

Missouri Western State College, Division of Liberal Arts and Sciences
Department of English, Foreign Languages, and Journalism
English 104

Cynthia Bartels

Office Hours: 8:30-9:00 WF; 11:00-12:00 MWF; 3-4 Wed and by
appointment

Eder 222Q

816-271-4169

cbartels@missouriwestern.edu

Required Materials

Four manila Folders

-in-class writing notebook

-flashdrive

-ears and brain

Required Texts and CDs (purchased with inside materials)

-*Pocket Style Manual*—D. Hacker (Bedford)

-*Pop Perspectives*-Laura Gray-Rosendale

-*Pet Sounds*- Jim Fuselli -(33 1/3 series)

-*OK Computer*-(33 1/3 series) Dai Griffiths

-*Yankee Hotel Foxtrot*, Wilco

-*Pet Sounds*, Beach Boys

-*OK Computer*, Radiohead

-*The Earth is Not a Cold, Dead Place*, Explosions in the Sky

-*Fever to Tell*, Yeah Yeah Yeah's

-*Nevermind*-Nirvana

-*The White Album*, The Beatles

-*The Black Album*, Jay-Z

-*The Grey Album*, DJ Dangermouse (download)

We will use our texts in class; be sure to bring the appropriate one daily. Please have all supplies by the second week of class.

*** Additional songs and articles will be posted Web CT for your listening and reading assignments. Be sure you set up your web CT account.**

Learning Outcomes

Each student will develop skills and expand their understanding of the following areas:

1. Process (invention, revision, editing)
2. Purpose, audience, and context

3. Reasoning and Argumentation
4. Collaboration and Discussion
5. Self-Evaluation
6. Close Reading/Listening
7. Interdisciplinary connections
8. Critical Thinking and Analysis
9. Beginning Research Skills (primary and secondary)
10. Technology (word processing, document design, videoing)

A more detailed description of the course goals/objectives is available at <http://www.mwsc.edu/eflj/eng104.html>.

Course Description

This section of English 104 will focus on music as texts. Rather than study traditional written texts, we will use the same analytical tools to study albums and a few articles written about them. Many of the skills you use for writing about essays and literature will be the same skills you use to analyze, listen, and write about music. By practicing your listening skills, you will also enhance your critical thinking and writing skills. While it may seem “cool” that you are listening to music, you may have a tendency to take this class less seriously. However, it will require the same commitment and involvement as any other course. Be sure you read the assignments in connection with the music, attend regularly, and keep up with all writing assignments so that you learn how to apply the skills you are acquiring. Doing well in this course relies on your willingness to be prepared, to participate fully, to actively engage with the material, and to keep an open mind.

Grading Criteria

Grades will come from the following. Point values are approximate, and I reserve the right to alter some assignments.

Listening Journals : 50 pts.

Two papers: 50 pts each

Response papers: 50 pts (approx. 5 at 10 pts. each)

Participation and attendance: 25 pts

workshops, reflective letters and peer evaluations: 25 pts

Group video project: 100 pts.

Personal project evaluations: 35 pts group; 40 pts individual

Final Portfolio: 125 pts

Listening Journals: We will keep active reading/listening journals. As a standard rule, you should write a minimum one page entry for each assignment. I also will ask you to find your own reviews and songs; I

may ask you to write one page entries for these as well. Keep your journal current at all times. I will not tell you in advance when I will collect or record the entries but will assume that you complete all on time. When I do collect or record entries, you can not add to them or make them up. Our journals will provide a means of learning to apply the skills we are trying to hone in this class, and they may provide prompts for discussion and writing in class, which in turn will lead you to essay topics and development of your ideas, so failure to write them may result in lower participation points and inferior essays.

Paper evaluation and Reflective letters: I will give feedback and a grade on each paper as it is written and revised, but I do not give final grades until the portfolios. You also will write in-class reflections from time to time and peer evaluations on the due dates of all papers. These pieces frequently will provide more insight into your growth as a writer and thinker than will the paper themselves so are very important and should be written with your best efforts.

Portfolios: I use portfolio grading in this class, which means you may revise papers as many times as you like until the end of the semester. I respond to drafts with a grading rubric that indicates the degree to which that paper is ready for the portfolio, and will assign points based a reasonable effort to competently complete the task at hand. It is the student's decision about the amount of revision s/he wants to do.

IMPORTANT NOTE: Regardless of what a student's point total indicates, no one will pass this class without completing **all** of the major writing assignments. Students who receive the highest grades will have contributed meaningfully to class discussions, met deadlines for drafting and submitting all assignments, and attended regularly. All these factors indicate the student has put forth a strong effort, has developed his/her writing reading and thinking intellect, and can produce complete, clear and thoughtful writing. These qualities also contribute to an exceptional portfolio.

Midterm grades: I submit a "B" for students who have over 90% of the points at midterm, no absence problems, and all work complete and exceptional, and a "C" for students whose work is complete and passing and whose absences are below the limit. I submit a "D" for students whose work is complete but not acceptable or who have attendance problems. I submit an "F" for students whose work is incomplete or unacceptable and/or who have exceeded the absence limit.

Final grades: In addition to the above, attendance and participation will influence your final grade.

- Attendance -- your constant presence is mandatory for your success (please see "Attendance Policy" below). Missing excessive classes, deadlines, and assignments will result in substantially lower grades, in many cases to the point of failure. Also, superficial, off-topic or poorly edited papers, repeated failure to write response of journal entries, or an unwillingness or inability to contribute meaningfully to class discussions or to revise papers effectively will result in low final grades.
- Participation—A student is participating when s/he does all the writing assignments, attends class regularly, and can discuss and write about the reading in a thoughtful manner. Just showing up is not participating.

Please Note: If a student's grade is borderline, other factors such as effort, class participation, attendance, and attitude will be used to determine the final grade.

Late Work and Make-up work

It is nearly impossible to make up work in this class. Class discussions cannot be recreated, nor can in-class writings or group work. If you do not have your paper written, you cannot write a reflective letter or get peer feedback. If something should happen that prevents you from submitting your paper on time, you must make arrangements with me **before** the paper is due, not afterwards. At this time, we will plan a date by which the work will be completed. Should you fail to contact me, I will not accept late work. Daily work, journal entries, or workshop evaluations and reflections **will not be accepted late**. Late work is anything that is not handed to me before or at the beginning of the class time it is due. I reserve the right to refuse late work, and I most likely will unless the student has discussed the situation with me **prior** to the due date.

Attendance and Tardies

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. An excused absence merely means you may make arrangements to hand in our work at a

prearranged time. It does not excuse you from any work or from communicating with the teacher in advance about the absence.

All other absences will be deemed unexcused. The maximum number of unexcused absences allowed for this class **before** the midterm report, October 9, is three. Thus, if you have four 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.

Regardless of the date, during anytime during the course, I will allow each student three absences. Excessive (more than two) tardies or leaving early will count as an absence. For each of these allowed absences you do not use, you will receive three extra points. However, after you use the allowed three absences, I will deduct **three points from your final grade for each additional absence or its equivalent**. Because you are given these "free" absences, there are really no excused absences. If you must miss, notify me in advance and be sure to have a buddy whom you can contact to find out what we did in class. **You are responsible for all work no matter whether you are in class or not**. Do not expect me to rehash the class. Also, please do not ask me if we "did anything." This question irritates me.

Often we may need make changes, and even locations, so it is imperative that you keep in sync with the class. Excessive absences will prevent you doing so. Repeatedly, I see that chronic absences result in lower grades. You should note, however, that mere attendance does not mean you will pass the course. You must perform tasks adequately and show initiative in completing the course requirements.

If I should be unable to meet class, a secretary, fellow instructor, or a note on the classroom door will notify you. Be sure to note any assignments due upon my return.

Plagiarism

Plagiarism is claiming another's words, writing structure, images, words, or ideas as your own. Plagiarism and cheating of any kind will not be tolerated and may result in your failing the assignment or the course or being suspended or dismissed from the college. Please note carefully the statement on plagiarism on the departmental website, found at <http://www2.mwsc.edu/eflj/plagiarism.html>

Classroom behavior

I expect you to respect everyone in this class. Part of learning to read and write well is exploring ideas. There will no doubt be people who have ideas different than yours. One of our goals is to learn to understand and respect different ideas. Remain open-minded; you may even change your own ideas. Understanding and developing ideas is a natural outcome of the reading and writing, and therefore of this class, and thus I consider these an accomplishment and evidence that you are becoming an educated and mature reader and writer.

I also expect you to behave respectfully in class. This means: do not interrupt, walk in front of anyone who is talking, enter the room or a workshop late, or leave your seat or the room while class is in session unless it is an emergency. It also means that you turn off cell phones, i-pods, i-phones, and any electronic devices before you enter the classroom, and that they remain off until you have exited the classroom; likewise texting or reading texts is not appropriate.

Academic Support

The Center for Academic Support, located in LRC 213, offers you assistance with your reading or with papers at any stage of the game. Contact the Center at 271-4624 or Coral Dawson, the Writing Director, at 271-4531. I highly encourage you to use this free service regardless of your abilities.

Important Note

I reserve the right make changes in the syllabus or course schedule and assignments if necessary.