

**ENGLISH 108: COLLEGE WRITING AND RESEARCH**  
Missouri Western State University, College of Liberal Arts and Sciences  
Department of English, Foreign Languages, and Journalism  
Fall 2010

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Office Hours: Monday's, Wednesday's & Friday's 10:00am-11:30; 1:00-1:30 (as needed)

Courses:

ENG108-01 Monday, Wednesday & Friday 8:00a-8:50 at Murphy Hall 104

ENG108-05 Monday, Wednesday & Friday 9:00a-9:50 at Popple 302

ENG108-11 Monday, Wednesday & Friday 12:00p-12:50 at Murphy Hall 206

### **Course Description**

For the specific course objectives, please visit the English Department website at

<http://www.missouriwestern.edu/EFLJ/eng108.asp>

Course Objectives:

### **College Writing**

- \* Framing and integrating quotes/paraphrases effectively
- \* Practicing various types of academic argument (e.g. proposal, report, analysis, literature review, multi-genre work, formal email, formal letter, annotated bibliography, works consulted, video, oral presentation)
- \* Inserting one's own voice/perspective/knowledge in an argument (moving beyond creating an argument by quoting others who agree with the rhetor's perspective)
- \* Knowledge and use of rhetorical terms and concepts (ethos, pathos, logos, kairos)
- \* Practicing rhetorical strategies within the context of an academic argument (e.g. comparison, cause/effect, logical connection, appeals, writing analytically)
- \* Reinforcing the centrality of audience awareness and how it connects to effective rhetoric and writing
- \* Awareness of counter arguments; practicing rebuttals

### **Research**

- \* Locating credible sources and use of university library databases to locate sources
- \* Evaluating and analyzing credible sources for credibility and relevance (particularly those found via a university library database)
- \* Citing sources (MLA style should be emphasized, but other styles such as APA, CMS or Turabian can also be covered)
- \* Learning to credit sources for each and every usage
- \* Using a style manual – style manual lessons should be integrated as part of course content, not passive directives to “consult your style manual” (the director of composition recommends the *SF Writer* or the *Hacker Pocket Manual of Style*; the former is a more comprehensive style manual, but the latter is less expensive)
- \* Understanding the difference between primary and secondary research; engaging in both
- \* Learning strategies to avoid being accused of plagiarism (summary, paraphrase, correct attribution)

### **Required Materials**

**Texts:**

- Palmquist, Mike. *The Bedford Researcher (Includes 2009 MLA & 2010 APA Updates)*. 3rd ed. Boston: Bedford/St. Martin's, 2009. ISBN: 0-312-66775-2
- Ferguson, Susan. *Pass English Comp: The Study Guide for Critical Thinking, Rhetoric, and College Writing* (paperback). Sedona: Ninth Month Pub., 2008.
- Website for the *Bedford Researcher*: <http://www.bedfordresearcher.com>.
- Your choice of a collegiate dictionary, but it should be a behemoth of a dictionary, size really does matter, and must be available to use in class.
- Articles and other photocopied texts used in research projects.

**Other:**

- A MW email account
- Reliable access to the Internet for the websites listed above (or use MWSU computer labs)
- College rule paper
- A three-ring binder notebook to keep your class notes and materials organized
- A pocket folder in which to submit each final research essay and research prospectus
- Sticky notes or post-its
- A sense of what it means to be in college and a reasonably good sense of humor.

## Assignment and exam types:

### Pre-Writings, Responses, Reflections, Research Exercises (including Research Essays)

In order to find and develop topic ideas, we will do a number of brainstorming, freewriting, and invention exercises for each project. Students will also develop their skills of summary, synthesis, and argumentation by responding to the readings and to each other. Research exercises will provide an introduction to the library and other information sources. Research essays are the backbone of the course because students should be effective writers of research by the end of the course—practice makes better. The reflections are opportunities for students to think about what he or she are doing in order to meet the Course Objectives, what he or she is doing to succeed or what the student needs to do in order to meet educational goals.

### Prospectus with Annotated Bibliography

For this project, students will create a prospectus with annotated bibliography on an arguable issue related to the field he/she wants to be in that will show the proposal for an undergraduate research paper. The prospectus increases students' skills in the area of note-taking, summarizing, and synthesizing in support of their arguments, while the bibliography assignment expands on students' formal library research skills and provides additional practice in formal documentation.

### Final Exam

The Final Exam will contain short-answer and an essay covering the assigned reading from the semester. The student will take the exam at the designated time for the class he/she are in enrolled in. If the student will not be able to take the test at the designated time, it is the student's responsibility to contact the instructor at least 7 days before the first exam given to arrange to take the test during the other scheduled exam time. There will be no e-mailed exam and no scheduled exam outside of the times given by the University. **If the student cannot attend one of the two scheduled times for exams, the student will fail the exam by absentia.** No exceptions shall be allowed. Hence neither weather conditions, nor road conditions, nor the purchase of prepaid plane, ship or train tickets, nor the fact that family members are or have been in transit from home, nor the departure of pre-arranged chauffeurs/family/rides, nor deadlines for checking-out of dormitories, nor questions of unfair treatment or inconvenience, nor appointments with doctors, dentists, administrators, advisers, or professors near and far, nor obligations to meet people at an airport, nor employment schedules, nor the claim that you are no longer present on campus or are stranded here or there or attending summer camp or workshop or training, nor the desire to attend graduation or wedding ceremonies of relatives or other acquaintances, nor sprained ankles nor other bodily or mental injuries, nor broken washing machines or dryers, nor alarm clock failures, nor misleading advice provided by a classmate or other person, nor any other reason shall be accepted, for attendance at the Final Exam is mandatory. **The Final Exam will contain questions that directly reflect the Course Objectives so if the student cannot pass the Final Exam, the student will fail the class because the student didn't meet the Course Objectives for which the student is responsible to learn and practice.**

### Grading

Because the projects, prospectus, and participation reflect the Course Objectives, failure to complete the aforementioned will mean the student did not meet the Course Objectives. Not meeting the Course Objectives will mean the student cannot earn a grade higher than 60% (D), but can earn a grade between 0% and 60% based on the overall grade (scale for this situation would be A=60% B =59% C=55% D=50% F=0%) at the end of the semester. We will do three research projects, a research prospectus and a final exam in this course. **In order to pass the course, students must complete the projects, the prospectus, the exam, and have no less than a 70% in Participation.** In addition, the quality of a student's work, the percentage of the work that is complete, and efforts at participation will determine that student's final grade. **A student creating their own directions for assignments means the student didn't follow the professor's directions--no matter how hard they try to match the original directions. Not following the professor's directions will result in a failing grade on a project, prospectus or participation activity.**

A word of caution: don't underestimate the value of small assignments, preparedness, and daily participation. Even if you receive passing grades on your projects, you can fail the course because of poor performance on daily assignments and not meeting the Course Objectives.

### Grade scale:

**A=100-90%**

**B=89-80%**

**C=79-70%**

**D=69-60%**

**F=59-0%**

## Your Final Grade Distribution is as follows:

- Participation in class, quizzes, and Reflective essays = 20%
- 3 Research Projects = 35%
- 1 Research Prospectus w/ Annotated Bib. = 35%
- Final Exam = 10%

## Course Requirements

### **Attendance and Promptness**

An absence cannot be designated as "excused" or "unexcused"—it simply "is." Western has a mandatory attendance policy for all 100 and 200 level courses. Attendance is mandatory. The University allows you 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—it isn't the responsibility of the faculty/staff to get the written verification to the instructor because it is YOUR responsibility.** School functions, illness, and personal crisis do not absolve you from your classroom obligations; an absence cannot be designated as "excused" or "unexcused"—it simply "is."

**Lateness and absence counts against the Participation, Research Projects and Research Prospectus grades.**

**Assignments/exams cannot be absent—ever. If absent, it is the student's responsibility to know the "who/what/when/where/why/how"—the instructor will not re-teach a class day for absent students. Being late to class is defined as being to class after the assigned time class starts. If class is assigned to start at 9:30am and you show up at 9:31am, then you are late regardless of excuse.** The time for class doesn't change, so either make adjustments to your schedule and how you approach scheduled activities, or find a class that better fits your schedule or time management skills. **University Attendance Policy** (Western Course Catalog available online at <http://www.missouriwestern.edu/catalog/academicpolicies.pdf>, page 22)

**The maximum number of absences allowed for this class before the midterm report is four (based on our thrice per week meeting schedule). Thus, when you have five absences I must report you to the Registrar's Office, who will automatically withdraw you from this class.** The Financial Aid Office will reduce financial aid as appropriate. **Five (5) absences before midterm will automatically withdraw the student.** The total amount of absences **FOR THE SEMESTER** will affect the student's grade as follows:

**3 total absences = Lower the overall semester grade by one letter grade**

**4-5 total absences= Lower the overall semester grade by two letter grades**

**6-7 total absences= Lower the overall semester grade by three letter grades**

**8+ total absences= The student receives an 'F' for the semester (missing 8 classes is equivalent to missing almost 3 weeks of class out of a 14 week semester)**

Regular attendance is an essential part of the student's educational experience and a requirement for an adequate evaluation of student academic progress. You are responsible for material covered or assignments given which you missed because of absence. All out-of-class assignments are due at the beginning of the class.

Quizzes/exams/assignments cannot be made up at instructor's discretion. **Late assignments aren't accepted.**

**Mere attendance does not mean a student will pass the course.** Students must perform adequately on the tasks required and show initiative in completing the course requirements, and participate positively in discussions in order to work toward mastery of the Course Objectives.

Finally, if the instructor should be unable to meet class, a secretary, or a fellow instructor will notify you in person--**NOT** by a note on the classroom door. Be sure to note any assignments due upon my return.

### **Participation and Preparation**

You will be expected to make significant contributions to the class in the form of participation and preparation. Participation includes the contributions you make to class discussion and the effort you make to be a part of our discourse community. Preparation includes doing the daily readings and responses as assigned, as well as engaging exuberantly in our activities. Keep in mind that live classroom discussion:

- gives you practice arguing with others respectfully and professionally
- gives you opportunities to formulate applications of principles
- gives you prompt feedback on difficult or confusing issues and material
- increases your retention of material through explaining, summarizing, and questioning.

### **Here is how to earn points toward Participation:**

1. Actually discuss the topics within the assigned reading (refer to "pet peeve")
2. Have a rough draft or assigned homework in class to share in galleries. When many people don't bring rough drafts or assigned homework to class to share in galleries, the galleries are less effective in HELPING STUDENTS.
3. For checked homework assignments, actually have them complete and ready to be checked.
4. For any type of discussion (even Reflective) avoid the "me too" concept of repeating someone's answer. Be original and think. If you do agree or disagree with someone's answer, use critical thinking skills and specifically support and explain WHY you disagree or agree.
5. Score well on Reading Quizzes

### **Here's how to have points lost in Participation:**

1. Show up late to class or be absent to class
2. Don't bring a completed rough draft or assigned homework to class
3. Sit silently, sleep, or only "try" to participate in any class discussions. Yes, there is a difference between "try" and "doing".
4. Have a cell phone on or be distracted by text messages (sending or receiving).
5. Simply parrot answers/responses.
6. Score poorly on Reading Quizzes (do the assigned reading because you apply what you read).
7. Have behavior issues that disrespects a peer or the instructor

**A PET PEEVE for me is someone who didn't do the readings or assignment tries "guessing" their way through a discussion or class activity; this includes "forgetting" to bring an assignment to class (considering the SCHEDULE is on the syllabus). At my discretion, if a student is unprepared for class and tries to dishonestly "get by" in discussions or activities, I will count the student absent and he/she will earn a zero in participation for the week. This rule is in relation to Academic Honesty; be aware it could be worse.**

### **Sharing Your Work**

Students are expected to share their writings and other work with members of the class and, therefore, should not choose to write on topics they consider of a sensitive nature. Further, all work that a student produces may be shared by the instructor with the class for purposes of example and training. Such work will be as anonymous as possible. Finally, the instructor may share your work anonymously with future classes. Shared work must be individual and original. No one wants to read many essays that sound about the same, which usually results in a common poor grade or a low impression of the writers.

### **Classroom Courtesy**

Practice courteous and respectful exchanges. We should be particularly careful to note how tone, rhetoric, and language all contribute to the overall impression of our words and writings. **The University expects all students to conduct themselves so as to maintain an effective environment for learning; to act responsibly in accordance with good taste; and to fully respect the rights of others. Be mindful courtesy and respect are expectations and require a higher degree of effort and consistency unlike high school. If a student is disruptive or disrespectful, the student will be required to leave class and take an 'F' grade for the Participation week and on any assignments due that week the student was dismissed from class. If Campus Security must be called to remove the student, the student will then be asked to Drop the course as well as have the previous consequence apply ('F' for Participation).** Students are expected to be respectful, responsible, and mature adults. If the student insists on being disrespectful to the educational setting and those contained therein, the student will earn an "F" for every class session the student doesn't meet with the instructor to resolve the issue including having the student drop the course. **Classroom Behavior Guidelines** (Student Handbook available online at <http://www.missouriwestern.edu/handbook/index.pdf>, page 28)

### **Revision**

Revision is an important part of the writing process, and each project that we do will go through an intensive draft and revision stage before being turned in. Drafts will be graded for completion and used for small-group activities, and each final essay will be graded on its merits and appropriateness to the assignment with all drafts turned-in as proof of using the writing process. Since each paper will receive critiques before the final version is submitted for grading, you must consider the final version to be final. However, only two research essays that earned more than a 60% grade can be revised and turned in for *up to* 1/3 the original maximum points to be added to the original score for the essay (earning no more than 100%). This high school-like extra point opportunity for revised essays cannot change mid-term grades after mid-term; Research Prospectus, and all other assignments or exams aren't eligible. More details on this revision opportunity will be given after mid-term week, otherwise ask Mr. Usera before then.

## Late Work

All assignments are due at the beginning of the hour on the due date, unless otherwise specified. Learning is a cumulative process and each assignment in this course is designed to build on the last assignment; therefore, late work disrupts this important aspect of the learning process. **No late work will be accepted** regardless how many consecutive days absent. Even if you will be absent, your assignment will make it to class because late assignments aren't accepted (hint: have a friend drop it off at the start of class AND e-mail it to me with a date/time stamp that precedes the class hour you are enrolled in). Assignments make it to class on time, even if you can't. **If an electronic version is required as part of the assignment, it too is due at the beginning of the hour otherwise the entire assignment is late, and no late work will be accepted.**

## Computer Usage

You will be called upon to read materials online and to use computers in and outside of class time. Further, all papers turned-in for this course must be word processed in **MS Word** to guarantee correct format. MWSU has a number of computer labs to help you complete this requirement. Learn to use the labs early and plan ahead to get into them during the busy parts of the semester. An electronic version of essays and the prospectus will be e-mailed to the instructor as an ATTACHMENT as a MS Word file (\*.doc or \*.docx). The MS Word file will follow this naming format: StudentName\_Essay\_# (Example "JohnSmith\_Essay\_1"); the prospectus will be #4. The e-mail will have the Subject heading using this structure: StudentName\_Essay\_# (Example "JohnSmith\_Essay\_1"). The student doesn't have to use their MWSU e-mail account, just be sure to have the e-mail sent as an attachment sent to the instructor before the start of class. **Submitting papers in any other format than MS Word will count as not turning in the assignment. If you don't have access to MS Word outside of class, use the MWSU computer labs. If you find an excuse not to use the computer labs or not follow these requirements, drop the course.**

## Time Expectations

As with all college courses, a steady devotion to duty is expected; thus, while much work will be done in class, you must set aside an appropriate amount of time each day to completing your assignments, including time to go to the library and the computer lab. **Remember: no late work is accepted, so anticipate that there will be occasional glitches, whether personal or technical, and be sure to allow an extra hour or two in your schedule to handle unanticipated problems. Being late to class (defined as being to class after the assigned time class starts; If class is assigned to start at 9:30am and you show up at 9:31am, then you are late) doesn't mean the assignment isn't late: there are no late assignments regardless of how late you may be.**

## Handwriting

Some assignments, like the reflective essay and the Final exam, will be handwritten in class. Because handwriting still has uses in today's electronic environment, handwriting must be neat and legible. **Cursive or print may be used but the end product must be neat and legible; if readability is affected, the instructor will guesstimate the grade in the F or D range for poor penmanship.** Practice writing to keep your handwriting legible.

## Electronic Devices

In this day in age laptops and cell phones have become very convenient tools for work, personal communication, and entertainment. However, these same devices can be sources of distraction and the detriment to one's own personal growth (cheating, plagiarism, etc.). Therefore, **laptops are not allowed in class** unless specifically scheduled for use in an activity as assigned by the instructor. **Cell phones are OFF during class.** Cell phones have been around for over 20 years; if you don't know how to turn off the cell phone, then don't bring it to class. **If a cell phone is left on** and the student or class is distracted by the cell phone, **the student will be dismissed from class as per Classroom Courtesy.**

## University 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 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. Using papers from previous classes/courses is a form of plagiarism. **TurnItIn.com will be used on all turned-in research essays and some other assignments at the instructor's discretion. A TurnItIn.com Plagiarism score of 7% or more will be counted as Academic Dishonesty.**

The student handbook is available online at <http://www.missouriwestern.edu/handbook/index.pdf>

## Course Policy on Academic Honesty

*. . . it is better to fail in originality than to succeed in imitation. -- Herman Melville*

Plagiarism is literally the stealing of others' words and ideas and using them as your own. Make every effort to give credit where credit is due, and if you are not sure of "how"--ask and also do the reading about citing. You are responsible for proving that all work turned in for grading is your own original work for that enrolled class. Work with evidence of plagiarism, intentional or not, will receive a zero and may result in failure of the course. Further, all

incidents of academic dishonesty will be reported to the Provost as required by the official University policy and may result in additional consequences for the student.

**The Complaint Department: What to do when life isn't fair.** If there is an issue that arises that needs to be complained about or addressed, follow the proper channels to get your "issue" resolved. Here is the proper professional and adult procedure to address an issue and be taken seriously:

1. **Visit the professor of the course in-person.** E-mails are not only impersonal but invite misunderstanding. Talking face-to-face allows both sides to be heard and communicate with immediate results, even if it's the professor you have issue with. If you want to be heard, you also must listen.
2. If the issue hasn't been resolved (based on course expectations, the syllabus, and Student Handbook), it would be wise to repeat Step 1; otherwise, notify the professor (via e-mail or in-person) and then visit the Composition Director, Dr. Siebler, again in-person.
3. If the issue hasn't been resolved still, it would be wise to repeat Step 1 & 2; otherwise, notify the professor (via e-mail or in-person) and Dr. Siebler (via e-mail or in-person), then visit the Chair of the English, Journalism and Foreign Language, again in-person, no e-mails.

Following these steps can make the difference between having an "issue" resolved, and just wasting time. Please read the Syllabus, many issues can be addressed with that simple activity.

Parents who are not enrolled in the course will not be able to contact the instructor nor advocate on the behalf of adults whom may be the children enrolled in the course; parents will not be present during conferences with the enrolled student in the course.

### **Final Thoughts**

Despite Einstein's assurances that even the motions of dust motes have pattern, life to us mere mortals is unpredictable. I recognize that at times your outside life may interfere with your classroom life. It is up to you to set your priorities and to realize that "doing it all" is not always possible or even desirable. If you are feeling overly stressed about all you have to accomplish, you need to come see me immediately. The cost of dropping college courses until you have better control over your classroom life may seem difficult, but sometimes choices have to be made that will make life more manageable—life will never be absolutely controlled. **"You get what you put into it.** If you put nothing in, you get nothing in return."

Grade Appeal Process (Student Handbook available online at <http://www.missouriwestern.edu/handbook/index.pdf>, page 26)

## Course Schedule

Note that not all the assignments are given below. This is a general guide as to the reading schedule and the major project due dates. For all other assignments, you will be given instructions in class. You should have the readings read **by the date indicated**. Reading ahead is permitted; not reading is unwise.

**Textbook Abbreviations:** **P** = *Pass English Comp*; **R** = *The Bedford Researcher*

**B**= Website for <http://www.bedfordresearcher.com>

English 108 Assignments [All of the information on this calendar is tentative and each scheduled day will be confirmed on that day of class]. **H/W** = **Homework** you need to do.

### August 30 Week 1: Class Introduction and Thesis Statements

1. Class introduction; Talk about the texts for class 2. What books/articles should students bring? 3. Student-Centered learning environment and how it relates to English 108. Dr. Randy Pausch said: "Barriers don't keep people out; it separates the people who want to succeed from the people who are just there. The wall is there for you to show how bad you want it." This statement relates to this class since the class will remain student-centered for the entire semester through each assignment; if direct teaching methods are preferred or the responsibility of learning seems too much then change out of this class. This will be a recurring theme until Mid-term in order to separate "the people who want to succeed from the people who are just there."

H/W: DUE 9/8

1. **P:** 9-61 complete the questions in each section/chapter

### September 1

1. Read as a class pages 1-8 in the *Pass English Comp* book. 2. Review Student-centered learning environment 3. How grading is done--take it or leave it 3. "Idea walls" or something like that

H/W: DUE 9/3

1. Bring an article from a newspaper or magazine that is informational. Online newspapers or magazines or journals are acceptable provided they are reliable sources (no blogs, tweets, or wikis).

H/W: Due 9/28

**B:** Under "Other Resources" complete the "Avoiding Plagiarism" Tutorial (in this section read all under "Student Resources") [<http://bedfordresearcher.com>]. Turn-in results via e-mail to the instructor (cut and paste to the body of the e-mail). Having completed the "Avoiding Plagiarism" Tutorial will be a requirement for completing the first research essay for this class.

### September 3

1. Four characteristics of a strong thesis statement (presentation) 2. Group activity: Based on the article you brought, why is it important for the targeted audience to know the information contained in the article?

H/W: Due 9/10

1. **P:** 63-76 complete the questions in each section/chapter
2. **P:** 103-124 complete the questions in each section/chapter
3. **R:** "Introduction for Writers"
4. **R:** 3-46
5. **R:** 285-290
6. Think of a topic for your first research essay and bring that topic to class where we'll discuss topics
7. Review the 4 Characteristics of a Strong Thesis statement for Sept. 8 class

## **September 6 Week 2: Question Discussion and Thesis statements**

Labor Day (campus closed)

H/W: Due by 10/1

**B: EXTRA CREDIT:** Under “Other Resources” select Exercise Central, then select “Comprehensive Study Plan” and complete the “Writing with Sources” section (all Level Two’s). **FOR ALL ONLINE Extra Credit:** The scores must be 80% or higher, and e-mail your results (just copy and paste into the body with the subject line containing your name and “Writing with Sources”[Title of the Section]) to [lusera@missouriwestern.edu](mailto:lusera@missouriwestern.edu)

## **September 8**

1. Group activity: create a sample strong thesis statement based on the topic given
2. Introduce the “gallery” activity; Write a thesis statement for an Informative essay that deals with an issue within a field of study (i.e. History, Psychology, Biotechnology, Education, etc.). The thesis statement may be as long as two sentences and can be contained in one paragraph.
3. Thesis statement “gallery” (each person will have at least 5 comments about her/his thesis statement)
4. Discuss the readings assigned (from P: 9-61) or delay until Sept. 10.

H/W: Due 9/13

1. R: 47-98

## **September 10**

1. Quiz and Discuss readings (from H/W Sept. 3)
2. Introduce Question-discussion
3. Topic Question-discussion; Share topics.
4. Catch-up

H/W: Due 9/15

1. P: 125-135
2. P: 151-153 complete the “Structuring the Informative Essay” on pages 152-153 (show this to the instructor for participation points)

## **September 13 Week 3: Audience and Pre-writing step**

1. **Informative Research Essay #1 assigned [DUE 10/1/2010]**, details given in class (the topic will come from a field of study that exists and the student may major in).
2. Describe what is needed for a first rough draft that only applies to Informative Research Essay #1
3. Quiz and Discuss readings

H/W: Due by 9/20

1. R: 101-202
2. Have a general, informal outline to share (in paper form) for participation points

H/W: Due by 10/6

**B: EXTRA CREDIT:** Under “Other Resources” select Exercise Central and complete the “Sentence Grammar” section (all Level Two’s) and e-mail your results to [lusera@missouriwestern.edu](mailto:lusera@missouriwestern.edu)

## **September 15**

1. Discuss readings
2. Presentation on the role of writer and the role of audience
3. Discuss how students will think about the role of audience in their writing (may also be addressed on Sept. 17).

H/W: Due 9/22

1. Bring to class two (or more) sources you will use for your Research Essay #1

## **September 17**

1. MLA format (R: 291-322)
2. “My Research Project Activities” online
3. Get feedback on role of audience and how does audience affects Research Essays, Reflective Essays and Research Prospectus grading.

H/W: Due 9/20

1. Catch up on reading and have your outline done

## **September 20 Week 4: Introductions and Conclusions Strategies**

1. Discuss the readings
2. Sharing our rough Outlines
3. Informative Introductions and Conclusions

H/W: Due 9/22

1. R: 202-22
2. Create a draft Introduction and a Conclusion as part of a rough draft to share (in paper form) and for participation points

### **September 22**

1. Discuss reading 2. Introduction and Conclusion gallery 3. In Peer groups, share the two (or more) sources you will use for your Research Essay #1 (Share: what are the sources; Answer: how are they academic sources? Explain: how the sources support your thesis statement); points for participation earned for having brought and shared the sources.

H/W: Due 9/24

1. Work on a new rough draft for Research Essay #1.
2. R: 222-250

### **September 24**

1. Discuss reading 2. Gallery rough draft 3. Discuss R: 251-259 key points.

H/W: Due 9/27

1. Work on a new draft for Research Essay #1. This draft should be the most complete with a bibliography and correctly integrates sources with proper MLA citations.

### **September 27 Week 5: Rough drafts and resources**

1. Discuss R: 259- 261 key points 2. Gallery rough draft 3. Discuss comments and observations about the current rough draft within Peer groups; receive help from peers and instructor.

H/W: Due 9/29

1. Work on a new draft for Research Essay #1. This draft should be the most complete with a bibliography and correctly integrates sources with proper MLA citations.

### **September 29**

1. Microsoft Word tricks and tips 2. Using extra tools (easybib, etc) 3. Academic format reminders.  
4. Gallery rough draft. 5. Bedford Researcher online: the FREE resource

H/W: Due 10/1

1. Finish Research Essay #1. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor and both items cannot be late otherwise it is a zero for the assignment (hint: don't be late and don't test this rule because late assignments are not accepted as previously stated in the syllabus).

### **October 1 Research Essay #1 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor before class starts.**

1. Reflective discussion: What do you think about the process of creating a research essay as it relates to this class? 2. Discuss the process of creating a research essay

H/W: Due 10/4

1. R: 239-261

H/W: Due 10/11

1. B: EXTRA CREDIT Under "Other Resources" select Exercise Central and complete the "Writing and Revising" section (all Level Two's) and e-mail your results to [lusera@missouriwestern.edu](mailto:lusera@missouriwestern.edu)

### **October 4 Week 6: APA and the "bread and butter" paper**

1. Discuss the reading. 2. Comments and peer review activity (this is an extra credit activity) 3. **Argument Research Essay #2 assigned [Due October 20]**

H/W: Due 10/6

1. R: 323-352
2. Bring to class two sources you will use for your Research Essay #2. Be sure you are vested in the topic.

### **October 6**

1. Discuss reading (reviewing APA). 2. Share with peer groups two articles/books addressing a topic that will be used for Research Essay #2. 3. Topic Question-discussion

H/W: Due 10/8

1. P: 155-163
2. Create a rough outline to share

### **October 8**

1. Discuss reading. 2. Read and discuss Pass English Comp pages 143-150. 3. Share within peer groups your rough outline (participation points earned with having a rough outline and sharing the outline in addition to standard discussion).

H/W: Due 10/11

1. Create an Introduction and a Conclusion rough draft for Research Essay #2

**October 11 Week 7: Rough drafts and conferences**

1. Gallery on Introduction and Conclusions.
2. Revisit the concept of VALID sources
3. Using the MWSU Database

H/W: Due 10/13

1. Work on a new rough draft for Research Essay #2

**October 13**

1. Revisit the Bedford site for useful tools
2. Gallery on rough draft
3. Share comments and thoughts about the rough draft within peer groups.

H/W: Due 10/15

1. Work on a new rough draft for Research Essay #2

**October 15**

1. Gallery on rough draft
2. Share comments and thoughts about the rough draft within peer groups.
3. Begin mid-term conferences

H/W: Due 10/18

1. Work on a new draft for Research Essay #2. This draft should be the most complete with a bibliography and correctly integrates sources with proper APA citations.

**October 18 Week 8: Timed essays and Synthesis**

1. Gallery on rough draft using the Peer Review Guide
2. Share comments and thoughts about the rough draft within peer groups.
3. Begin mid-term conferences
4. Schedule one-on-one conferences (that happen during office hours)

H/W: Due 10/20

1. Finish Research Essay #2. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor and both items cannot be late otherwise it is a zero for the assignment (hint: don't be late and don't test this rule because late assignments are not accepted as previously stated in the syllabus).

**October 20 Research Essay #2 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor before class starts.**

1. Presentation on "Essays: the timed assessment"
2. Reflective discussion: What do you think about the process of creating a research essay as it relates to this class?

H/W: Due 10/22

1. P: 143-149
2. Bring to class two sources you will use for your Research Essay #3. Be sure you are vested in the topic.

**October 22**

1. Quiz and Discuss reading
2. Share with peer groups two articles/books addressing a topic that will be used for Research Essay #3.
3. Topic Question-discussion
4. **Research Essay #3 assigned [Due November 12]**

H/W: Due 10/27

1. Create a rough outline to share.

**October 25 Week 9: Reflection and Pre-writing**

1. Timed Assessment: Reflective essay #1 "What I've learned so far about myself as a college student who is required to have writing skills"
2. No early release: receive help from the instructor or peers; possible conference with instructor if needed.

H/W: Due 10/27

1. Create a thesis strong thesis statement

**October 27**

1. Question-discussion with the topic chosen
2. Have time to digest ideas
3. Share outlines (participation points earned with having a rough outline and sharing the outline in addition to standard discussion)
4. Use time to begin an Introduction (or Conclusion)

H/W: Due 10/29

1. Create an Introduction and a Conclusion rough draft for Research Essay #3

**October 29**

1. Gallery on Introduction and Conclusions.
2. Review Revision Strategies
3. "So what?": using a Revision Strategy to test your thesis statement.

H/W: 11/1

1. Work on a new rough draft for Research Essay #3

**November 1 Week 10: Rough drafts and Revision Strategies**

1. Gallery on rough draft
2. Share comments and thoughts about the rough draft within peer groups.
3. The Final Exam: what's on it and how it looks (students create their own study-guides)

H/W: 11/3

1. Work on a new rough draft for Research Essay #3

**November 3**

1. Gallery on rough draft
2. Share comments and thoughts about the rough draft within peer groups.
3. Use Revision Strategies within groups

H/W: 11/5

1. Work on a new rough draft for Research Essay #3

**November 5**

1. Gallery on rough draft using the Peer Review Guide
2. Share comments and thoughts about the rough draft within peer groups.

H/W: 11/10

1. Work on a new draft for Research Essay #3. This draft should be the most complete with a References/Works Cited and correctly integrates sources with proper APA/MLA/Chicago citations.

**November 8 Week 11: Peer Review Guide adjustments**

1. Adjust the Peer Review Guide
3. Receive help from the instructor or peers (based on draft)
2. Share comments and thoughts about the rough draft within peer groups.

H/W: 11/10

1. Work on a new draft for Research Essay #3. This draft should be the most complete with a References/Works Cited and correctly integrates sources with proper APA/MLA/Chicago citations.

**November 10**

1. Gallery on rough draft using the Revised Peer Review Guide
2. Discuss the process

H/W: 11/12

Finish Research Essay #3. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor and both items cannot be late otherwise it is a zero for the assignment (hint: don't be late and don't test this rule because late assignments are not accepted as previously stated in the syllabus).

H/W: 12/10

1. Review the concepts and readings based on the Final Exam (start to study now)

**November 12 Research Essay #3 is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor before class starts.**

1. **Research Prospectus assigned [Due December 6]**
2. Read **P**: 169-173
3. Read **R**: 172-175
3. Receive help from the instructor or peers

H/W: 11/15

1. Choose a future class to write a 5-10 pages research paper for
2. Choose a topic
3. Think about what sources would be useful (min. of 3 sources)

**November 15 Week 12: Annotated Bibliography and Prospectus example**

1. Reorganize Peer groups based on future class chosen for the Research Prospectus.
2. Commitment to the topic/class for the Research Prospectus
3. Quiz on Annotated Bibliography
4. Share what sources will be used

H/W: 11/19

1. Have an updated, revised, and edited rough.

**November 17**

1. View examples of good/bad Annotated Bibliographies
3. Gallery on Research Prospectus outline
4. Macho Rodriguez and the Homework Assignment
5. Review academic format

H/W: 11/19

1. Create a rough draft similar to Macho's rough draft: Introduction, Conclusion, with body ideas

**November 19**

1. Gallery on rough draft (focus on thesis statement, and organization)
2. View another example of a Research Prospectus rough draft and a completed Prospectus
3. Use peers groups to discuss comments/ideas/questions about Prospectus

H/W: 11/29

1. Create a rough draft of the Annotated Bibliography to share
2. Create a rough draft of the Research Prospectus to share

Have the most complete final draft for a last gallery

**November 29 Week 13: Prospectus rough drafts and Peer Review Guide**

1. Review the grading rubric for the Research Prospectus
2. Gallery on Prospectus rough draft (choose Annotated Bib. or Research Prospectus or both)
3. Brief review of the Final Exam: what does a study session look like?
4. Use Peer groups for comments on the Prospectus or establish study buddies.

H/W: 12/1

1. Have the most complete final draft for a gallery using the Peer Review Guide. While this won't be the finished Prospectus, it is very close to be nearing the final product because it will be used with the Peer Review Guide. (Receive +5 on the Prospectus for having this and having it reviewed during the gallery)

**December 1**

1. Gallery using the Peer Review Guide and the rough draft of the Research Prospectus
2. Using peer groups share your draft and get any last help from peers and instructor

H/W: 12/3

1. Have an updated, revised, and edited rough draft that will be graded by classmates using the Prospectus grading rubric. It is to the benefit of the student to bring an updated, revised, and edited draft in order to iron out any remaining issues with the prospectus.

**December 3**

1. Peer groups pre-grade the Research Prospectus drafts
2. Using peer groups, share comments, make last changes in preparation for the final Research Prospectus

H/W: 12/6

1. Finish Research Prospectus. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor before the start of class.

**December 6 Week 14 Research Prospectus is due before class starts. A paper copy will be turned-in and an electronic copy will be e-mailed to the instructor**

1. Timed essay: Reflective essay to be completed in class during the hour (this will take up the hour)

**December 8**

1. Share reflective essays and reflectively discuss the writing process and course (for addition extra points added to the reflective essay or lowest Participation Week score)
2. Discuss how the Study day will work

**December 10**

1. Study day for final exam

**Final Exam Schedule**

ENG108-01 Wednesday, Dec. 15 8:30a-10:20 at Murphy Hall 104

ENG108-05 Friday, Dec. 17 8:30a-10:20 at Popple 302

ENG108-11 Wednesday, Dec. 15 11:30a-1:20p at Murphy Hall 206

The Final Exam won't necessarily match the earlier description of the Final Exam described at the top of the syllabus but prior notice of any changes will be given no later than December 10.