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Office Hours: TR 8-9:30, W12:20-1:30

Course Identification ENG104-03, 41 online/hybrid

Description: Offered: F, Sp, Su. Instruction in reading and writing; emphasizes expository prose. Fulfills first half of the general studies requirement in English composition. Prerequisite: A grade of C or higher in RDG 095, or an ACT Reading score of 18 or higher, or a passing score on the Accuplacer test. A grade of C or higher in ENG 100, or an ACT English score of 18 or higher, or a passing score on the Writing Placement Examination. (See class schedule for information about placement exams.)

General Information

This course emphasizes the following objectives:

College Writing

- Active, analytical reading and critical writing
- Practicing writing in various forms (examples include: academic essay, email, speech, website, blog, video, digital communication)
- Engaging in close reading of texts (being able to read a text and comment on it analytically or rhetorically, e.g. audience, context, purpose)
- Practicing critical thinking and critical writing activities, e.g. critical response journals, academic essays, blogs, peer responses
- Locating, evaluating, and using scholarly sources within academic prose; Engaging in research-based argument (attribute, document, and incorporate others' ideas in one's own text)
- Practicing organizational methods in writing
- Learning Written Standard American English conventions (spelling, grammar, editing, use of a style manual, MLA style)
- Learning and practicing a variety of processes including invention, drafting, and revision strategies (multiple drafts reviewed with feedback by peers and/or instructor)

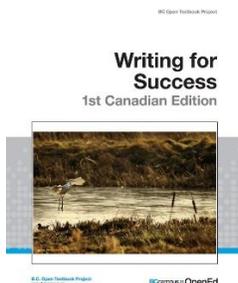
Rhetorical Awareness

- Writing for various contexts, purposes, and audiences (rhetorical writing)
- Attention to audience awareness and the use of language or graphics to appeal to specific audiences (the various tools of persuasion)
- Understanding and use of rhetorical terms such as *rhetoric*, *ethos*, *pathos*, *logos* and *kairos*
- Understanding how context affects the construction of a text; creating texts with attention to context
- Practicing style to enhance communication

Required Texts

Horkoff, McLean *Writing for Success*

Guptil *Writing in College*



<https://opentextbc.ca/writingforsuccess/>



<https://opentextbc.ca/writingincollege/>

Specific Requirements

Over the course of the semester, you will be required to complete 13 writing assignments. Each assignment requires background materials and includes a writing prompt. For all assignments, use Times New Roman, 12 pt. Double-space your work. When writing essays, you should provide 3-4 pages. Sequentially, you may earn points as follows:

Writing 1-3 points	Writing 7-10 points	Writing 11-10 points
2-5	8-10	12-10
3-5	9-10	<u>13-10</u>
4-5	<u>10-10</u>	30 points
5-7	40 points	
<u>6-5</u>		
30 points		

A 10-point scale will be used for used in your final grade for the course:

A=90-100; B=80-89; C=70-79; D=60-69; D=points below 60

Fall Semester 2017 Weekly Schedule

Fall 2017		
Faculty/Staff Plan Week	August 21-25	
Classes Begin	August 28	Monday
Labor Day (no classes/campus closed)	September 4	Monday
Registration Begins for Spring	October 9	Monday
Mid-term Grades Due	October 25	Wednesday
Last day to Withdraw	November 3	Friday
Fall Break (no classes/campus closed)	November 19-26	Sunday-Sunday
Last Day of classes	December 8	Friday
Final Exams	December 9-15	Saturday-Friday
Commencement	December 16	Saturday
Final Grades Due	December 19	Tuesday
Campus Closed	December 24-January 1	

Week 1 August 28-September 1

Horkoff, Chapter 1 "introduction to Writing"

Learning Objectives

- Understand the expectations for reading and writing assignments in post-secondary (university, college, institute) courses
- Understand and apply general strategies to complete post-secondary-level reading assignments efficiently and effectively
- Recognize specific types of writing assignments frequently included in post-secondary courses

- Understand and apply general strategies for managing post-secondary-level writing assignments
- Determine specific reading and writing strategies that work best for you individually

Writing 1 Complete Discussion in Moodle by answering all questions Due Sept. 1)—3 Points

Introduce yourself: Who are you? Why are you taking the course? Where are you living now?

- How do you feel about writing in general? (You will not be judged on this.)
- Identify one long-term goal you would like to have achieved by the time you complete your diploma or degree. For instance, you might want a particular job in your field.
- Identify one semester goal that will help you fulfill the long-term goal you just set.
- Review **Table 1.1, High School versus Post-Secondary Assignments** and answer the following questions:
- In what ways do you think post-secondary education will be rewarding for you as a learner?
- What aspects of post-secondary education do you expect to find most challenging?
- What changes do you think you might have to make in your life to ensure your success in a post-secondary learning environment?

Week 2 September 4-8

In addition to the general techniques already described, you might find it useful to practice a specific strategy known as the Cornell note-taking system. This popular format makes it easy not only to organize information clearly but also to note key terms and summarize content.

To use the Cornell system, begin by setting up the page with these components:

- The course name and lecture date at the top of the page
- A narrow column (about two inches) at the left side of the page
- A wide column (about five to six inches) on the right side of the page
- A space of a few lines marked off at the bottom of the page

Child Development	September 13, 2011
Piaget cognitive development sensorimotor preoperational concrete operations formal operations concrete thinking abstract thinking	Child Development—20th Century Theorists –Jean Piaget –Swiss psychologist, influential in education –first developed theories in 1920s–30s –4 major stages of cognitive dev. –sensorimotor (0–2)—infants explore world through motion & 5 senses –self-centered perspective –need to learn that environment still exists even when they can't see people/objects (for ex., playing peek-a-boo) –preoperational (2–7)—kids use "magical" thinking, often not logical –less self-centered –poor sense of time –can think about people/objects that are not physically present –concrete operations (7–12)—kids begin to think logically – thinking is very concrete –improved understanding of physical world –formal operations (12–adulthood)—logical thinking develops further –can understand & test abstract ideas –more concerned about the future, hypothetical possibilities
Piaget believed children go through four stages of cognitive development—sensorimotor, preoperational, concrete operations, and formal operations. Gradually they progress from having a very limited understanding of the world (infants and young children), to being more logical (older kids), to being able to think abstractly (preteens and teens).	

Writing 2 Using the Cornell Note-taking System, provide 2 pages of notes on Horkoff, Introduction—5 points

Week 3 September 11-15

Horkoff "Putting Ideas into Your Own Words and Paragraphs" Chapter 3

Learning Objectives

- Identify the components of a basic sentence
- Identify the four most serious writing errors

Learning Objectives

- Explain and apply the criteria for making a summary
- Identify and avoid the challenges of creating summaries

Learning Objectives

- Identify how summarizing and paraphrasing work together
- Apply paraphrasing techniques of changing words and sentence structures

Learning Objectives

- Identify characteristics of a good topic sentence
- Identify the three parts of a developed paragraph
- Apply knowledge of topic sentences and parts of a developed paragraph in an assignment

Writing 3 Write 5 solidly constructed paragraphs on each of the following topics: (5 points due Sept. 15)

- Breaking a Specific Habit
- Credit Cards on College Campus
- Habits for Improving Academic Success
- Reasons to Watch a Specific Movie
- Possibility for Life on Other Planets

Week 4 September 18-22

Guptill “Back to Basics: The Perfect Paragraph”

Purdue Owl <https://owl.english.purdue.edu/owl/resource/606/01/>

Writing 4 Write 5 solidly constructed paragraphs on each of the following topics: (5 points due Sept.22):

- College Education as Right or Privilege
- General Education as Foundation
- Deciding on a Major Early
- Value of Silence
- Overuse of Smart Phones
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Week 5 September 25-29

“Working with Words” Chapter 2

Learning Objectives

- Identify commonly confused words
- Use strategies to avoid commonly confused words

Learning Objectives

- Identify common spelling rules
- Identify commonly misused homonyms
- Identify commonly misspelled words

Learning Objectives

- Identify the reasons why using a dictionary and thesaurus is important when writing
- Identify how to use proper connotations
- Identify how to avoid using slang, clichés, and overly general words in your writing

Learning Objectives

- Identify how different wording can change angles of vision and impact on readers
- Apply techniques to demonstrate different angles of vision and create objective writing

Learning Objectives

- Recognize patterns and identify key words to differentiate between main and supporting ideas
- Apply pattern identification words to reinforce understanding of main ideas
- Make inferences from implied information

Writing 5 Create a List of Words (2 points) You Commonly Misuse or Misspell Due Sept. 29

Write a brief essay (5 points) in which you identify patterns and key words differentiating main and supporting ideas. You should create an introduction, body, and conclusion. Remember, you must identify patterns, key words, main and supporting ideas. Use the following prompt:

Imagine that you have a relative who is unfamiliar with computers and has never been on the Internet. Write an essay convincing this relative to get a computer and get online

Week 6 October 2-6

Horkoff "Putting the Pieces Together with a Thesis Statement" Chapter 5

Learning Objectives

- Use prewriting strategies to choose a topic and narrow the focus

Learning Objectives

- Develop a strong, clear thesis statement with the proper elements
- Revise your thesis statement

Learning Objectives

- Identify the steps in constructing an outline
- Construct a topic outline and a sentence outline

Learning Objectives

- Understand how and why organizational techniques help writers and readers stay focused
- Assess how and when to use chronological order to organize an essay
- Recognize how and when to use order of importance to organize an essay
- Determine how and when to use spatial order to organize an essay

Writing 6 Write a traditional five-paragraph essay in which your introduction sets up and introduces a thesis, the body presents at least three main points with supporting sub-points and supporting details, and a conclusion. Please proofread your work before final submission. Due Oct. 6, 5 Points

Week 7 October 9-13

Guptill "Constructing the Thesis and Argument-From the Ground Up-Moving Beyond the Five-Paragraph Essay"

Throughout the rest of the semester, you will be challenged to demonstrate your ability to write an organically organized, three-story essay. Read this chapter carefully.

Writing 7 Due Oct. 13, 10 Points Write a three-story organically organized essay using the following prompt:

Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that

computer communication prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others. How do you feel about this issue? Use specific reasons and examples to support your position.

Week 8 October 16-20

Guptill "Intros and Outros"

Writing 8 Write an organically organized, three-story essay in which you demonstrate a sophisticated understanding of how to write meaningfully created introductions and conclusions for a compelling essay. Due October 20, 10 points. Use the following prompt:

"Original" fairy tales, like those recorded by the Brothers Grimm, often contain violence. Some literary critics and child psychologists believe these tales are good for children because they address children's real fears, feelings, and desires. Others argue that contemporary "sanitized" fairy tales still convey the main themes of the tales and are far more appropriate for children. How do you feel about this issue? Use specific reasons and examples to explain your answer.

Week 9 October 23-27

Guptill "Clarity and Concision"

Writing 9 Treat Writing 7 as a draft essay needing to be revised; rewrite with attention to improving organic organization, three-story form with an eye to greater clarity and concision. Due Oct. 27, 10 points.

Week 10 October 30-November 3

Guptill "Getting the Mechanics Right"

Writing 10 Rewrite Essay 8 focusing on getting the mechanics right. Read Guptill carefully. Due November 3, 10 points.

Week 11 November 6-10

Writing 11 Due November 10, 10 Points. Remember, every peer is writing this paper; you will want to demonstrate all the writing techniques you have learned throughout the semester to complete an essay which meets the following expectations:

"thorough understanding of context, audience, and purpose,"

"mastery of the subject,"

"detailed attention" to writing conventions,

"skillful use of high-quality, credible, relevant sources," and

"graceful language."

You need to demonstrate that you've thought through a problem and taken the time and effort to explain your thinking in precise language.

Use the following prompt:

Today, more and more colleges and universities are offering not only individual courses but entire degree programs online. Some educators worry that online programs do not provide the same quality as an on-campus education and that in an online program, students can get others to do their work. Others believe online courses offer convenience and flexibility enabling students, who might otherwise not be able, to earn a degree and complete their educations. In your opinion, should colleges and universities offer degrees entirely online? Why or why not?

Week 12 November 13-17

Horkoff, "Being Critical"

Writing 12 Due November 17 After reading Horkoff, write a critique of the following video, How To Get the Most Out of Studying: Beliefs That Make You Fail or Succeed" <https://www.samford.edu/departments/academic-success-center/how-to-study>

Use Critique Formula 2 in Horkoff:

Formula 2: This model is a little more challenging to stay organized and to not go off on a tangent when you are critiquing; however, it allows you to have much more freedom in how you piece your ideas together. When you use this formula, it is important to remember to keep referring to the outline you created before writing and to thoroughly develop ideas by connecting one critiquing form to another. This model differs from Formula 1 because the summary is briefly included in the introduction section, and the discussion points are not divided by critiquing points but rather by topic. That is, multiple critiquing forms are used to develop one topic point. Because this formula is a little more complicated to explain, an example outline is provided for you after the template.

Thanksgiving Break November 20-24

Week 13 November 27-December 1

Week 14 December 4-8 Last Day December 8

Writing 13 Write a Persuasive Grade Request Due December 8, 10 Points

Review the objectives for this course:

Learning Objectives

- Understand the expectations for reading and writing assignments in post-secondary (university, college, institute) courses
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- Understand and apply general strategies for managing post-secondary-level writing assignments
- Determine specific reading and writing strategies that work best for you individually

Throughout the semester, you have moved through sequentially designed modules chosen to help you learn to meet the several expectations for post-secondary (university) writing courses. At this point in the semester, you will write your most important persuasive essay: Request a grade for this course and persuade your professor that you have, in fact, earned the grade. You should review the objectives, expectations (readings and assignments). Review your points earned as well as consider all feedback provided, and reflect upon what you have learned. Your first paragraph should include a grade request; your body should be divided into sections that have been chunked into persuasive units. In the conclusion, make your request emphatic.

Finals December 9-15

Final Grades Due December 18

Class Policies

MOODLE ENVIRONMENT: The student toolbox (<https://www.missouriwestern.edu/online/currently-enrolled-students/moodle-help-for-students/>) contains information and resources that can aid students with any technical issue that may arise on campus.

The menu on the left will help students troubleshoot issues with their online classes delivered through Moodle. You will find a number of tutorials that will help to orient you to the online learning environment. Make sure you watch the opening video *Student Introduction to Moodle*. You should review other tutorials then become familiar with the course weekly layout in Moodle.

Generally, you should expect to complete the same work for online courses that you would complete in a traditional classroom. You should login the first day classes begin during a semester and frequently thereafter. All work should be completed and posted by the due date. Additionally, you should review informational articles and videos, complete suggested reviews, and generally demonstrate you have a good grasp of the course as a whole.

UNIVERSITY STATEMENT ON ATTENDANCE: "Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience." (Re. MWSU 2012-2013 Catalogue, 27) **Late Work will not be accepted.**

Traditional Class: You are allowed three unexcused absences for this course. At the fourth unexcused absence, you will automatically fail. There will be no exceptions.

Students representing the university at officially sanctioned activities must inform me before their absence. All absences due to illness must be documented. Documentation must be presented immediately after the student returns to class.

Online Class: You will be expected to login to Moodle regularly. It is extremely important that you login on the day that classes begin at Missouri Western. You will be asked to confirm your attendance during the first week of class and by doing so also confirm that you have read the syllabus and gained an oversight of the Moodle environment and class requirements. You are expected to submit all required work and participate in group work as stated on the syllabus and within the Moodle environment.

STATEMENT ON CANCELLATION OF CLASSES DUE TO WEATHER: Missouri Western will close only in extraordinary circumstances. If the University is to close due to weather/road conditions, the decision will be made as follows:

- Daytime Closing: normally the decision will be made by 6:00 a.m.
- Evening Closing: normally the decision will be made by 4:00 p.m.
- Students should consult the Missouri Western State University home page for inclement weather closing.

UNIVERSITY ACADEMIC HONESTY POLICY: 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 may result in a failing grade on the assignment, failure for the course, or expulsion from the University:

<https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/StudentHandbook2017.pdf>

Definition of Plagiarism

Plagiarism is a specific kind of academic dishonesty in which you take another's ideas or words and claim them as your own. When you draw on someone else's work, you must indicate the source of that material, whether you are repeating another's words, argument or thought. Even if you paraphrase another's work and are not using the exact wording, you are still required to indicate the source of the material. This material must be clearly identified with appropriate citations. If you do not do that, you have plagiarized those materials. Any time you copy and paste any writing that is not your own for an assignment, you must use quotation marks and give the source of that material. If you cut and paste without noting what you have done, you will be guilty of plagiarism. Even if the writing is your own, if it has been used for a previous assignment that should be indicated.

CIVILITY AND COOPERATION: Missouri Western requires all students to maintain good conditions for teaching and learning. All students will treat their classmates, teachers, and student assistants 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 either temporarily or permanently based on the seriousness of the violation. You should review your Missouri Western student handbook, specifically sections of Community Expectations and Code of Conduct and Procedures for further information. You will also find policies concerning harassment, discrimination sexual misconduct and Title IX This handbook is available online at <https://www.missouriwestern.edu/studentaffairs/student-handbook/>

CELL PHONES & RESPECT FOR OTHERS

1. CELL PHONES must be turned OFF before you walk through the door.
2. NO TEXT MESSAGING or checking email in the classroom. NO MP3 PLAYERS or other music. NO HEADPHONES / EARPHONES.
3. LAPTOPS may be used in traditional classes for class requirements only.

4. NO TAPE RECORDING or PHOTOGRAPHY or VIDEO-RECORDING in class.

VIDEO/AUDIO RECORDING: The content of any lecture/class presentation remains the intellectual property of the person delivering the session. Students may make audio or video recordings of course activity only with permission of the faculty member conducting the course. If the student believes it is necessary to record sessions due to a disability or needs additional assistance, the student must first contact Missouri Western's Accessibility Resource Center to establish such need. By virtue of this policy, all students and attendees in any classroom setting or university presentation are placed on notice that they may be recorded or taped, both photographically or audio based.

Any and all recordings of lectures or class presentations are authorized solely for the purpose of the student's individual or group study with other students enrolled in the same class. Such recordings may not be reproduced or uploaded to publically accessible web environments. Recordings of classes or course material may not be exchanged or distributed for commercial purposes, for compensation or for any other purpose other than study by students enrolled in the present class. Students must delete all recordings and tapes at the end of the course.

Please note that materials used in the classroom or online presentations (video, graphic, photographic, etc.), web-based and social media may also have their own copyright. While presentations and displays are generally allowed when reproduced in the classroom, copyright law does not extend the privilege to second-level reproductions. Any violation of this policy may subject a student to disciplinary action under the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University and/or punishment under Federal or State Privacy, Intellectual Property or Copyright Law.

CLASSROOM FOOD & DRINK POLICY: Food and drink (other than water) are to be consumed only in officially designated areas. Designated areas include spaces associated with office suites, dining rooms, and areas with signs indicating that food and drink consumption is allowed.

STUDENTS WITH DISABILITIES: 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 <https://www.missouriwestern.edu/arc/> 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. OUR COURSE POLICY: If you have a recognized disability, please make an appointment to see me during the first week of classes so that we can discuss how I might help you to succeed.

GRADE APPEAL: Please read carefully the Grade Appeal Process found in the Student Handbook (page 42) <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/StudentHandbook2017.pdf>.