



**College of Liberal Arts and
ENG108-10
College Writing and Research
Fall 2012**

Instructor Information

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Course Identification

Course Number: ENG108-10

Required Textbooks and Supplies

You must have your own copy of the required textbook in the right edition in order to pass the course. You must have this textbook in possession no later than the second official class meeting.

Axelrod and Cooper, St. Martin's Guide to Writing, 9th Edition

Simple folder and loose leaf paper (college ruled) for required daily writing. You must keep this folder in order, with the most recent work on top—with appropriate header, name, date, writing assignment and corresponding textbook page numbers. **You may miss no more than one-in class writing exercise per essay assignment.** For a final grade to be assigned to each formal essay, you must have completed all related work—in class exercises, draft, and revision. Each essay in the completed cycle will be assigned a final number of points (potentially 100). The schedule will include draft, revision, and final paper due dates for the three required essays. You will be expected to complete this work outside of class time and to post it on assigned due date in Moodle.

A flash drive or other back-up device for backing up multiple drafts of work.

http://bcs.bedfordstmartins.com/theguide9e/default.asp#t_588124

<http://ebooks.bfwpub.com/theguide9e.php>

<http://owl.english.purdue.edu/owl/resource/747/13/>

<http://owl.english.purdue.edu/sitemap/>

Course Description/Overview

ENG108: College Writing and Research is a course that builds on ENG104: College Writing and Rhetoric. Many of the foundations of ENG104 will be emphasized again in ENG108 with the addition of an emphasis on college level research and more sophisticated source-based arguments. In ENG108, there will be continued emphasis on writing practices/processes (pre-writing, drafting, revision) as well as reinforcement of rhetoric as the art of persuasion (argument). Critical thinking skills are developed in many areas (identifying and understanding scholarly or credible sources, integrating others' perspectives into one's own argument, analyzing audience).

See full list of course objectives. (<http://www.missouriwestern.edu/eflj/eng108.asp>)

Moodle Course Environment

Once you log in, you will find announcements, the syllabus, assignments, and required activities within this environment. You will submit the drafts, revisions, and final essays in Moodle.

The University has several computer labs available for your use. The following link provides you with the location and hours of these labs:

<http://www.missouriwestern.edu/imc/acs/labsmap.asp>

Course Policies

Email: You must use your Missouri Western email account when contacting me. The email must have ENG108-10 as the Subject and be addressed to crain@missouriwestern.edu. The first paragraph in the communication must include a brief statement of the issue being addressed such as Course Clarification. All communication will be saved as official records.

Disability: If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please visit the Office of Disability Services (ODS) in Eder Hall, room 203N or visit the ODS website at <http://www.missouriwestern.edu/ds/> as soon as possible. This syllabus, as well as all other printed or electronic materials, can be made available in alternative/accessible formats if requested with sufficient prior notice. Missouri Western is an equal opportunity/affirmative action institution.

Academic Honesty: 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 classroom activity. Plagiarism is the unaccredited use (both intentional and unintentional) of somebody else's words or ideas. Violations of academic honesty will result in a failing grade on the assignment, failure in the course, or expulsion from school. Please consult your *Student Handbook*. See full policy <http://www.missouriwestern.edu/acadaff/documents/AcademicHonestyPolicy.pdf>.

Attendance Policy: You are expected to attend all scheduled class meetings if at all possible, missing no more than one in-class writing activity for each essay cycle (and no more than 3 class meetings in the semester). For each writing activity missed after the first in each essay cycle, your essay grade will be affected by one full letter drop—after missing only one in-class writing, you will qualify potentially for an A on the final essay if you have completed all other in-class writing as well as the draft and revision; likewise, missing a second in-class writing exercise means you will qualify for no more than a B for the essay provided all other requirements have been met; three misses will mean no more than a C; missing more than three classes total will result in your not passing the course. In the event of extended emergency (hospitalization, death in the immediate family, University sanctioned events), extenuating circumstances must be officially noted in writing with evidence). Attending University events (sports, for example) will not exempt you from required classwork, and supporting documentation is required; this work must be made up either before the absence (draft, revision, essay) or immediately after the missed in-class writing.

Late Work: You are expected to submit all work on or before the stated due date.

Electronic Devices

You do a disservice to yourself by using electronic devices in formal class settings (Cell phones, text messaging, and music devices will not be used during class.)

Maintaining Good Teaching and Learning Conditions

Missouri Western requires all students to help maintain good conditions for teaching and learning. All students will treat their classmates and teachers with civility and respect, both inside and outside the classroom. Students who violate this policy may, among other penalties, be counted absent and asked to leave. You should review your MWSU student handbook, specifically sections of Community Expectations and Code of Conduct and Procedures for further information.

Syllabus Changes

Minor changes to the syllabus may be made by the instructor at any point in the semester; such changes will be discussed during the class meeting times.

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

| | |
|----------------------------------------------|----|
| Academic Advisement | 8 |
| <u>Academic Honesty Policy and Due</u> | |
| <u>Process</u> | |
| | 9 |
| <u>Definition of Plagiarism</u> | 9 |
| <u>Student Due Process Procedure</u> | 10 |
| <u>Violation Report</u> | 10 |
| <u>Grades/Grading Policy</u> | |
| <u>Grading System</u> | 10 |
| <u>Grade Point Average</u> | 11 |
| <u>Grading Appeal Process</u> | 11 |
| <u>Student Appeal Process</u> | 11 |
| <u>Transfer Student Credit Appeal</u> | 13 |
| <u>Refunds</u> | 13 |
| <u>Classroom Behavior</u> | 13 |
| <u>Classroom Food and Drink Policy</u> | 14 |
| <u>Class Attendance</u> | |

Course Requirements

Complete 3 formal research essays through a process that requires in-class writing, formal submission of drafts, revisions, and final essays in Moodle environment. See attendance policy pertaining to in-class work. Research essays will be based on Assignments in chapters 5, 6, and 7 in your textbook: The first essay requires you to read one of two debates and then to write an essay demonstrating common ground among the different positions (Torture, Same-Sex Marriage); the second essay will require you to choose one of the issues (295-96), take a position on it, and write a researched essay (at least 3 sources); the third research essay will propose a solution to a problem (359-60) of community, workplace, organization, group, or nation (4 sources).

You should understand that research projects increase in complexity throughout the semester and that more is expected of you with each submission. Final research papers should be carefully proofed; mistakes in punctuation, sentences (boundaries and effectiveness), documentation, unclear organization, and surface content will contribute to your receiving a grade of C (average) for submitted essays.

Please note that daily in-class writing may be taken from any of the chapters associated with the particular essays (5, 6, and 7) as well as from other chapters 12, 13, 24, 22, and 23 as well as back of text material. The in-class assignment will be found each day either in Moodle or projected from the electronic text during the first part of each class period. You will be expected to write for 20 minutes beginning promptly with the opening of each class period. Your essay heading must include the time you begin the writing—1:00 p.m., if you have arrived to class on time.

Evaluation Guide

The following guide should enable you to understand how your work for each research essay will be evaluated (3 essays, 3 grades). Only the final essay will receive a grade, this only after you have completed all in-class writing exercises (missing no more than 1 per essay), a draft, and revision. See Attendance Policy for effect missing in-class writing will have on the final essay for each cycle. All work must be submitted on due dates.

Organization (Read Chapter 12 in Text)

- Thesis and forecasting statements, to orient readers to ideas and organization
- Paragraphing, to group related ideas and details
- Cohesive devices, to connect ideas one to another and bring about clarity
- Transitions, to signal relationships or shifts in meaning
- Headings and subheadings, to group related paragraphs and help readers locate specific information quickly

Content (Read Chapters 24, 5, 6, and 7)

- Original thought and contribution to ongoing professional discussion
- Responsible research and use of sources (MLA)—quotation, paraphrasing, and summarizing, and documentation
- Personal voice and style
- Clearly presented argument with sufficient reasoning and evidence
- Understanding of purpose-- to change readers' minds, to confirm readers' opinions, to supply readers with reasons and evidence to support the writer's position, to convince readers to look at the issue in a new way, to move readers to take action, to establish common ground on which people might be able to agree, to win readers' respect for a different point of view?
- Understanding of audience -- mildly interested or know little about the issue, care deeply about the issue and have strong convictions, oppose or be skeptical of the writer's position, have their own position on the issue, have serious objections to the writer's argument

Grammar and Mechanics (See back inside cover of textbook and review pages)

- Grammatical and effective sentences
- Word choice
- Punctuation
- Mechanics—hyphens, capitals, spacing, numbers, italics, abbreviations, titles and headings, design features, spelling

| Reading and Writing Assignments | Points per essay | Requirements |
|---------------------------------|------------------|--------------|
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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------|
| Essay 1 (Chapter 5): Write an essay analyzing two or more essays taking different positions on an issue. Your purpose is to analyze the essays to understand their authors' main points of disagreement and to suggest ways to build common ground on shared values, concerns, needs, and interests (Torture, Same-Sex Marriage). | 100 | In-class written work completed (missing no more than 1 exercise), draft, and revision completed and posted in Moodle on due dates. |
| Essay 2 (Chapter 6): Write an essay on a controversial issue. Learn more about the issue (295-96), and take a position on it. Present the issue to readers, and develop a well-supported argument for the purpose of confirming, challenging, or changing your readers' views on the issue (3 sources). | 100 | In-class written work completed (missing no more than 1 exercise), draft, and revision completed and posted in Moodle on due dates. |
| Essay 3 (Chapter 7): Write an essay proposing a solution to a problem. Choose a problem faced by community, workplace, organization, group, or nation to which you belong, and address your proposal to one or more members of the group or to outsiders who might help solve the problem (4 sources). | 100 | In-class written work completed (missing no more than 1 exercise), draft, and revision completed and posted in Moodle on due dates. |

Grading Scheme

| Letter Grade | Percentage | Grade points/credit | Rating |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------|
| A | 90 points & above | 4.00 | Excellent |
| B | 80– 89 points | 3.00 | Good |
| C | 70–79 points | 2.00 | Average |
| D | 60 – 69 points | 1.00 | Below Average |
| F | 59 points and below | 0.00 | Failure |
| I | An incomplete grade may be given when accident, illness, death in the immediate family, or other documented circumstances beyond your control prevent you from completing some course requirements. An incomplete grade will be considered only when you have satisfied the majority of course requirements. An incomplete grade must be removed within six weeks after the first day of the next term (fall, spring, summer) of the semester in which it was received; otherwise, the grade will be recorded as "F." | | |

University Fall Schedule

| Event | Date | Day |
|-----------------------------------------------------|-----------------|-----------|
| Independence Day Holiday (no classes/campus closed) | July 4 | Wednesday |
| Last Day to Withdraw from 2nd four-week session | July 12 | Thursday |
| Final Exams for Eight-week & 2nd four-week session | July 19 | Thursday |
| Final Grades Due | July 25 | Wednesday |
| Fall 2012 | | |
| Walk-In Registration | Aug. 21 | Tuesday |
| Griffon Edge | Aug. 23-25 | |
| Classes Begin | Aug. 27 | Monday |
| Labor Day Holiday (no classes/campus closed) | Sept. 3 | Monday |
| Mid-term Grades Due | Oct. 24 | Wednesday |
| Last Day to Withdraw | Nov. 2 | Friday |
| Registration Begins for Spring | Nov. 5 | Monday |
| Fall Break (no classes/campus closed) | Nov. 18-25 | |
| Last Day of Classes | Dec. 7 | Friday |
| Final Exams | Dec. 8-14 | |
| Commencement | Dec. 15 | Saturday |
| Final Grades Due | Dec. 18 | Tuesday |
| Wintersession | Dec. 15-Jan. 11 | |
| Campus Closed | Dec. 24-Jan. 1 | |
| Spring 2013 | | |
| Campus re-opens | Jan. 2 | Wednesday |
| Spring Registration/Orientation Program | Jan. 8 | Tuesday |
| Walk-In Registration | Jan. 10 | Thursday |
| Wintersession Ends | Jan. 11 | Friday |
| Classes Begin | Jan. 14 | Monday |

Course Schedule

Week One **Aug. 27-31**

Assignment: Research Essay 1, Chapter 5, Common Ground; Read chapters 13 and 24.

- Orientation to textbook, Moodle
- Overview of requirements for essay 1
- Basic Features
- Starting Points
- Overview of annotation (238-240)
- Debate essays read by Aug. 29 (<http://www.theage.com.au/news/Opinion/A-case-for-torture/2005/05/16/1116095904947.html>); bring to class 2 printouts of **annotation chart** (in Moodle)
- Cueing the reader, Chapter 13

Week Two **Sept. 4-7**

- **Planning and drafting** (221-224)
- Using sources, Chapter 24—quoting, paraphrasing, and summarizing, in-text citations (MLA)

- Textbook publication information, articles
- MLA format (770-771) <http://owl.english.purdue.edu/owl/resource/747/13/>
- Editing and proofreading (231), Commas (P)

Research Essay 1 Draft due at beginning of class Sept. 7 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of drafts in-class using [Trouble Shooting Guide](#) (Bring to class 1 copy, found in Moodle)

Week Three 10-14

- Documentation (Bibliography), Chapter 24 (MLA)
 - [Finding publication information](#)
 - [Deciding on format 770-71](#)
 - [Creating bibliography](#)
- Editing and proofreading (231), Semicolons (P)

Research Essay 1 Revision due at beginning of class Sept. 7 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of revisions in-class using [Critical Reading Guide](#) (Bring to class 1 copy, found in Moodle)

Week Four 17-21

<http://owl.english.purdue.edu/owl/resource/747/13/>

Research Essay 1 due September 21

Week Five 24-28,

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|----------------------------------------------------|
| Assignment: Essay 2, Chapter 6, Issue and Position |
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- Overview of requirements for essay 2
- Basic Features
- Starting Points
 - [Choosing issue \(295-97\)](#)
 - [Developing your argument \(299-300\)](#)
 - [Planning and drafting \(302-305\)](#)
- Reading strategies (Chapter 13)—annotating, taking inventory, outlining, paraphrasing, summarizing, synthesizing, contextualizing
- Documentation (Bibliography), Chapter 24 (MLA)

Week Six Oct. 1-5

Reading strategies (Chapter 13)—exploring significance of figurative language, looking for patterns of opposition, reflecting on challenges to your beliefs and values, evaluating the logic of an argument, recognizing emotional manipulation, judging the writer's credibility

- Documentation (Bibliography), Chapter 24 (MLA)
 - [Creating bibliography](#)
 - [Annotating sources \(3 with hard copy in class\)](#)
- Editing and proofreading (312), Semicolons (P)

Research Essay 2 Draft due at beginning of class October 5 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of drafts in-class using **Trouble Shooting Guide** (Bring to class 1 copy, found in Moodle)

Week Seven 8-12

- **Revising the draft (bring to class 1 copy Troubleshooting Guide, 311, in Moodle)**
- Documentation (Bibliography), Chapter 24 (MLA)
- Sentences (S, G, E, and R, back of textbook)

Research Essay 2 Revision due at beginning of class Oct. 12 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of revisions in-class using **Critical Reading Guide** (Bring to class 1 copy, found in Moodle)

Week Eight 15-19

Final Research Essay 2 due Oct. 19.

Week Nine 22-26 **MT Grades Due 24 (based on 2 grades)**

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|---------------------------------------------------|
| Assignment: Research Essay 3, Chapter 7, Solution |
|---------------------------------------------------|

- Basic Features
- Starting Points
- Overview of requirements for essay 3
- Field, library, and internet research (Chapters 22 ,23)
- Documentation (Bibliography), Chapter 24 (MLA)

Week Ten Oct 29- Nov. 2 **Last Day to withdraw Nov. 2**

- **Formulating thesis, planning and drafting (365—369)**
- Field, library, and internet research (Chapters 22 ,23)
- Documentation (Bibliography), Chapter 24 (MLA)

Week Eleven 5-9

- Editing and proofreading (377)
- Grammatical Sentences (G, back of textbook)

Draft Research Essay 3 due at beginning of class November 9 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of drafts in-class using **Trouble Shooting Guide**

Fall Break 18-25

Week Twelve 12-16

- In-class group work

Week Thirteen 26-30

- In-class group work

Revision Research Essay 3 due at beginning of class Nov. 30 (posted in Moodle after class by 12:00 midnight)

Exchange and reading of revisions in-class using [Critical Reading Guide](#)

Week Fourteen Dec. 3-7

Last Day Class Dec. 7—Final Research Essay 3 due.

Week Fifteen [Final Examination Dec. 8-14](#)

Final grades will be posted Dec. 14. Your final grade for the course will be an average of the three grades received for the three research essays.

1:00 p.m.

Monday, December 10

11:30 a.m. - 1:20 p.m.