

ENGLISH 108: COLLEGE WRITING AND RESEARCH
Department of English, Foreign Languages and Journalism
College of Liberal Arts and Sciences
Missouri Western State University
Spring 2007

ENG 108-15 10:00-10:50 a.m. MWF Spratt 103 (CRN #20330)
ENG 108-07 11:00-11:50 a.m. MWF Spratt 103 (CRN #20194)

PROFESSOR: Dr. Elizabeth Latosi-Sawin

OFFICE: Spratt 202 or Eder 215

Office hours: 9:30-10 MWF and 12-12:30 in Spratt Hall 202

PHONE: 271-4535 (Honors Office) or English Dept: 271-4274

EMAIL: sawin@missouriwestern.edu (my preferred method of communication outside of office hours. Please use your MWSU email account and in the subject line put: English 108.)

GENERAL STUDIES OBJECTIVES:

1. Think critically and reason analytically
2. Write and speak clearly and effectively
3. Function as an enlightened citizen in our society

COMPLETE DEPARTMENTAL COURSE OBJECTIVES AND MEANS:

Please see: <http://www.mwsc.edu/~engdept/eng.html#course>

REQUIRED TEXTS (You must have your own copy)

- Spatt, Brenda. *Writing from Sources*. 7th edition. Boston: Bedford, 2007.
- Lunsford, Andrea A. *Everything's An Argument*. 4th edition. Boston: Bedford, 2007.

HIGHLY RECOMMENDED

- Hacker, Diana. *A Writer's Reference*. 6th edition. Boston: Bedford, 2007.
Students unwilling or unable to purchase Hacker's book must be able to access the **Purdue Online Writing site** <http://owl.english.purdue.edu/> (for matters related to grammar, punctuation, word choice, & sentence style. Inability to access this website will not be accepted as an excuse if you postpone your final editing to the last minute.)
- *American Heritage Dictionary* OR *Merriam Webster Collegiate Dictionary*

REQUIRED MATERIALS:

Computer disks dedicated to this course & disk carrying case and/or jump drive
Plain pocket folder for assignment sheets and drafts of all writing assignments
Pad of white, lined 8.5 x 11 inch notebook paper for in-class writing (no pages ripped from spiral notebooks).

REQUIRED ASSIGNMENTS:

Attendance / Participation	40	See attendance policy below.
Homework	60	
Paper #1	50	
Paper #2	50	
Research Paper	200	
Midterm / Final	<u>100</u>	
	500 points	

RESEARCH PAPER:

100 points for the process:

- 25 pts. For Research Notebook/Journal
- 15 pts. For Copies or online access to all sources

25 pts. For Annotated Bibliography

20 pts. For Draft & Outline

15 pts. For Peer Review

100 points for the final product:

DUE Monday, April 23 at the beginning of the class hour.

GRADING POLICY:

A (500-450) 100-90%

B (449-400) 89-80%

C (399-350) 79-70%

D (349-300) 69-60%

F (299-0) 59- 0%

N.B. I reserve the right to "round up" a student's grade whose performance stands out significantly from others in that range.

ACADEMIC HONESTY:

You are expected to do your own reading and writing in this course. Any student who submits someone else's work as his or her own will receive no credit (0 points) for that assignment. A major part of this course will be devoted to showing you HOW to document your sources, but you also need to be careful in seeking the assistance of people outside this class for your written work. Well-intentioned friends can sometimes "take over," and your ideas and voice are lost in the process. When in doubt about how much help is allowable for out-of-class work, please see me.

Violations of academic honesty include plagiarism (purposely representing someone else's words or ideas as your own), cheating, seeking credit for someone else's work, falsifying documents or any other fraudulent activity. Violations may result not only in a failing grade on the specific assignment in this course, but failure in the course itself, or even expulsion from the university. When a student's grade has been affected by academic dishonesty, I am required to report the incident to the Provost or to his designated representative using the university's Academic Honesty Violation Report form.

Please see the 2006-07 Student Handbook and Calendar on p. 21 for the specific activities identified as violations of this policy and the student due process procedure.

<http://www.missouriwestern.edu/Handbook/index.pdf>

Please see pp. 458-464 in *Writing from Sources* for examples of plagiarized ideas and words.

Please see chapter 18, pp.514-527 in *Everything's an Argument* for further explanations.

ATTENDANCE POLICY:

Why come to class? Because it is . . .

1. intriguing to learn what goes on in the minds of other people when they read our written messages.
2. satisfying to have real, live human beings who will listen to what we have to say face to face.
3. less lonely to learn how to do research when you have others who will help you find your way.
4. more efficient for the teacher to
 - a. go over homework
 - b. respond to difficulties
 - c. pick up or slow the pace of the course.
5. cost effective in the short-run [Aren't you paying tuition for entrance into this class?]
6. useful in the long-run [thousands of dollars in lifetime earnings for people with college degrees and/or written communication skills]
7. challenging and fun . . .with your help.
8. *If you must be absent*, obtain handouts, notes, and assignments from trustworthy classmates.

DAILY ROSTER: Sign your complete name (no initials) every time you come.

This is how I will keep careful track of attendance. If you do not *sign it*, you will be considered absent.

If you come late to class or if you leave early, you may be marked absent.

Points will be distributed as follows for the whole semester's effort:

0 absence: 40 pts. = A	[Excellent. An extraordinary effort and a bit of luck.]
1 absence: 36 pts. = A-	[Remarkable. You obviously care about your education.]
2 absences: 32 pts. = B	[Praiseworthy. Your education is a priority that you have set for yourself.]
3 absences: 28 pts. = C	[Understandable. Circumstances have intervened, but you are still with us.]
4 absences: 24 pts. = D	[We're losing you and don't like it. ☹ We want you to be part of us.]
5 absences: 0 = F	[Where have you gone? No credit for Attendance awarded in English 108]
6 absencessee the University Attendance Policy below.

UNIVERSITY ATTENDANCE POLICY:

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. The maximum number of unexcused absences allowed for English 108 before the midterm report on March 21 is 5 (five).

With the 6 unexcused absence, you will be reported to the Registrar's Office, who will automatically drop you from this class. The Financial Aid Office will then reduce financial aid as appropriate. (If you are acting as an official representative of the university and give *prior written verification* from the faculty or staff supervisor of the event, then you will be given an excused absence. All other absences are deemed unexcused.)

MAKE-UP POLICY and LATE PAPERS:

There will be no make-up opportunities *for homework or in-class writing*.

When a final draft of a paper is DUE, you MUST hand it in *on the due date* or accept a reduction of one letter grade for every day beyond the deadline. For example, a 100-point paper turned in one day late is then worth a maximum of 89 points. Two days late: 79 points. Three days late: 69 points. Four days late: 59 points. I will not accept a paper more than 5 days after it is due.

DISABLED STUDENT POLICY:

If you have a recognized disability that requires special consideration, please make an appointment to see me during the first or second week of classes. I will ask to see an official form that documents the nature of your disability. I will try to meet your needs as best I can, but you will still need to do the reading and writing required in this course. Without such a conference and some proof of disability, you will be treated with the same consideration as other students in English 108.

COURSE OBJECTIVES/MEANS: To learn that ...

1. ***Writing can be used for different purposes, you will***
 - a. write summaries to distill ideas from texts or people interviewed
 - b. write syntheses of ideas from more than one text (your own or others)
 - c. analyze the relationship between the claims, warrants, and evidence
 - d. evaluate the soundness of your own and other people's judgments
2. ***Multiple audiences exist, you will***
 - a. analyze the needs of different audiences
 - b. analyze unethical attempts to influence people's beliefs
3. ***Writing is a recursive process, you will***
 - a. apply pre-writing strategies to discover what you know and want to learn
 - b. write summary notes in the process of doing research
 - c. write drafts in which you refine your beliefs on the basis of the experience gained through research
 - d. reread first and second copies to rethink what you have discovered
 - e. revise for an organization appropriate to you main purpose and audience
4. ***Many productive ways exist to generate ideas/images, you will***
 - a. familiarize yourself with several reference tools in the library
 - b. locate books and journals in the library
 - c. locate source materials on electronic data bases
 - d. learn to evaluate the reliability of sources
5. ***Common patterns of organization exist, you will***
 - a. define important terms
 - b. classify objects, events, data, and ideas discovered through research
 - c. make judgments based on criteria that can be supported and explained
6. ***Ideas are property in our culture, you will***
 - a. correctly cite sources inside your work
 - b. provide complete references to sources in your bibliography
 - c. Practice MLA research writing conventions
7. ***Reading is an interactive process as a pleasurable activity and a means of acquiring knowledge, you will***
 - a. ask questions in order to discover meaning
 - b. discriminate between fact and opinion
 - c. identify explicit and implicit meanings in a text
 - d. draw correct inferences
 - e. evaluate the intentions and messages of writers, especially
 - f. identify attempts to manipulate language in order to deceive
 - g. recognize problems and generate possible solutions

8. *Editing skills enable writers to present work so that readers are not distracted from the message or experience*, you will identify independently your own most frequent errors in
- Grammatical
 - Punctuation
 - Spelling

REQUIRED FORMATTING for out-of-class copy:

Identify yourself in the upper right hand corner:

Caroline Peterson
English 108 10 a.m. (or 11 a.m.)
January 19, 2007
Use regular white paper.

Set one-inch margins on all sides.

Center the title.

Number each page (bottom right) if there is more than one.

Single-space within paragraphs.

Double-space between paragraphs.

Staple ONCE in the upper left-hand corner (if more than one page)

DISCLAIMER for SCHEDULE OF DAILY ASSIGNMENTS: I will try to respond to the needs of students in English 108 this semester. That means that the Schedule of Assignments I distribute may change. *Coming to class regularly* will help you to know exactly what we are doing and when things are due.

SCHEDULE OF ASSIGNMENTS: Dr. Sawin's class

ENGLISH 108 SPRING 2007

S patt = *Writing from Sources* by Brenda Spatt
Lunsford = *Everything's an Argument* by Andrea Lunsford and John J. Ruskiewicz

Jan. 17 Introduction to course

Jan. 19 Please write (word-process) me a one-page letter in which you explain in some detail your best and your worst experience with writing (whether those occurred in an educational setting or not.) Explain the context for the writing (what prompted it), the form it took, and the results. As you reflect back now on these two experiences, what lessons do you draw about yourself, your audience, or written communication?

- Letters are dated: January 19, 2007 AND have a traditional salutation: Dear Dr. Sawin:
- Letters also have a complimentary close: Sincerely, or Yours truly, etc.
- Letters are *signed*. Type your name ... but then *sign* above the typed name.
- Use Times New Roman 10 point type and one-inch margins.

WEEK TWO

Jan. 22 Read the student research paper "Looking at Horror Films" pp. 492-510

in *Writing from Sources*. This will give you an idea of what an outstanding research paper in English 108 might look and sound like. The student obviously selected a topic of real interest to her.

1. Does she capture your attention? How?
2. Does she keep your attention? What does she do to keep it or to lose it?
3. After reading her essay, briefly put down what her MAIN POINT is. What does she want you to know or to do? Use complete sentences.
4. What evidence in the essay did you find most convincing for her MAIN POINT?
 - Notice how she sometimes summarizes her sources, sometimes quotes from them directly, but never gives up her own voice which leads us.
 - Notice how she always cites efficiently in her text the sources of her information. She is doing it in MLA style.
 - This research paper is the kind of work we are aiming for in your end-of-semester research paper.
 - The first secret for writing something this thorough is that you find a research topic or a problem that you *genuinely* want or need to know more about. That is the first secret of successful writing. There has to be a NEED.

Jan. 24 Read "Making Sources Your Own" in Spatt pp. 3-27.

Underlining / Annotating / Asking Questions / Questioning the Author

Jan. 26 Read Chapter 1 in Lunsford pp. 3-44

Be able to reproduce the diagram on p. 33 and the rhetorical triangle on p. 42

On one page OUTLINE the kind of arguments that Lunsford identifies

Provide brief explanations or give an example of each for yourself

WEEK THREE

Jan. 29 Read Ch. 2 in Lunsford pp. 45-59 Arguments from the Heart (Pathos) & #1 p. 58

Ch. 3 in Lunsford pp. 60-77 Arguments Based on Character (Ethos) & #1 p. 76

Jan. 31 Read Ch. 4 in Lunsford pp. 78-100 Arguments Based on Facts and Reason (Logos) & #1 p. 100

Feb. 2 Read in Spatt pp. 22-34

“The Kindness of Strangers” AND “Cosmopolitan Emotions”

Using the questions on p. 30 to guide you and the annotations on the Martinez essay,

ANNOTATE “Cosmopolitan Emotions” (that is, have a conversation with the author in the margins to help you understand what she is saying more thoroughly and / or to challenge it.

WEEK FOUR

Feb. 5 (1) Read in Spatt pp. 34-42 Do Exercise #4 “The Other Gender Gap.” Which of the sentences on p. 42 are stated in the essay, which are implied, which inferred, and which are unsupported by anything in the article?

(2) Read pp. 42-50 on Logical Reasoning. OUTLINE for yourself the common fallacies.

Feb. 7 (1) Read in Spatt pp. 50-55. Do Exercise #5 (Analyzing An Author’s Logic) on the excerpt from “The Code of Man.”

(2) Read in Writing from Sources Ch. 2 “Summarizing Sources” pp. 59-74. WRITE a comprehensive summary in no more than 2-3 sentences of “Crying Foul Over Fans’ Boorish Behavior.” It is your *task in your own words* to capture the author’s main point with the major reason or evidence offered. Summaries MUST:

- Be coherent (make sense to your reader)
- Identify the author and title of the piece
- Accurately reflect the main point
- Be comprehensive about the supporting reasons or evidence

Feb. 9 Read in Spatt “Summarizing a Complex Essay” pp. 74-89. Then choose one of the following to summarize for a GRADED ASSIGNMENT:

“When Teaching the Ethics of War is Not Academic” by Shannon E. French 80-85

“Our Celebrities, Ourselves” by Neal Gabler 85-89

Submit your document using the RESPONSE / SUMMARY FORM that I give you as an example.

WEEK FIVE

Feb. 12 Read in Spatt ch. 3 “Quoting Sources” pp. 96-107

1. **Memorize** the 4 reasons why a writer would directly quote another person.
2. **Memorize** the 3 rules for punctuating direct quotations.
3. Correct the errors in Exercise 8 A on p. 107 in Spatt
4. Read “Quoting Accurately” 108-109 in Spatt
5. Read “Tailoring Quotations to Fit Your Writing” 109-114. Spatt
6. **Memorize** the 3 rules on capital/small letters, ellipses, and brackets. 110-114

Feb. 14 (1) Read “Writing Citations” p. 115-119 of Spatt.

Citing the author’s name / choosing an introductory verb / varying sentence patterns

(2) Read “Deciding What to Quote” 119-124

(3) Do Exercise #10 (Why Quote?) and Exercise #11 (What to Quote)

Feb. 16 (1) Read “Integrating Quotations into Your Paragraphs” and “Avoiding Plagiarism” 129-134 in Spatt.

(2) Read “Paraphrasing Sources” 135-145 Do exercise 14 on p. 144 (Identifying a good paraphrase)

(3) Read 145-156 Do exercise 15: Distinguishing between quotation, paraphrase, summary & commentary

Memorize the 4 options you have as a writer using other sources on p. 161

WEEK SIX

Feb. 19 Read in Spatt “The Single-Source Essay” 167-180.

Do ASSIGNMENT #3: Writing an Argument Based on a Single Source: Arguing Against Your Source.

Follow the DIRECTIONS on p. 180. Bring Draft to class. You will be working with one of these. Also see the GUIDELINES on p. 201.

You will be working with ONE of the following which are in the chapter.

“What Our Education System Needs is More F’s” by Carl Singleton

“Forcing Greek Organizations to Go Coeducational Won’t Lead to Diversity” by Billie Sziech

“Now for Tonight’s Assignment” by Jonathan Rauch

“Falling on Deaf Ears” by Pat Hagan

Feb. 21 Conferences with Dr. Sawin

Feb. 23 SINGLE SOURCE ESSAY DUE.

WEEK SEVEN

Feb. 26 (1) Read “Developing An Essay Based on a Source” 193-201. PAY ATTENTION to the GUIDELINES on p. 201. These may help you with your own research project.

(2) Read the “Multiple Source Essay” in Spatt 241-270

Feb. 28 DO ASSIGNMENT # 8 p. 280-281: Writing an Argument from Multiple Sources based on the essay “When Doctors Slam the Door” by Sandeep Jauhar

Mar. 2 Small group work / conferences.

WEEK EIGHT

Mar. 5 **MULTIPLE SOURCE ESSAY DUE** We will meet in the library this week.

You will **IDENTIFY** the problem or question for your **RESEARCH PAPER** and **LOCATE** *at least 15* relevant sources.

Mar. 7 Read Ch 7 in Spatt: “Finding Sources” 305-358. Meet in the library. Submit Working bibliography by Friday.

Mar. 9 Read Ch. 7 “Finding Sources” 305-358.

SPRING BREAK Sunday Mar. 11-Sunday Mar. 18.
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