

Missouri Western State University College of Liberal Arts and Sciences
Department of English, Foreign Languages, and Journalism
English 108-04, 108-13, 108-15 College Writing and Research

Professor: Steven Frogge
Office: Eder Hall 222-T 244-3671 Office Hours: MWF 8-9 and 10-12
E-Mail: sfrogge@missouriwestern.edu; sfrogge@nwmissouri.edu

Meetings: Section 04 Murphy 113 MWF 9:00 - 9:50 Final: Friday, May 2 8:30-10:20
Section 13 Murphy 113 MWF 12:00 - 12:50 Final: Wednesday, April 30 11:30-1:20
Section 15 Murphy 113 MWF 1:00 - 1:50 Final: Monday, May 5 11:30-1:20

Required Texts: *Writing from Sources*, 7th Ed. by Brenda Spatt
Texts from the Internet posted on Web CT
Books on Reserve in Library: *Patriotism*, Ed. Igor Primoratz
For Love of Country? Ed. Martha C. Nussbaum

General Course Objectives

Hone skills in the following areas:

- 1) Focus on reading with the purpose of writing, pencil in hand to make notes.

You shall practice annotating, questioning, analyzing, evaluating, and summarizing texts.
- 2) Challenge your point of view

In response to reading and discussion, you shall test, discover, develop, and express your own points of view in writing and discussion both in the classroom and on-line.
- 3) Focus on academic audiences and scholarly purposes.

You will emulate readings that we examine this semester, striving in your own writing to be accurate, clear, and precise, avoiding clichés and generalities, including indefinite *you*. Your papers must be free of offensive and bigoted speech as well as colloquialisms, including text messaging styles. Your papers should be free of unbridled emotion.
- 4) Effectively present texts to readers.

Practice reporting to readers what you have read through summarizing, quoting, paraphrasing, synthesizing, and commenting on the texts you have read.
- 5) Expand on material in texts by applying topic-generating strategies to your writing.

Develop in writing a discussion that explores processes, reasons, causes, effects, problems, solutions, definitions, classifications, illustrations, examples, or comparisons found in or based on a text.
- 6) Develop revelatory thesis statements.

Write thesis statements that are not only focused and debatable and that forecast what will be discussed throughout the whole paper, but also shed light on the subject about which you are writing.
- 7) Write cohesive paragraphs.

Every paragraph should be unified, expressing one and only one idea. Typically, there will be a generalized claim followed by supporting details. That is, there will be a topic sentence followed by detail sentences that support the topic sentence. Oftentimes, the first part of the first sentence of a paragraph shall consist of transitional material that logically connects the sentence with the main idea expressed in the previous paragraph.

8) Research efficiently.

Students shall practice locating, evaluating, and recording sources.

9) Write a research paper that incorporates multiple sources.

Students shall learn to organize their sources and write a paper that effectively incorporates those sources.

10) Properly document the paper.

Students shall use the MLA form, documenting sources and thereby avoiding plagiarism and promoting honesty.

Grading

A	90 and above
B	80-89
C	70-79
D	60-69
F	Below 60

Papers	60%
On-Line Journals and Discussions	10%
Homework, Class Work, and Quizzes	10%
Tests	10%
Oral Presentations	10%

Late Work/Missed Class Work

Late assignments will not be accepted.

Missouri Western State University Attendance Policy

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 March 19th, is five. Thus, if you have five unexcused absences before the said date, you will be reported to the Registrar's Office and withdrawn from this class. The Financial Aid Office will reduce financial aid as appropriate. Students will be given an excused absence only when acting as an official representative of the university, provided you give prior written verification from the faculty/staff supervisor of the event. In addition to the school's attendance policy, it is my policy to allow no more than five absences for the semester. I will fail any student who misses more than five classes, excepting of course those who have already dropped or been withdrawn. Regarding tardy arrival to and early departure from class, every three instances of greater than 10 minutes shall count as one absence.

Class Participation

All students are expected to participate in class discussion.

I reserve the right to lower a student's final grade by one letter for every three instances of any of the following:

- * Talking or text messaging or otherwise failing to participate in class work.
- * Engagement in anything other than listening when fellow students read or speak to the class

Automatic Failure of the Course

Grade of F

- * Cheating/Plagiarism
- * Failure to hand in any of the 3 major papers.

Grade of FA

- * Failure to attend the Final Exam.
- * More than 5 absences, the 6th occurring after Midterm. (If the 6th absence occurs before Midterm, then the student shall be administratively dropped from the class.)

Papers

For each paper, we will as a class discuss possible topics and develop a class list of topics. You should select a topic and develop it into a thesis statement. You should make every effort to incorporate material developed during in-class and on-line discussion and writing into your papers. You must write with the "General Course Objectives" above in mind. All drafts must be turned in by the beginning of class on the due dates specified below.

Due Dates

1. Single Source Paper: 750 word, double-spaced, 1-inch margins, 1 source
 - Initial Draft Monday, January 30
 - Second Draft Monday, February 11

2. Multiple Source Paper: 750 word, double-spaced, 1-inch margins, 4 sources
 - Initial Draft Friday, February 29
 - Second Draft Monday, March 17

3. Research Paper: 2,500 word, double-spaced, 1-inch margins, 10 sources
 - Topic Proposal Monday, March 31
 - Initial Draft Monday, April 14
 - Second Draft Friday, April 25

Research

As a class we will study the topic of Patriotism. All of our readings with the exception of those in our textbook on writing and research will relate to this subject. We will look at a selection of classic discussions of patriotism from the ancient Greeks and Romans as well as some by writers from the Renaissance and Enlightenment. We will also examine more contemporary readings. There will be both individual assignments and group projects.

There are benefits to focusing as a class on one general topic:

1. Research, rather than being a closed, individual experience, becomes one in which students can through discussion and group work build on each other's insights.

2. We have the opportunity to gain confidence and expertise in writing about a subject with which we will be well-acquainted.
3. Peers are able to offer meaningful feedback about a subject of which all students are knowledgeable.

Missouri Western State University Policy on 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 others' 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 Student Handbook and Calendar for specific activities identified as violations of this policy and the student due process procedure.

Plagiarism is claiming another's words, writing structure, images, or ideas as your own.

Homework Readings

Keep pace with the reading schedule. Not only should you expect quizzes on readings, but discussion, journal writing, in-class work, tests, and our research papers will be based on our reading assignments. Success in this class is achievable only to those who complete their reading assignments, for everything we do in this class, other than library training, grows out of the readings.

On-Line Journals and Discussions

On-line journals and discussions are based on our readings. Students should write in a way that is appropriate for academic discussion. A student should practice writing in paragraphs, stating a claim and then supporting it. As will be clear in the instructions for each on-line writing assignment, students will be writing in reaction to readings and classmate comments on readings.

When participating in a threaded discussion, please be polite to classmates. When writing in response to a text or a prompt or a classmate's comments on a text, please write in full paragraphs that begin with language which moves the discussion forward. Here are some possible ways to begin commenting:

In addition to the reason that you provided, I would add that _____.

Perhaps a possible cause for _____ would be _____.

A possible effect of _____ would be _____.

An interesting problem that arises from _____ is _____.

Another way of viewing _____ would be _____.

Perhaps a solution to the problem of _____ would be _____.

If _____ means _____ then _____; however if it means _____, then _____.

Perhaps _____ is actually a type of _____ rather than a type of _____.

An example of _____ would be _____.

An illustration of _____ would be _____.

Perhaps _____ might be compared with _____.

While I agree with you that _____, I wonder if in the case of _____ if it might be explained as _____.

This seems to relate to the similar ideas expressed by _____ in _____.

Quizzes on Readings

You may or may not be quizzed on reading assignments. The answers on a particular quiz should be obvious if you have completed the reading assignment. The quizzes are meant to reward you for having kept pace with the reading schedule. Quizzes might be on-line or in-class, depending on my sense of what is needed. Students will have only one chance to take a given quiz and there will be no make-ups of in-class quizzes.

Teams

Students will sometimes work together in teams. Acting on reading and research assignments, teams will collect and evaluate sources. All teams will present their findings to the class.

Tests

There will be a midterm and final test on our readings. A study guide will alert students as to what questions to expect.

Oral Presentations

Students are expected to present their papers to the class. A student will introduce the theses and title and discuss what he or she found most compelling about the topic chosen. The student should briefly mention any sources that were useful and that which presented the greatest challenge in composition and/or interpretation. Finally, the student should read a brief excerpt or excerpts from their paper, explaining how the selection(s) fit into their paper as a whole. There will also be one formal group presentation on a reading covered by the group making the presentation. Listeners are expected to take notes and be prepared to ask questions of the presenters.

Assignment and Special Event Schedule

All assignments are due before the beginning of class on the date specified.

- 1/14 Introduction to the Course
- 1/16 Read "Summarizing Sources" (59-79) in *Writing from Sources*
Read "Pericles' Funeral Oration" and the Melian Dialogue from Thucydides' *History of the Peloponnesian War*
- 1/18 Read "Developing an Essay Based on a Source" (193-200) in *Writing from Sources*
Read "The Mytilenian Debate" from Thucydides' *History of the Peloponnesian War*
- 1/21 No Class: Martin Luther King Day
- 1/22 Summary of "When Teaching the Ehtics of War is not Academic" due
- 1/23 Read "Quoting Sources" (96-133) in *Writing from Sources*
Read "Sayings of Spartan Women" from Plutarch's *Moralia*; "Crito" by Plato
- 1/25 Read "Paraphrasing Sources" (135-61)
Read "Preliminaries: Qualities Required in the Guardians" (2.3), "Guardians and Auxiliaries" (4.1-3), "Women and the Family: The Rules of War" (6.3) in *The Republic* by Plato
- 1/28 Read Excerpts from Aristotle's *Ethics* and *Politics*
- 1/30 Initial Draft for 1st Paper Due
Discuss 1st Paper
- 2/1 Group Conferences
- 2/4 Group Conferences
- 2/6 Group Conferences

- 2/8 Discuss 1st Paper
- 2/11 1st Paper Due
 Read “Multiple Source Essay” (241-9) in *Writing from Sources*
 Read Cicero’s “Dream of Scipio” and Horace’s “Augustam Amice” (Ode 3.2)
 Read excerpts from Polybius’ *History* and Cicero’s *Republic*
- 2/13 Read excerpts from Burkhardt’s *The Civilization of the Renaissance in Italy*, Machiavelli’s, *The Prince* and *The Discourses*, Shakespeare’s *Richard II*, Lao Tse’s *Tao Te Ching*, Sun Tzu’s *The Art of War*, and Clausewitz’s *On War*
 Develop Team Names
- 2/15 Read “Patriotism and Cosmopolitanism” (3-17), “The Illusions of Cosmopolitanism” (71-77), and “Neither Patriotism nor Cosmopolitanism” (122-24) from *For Love of Country?* Martha C. Nussbaum, ed. on reserve in the library.
- 2/18 Read “Cosmopolitan Patriots” (21-29), “Universality in Culture” (45-52), and “Democratic Citizenship” (66-71) from *For Love of Country?* Martha C. Nussbaum, ed. on reserve in the library.
- 2/20 Read “Humanity and Citizenship” (111-18), “Why Democracy Needs Patriotism” (119-21), “Spheres of Affection” (125-27), and “Reply” (131-44) from *For Love of Country?* Martha C. Nussbaum, ed. on reserve in the library.
- 2/22 Group Presentation on “Loyalties” by Andrew Oldenquist (25-42) and “Patriotic Gore, Again” (121-39) by David McCabe from *Patriotism*, Igor Primoratz, ed.
- Group Presentation on “Is Patriotism a Virtue? (43-58) by Alasdair MacIntyre and “Patriotism and ‘Liberal’ Morality” (59-86) by Marcia Baron from *Patriotism*, Igor Primoratz, ed.
- Group Presentation on Read “In Defense of ‘Moderate Patriotism’” (87-104) by Stephen Nathanson, “Patriotism Is Like Racism” (105-12) by Paul Gomberg, and “Is Patriotism Like Racism?” (113-19) by Stephen Nathanson from *Patriotism*, Igor Primoratz, ed.
- 2/25 Group Presentation on “What is so special about Our Fellow Countrymen?” (141-65) by Robert E. Goodin and “Cosmopolitan Respect and Patriotic Concern” (167-85) by Richard W. Miller from *Patriotism*, Igor Primoratz, ed.
- Group Presentation on “Patriotism: Morally Allowed, Required, or Valuable?” (187-99) by Igor Primoratz And “Civility and Civic Virtue in Contemporary America” (259-71) by Michael Walzer from *Patriotism*, Igor Primoratz, ed.
- 2/27 Group Presentation on “Patriotism: A Brief History” (201-15) by Mary G. Dietz and “The Case for Covenanted Patriotism” (233-57) by John H. Schaar from *Patriotism*, Igor Primoratz, ed.
- Group Presentation on “Constitutional Patriotism” (217-32) by Attracta Ingram and “Patriotism Is not Enough” by Margaret Canovan (273-94).
- 2/29 Initial Draft for 2nd Paper Due
 Discuss 2nd Paper
 Midterm Test
- 3/3 Group Conferences
- 3/5 Group Conferences
- 3/7 Group Conferences
- 3/10 No School-Spring Break
- 3/12 No School-Spring Break
- 3/14 No School-Spring Break
- 3/17 2nd Paper Due

Discuss 2nd Paper
Read “Writing the Research Essay (411-35)

- 3/19 Training Session in Library
- 3/21 Read short excerpts from Locke’s “3rd Letter on Toleration”, Montesquieu’s *The Spirit of the Laws*, Diderot’s “Observations sur le Nakaz,” and Voltaire’s *Philosophical Dictionary*
- 3/24 Read Paine’s *The Crisis* (1) and excerpts from Burke’s *Reflections on the Revolution in France* and Paine’s *Common Sense*
- 3/26 Read Washington’s “Farewell Address” and letter “To John Banister” (1778 April 21) and Patrick Henry’s “Give Me Liberty or Give Me Death”
- 3/28 Read Jefferson’s *The Declaration of Independence*, and Adams’ *Thoughts on Government* and letter “To Abigail Adams” (1775 July 7), two of Abigail Adams’ letters “To John Adams,” 1775 June 18 and 1782 June 17, Benjamin Rush’s “On Patriotism” and letter “To John Adams” 1811 July 20, and Morris’s “I Am an American” from *The Records of the Federal Convention* 1800.
- Read excerpts from Jefferson’s letter “To Elbridge Gerry, 26 January 1799 and Madison’s *The Federalist* 14.
- 3/31 Topic Proposal Due
- 4/2 Read “Acknowledging Sources” (455-89) in *Writing from Sources*
Read Hume’s “Of Public Credit” and excerpts from Mill’s *On Liberty*, Boswell’s *Life of Samuel Johnson*, and Bierce’s *The Devil’s Dictionary*
- 4/4 Read excerpts from Tocqueville’s *Democracy in America*
- 4/7 Read “Finding Sources” (305-58) in *Writing from Sources*
Read Thoreau’s “Civil Disobedience” Lincoln’s “Gettysburg Address,” and Douglass’s “What to the Slave is the 4th of July”
- 4/9 Read “Evaluating Sources” (359-410) in *Writing from Sources*
Read Tolstoy’s “What Is Patriotism?” and Kennedy’s “Inaugural Address”
- 4/11 Read selections from poets: Tennyson’s “Charge of the Light Brigade;” Holmes’ “Old Ironsides;” Whitman’s “I Hear America Singing” and “O Captain, My Captain!” Brooke’s “The Soldier;” Owens’ “Anthem for Doomed Youth,” “Greater Love,” and “Dulce et Decorum Est;” Lazarus’ “The New Colossus;” and Lindsay’s “Abraham Lincoln Walks at Midnight” Listen to patriotic and anti-patriotic songs TBA—perhaps Bob Dylan’s “With God on our Side” and Toby Keith’s “Courtesy of the Red, White, and Blue”
- 4/14 Initial draft of research paper due
Discuss research paper
- 4/16 Group Conferences
- 4/18 Group Conferences
- 4/21 Group Conferences
- 4/23 Discuss research paper
- 4/25 Research paper due
Discuss Final exam
- 4/30 11:30-1:20 English 108-13 Final Exam
- 5/2 8:30-10:20 English 108-04 Final Exam
- 5/5 11:30-1:20 English 108-15 Final Exam