

**College of Liberal Arts and
ENG108-02,07 (Eder 223 9:30-10:50; Popplewell 201 2:00-3:20)
College Writing and Research
Fall 2014**

Instructor Information

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Required Textbooks and Supplies

Osborne, Jeff. *Reading Pop Culture: A Portable Anthology*. Boston: Bedford/St. Martin's, 2013.

Palmquist, Mike. *The Bedford Researcher*. 3rd ed. Boston: Bedford/St. Martin's, 2009.

Reading Pop Culture: A Portable Anthology focuses on themes of consumption, advertising, identity, technology, television, movies, and new media; you will be prompted to think and write about issues you care about. During the first week, please review the contents of this book to become familiar with the chapter layouts and the “Paired Essays.” Additionally, you should review *The Bedford Researcher* section on MLA (Chapter 21). <http://ebooks.bfwpub.com/bedfordresearcher4e.php?uid=4200999&rau=4200999>

<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. ENG108 will emphasize many of the foundation skills of ENG104, with the addition of an emphasis on college level research and more sophisticated source-based arguments. ENG108 continues to emphasize writing practices/processes (pre-writing, drafting, revision) as well as reinforcement of rhetoric as the art of persuasion (argument). Students will develop critical thinking skills 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 all required work in Moodle. During the first week of classes, you should familiarize yourself with the Moodle environment, including reviewing the following tutorials found at <http://online.missouriwestern.edu/students.asp?section=moodlehelp> : **Moodle Basics**

- Overview - [Video](#)
- Navigating in a Moodle Course - [Video](#) | [Web](#)

Content

- Downloading and Saving a Syllabus or File - [Video](#)
- Upload files using Private Files - [Video](#)

Assignments/Activities

- Submitting an Assignment (Single File) - [Video](#)
- Submitting an Assignment (Advance Uploading of Files) - [Video](#) | [Web](#)
- Submitting an Online Text Assignment - [Web](#)
- How to Check for Successful Assignment Submission - [Video](#)

Forums

- Overview of Forums - [Video](#)
- Responding to Forums - [Video](#) | [Web](#)
- Participating in Forums - [Web](#)
- Deleting a Forum Post - [Web](#)

Gradebook

- Viewing Grades within a Course - [Video](#) | [Web](#)

Other Tools

- Using the Focus Box - [Video](#) | [Web](#)

You are expected to own or have access to a computer on a daily basis, which has a current browser, sound card, current operating system, a video player, an office suite (preferably Microsoft Office), a PDF reader, and sufficient bandwidth for online courses. The University also 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 ENG108-02/07 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. Each communication reflects your skills as a writer and should be appropriately clear, organized, and grammatically and mechanically correct.

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.

Disability Accommodations - Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

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 class sessions (14 T, 14 TR) unless you have discussed (email) with your instructor a sickness or emergency, or you have been officially excused from class by the instructor. No student will miss more than three classes and expect to pass the course. You will be assigned to a group and will participate in this group both in learning./work sessions and in completing the required writing processes. You may bring personal computers to class with you.

Late Work: You are expected to submit all work on or before the stated due date. Students who wish may work ahead of assignment dates.

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. You should review your MWSU student handbook, specifically sections of Community Expectations and Code of Conduct and Procedures for further information.

Technology

While in class, all telephones will have sound turned off; if they must be close at hand, they should be turned face down on desks. All students should refrain from using email or any social media during class time. You may check for messages just before and after the class period. Ear phones will not be used during class sessions.

Syllabus Changes

Minor changes to the syllabus may be made by the instructor at any point in the semester; such changes will be announced with ample time to adjust to the changes.

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

Academic Advisement	8
Academic Honesty Policy and Due Process	9
Definition of Plagiarism	9
Student Due Process Procedure	10
Violation Report	10
Grades/Grading Policy	
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Student Appeal Process	11
Transfer Student Credit Appeal	13
Refunds	13
Classroom Behavior	13
Classroom Food and Drink Policy	14
Class Attendance	

Course Requirements

Complete 6 formal research essays through a process that requires background drafting, revising before posting final closely proofread essays in Moodle environment. Research essays will be based on “Paired Readings” in the required anthology.

You should understand that research projects increase in complexity throughout the semester and that more is expected of you with each submission. All 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.

Evaluation Guide

The following guide should enable you to understand how your work for each research essay will be evaluated (6 essays, 6 grades): Points:

- Essay 1—10 points (Peer work and evaluation)
- Essay 2—15 points (Peer work and evaluation)
- Essay 3—15 points (Peer work and evaluation)
- Essays 4, 5, and 6-20 points each
- Total 100 Points

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

- 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

<i>Letter Grade</i>	<i>Percentage</i>	<i>Grade points/credit</i>	<i>Rating</i>
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."		

2014-2015 Western Academic Calendar

Fall 2014			
Walk-In Registration		August 19	Tuesday
Griffon Edge		August 21-23	
Classes Begin		August 25	Monday
Labor Day Holiday		September 1	Monday
Mid-term Grades Due		October 22	Wednesday
Last day to Withdraw		October 31	Friday
Registration Begins for Spring		November 3	Monday
Fall Break (no classes/campus closed)		November 23-30	
Last Day of classes		December 5	Friday
Final Exams		December 6-12	
Commencement		December 13	Saturday
Final Grades Due		December 16	Tuesday
Wintersession (with Saturdays, 12/13 and 12/20)		December 13-January 9	
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 (transcripted in Spring) - 14 class days including two Saturdays (12/13/14 and 12/20/14), plus Final Exam day (1/9/15)

Course Schedule

Week 1 August 25-31

Orientation:

Complete Moodle Tutorials

Become familiar with content of *Reading Pop Culture*, noting particularly the layout and paired essays; begin reading essays required for first writing during second week of classes.

Review *The Bedford Researcher*, Chapter 21, MLA.

Post an online brief essay (due Friday 29) in which you assess your current writing skills, review your success to date in writing courses, demonstrate your commitment to this course, and project a realistic outcome (grade) for work in this course. This essay will be used to determine quickly the level of your writing skills relative to organization, content, and mastery of basic grammatical and mechanical preparedness.

Week 2 September 1-7

Paired Readings: Consuming Work (44-48)

Barbara Ehrenreich, "Selling in Minnesota"

Eric Schlosser, "Behind the Counter"

Essay 1: 10 Points (due on or before September 25)

Schlosser's essay works well with Barbara Ehrenreich's "Selling in Minnesota" (p. 44), the main difference between them being their level of perspective. Ehrenreich's scope is narrower, while "Behind the Counter" takes a broad view of the fast food industry.

Using both Ehrenreich and Schlosser, write an essay (2 and ½ pages, double-spaced, Times New Roman 12) in which you highlight the plight of low-wage workers and the exploitative practices of corporations.

MLA

You must use the following Sources Cited Guideline:

35. Two or More Works from One Anthology To avoid repeating the same information about the anthology several times, include the anthology itself in your list of works cited.

Fishkin, Shelley Fisher, ed. *The Mark Twain Anthology: Great Writers on His Life and Works*. New York: Lib. Classics, 2010. Print.

In the entries for individual selections or chapters, list the author and title of the selection (in quotation marks) and cross-reference the anthology by giving the editor's name and the page numbers on which the selection appears, with no comma between them. Do not include the medium of publication.

Eliot, T. S. "Huck and Oliver." Fishkin 246-51.

Kipling, Rudyard. "On the Art of Mark Twain." Fishkin 66-77.

Review 21 a How to Cite Sources Within the Context of Your Document.

Review p. 338, How Do I Cite Books in MLA.

See Sample MLA

paper: https://docs.google.com/a/missouriwestern.edu/gview?url=http://owl.english.purdue.edu//media/pdf/20090701095636_747.pdf&chrome=true

Review Commas:

<http://owl.english.purdue.edu/owl/resource/607/01/>

<http://owl.english.purdue.edu/owl/resource/692/01/>

Week 3 September 8-14

Paired Readings: Commercial Appeal

Winston Fletcher, "Art or Puffery? A Defense of Advertising"

Bill Bryson, "The Hard Sell: Advertising in America"

Essay 2: 15 Points (Essay 2 posted in Moodle by 12:55 midnight on or before October 9)

Write an essay (2 and ½ pages, double-spaced, Times New Roman 12) in which you demonstrate how close reading can illuminate ads as effectively as it can unravel the meaning of a poem.

MLA

Review Journals, Magazines, and Newspapers Citation (pp. 343 ff.)

Sentence Patterns, Run-ons, Comma Splices, and Fused Sentences

Review <http://owl.english.purdue.edu/owl/resource/604/1/>

Review <http://owl.english.purdue.edu/owl/resource/598/02/>

Week 4 September 15-21 (Essay 3 posted in Moodle by 12:55 midnight on or before October 23)

Paired Readings: Sporting Culture

Rob Ruck, "Where Have African American Baseball Players Gone?"

Malcolm Gladwell, "The Sports Taboo"

Essay 3: 15 Points

Using skin pigmentation to make other determinations can be reductive and deeply problematic. In contrast to Rob Ruck ("Where Have African-American Baseball Players Gone?" p. 168), Gladwell is more concerned with racial, psychological, and biological foundations than, say, the social and economic consequences of integration. For Ruck, the predominance of African Americans in football and basketball has socioeconomic explanations. Gladwell instead asks whether innate "racial" factors play a role in sports demographics.

Write an essay (2 and ½ pages double-spaced, Times New Roman 12) in which you argue either Ruck or Gladwell is more right relative to whether racial factors or socioeconomic explanations better explain presence of ethnic groups in sports.

Review Argumentative Essay

<http://owl.english.purdue.edu/owl/resource/685/05/>

Review Sentence Clarity

<http://owl.english.purdue.edu/owl/resource/600/01/>

Week 5 September 22-28 (Essay 4 posted in Moodle by 12:55 midnight on or before November 6)

****Essay 1 (Ehrenreich and Schlosser) posted in Moodle by 12:55 midnight on or before September 25)**

Paired Readings: Transformed by Technology

Sherry Turkle, "Can you Hear Me Now?"

Clay Shirky, "Gin, Television, and Social Surplus"

Essay 4: 20 Points

Shirky's free-wheeling essay (adapted from a talk), which examines the notion of "cognitive surplus" and the cultural transformation from gin-soaked, eighteenth-century London to situation comedies like *Gilligan's Island*. Shirky does not shy away from sweeping generalizations, broad assertions of cause-and-effect, and provocative analogies between gin, television, and the Internet. But according to the writer, the Internet is different from television in that it invites participation and production of cultural content: "Media [today] is actually a triathlon. . . . People like to consume, but they also like to produce, and they like to share" (par. 24).

Sherry Turkle ("Can You Hear Me Now?" p. 227) might find Shirky's argument about *World of Warcraft* guilds (par. 20) — and his claim that "It's better to do something than to do nothing" (par. 23) — facile and vague. What is this "something"? Is it innately superior to watching television? For Turkle, Shirky's examples here and elsewhere might provide more evidence that we have "created a communications culture that has decreased the time available for us to sit and think, uninterrupted" (Turkle, par. 9).

Write an essay (3 pages, double-spaced, Times New Roman 12) in which you align yourself more with Shirky's contention that the Internet invites participation and production or Turkle's position that the current communications culture has decreased the time available for people to sit and think uninterrupted. Use one additional resource outside your anthology.

Week 6 September- 29 October 5 (Essay 5--Will and Greif-- posted in Moodle by 12:55 midnight on or before November 20)

Paired Readings: Watching Ourselves

George F. Will, "Reality Television: Oxymoron"

Mark Greif, "The Reality of Reality Television"

Essay 5: 20 Points

Greif's essay is more nuanced and subtle than George F. Will's ("Reality Television: Oxymoron," p. 289), which presents

shows like *Fear Factor* and *Jackass* as simple and direct reflections of a degenerate mass culture and an infantilized society. In contrast, Greif concedes that reality television *potentially* "can be more educational and truthful and American than most anything else, very suitable for our great republic" (par. 18), even if it is ultimately corrupted by "capital rich [television] networks" (par. 19)

Write an essay (3 pages, double-spaced, Times New Roman 12) in which you take a position relative to whether reality television shows reflect a degenerate and infantilized society or a largely inquiring and critical republic. Use two sources outside your anthology.

Review Gerunds, Participles, and Infinitives <http://owl.english.purdue.edu/owl/resource/627/01/>

Week 7 October 6-12

****Essay 2 (Fletcher and Bryson) posted in Moodle by midnight on or before October 9**

Week 8 October 13-19 (Essay 6 posted in Moodle by 12:55 midnight on or before December 5)

Paired Readings: Tycoons and Working Stiffs

Rick Groen, "Why Hollywood Hates Capitalism"

Robert Nathan and Jo-Ann Mort, "Remembering Norma Rae"

Essay 6: (20 Points)

By "political," Nathan and Mort mean films that are "disturbing" (par. 6) and "fundamentally threaten the established order" (par. 7). Assumptions behind this view of movies and their purposes state, namely, that the "established order" needs to be challenged. "Remembering *Norma Rae*" works well with "Why Hollywood Hates Capitalism" (p. 352), in which Rick Groen focuses more on the formal aspects of films: the narrative conventions, the thematic demands, and the audience expectations about character and storyline. For him, cinematic representation is shaped by those qualities and financial considerations. Nathan and Mort are more concerned with the way society has changed since 1979.

Write an essay (4 pages, double-spaces, Times New Roman 12) in which you argue that the established order needs to be changed. Use three additional sources outside the anthology.

Week 8 October 13-19

****Week 9 October 20-26** Essay 3 (Ruck and Gladwell) posted in Moodle by 12:55 on or before midnight October 23

Week 10 October 27-November 2

Week 11 November 3-9

****Essay 4 (Turkle and Shirky) posted in Moodle by midnight on or before November 6**

Week 12 November 10-16

Week 13 November 17-23

****Essay 5 (Will and Greif) posted by 12:55 midnight November 20.**

Week 14 November 24-30

Thanksgiving Break

Week 15 December 1-7

Complete Student Evaluation.

****Essay 6 due by midnight on or before December 5**

Final Examinations

Final Grades Due 2:00 December 17

