

Missouri Western State University, College of Liberal Arts and Sciences  
Department of English, Foreign Languages, and Journalism  
**English 104: College Writing and Rhetoric**

Teacher: Dr. Cynthia Jenéy  
Office: Eder Hall 222-K  
Phone: 271-4447  
Office Hours: Office Hours: MW 1-3:00 | Th 12-1:00  
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**Required Text:**

**NOTE—THESE BOOKS SHOULD BE SHRINK-WRAPPED TOGETHER IN THE BOOKSTORE**

Schwegler, Robert A. *Patterns of Exposition*. Eighteenth Edition. New York: A.B. Longman, 2004.  
Aaron, Jane. *The Little, Brown Essential Handbook*. New York: A.B. Longman, 2006.

**Make sure you have read assigned sections of the textbook *before coming to class on the day readings are listed*.** Come to class prepared for quizzes and discussion based on the assigned reading.

*Quizzes over assigned reading will occur at the instructor's discretion.*

**Other Course Materials:**

- A stapler.
- Notebook for note taking
- Pocket folder for handouts
- Word Processor (or typewriter)

**The Official Course Description:**

ENG 104 students will complete four formal writing assignments in addition to other graded and ungraded work through which they will learn how to discover ideas, respond to texts, and summarize others' ideas. In these assignments, students will learn how to analyze readings and share information with others by reading and responding to course texts and other materials gathered through research. Final drafts of all formal writing assignments must be word-processed, and possibly submitted electronically. All students are expected to be prepared for class. All students are expected to participate in class discussions related to reading and writing assignments.

You should keep all assignments you have completed for this class. Before any grade appeal will be processed for a student in ENG 100, 104, or 108, the complete portfolio of writings will have to be submitted to the Departmental Review Committee. In order for an ENG 104 student to be admitted into ENG 108, he or she must earn at least a C in ENG 104. For course goals & objectives, see the EFLJ Department website <http://www.missouriwestern.edu/eflj/eng104.asp>

**This Syllabus:** Read this syllabus and the attached schedule very carefully, and refer to it often. All information presented here is regarded as part of your own knowledge for the course. All answers to your questions about the class will be based on an assumption that you understand the syllabus and seek further clarification. The teacher reserves the right to alter the course schedule and to make announced changes as need arises during the course of the semester.

**Class meetings:** Class meetings are conducted under the assumption that students are well-versed in the basic etiquette of classrooms and academic environments.

- Come to class on time and remain until the end of the period (rude entrances and exits are disruptive; disruptive behavior is grounds for banishment from the class).
- Be prepared, and plan to participate and remain engaged with the materials for the entire class period.
- In the unlikely and unfortunate event that you find yourself unprepared, come anyway – absence only compounds the problem.
- Turn off/silence all cell phones and pagers.
- Do the assigned reading (No, really, trust me on this). Quizzes and in-class activities/assignments will be based upon

assigned sections in *Patterns of Exposition* and *The Little, Brown Essential Handbook*.

**Due Dates:** Dates for handing in all required assignments are listed in the course schedule attached. There is no room in the semester calendar for late papers. There is no provision for “make-up” of missed assignments or quizzes, as worksheets and quizzes are usually completed and scored during the class period. An assignment not received on its due date constitutes a failure to meet one of the minimum requirements of the course. All minimum requirements must be met for a passing grade. Make a note of all due dates now, and plan accordingly.

### **Attendance:**

- **Do not miss class.** Attendance is mandatory, and counts toward your “in-class participation” grade.
- A student with **more than 5 absences will automatically receive a failing grade for the course** (this is the equivalent of missing two weeks of class).
- **Do not email your professor about absences.** If you are/were/will be absent, it is your responsibility to get notes and information from a classmate.
- Expect to spend approximately 3 to 6 hours per week reading, studying, and preparing for class. Good things happen when students show regard for the subject matter, the professor, and their classmates.
- You should refer to this syllabus and class schedule to keep yourself up to date regarding course work. I strongly recommend that you exchange contact information with a classmate regarding announcements, assignments, changes, class notes, and additional assigned readings or writing.

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-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, March 21, is five (5). Thus, when you have five 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.

### **Your Job:**

Employment issues are the sole responsibility of the student. Failure to attend class, meet deadlines, or participate in assigned work is not excused due to workplace considerations.

### **Contacting Dr. Jenéy:**

Polite phone or written messages requesting further help with class assignments are given priority and are answered within 48 hours, as per campus policy. I am available to meet with you during my office hours (no appointment necessary—just stop by!), or we can make an appointment to meet if your schedule conflicts with my scheduled hours.

### **Email:**

- Campus policy requires that professors respond to reasonable email requests **within 48 hours** (translation: if it can’t wait, you probably need to call or stop by my office ASAP).
- **DO email about questions, ideas, and drafts of your papers. If you’re up to speed, attending class, and want some feedback, need help understanding the reading or assignment, or want to discuss ideas about your paper, your message is extremely important to me.**
- All email messages must identify the student, the course number and section number.
- Do not send email concerning personal illnesses, absences or missed assignments. Please talk to me in person, preferably *in advance*, should serious emergency or hardship circumstances arise.
- All nastygrams (rude or abusive messages) are saved and forwarded to the dean of students.

[Disclaimer: Please be patient with email communication; the campus webmail systems are not very sturdy, and sometimes glitches happen]

**Assignments:** Final drafts of the required essay assignments will be word processed and handed in at the beginning of class on the due date. Working drafts and workshop worksheets will be attached. **Do not send essays to the professor as email attachments.**

Grades will be weighted as follows:

|            |  |
|------------|--|
| 10%        | Paper #1 Process Analysis (required)   |
| 10%        | Paper #2 Analysis (required)   |
| 20%        | Paper #3 Comparison-Contrast (required)  |
| 20%        | Paper #4 Definition (required)   |
| 20%        | Paper #5 In-Class Essay Exam: Causes & Effects (required)                            |
| <u>20%</u> | <u>Quizzes, In-Class Exercises, Attendance, &amp; Class participation (required)</u> |
| 100%       | Total  |

A note about the writing in this course: although we will all encourage each other to be open and to explore ideas, experiences, thoughts, emotions, and beliefs, essay assignments shall be considered *public* texts. Be mature. Be considerate. Be excellent.

Legal stuff: I have a strict policy against writing about any un-prosecuted crime or suspected illegal activity which you have witnessed, or in which you have been involved. Confidentiality does not apply to classmates or professors. When in doubt, I must always err on the side of safety, and you will be sent up the river.

You should keep all assignments you have completed for this class. Before any grade appeal will be processed for a student in ENG 100, 104, or 108, the complete portfolio of writings will have to be submitted to the Departmental Review Committee. In order for an ENG 104 student to be admitted into ENG 108, he or she must earn at least a C in ENG 104. For course goals & objectives, see the EFLJ Department website <http://www.missouriwestern.edu/eflj/eng104.asp>

**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 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 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>

Above all, do not represent any other writers’ words, ideas, or information as your own.

**Special Needs:**

The Disability Services Office provides comprehensive services and programs for students with visual, hearing, mobility and chronic impairments, as well as learning disabilities. They ensure that students with disabilities have equal access to all programs and activities offered at Missouri Western as mandated by the Americans with Disabilities Act (ADA) of 1990. For assistance, please feel welcome to contact them:

Michael Ritter, Coordinator, Disability Services Office Eder Hall, Room 203N (816) 271-4330  
 Email: [mritter@missouriwestern.edu](mailto:mritter@missouriwestern.edu)

**Paper Format in ENG 104:**

Papers will be in standard MLA Style. Papers will be word-processed in Times New Roman, 12-point font, with 1-inch margins all around. Your name and the date will be in the upper-right hand corner. “English 104” (without the quotation marks) and the instructor’s name in the upper-left. Skip one space and center your paper title. Remember that new paragraphs are set off by indenting the first line, not by skipping 2 more spaces. Page numbers appear in the upper right-hand corner (but not on the first page).

Tentative Class Schedule English 104  
 Jenéy Spring 2007

|            |    |       |
|------------|----|-------|
| <b>Jan</b> |    |       |
| <b>W</b>   | 17 | Intro |

|              |    |   |
|--------------|----|---|
| <b>F</b>     | 19 | Introduction; Schedule—Policies   |
| <b>M</b>     | 22 | Video—"The Freshman"  |
| <b>W</b>     | 24 | <i>Patterns</i> 1-4 Reading as a Writer; 25-28 Planning   |
| <b>F</b>     | 26 | <i>Patterns</i> 251-256 Process Analysis; 262-266 Juggling  |
| <b>M</b>     | 29 | <i>Little, Brown</i> 1-8 Introduction; 61-73 Sentence Fragments, Commas<br>PowerPoint: sentence types   |
| <b>W</b>     | 31 | <i>Patterns</i> Process Analysis: 305-312 Live Burial   |
| <b>Feb</b>   |    |   |
| <b>F</b>     | 2  | <i>Patterns</i> 39-41 Editing & Final Drafting<br><i>Little, Brown</i> 11-19 Effective Sentences;<br><b>Working Draft Due Essay #1:</b> In Class Writing Workshop |
| <b>M</b>     | 5  | <i>Patterns</i> Deranged Marriage 275-279   |
| <b>W</b>     | 7  | <i>Little, Brown</i> 77-83 Apostrophe, Quotations, End Punctuation  |
| <b>F</b>     | 9  | <b>Final Draft Due Essay #1: Process Analysis</b><br>Introduce Analysis   |
| <b>M</b>     | 12 | <i>Patterns</i> Analyzing/Using Example: 44-54;   |
| <b>W</b>     | 14 | Film: <i>A Day Without A Mexican</i>  |
| <b>F</b>     | 16 | Film: <i>A Day Without A Mexican</i> ;<br><i>Patterns</i> Analysis: 424-430 War room at Bellevue; 432-436 Carnival of the Dead                                    |
| <b>M</b>     | 19 | <b>PRESIDENTS DAY—NO CLASS MEETING</b>  |
| <b>W</b>     | 21 | <i>Patterns</i> 338-344 Kids in the Mall  |
| <b>F</b>     | 23 | <i>Patterns</i> 74-77 Underground Dads  |
| <b>M</b>     | 26 | <b>Working Draft Due Essay #2:</b> Writing Workshop<br><i>Little, Brown</i> 46-60 Pronouns, Modifiers   |
| <b>W</b>     | 28 |   |
| <b>March</b> |    |   |
| <b>F</b>     | 2  | <i>Patterns</i> 39-41 Editing & Final Drafting (review)   |
| <b>M</b>     | 5  | <b>Essay #2 Due: Analysis</b><br>Intro. Comparison and Contrast   |
| <b>W</b>     | 7  | <i>Patterns</i> 50-54 Comparison; 164-170 Grant & Lee   |
| <b>F</b>     | 9  | 160-164 Mark Twain <i>Patterns</i>  |
| <b>M</b>     | 12 | <b>SPRING BREAK—NO CLASS MEETING</b>  |
| <b>W</b>     | 14 | <b>SPRING BREAK—NO CLASS MEETING</b>  |
| <b>F</b>     | 16 | <b>SPRING BREAK—NO CLASS MEETING</b>  |
| <b>M</b>     | 19 | Workshop Comparison and Contrast—Heuristic<br><i>Patterns</i> 184-189 Method and Madness: How Men and Women Think   |
| <b>W</b>     | 21 | Style: Rhetorical Sentence Types—PowerPoint   |
| <b>F</b>     | 23 | Working Draft Due, Essay #3   |
| <b>M</b>     | 26 | <i>Patterns</i> 170-176 Smoker;   |
| <b>W</b>     | 28 | Workshop Comparison and Contrast  |
| <b>F</b>     | 30 | <b>Essay #3 Due: Comparison and Contrast</b><br>Intro Definition  |
| <b>April</b> |    |   |
| <b>M</b>     | 2  | <i>Patterns</i> Definition: 354-358; 369-363 Student Essay—Stars  |
| <b>W</b>     | 4  | <b>INTRO LIBRARY RESEARCH</b>   |
| <b>F</b>     | 6  | <b>LIBRARY WORK DAY: DEFINITION:</b> Meet in the Library (Hearnes Center)<br><i>Patterns</i> Definition: 379-386 Honesty; 387-393 Courage                         |
| <b>M</b>     | 9  |   |
| <b>W</b>     | 11 | In-Class Workshop; <i>Little, Brown</i> 127-136 Integrating Sources into your text  |
| <b>F</b>     | 13 | <i>Little, Brown</i> 127-136 Integrating Sources into your text   |
| <b>M</b>     | 16 | <i>Little, Brown</i> 33-46 Verbs (other writing topics as needed)   |
| <b>W</b>     | 18 |   |
| <b>F</b>     | 20 | <b>Essay #4 Due: Definition</b><br>Introduce Cause-and-Effect: NPR's "This I Believe" Essays  |
| <b>M</b>     | 23 | <i>Patterns</i> 315-319 Cause-and-Effect: Analyzing Cause-and-Effect Relationships  |

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|------------|----|--|
| <b>W</b>   | 25 | <i>This I Believe</i> NPR.org                          |
| <b>F</b>   | 27 | <i>Patterns</i> 320-322 Student Essay—Public Documents |
| <b>M</b>   | 30 | <i>Patterns</i> Cause-and-Effect: 334-337 Geezer       |
| <b>May</b> |    |  |
| <b>W</b>   | 2  | Strategies for in-class essay exams                    |
| <b>F</b>   | 4  | Strategies for in-class essay exams                    |
| <b>M</b>   | 7  | 8:30 - 10:20 a.m. FINAL EXAM                           |