 25: Discuss “So What Makes a Good Argument?” (in packet) and “Does All Writing Contain Arguments?” (72); Assign Paper #4
HW: Read Chapter 3 in *FCTTA* pages 42-73 and “Aristotle’s Rhetoric” in packet
- Oct. 27: Review homework on argument and persuasion; In-class exercise on Malcolm X’s speech
HW: Read “A Modest Proposal” p 621 and write journal entry; read p 68 in *FCTTA*

Week Ten

- Oct. 30: Discuss “A Modest Proposal” and satire (in packet)
- Nov. 1: In-class exercise on argument (bring packet to class, “An Eye for an Eye”)
- Nov. 3: Discuss Rogerian argument and fallacies; review p 73-78 and 82-85 in *TLBR* and p 253-269 in *FCTTA*
HW: Read Chapter 6 in *FCTTA* – this is important for Paper #4!

Week Eleven

- Nov. 6: Writing instruction on Paper #4; student samples
HW: Read “Here Comes the Groom” p 201 and “Gay Marriage, An Oxymoron” p 206 and for your journal entry compare/contrast the two essays and explain which argument is more effective and persuasive (it may be the essay with which you disagree; this will be practice for your paper assignment)
- Nov. 8: Discuss “Here Comes the Groom” and “Gay Marriage, An Oxymoron”; writing practice for Paper #4 (bring both textbooks to class)
- Nov. 10: Begin lecture and discussion about research and using Ebscohost; handout on library research; Discussion on plagiarism and MLA documentation for Paper #4; Review for Paper #4: In-class exercise and handouts on Paper #4 (outlining and plagiarism)

Week Twelve

- Nov. 13: **Library Day**
- Nov. 15: In-class work regarding Essay #4
- Nov. 17: **Paper #4 Rough Draft Due – Peer Revision Groups**

Week Thirteen

- Nov. 20: **Paper #4 Rough Draft Due – Peer Revision Groups**
- Nov. 22: Thanksgiving Break
- Nov. 24: Thanksgiving Break

Week Fourteen

- Nov. 27: **Paper #4/Mini-Portfolio Due**; Reflective writing
HW: Read “The Cold, Cold Box” and bring packet to class on Wednesday
- Nov. 29: Discuss “The Cold, Cold Box” and argument/presentation
- Dec. 1: In-class group work on presentations

Week Fifteen

- Dec. 4: In-class group work on presentations; Review for final exam
- Dec. 6: **Presentations** – you must present during your scheduled time and must be present for all other presentations
- Dec. 8: **Presentations** – you must present during your scheduled time and must be present for all other presentations; Last day of class

Dec. 9-15: Final exams

Final exams: December 9-15

The final exam is mandatory – you must take the final exam in order to pass the course. In addition, you must take the exam

on your scheduled day and time because I will not reschedule the exam or give a make-up to any student. Please consult the study guide for content and scheduling information regarding the final exam. You can also consult Western's website for a final exam schedule.