



**ENG104-09, 40 - College Writing and Rhetoric**  
**College of Science and Arts**  
**Fall 2011**

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***Instructor Information***

Instructor: Jeanie C. Crain, PhD, Professor  
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***Course Identification***

Course Number: ENG104-09, MH 119, 10-10:50; 40 Online  
 Course Name: College Writing and Rhetoric

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***Required Textbook***

Axelrod, Rise B. and Charles R. Cooper. Electronic *The St. Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin's, 2008.

***Please Note:*** You will use this text extensively to access pre-writing, drafting, and revising activities. Please make sure you have the text with you in class (whether traditional or online) at all times. You will complete the writing process for three essays in an orderly and carefully sequenced set of activities.

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***Course Description/Overview***

*The St. Martin's Guide to Writing* integrates reading and writing as well as provides practical guides to writing different genres. College Writing and Rhetoric 104 emphasizes expository writing. The genres you will be practicing include autobiography ("Remembering Events" organized as stories), profiles ("Writing Profiles) and interpretive argument ("Interpreting Stories"). You will also be practicing skills cuing the reader, narrating and describing. Finally, you will be drafting, revising, and editing your writing.

*The traditional class will complete activities on each MWF in the computer lab setting; online students will demonstrate logging in and completing activities and posting them in WebCT on at least three days each week, Monday 8 a.m. through Friday, 4:00 p.m. You should plan for one hour of actual writing during each session. Use weekends to complete work that can be posted to WebCT during M-F.*

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***Course Environment***

You will be using the WebCT Learning Environment (accessed from the Missouri Western Homepage under the Current Students Links).

Once you log in, you will find announcements, the syllabus, assignments, and required activities within this environment. You will post all pre-writing, drafts, revisions, and final essays as attachments within the appropriate Assignments links. You should keep backup copies on your personal electronic storage.

## **Online Attendance Policy**

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**Attendance Policy:** Whether in a traditional or online setting, you will complete regular writing activities in St. Martin's Guide. These must be posted on required due dates. Additionally, progress reports are required on each Friday throughout the semester. Your final obligation to completing the class includes the course evaluation.

For online classes, you will need a computer and reliable Internet access. 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>

**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.

**Late Assignments:** Late work will not be accepted.

**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. <http://bcs.bedfordstmartins.com/theguide8e/Player/Index.asp>

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*.

## **Course Learning Objectives**

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- Learn to write for different audiences and purposes.
- Learn to use active reading and critical thinking.
- Learn to use writing processes.
- Learn written conventions.

Each general objective has several associated specific objectives. Please visit the English Department web site:

<http://www.missouriwestern.edu/eflj/eng104.asp>

## **Course Requirements**

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1. Complete three units in *The St. Martin's Guide to Writing*: (2) "Remembering an Event," "Writing Profiles (3)," and "Interpreting Stories(10)." This will require you to read at least two readings, read and understand the three assignments, and complete invention and research, planning and drafting, revising, and editing activities. *St. Martin's* escorts "you through the writing process," from finding subjects to completing and editing your final essays.
2. Submit all required work in WebCT: Final Essays will receive a grade of A, B, C, D, F based upon your completing the required steps in the writing process, including the Handbook review. You will be

given one grade for completing Starting Points and Troubleshooting Guide, draft, and revision for each essay, and for completing progress reports.

3. Submit three major essays for evaluation and course grade. Formal essays must be in 12-point Times New Roman and at least 3 pages, 1-inch margins, minimum to a maximum of 5 double-spaced pages. Essays shorter than 3 pages will receive no higher grade than a C. Analyzing a Story should be based on one of the stories in "An Anthology of Short Stories" (546-560) and should include at least two external sources appropriately documented in MLA style.
4. Demonstrate your use of the *Handbook* (H2) at back of text. You will be using the Handbook on your own; please note the Handbook Contents, (H-2), and review beginning with S, then P, M, G, E, and finally W. All final essays should be free of grammatical and mechanical mistakes and should demonstrate a growing sophistication in the use of concise and graceful sentences. Pacing yourself throughout the semester in a general use of the Handbook should help you accomplish these objectives.
5. Complete Progress Report required on each Friday by 4:00 p.m. (posted under the Discussions link). This should explain your progress in reviewing your Handbook, your reading and understanding of the required chapters, and your success in meeting required deadlines relative to writing assignments. You should also communicate any other matters related to your success in the course.

You should familiarize yourself with the schedule of due dates for drafts, revisions, and final essays. You are also encouraged to work independently and in advance of these dates whenever possible. **Late work will not be accepted.** Please note that the pace and difficulty of the assignment both escalate with the last cycles.

### Course Resources

#### Course Website(s)

- [WebCT](#) Course Site

#### Grading Scheme

<b>Letter Grade</b>	<b>Percentage</b>	<b>Grade points/credit</b>	<b>Rating</b>
<b>A</b>	90% & above	4.00	Excellent
<b>B</b>	80% - 89%	3.00	Good
<b>C</b>	70% - 79%	2.00	Average
<b>D</b>	60% - 69	1.00	Below Average
<b>F</b>	59% and below	0.00	Failure
<b>I</b>	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."		

#### Grading Policy

<b>Three Cycles: Starting Points and Drafts, Troubleshooting Guides and Revisions, and Final Essays.</b> No essay will receive a passing grade without the prior completion of the pre-writing,		All cycle work must be completed in order for
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draft, and revision.  Please note that each cycle follows a similar process. Each assignment includes specific processes and page numbers. The schedule allows time for orientation and adjustment for each cycle but necessarily postpones the final essay until the final examination week.		final essay to be graded
<b>Starting Points, Troubleshooting Guide, Required Progress Reports, Draft, and Revision</b>	A, B, C, D, F each	3 grades
<b>Three Essays</b>	A, B, C, D, F each	3 grades
<b>Final Grade</b>	A, B, C, D, F	Average of 6 grades

### University Fall Schedule

<b>Fall 2011</b>		
Walk-In Registration	August 23	Tuesday
Griffon Edge	August 25-27	
Classes Begin	August 29	Monday
Labor Day Holiday	September 5	Monday
Family Day	September 10	Saturday
Homecoming	October 22	Saturday
Mid-term Grades Due	October 26	Wednesday
Last day to Withdraw	November 4	Friday
Registration Begins for Spring	November 7	Monday
Fall Break (no classes/campus closed)	November 20-27	
Last Day of classes	December 9	Friday
Final Exams	December 10-16	
Commencement	December 17	Saturday
Final Grades Due	December 20	
Wintersession	December 19-January 13	
Campus Closed	December 24-January 1	

- Number of class days - M=13, T=14, W=14, Th=14, F=14, Sa=13
- 6 Final Exam days
- Wintersession (transcribed in Spring) - 14 class days, plus Final Exam day

August 2011							September 2011							October 2011							November 2011							December 2011											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
31		1	2	3	4	5	6	35			1	2	3	39						1	44		1	2	3	4	5	48			1	2	3						
32	7	8	9	10	11	12	13	36	4	5	6	7	8	9	10	40	2	3	4	5	6	7	8	45	6	7	8	9	10	11	12	49	4	5	6	7	8	9	10
33	14	15	16	17	18	19	20	37	11	12	13	14	15	16	17	41	9	10	11	12	13	14	15	46	13	14	15	16	17	18	19	50	11	12	13	14	15	16	17
34	21	22	23	24	25	26	27	38	18	19	20	21	22	23	24	42	16	17	18	19	20	21	22	47	20	21	22	23	24	25	26	51	18	19	20	21	22	23	24
35	28	29	30	31				39	25	26	27	28	29	30	43	23	24	25	26	27	28	29	48	27	28	29	30				52	25	26	27	28	29	30	31	
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### **Course Schedule**

**Week One** August 29, 31, and September 2.

#### **Writing Assignment 1 Chapter 2 Remembering an Event**

Assignment: Write an essay about an event in your life that will engage readers and that will, at the same time, help them understand the significance of the event. Tell your story dramatically and vividly.

- Prior to class or logging in to WebCT, read all of Chapter 2 (pages 15-63). Read at least two stories and note the annotations and explanations.
- August 31 and September 2, complete Starting Points (41). Use provided template and answer all questions carefully and specifically. Please complete details for all “Where to Look” prompts. Begin by listing several topics for your essay under “Considering Topics” and identifying one for focused attention. Under “Choosing an Event,” you must complete “Criteria for Choosing an Event” (42-44) tailored to your own essay. This involves providing details for each bulleted point. You will continue in this way until you have complete all of Starting Points.

**Week Two** Labor Day holiday, September 5; 7, and 9

**Post completed Starting Points by 4:00 p.m. September 9.**

**Week Three** September 12, 14, 16

Complete Planning and Drafting (47-53) Answer all questions to “Refining Your Purpose and Setting Goals,” including creating an outline and complete draft. Use the Critical Reading Guide (52) to assess your draft.

**Draft Essay 1 due September 16.** Begin work immediately on Troubleshooting Guide (54), Revising and Editing 53-57. You will markup your draft relative to each bulleted point in Troubleshooting. Use the editing feature in Microsoft Word to show these changes. You will click on Review in Word and Track Changes.

**Week Four** September 19, 21, 23

**Troubleshooting Guide and Revision (markup of draft) Essay 1 due September 23.**

**Week Five** September 26, 28, 30

**Final Essay 1 due September 30.**

**Week Six** October 3, 5, 7

**Writing Assignment 2 Chapter 3 Writing Profiles**

Write an essay about an intriguing person, group of people, place, or activity in your community. Observe your subject closely, and then present what you have learned in a way that both informs and engages readers.

- Prior to class or logging in to WebCT, read all of Chapter 3 (pages 65-125). Read at least two profiles and note the annotations and explanations.
- October 5, 7, complete Starting Points (100). Use provided template and answer all questions carefully and specifically. Please complete details for all “Where to Look” prompts. Begin by listing several topics for your essay under “Considering Topics” and identifying one for focused attention. Under “Choosing a Subject,” you must complete “Criteria for Choosing a Profile Subject” (101-102) tailored to your own essay. This involves providing details for each bulleted point. You will continue in this way until you have complete all of Starting Points (100-109).

Week Seven October 10, 12, 14

**Starting Points due October 14.** Complete Planning and Drafting (109-115). Answer all questions to “Refining Your Purpose and Setting Goals,” including creating an outline and complete draft. Use the Critical Reading Guide (52) to assess your draft.

Week Eight October 17, 19, 21

Begin work immediately on Troubleshooting Guide (116), Revising and Editing (115-120). You will markup your draft relative to each bulleted point in Troubleshooting. Use the editing feature in Microsoft Word to show these changes. You will click on Review in Word and Track Changes.

**Draft Essay 2 due October 21.**

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Week Nine October 24, 26, 28

**Troubleshooting Guide and Revision (markup of draft) Essay 1 due October 28.**

Midterm grades will be based on two grades: one essay (*A=4 points; B= 3; C=2; D= 1, and F=0*). and completion of process, including required weekly progress reports and Handbook review (*A=4 points; B= 3; C=2; D= 1, and F=0*).

Week Ten October 31, November 2,4

**Final Essay 2 due November 4.**

Week Eleven November 7, 9, 11

**Writing Assignment 3, Chapter 10 Analyzing Stories**

Write an essay analyzing one or more aspects of a story. Aim to convince readers that your interpretation adds to the conversation among those who read stories and write about them. Back up your analysis with reasons and support from the story.

Analyzing a Story should be based on one of the stories in “An Anthology of Short Stories” (546-560) and should include at least two external sources appropriately documented in MLA style.

- Prior to class or logging in to WebCT, read all of Chapter 10 (pages 504-560). Read at least two stories (504-516) and note the annotations and explanations.

- November 9, 11, complete Starting Points (518). Use provided template and answer all questions carefully and specifically. Please complete details for all “Where to Look” prompts. Begin by listing several topics for your essay under “Considering Topics” and identifying one for focused attention. Under “Choosing a Subject,” you must complete “Criteria for Choosing a Story to Analyze” (519) tailored to your own essay. This involves providing details for each bulleted point. You will continue in this way until you have complete all of Starting Points (518-528).

Week Twelve November 14, 16, **18**

**Starting Points due November 18.**

Fall Break November 20-27. No classes.

Week Thirteen November 28, 30, December **2**

Complete Planning and Drafting (47-53) Answer all questions to “Refining Your Purpose and Setting Goals,” including creating an outline and complete draft. Use the Critical Reading Guide (52) to assess your draft.

**Draft Essay 3 due December 2.**

Begin work immediately on Troubleshooting Guide 538), Revising and Editing 115-120. You will markup your draft relative to each bulleted point in Troubleshooting. Use the editing feature in Microsoft Word to show these changes. You will click on Review in Word and Track Changes.

Week Fourteen December 5, **7**, 9 (December 9, last day of classes)

**Troubleshooting Guide and Revision (markup of draft) essay 3 due December 7 .**

Week Fifteen

**Final Essay 3 due December 12 (scheduled final exam).**

**Final grades will be posted December 20.** Your final grade for the course will be an average of three essays (*A=4 points; B= 3; C=2; D= 1, and F=0*) and three process cycles (*A=4 points; B= 3; C=2; D= 1, and F=0*) .