

ENG 108-18: College Writing and Research

Saturdays 9-Noon

Eder 210

Kelly Lock, instructor

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Required Materials:

Scholes, Comley, Peritz. *The Practice of Writing*. Fifth ed. Boston: Bedford, 2001.

Hacker, Diana. *Pocket Style Manual*. 2nd ed. Boston: Bedford, 2001.

- A notebook for in-class notes and work (keep everything over the course of the semester!) and for all reading notes and activities done at home
- A notebook or index cards/holder for research

Attendance:

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, March 19 is one. Thus, when you have two 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.

Because this is a Saturday class, missing one class is like missing an entire week of day classes, so attendance is mandatory. This means arriving at the start of class and remaining until dismissal. We will complete a number of in-class writings, notes will be given and peer editing will take place. Some points may be given for these tasks, and if you are not present, you will not receive credit for the work, and you cannot make up these points. Of course, I understand that life has a way of changing your plans for "perfect" attendance. Kids get sick, cars break down, bosses want you to work. You must contact me in advance of missing your class—or arriving late—to ensure you have the necessary information to complete any homework. Missing one class may not seriously affect your grade, but if you miss two class periods, I strongly suggest that you drop the course because you will not be able to achieve a grade higher than a C. If you miss three classes, you will not pass the course. If you are unable to make it to class on a day when an assignment is due, you must call or email me and make arrangements for the assignment to get to me **BY THE END OF CLASS**. Late assignments will not be accepted unless you or a family have been involved in an accident that prohibits you from calling me before class.

Course Description:

ENG 108 students will complete three formal research based projects in addition to other graded and ungraded work. In these assignments, students will learn how to analyze, synthesize, and evaluate the thinking of others in order to discover, develop, and test their own points of view. Final drafts of all formal writing assignments must be word-processed. All students are expected to be prepared for class and participate in class discussions related to reading and writing assignments. In addition, students will keep complete portfolios of all their writings. 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.

Course Outline:

Because many of you work full time, I have taken steps to make sure that you will have time to visit the library so that you can conduct some research during class time. This time may not be enough for you to complete all research, though, so make sure to plan your time, your questions, etc. in advance of each class so that you can make the most of your library time. Undoubtedly, you will have to visit either your hometown library or the MWSU library on your

own time.

Note: Interlibrary loans should be done about two weeks before you need the material. Our library has a good turn-around rate on books that you interlibrary loan, but if you wait until the last minute, you may find yourself waiting for a reference that you need, and I won't give you a time extension!

Important dates to record in your planner:

No Class on March 15, Spring Break  
March 19, mid-term grades  
March 28, last day to withdraw  
April 26, last regular class  
May 3, final exam meeting  
May 8, final grades due

In addition to numerous smaller graded and ungraded assignments, you will have five major writing assignments. Here are the tentative dates for those major assignments:

Paper #1      Topic: Personal Reflection (photograph, artwork, song, favorite item, etc.)  
3-5 pages, typed (100 points)      Due February 2

Paper #2      Topic: Analysis of Media Images/Ad Campaigns  
3-5 pages (100 points)      Due February 16

Paper #3      Topic: Comparison of two articles summary, analysis, reflection  
4-5 pages, typed (100 points)      Due March 1

Paper #4      Annotated Bibliography  
10-20 sources summarized, evaluated and cited (100 points)      Due April 5

Paper#5      Research Paper  
5-10 pages (100 points)      Due April 26

Grading:

A= 90-100%      B= 80-89%      C= 70-79%      D=60-69%      F= below 59%

If you miss 3 classes, you will fail the course.

If you miss 2 classes, you will be unable to achieve any grade higher than a C.

Revisions:

Your first three papers can be revised. If you choose to revise, you will have two weeks from the time I return the paper. Because of time constraints, your annotated bibliography and your final paper cannot be revised. However, by the time you finish them, you should have control of the research and writing skills needed to complete successful work. If you cannot write a successful final draft of the last paper, you should consider repeating the course. You should visit with the Center for Academic Support on a regular basis so that revision, or the need for revision, is minimal.

Plagiarism:

Plagiarism is a serious offence. If you plagiarize any work, you will fail the course immediately and may be referred to the Dean of Student Affairs for further punishment. We will discuss citing sources appropriately during this course, so please pay close attention to the rules I give you.

Disabilities:

Any student who has a disability that prevents the fullest expression of abilities should contact me immediately so that we can discuss class requirements.

## Objectives

Learning to write for different audiences and purposes

Students will...

- \* focus particularly on academic audiences and scholarly purposes

Learning to use active reading and critical thinking

Students will...

- \* classify and define objects, events, data, ideas, and terms discovered through research;
- \* make judgments based on criteria that can be supported and explained;
- \* ask questions to clarify issues and solve problems;
- \* identify explicit and implicit meanings in a text;
- \* recognize problems and find workable solutions.

Learning to use writing processes

Students will...

- \* apply pre-writing strategies to discover what they already know and what they want to learn through research;
- \* write summary notes in the process of doing research;
- \* write drafts in which they reconstruct their beliefs on the basis of the wider experience they gain through research;
- \* revise for an organization appropriate to their specific main purpose and audience.

Learning written conventions

Students will...

- \* practice documentation conventions for styles such as MLA and APA;
- \* learn important grammatical concepts used for analyzing sentence correctness and style;
- \* correctly incorporate language, information, and ideas from sources;
- \* use advanced editing resources like dictionaries and writing handbooks.

## Institutional Competencies

### State-Level Goals: SKILL AREAS

#### Communicating

To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

- Analyze and evaluate their own and others' speaking and writing.
- Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- Focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- Respond to the needs of different audiences and choose words for appropriateness and effect.

#### Higher-Order Thinking

To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

- Recognize the problematic elements of presentations of information and argument.
- Formulate questions for clarifying issues and solving problems.
- Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- Analyze and synthesize information from a variety of relevant sources and use the results to address complex situations and problems.

- E. Defend conclusions using relevant evidence and reasoned argument.
- F. Reflect on and evaluate their critical-thinking processes.

### Managing Information

To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

- A. Access and/or generate information from a variety of sources, including the most contemporary technological information services.
- B. Evaluate information for its currency, usefulness, truthfulness, and accuracy.
- C. Organize, store, and retrieve information efficiently.
- D. Reorganize information for an intended purpose, such as research projects.
- E. Present information clearly and concisely, using traditional and contemporary technologies.

For more information on this course, visit <http://www.missouriwestern.edu/eflj/eng108.asp>