

**Missouri Western State University**  
**Department of English, Foreign Languages, and Journalism**  
**English 108 (Sections 9, 11 and 14): Writing and Research, Fall 2007**  
**11 a.m. (Murphy 106), 12:30 p.m. (Murphy 104), 2 p.m. (Murphy 105) Tuesday/Thursday**

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Sections 9 (Murphy 106), 11 (Murphy 104) and 14 (Murphy 105).

**Course Objectives:**

To meet the published objectives for English 108, ([www.missouriwestern.edu/eflj/lg/eng108.html](http://www.missouriwestern.edu/eflj/lg/eng108.html)), this class will give you practice with argumentation and with the integration and acknowledgment of sources. The goal here, simply put, is to place language, ideas, and information you encounter into the service of your own scholarly work. To do so, you will need to exercise and build on skills acquired in your previous English classes.

The thread tying this course together is a study of *The Great Gatsby*, F. Scott Fitzgerald's classic novel of the 1920s – an era he dubbed “the jazz age.” We will study the novel, not just as the work of literary art it is, but as a culmination of study into research projects that will focus on various aspects of that era which, as a whole, will help us to come to a deeper understanding of our own time. Students in the course also will hone their skills in the art of research, which will serve them throughout their scholarly pursuits.

**Required Materials:**

*Writing from Sources*, Brenda Spatt.

*The Great Gatsby*, F. Scott Fitzgerald (Authorized Text).

MLA Handbook

Spiral notebook devoted exclusively to this course

3-1/2" floppy disks (2-3 for this class): one working, one back up, and one save

Word processing/computer capability

Two-sided folder or envelope in which you will collect your work

Blue or black, plus red ink pens and pencils.

Internet access.

**Strongly Recommended Materials:**

Any collegiate dictionary and thesaurus.

**Basic Components**

1. Journals – You will keep an ongoing journal in a three-ringed binder, with each entry dated. Each entry will address a specific prompt, either related to the novel, assigned readings in the text, your ongoing research project or an idea presented during class discussion. After each class period, you will be assigned a journal entry, to be turned in at the beginning of the next class period. These will be returned graded and must be kept in your three-ringed binder. At the end of the course, you will need to produce copies of all graded assignments, including journal entries. Each journal entry/essay is worth 10-25 points.
2. Foundational research projects – There will be three essays, the second two connected to some aspect of *The Great Gatsby*, these projects are the building blocks to your final, major, research project that stems from the novel. The first project will focus on a topic not connected to the novel and will make use of one primary source and two secondary sources. The second will be a smaller research paper that will lead to your third and final project. Students will submit one preliminary draft along with final project in each case. Preliminary drafts will first be peer-edited in small groups during class. First paper -- 75 points; second paper – 100 points; third paper – 150 points.
3. Textbook-related assignments. These will be done inside and outside of class and will focus on various research

methods. 20 points each.

4. Tests

- a. One open-book test on Gatsby with a choice of three short essays, requiring direct quotes and citation from the novel. 100 points.
  - b. Final exam. 50 points.
5. Peer Reviews – You will be asked to help classmates by being good readers and constructive critics. A draft will not be complete unless a Peer Review is attached to it. Each Peer Review session is worth 35 points.
6. Essay drafts – Fully typed, complete drafts will be the foundations for peer reviews and revisions. Each draft is worth 50 points. A single missing draft, however, will result in failure of the course. Keep all drafts and grades for same in your portfolio. This is for your protection.

Late Work

All deadlines for work to be done outside of class are due at the beginning of the next class meeting. Late work may be refused and, therefore, assigned zero points. If not refused, late work will be subject to a reduction of points that equate to 33% of the assignment's point value for each class period it is late. At my discretion, I may approve an extension if you talk to me prior to the due date.

Revisions

Each revision must be attached to all previous drafts. A revision will NOT be eligible for a higher grade if preliminary work did not meet assigned deadlines. In other words, late work and incomplete work cannot be revised for a higher grade.

Attendance

Absence may make the heart grow fonder, but it also costs students who miss class points and compromises performance. Regardless of reason, an absence will NOT excuse late or missing work. This policy will be especially important for you to keep in mind when drafts and essays are due. Absences will not absolve you of responsibility for assignments or announcements.

Western Attendance Policy for All 100 and 200 Level Courses

In order to improve student learning and retention as well as to achieve compliance with federal financial aid policies, Western has implemented a mandatory attendance policy for students in all 100-level courses beginning Fall Semester 2006 and all 100- and 200-level courses beginning Fall Semester 2007. Instructors are required to monitor and track student attendance. 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. Any additional excused absences are at the complete discretion of the instructor.

Maximum allowed unexcused absences accrued before the reporting of midterm grades, October 17, are:

Class meetings per week	Maximum unexcused absences
1	1
2	3
3	5
4	7
5	9

When a student **exceeds** the maximum number of unexcused absences, instructors must report the student to the Registrar's Office, who will administratively withdraw the student from the course and notify the Financial Aid Office to reduce financial aid as appropriate. From the midterm to the end of the course, faculty will assign grades

according to their grading policies with regard to absences and record an FA when a student fails due to absences.

In order to improve student learning as well as to achieve compliance with federal financial aid policies, Western has a mandatory attendance policy for all 100 and 200 level courses..

You will be given an excused absence when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event.

All other absences will be deemed unexcused. The maximum number of unexcused absences allowed for this class before the midterm report, October 18 [for Fall 2007] is [fill in the number based on the table of class meetings per week.] Thus, when you have [maximum unexcused absences +1] unexcused absences 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.

### Plagiarism

This course is built on a foundation of scholarly research. The core of good research is exhaustive and accurate citations of all sources used in the research process. Any deception in this regard will be dealt with severely, up to and including a failing grade and my recommendation for expulsion from this institution.

### MWSU Academic Honesty Policy and Due Process

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 activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or designated representative on the Academic Honesty Violation Report forms.

Please see the Western Student Handbook and Calendar 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>

### Conferences

An important part of my job as instructor is to serve as facilitator. Toward that end, I will make myself available to meet with you to help solve any problems you may be having with your projects or the course in general. I will generally be available at 10:30 a.m. Tuesdays and Thursdays.

### Disabilities and Special Needs

A student who has a special need or disability that might affect performance in this course should contact the MWSU Special Needs Coordinator for assistance. Also, let me know immediately so that appropriate arrangements can be made to make sure your needs are met as quickly and completely as possible.

### 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. If you carry a cell phone, make sure it's turned off or in meeting mode during class. Students who violate this policy may, among other penalties, be counted absent and asked to leave. You should review your student handbook for further information.

### Evaluation & Grading

A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Less than 60%

## Tentative Calendar

The emphasis is on “tentative”, but this should provide a fairly accurate outline of what to expect in this course. Assignments and due dates may change as we go. You will be forewarned of any changes.

### Week 1

8/28 – Introduction/course overview. Review syllabus.

Assignment: Spatt, 3-35;

Journal: P. 30, Ex. 3.

Select topic for first research assignment.

8/30 – Discuss/developing working thesis. Discussion of argumentation, logic, annotation. Outlining discussion/exercise

Assignment: Spatt, 36-55.

Journal: Exercise 8, p. 50.

### Week 2

Sept. 4 – Discussion on reasoning.

Drawing inferences, Ex. 4, p. 41 in small groups.

Assignment: Summarizing in Spatt, p. 59-79

Journal: Ex. 7, p. 69.

Sept. 6 – Summarizing continued.

In-class, Assignment 1, p. 79.

Assignment: Spatt, P. 96-114

Journal: Ex. 9, p. 114.

### Week 3

Sept. 11 – Discuss/group work on quotations and mechanics

In-class groups: Ex. 8.

Spatt, p. 115-134.

Journal: Ex. 12, Ex. 13, p. 132-133.

Sept. 13 – Quotations, plagiarism.; discuss paraphrase vs. direct quotation. Review outlining process.

Assignment: Spatt, 135-148.

Journal: Assignment 1, p. 148

### Week 4

Sept. 18 – Meet at library. Room 301.

Assignment: Rough outline of first paper. Have working thesis and four authoritative sources.

Sept. 20 – Peer edit outlines. Discuss outlines, single sources vs. multiple sources.

Assignment: Work on first draft.

Spatt, p. 149-160.

Journal: Ex. 16, p. 159.

### Week 5

Sept. 27 – Paraphrasing and quotation.

Assignment: Finish first draft.

Spatt, p. 167-180.

Sept. 29 – Peer edit first draft. Discussion on research essays. Contrast single-source, multiple-source essays.

Assignment: Do final draft.

### Week 6

Oct. 2 – Intro to *The Great Gatsby* and its relevance to research topics, discuss era, 1920s society.

Assignment: Read Chapter 1

Oct. 4 – Journal essay: Contrast Nick and Tom, with page citations and quote passages.

Discuss Chapter 1. Discuss research on novel. Narrowing search. Groups discuss use of color in Chapter 1 and what it could mean.

Assignment: On P. 11, Nick goes to see “two old friends whom I scarcely knew at all.” Comment on it in your journal. Is it true or not true in your life?

#### Week 7

Oct. 9 – Continue discussion of Chapter 1 and possible research topics. Provide list of suggested topics.

Assignment: Read Chapter 2

Oct. 11 – Groups will discuss Daisy and Myrtle parallels/contrasts. Discussion of Chapter 2. How research will help enhance understanding of themes.

Assignment: In Journal, contrast the apartment in which Myrtle hosts her party to the Buchanans’ mansion

#### Week 8

Oct. 16 – More discussion of Chapter 2. Narrowing topic for first Gatsby paper.

Proposing a topic, narrowing topic, compiling a working bibliography.

Assignment: Read Chapter 3

Journal: East Eggers are said not to mingle with the outsiders there. So, why are West Eggers at the party?

Oct. 18 – Discussion of Spatt, p. 247-274. Discussion of *Gatsby* Chapter 3.

Assignment: *Gatsby*, Chapter 4.

#### Week 9

Oct. 23 – Library day to work on working bibliographies.

Journal assignment: How is the gambler Wolfsheim more honest than Tom and Daisy?

Oct. 25 – Discuss Chapter 4, working bibliographies, backdrop of the 1920s as relevant to today.

Assignment: Read Chapter 5

#### Week 10

Oct. 30 – Discuss Chapter 5. Group discussion: Why does Gatsby throw his shirts?

Discuss the light motif and how it contributes to mood. Discuss bibliography and project progress.

Assignment: Finish paper outline.

Read Chapter 6.

Nov. 1 – Discuss outlines. Discuss Chapter 6.

Assignment: Rough draft.

#### Week 11

Nov. 6 – Peer edit rough drafts. Discuss Chapter 6. Groups find evidence that the past is important to Gatsby in Chapter 6.

Assignment: Read Chapter 7.

Nov. 8 – Discuss Chapter 7. Discuss final project and how to meld earlier work into research.

Assignment: Finish final draft of 2<sup>nd</sup> project.

#### Week 12

Nov. 13 – Discuss Chapter 7. Group project: Why does Tom want to drive Daisy in Gatsby’s car?

Assignment: Read Chapter 8.

Research material for third project.

Nov. 15 – Discuss Chapter 8. Group project: What does the color red signify? Cite examples.

Assignment: Research continues. Outline for third project.

Read: Chapter 9.

#### Week 13

Nov. 20 -- Discussion of outlines and any problems with research. Essay test on *Gatsby*.

Assignment: Research continues.

Nov. 22 – Thanksgiving.

#### Week 14

Nov. 27 – Film: *The Great Gatsby*”

Assignment: Finish rough draft.

Nov. 29 Rough draft due. Peer edits.

Week 15

Dec. 4 – Library/work on papers. Questions-answers.

Dec. 6 – Final drafts due.