

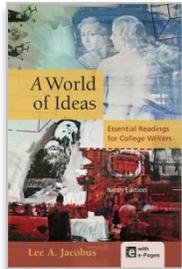
**College of Liberal Arts and Sciences**  
**ENG104-1, 11**  
**College Writing and Research**  
**Fall 2015**

**Instructor Information**

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Office Hours: TTR 8:30-9:20, 1:00-1:50, W 8:00-9:00, By Appointment

**Course Identification**

12711	ENG104 01	Lecture, 100% in Classroom	<a href="#">College Writing And Rhetoric</a>	3	TR	2:00PM-3:20PM	Murphy Hall 220	Crain, J
12725	ENG104 11	Lecture, 100% in Classroom	<a href="#">College Writing And Rhetoric</a>	3	TR	9:30AM-10:50AM	Murphy Hall 108	Crain, J



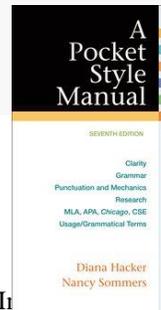
Required Textbooks and Supplies  
*A World of Ideas integrated with e-Pages*  
9<sup>th</sup> Edition  
Lee Jacobus  
©2013 Bedford/St. Martin's  
ISBN-13: 978-1-4576-0436-2

[http://bcs.bedfordstmartins.com/worldofideas9e/default.asp#t\\_837247](http://bcs.bedfordstmartins.com/worldofideas9e/default.asp#t_837247)

A Pocket Style Manual, 7<sup>th</sup> Edition ©2015

Diana Hacker (late of Prince George's Community College), Nancy Sommers (Harvard University)

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ISBN-13: 978-1-4576-4232-6  
Spiral Bound , 320 pages



**Resources**

[Purdue Owl](#)

**Course Description/Overview**

ENG104: ENG 104 College Writing and Rhetoric (3) F, Sp, Su. 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 ENG 100, or an ACT English score of 19 or higher or the equivalent, or a passing score on the Writing Placement.

**Objectives**

[Composition 104](#)

## **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 [Moodle Help](#) .

## **Course Policies**

Email: You must use your Missouri Western email account when contacting me. The email must have ENG10414 as the Subject and be addressed to [crain@missouriwestern.edu](mailto: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 [Accessibility Center](#) 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 page 36.

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

Attendance Policy: In order to earn an average grade (C) in this course, you must miss no more than 4 class days, submit all work on time, and participate in class group work. <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/handbook.pdf>

Classroom Recording Policy (protected link, PDF on N: drive):<https://ppm.missouriwestern.edu/dotNet/documents/?docid=360&mode=view>

Late Work: You are expected to submit all work on or before the stated due date. While you will be excused when participating in campus-sponsored events, you will not be allowed to miss submitting assignments on the appropriate due date.

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

## **Harassment, Discrimination, and Sexual Misconduct**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination,

and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination, or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (<https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf>) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: <https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.



### 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.

### **Course Requirements**

1. Complete Portfolio. Your Portfolio will contain in-class essays (opportunity for 12; 10 must be completed). You will write essays during class on Thursdays. Please use “5 x “8 writing pads, preferably white, narrow ruled. Completed essays will be 3-4 pages. In preparation for each writing opportunity, you will read the assigned material prior to Tuesday of each week; you will annotate and take notes on the reading prior to class and then bring these to class with you each week. You will be able to use annotations, notes, and outlines to aid you in completing your in-class writing assignment. You must write on the assigned readings and topics. Your essays will exhibit integration of assigned reading materials (*A Pocket Style Guide*, 113-121).

In-class writing opportunities provide a foundation for practicing writing skills, receiving peer feedback, and building a foundation for selecting formal essays for submission for grade consideration. Informal essays will be written (and read by peers) relative to assigned readings and assigned sections in the *Pocket Style Manual*.

You must keep an organized and up-to-date Portfolio, with most recent work always in front, each essay stapled to notes and pre-writing; you will use manila file folders (1-4) for organizing this work. You may elect to use a file jacket for these folders. You will use black ink for all in-class work; have at hand blue, green, and red ink pens for in-



folders (1-4) for jacket for these folders. additionally, you should class peer work.

You will use MLA manuscript format with heading in paper (*A Pocket Style Guide*, 170), title centered. essay number (Essay 1) after date.

top left of writing pad  
Heading will include

2. You will use in-class essays as the basis for formal essays, which you will submit for grade consideration. Formal essays will be 3-4 pages, double-spaced, Times New Roman 12, MLA format; these will contain parenthetical citations and bibliography (not counted as a page).

All essays will exhibit the following form: your research question, your high light of research conversation, your thesis answering the research question and presenting your main point, a signal phrase which names author (s), historical background providing context for discussion, and parenthetical citations. You will define and explain key terms and concepts in relation to the reading assigned.

Formal essays will meet guidelines for clarity, grammar, punctuation, mechanics, and MLA format. In short, you are to revise, edit, and submit formal work suitable for publication to a wider reading audience. You will submit formal essays in Moodle as well as in hard copy to instructor during class periods.

**Submission of Formal Essays --2 by Oct. 22, final 2 by Dec.3. Only one paper will be submitted in a week. You should seek an early submission and feedback. You are to show an evolving maturity in your Portfolio writing and formal paper submissions.**

### Course Grades

1. Portfolio—20 points (10 possible points received at midterm and at finals)
2. Essays—20 points each (80 points)
3. Total—100 points

To receive a C in the course, students must average a C for 4 essays + Portfolio

To receive a B in the course, students must average a B for 4 essays + Portfolio

To receive an A in the course, students must average an A for 4 essays + Portfolio

### Point Grading Scheme

Points	19-95	Excellent
	18-90	
	17-85	Good
	16-80	
	15-75	Average
	14-70	
	12-65	Below Average
	11-60	
	10 and below	Failure

## University Fall Schedule

Fall 2015		
Walk-In Registration	August 25	Tuesday
Griffon Edge	August 27-29	
Classes Begin	August 31	Monday
Labor Day (no classes/campus closed)	September 7	Monday
Mid-term Grades Due	October 28	Wednesday
Last day to Withdraw	November 6	Friday
Registration Begins for Spring	November 9	Monday
Fall Break (no classes/campus closed)	November 22-29	Sunday-Sunday
Last Day of classes	December 11	Friday
Final Exams	December 12-18	Saturday-Friday
Commencement	December 19	Saturday
Final Grades Due	December 21	Monday
Campus Closed	December 24-January 3	

- Number of class days - M=13, T=14, W=14, Th=14, F=14, Sa=13; 6 Final Exam days

## Course Schedule

### Week 1 Sept. 1, 3

Orientation and group assignments—groups will exchange and read essays on Tuesdays, offering suggestions in relation to assignment in *Pocket* sections for that week.

Review *Pocket* Section 34 pages 167-173 MLA Manuscript form, bibliographic entry for anthology or collection, 34, page 15, edition , 37, 153. Begin review of “Glossary of Usage,” pages 288-297. Keep Checklist for global revision in mind for all essays, page 306.

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### Week 2 Sept. 8, 10

Essay 1-- Aristotle “Democracy and Oligarchy” 59 (All readings in *A World of Ideas*)

The concept of majority rule is central to Aristotle’s discussion of democracy. Explain his views on this question and examine what he says about the limitations of majority rule. Does his thinking on majority rule cause you to change your own ideas about it? What are the strengths and weaknesses of majority rule in a modern democracy?

3. In paragraph 4, Aristotle talks about the different elements in the state, referring to nine classes of people: husbandmen, traders, the military, lawyers, and others. Do these different groups still constitute the modern state in the way in which Aristotle describes them?

*Pocket*, Sections 29, 30, 31, pages 107-121 Supporting a Thesis, Avoiding Plagiarism, Integrating Sources

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**Week 3** Sept. 15, 17

Essay 2

Carl Becker “Ideal Democracy”

1. Carefully examine Becker’s lecture and consider each effort he makes to come to a satisfactory definition of democracy. How many separate definitions do you find, and how do they differ from one another? Using Becker’s lecture as a starting point, do you find democracy at work in the institutions you have a daily experience with, such as church, school, businesses, corporations, and clubs?
2. In paragraphs 8, 9, and 10, Becker reviews the historical record concerning the existence and success of democracy over a considerable sweep of history. He concludes that democracy has had a “limited and temporary success.” After considering his ideas, do you feel that democracy may in fact become unsuccessful again, as it did in Athens? Why should you or any citizen fear that democracy might fail?

*Pocket*, Sections 14, 15, Repair sentence fragments and Revise run-on sentences, Section 22 Capitalization, Section 8 Sentence Variety.

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**Week 4** Sept. 22, 29

Essay 3

Nietzsche “Morality as Anti-Nature” 343

1. Do you think Nietzsche is correct in assuming that morality is anti-nature?
2. Do you believe Nietzsche is accurate when he declares in paragraph 15 that “every religion and morality” is founded on a general principle of “Do this and that, refrain from this and that — then you will be happy!”? Is he simply misreading the teachings of religion?

*Pocket*, Section 17 The comma, Section 18, The semicolon and the colon

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**Week 5** Sept. 29, Oct. 1

Essay 4

Murdoch “Morality and Religion 359

1. One question that underlies Murdoch’s views is whether or not a high morality could ever be produced in a completely nonreligious environment. What are the arguments in defense of religion as the essential producer of the high morality Murdoch points to in paragraph 7? Why might it be difficult for such a high morality to be produced by secular means? In a nonreligious context, what would ultimately support high morality?
2. Use Murdoch, can there be morality without religion? If evil is conquered, would the concept of morality remain?

*Pocket*, “Clarity,” Sections 1-4, Tighten word sentences, Prefer active verbs, Balance parallel ideas, Add needed words.

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**Week 6** Oct. 6, 8

Essay 5

Gazzaniga “Toward a Universal Ethics” 415

1. Early in the essay, Gazzaniga considers whether human nature exists. He quotes authorities who deny that there are instincts or anything like a human nature and assert that the brain has no predisposition but is adaptable to “a full range of behaviors” (para. 4). Argue the case either for or against the existence of human nature.
2. When considering the question of “an underlying universal ethics,” Gazzaniga says, “The question is, Do we have an innate moral sense as a species, and if so, can we recognize and accept it on its own terms?” (para. 6). He then declares, “It is not a good idea to kill because it is not a good idea to kill, not because God or Allah or Buddha said it was not a good idea to kill.” What he does he mean? How does this line of reasoning lead us to consider a universal ethics?

*Pocket*, Sections 10, 11 Make subjects and verbs agree, and Be alert to other problems with verbs.

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### **Week 7** Oct. 13, 15

#### Essay 6

Dewey “Thinking in Education” 555

1. In paragraph 3 Dewey makes some important comments on the nature of the child’s experience in the classroom. He says that in the classroom “[w]hat is here insisted upon is the necessity of an actual empirical situation as the initiating phase of thought.” This is a fundamental idea in his essay. What does he mean by it?
2. The kind of education Dewey advocated was called progressive, and among its tenets were the questioning of authority and an emphasis on independence of thought on the part of the student. Throughout the twentieth century, schools of education at universities around the world were influenced by Dewey’s ideas about education. Is it possible they are responsible for the current breakdown in respect for authority on the part of young people? Is it possible that Dewey can be held responsible for the permissiveness that is common in society today? Is this the ultimate empirical result of his educational ideas?

*Pocket*, Sections 12 and 13, Use pronouns with care, Use adjectives and adverbs appropriately.

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### **Week 8** Oct. 20, 22

#### Essay 7

Montessori “The Montessori Method” 571

1. Beginning in paragraph 24, Montessori writes extensively about school prizes and punishments. Examine her argument and either defend it on the basis of your observations, or attack it. Explain what the nature of her argument is and how it applies to the education of the child as Montessori understands it.
2. How does Montessori connect the educational environment of the child with the working environment of the adult?

*Pocket*, Section 9, Find an appropriate voice.

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### **Week 9** Oct. 27, 29

#### Essay 8

Wollstonecraft “Of the Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society” 653

1. Throughout the piece Wollstonecraft attacks the unnatural distinctions made between men and women. Establish carefully what those unnatural distinctions are, why they are unnatural, and whether such

distinctions persist to the present day. By contrast, establish what some natural distinctions between men and women are and whether Wollstonecraft has taken them into consideration.

2. In paragraph 2, Wollstonecraft complains that “the respect due only to talents and virtue” is instead being given to people on account of their property. Further, she says in paragraph 9 that riches are “destructive . . . to the human character.” Determine carefully, by means of reference to and analysis of specific passages, just what Wollstonecraft means by such statements.

*Pocket*, Sections 23 and 24, Abbreviations, numbers, and italics, and Spelling and the Hyphen.

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### **Week 10** Nov. 3, 5

Essay 9

Mead “Sex and Temperament” 707

1. Mead contends that gender-linked temperaments exist because a society has promoted and reinforced those distinctions. She suggests that gender-linked distinctions are not specifically biological, Is she right or wrong in her position?
  2. What would Mead’s ideal society be like in regard to the question of individual temperaments?  
*Pocket*, Sections 19-21, The apostrophe, Quotation marks, and Other marks.
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### **Week 11** Nov. 10, 12

Essay 10

Plato “The Allegory of the Cave” 865

1. Socrates ends the dialogue by saying that rulers of the state must be able to look forward to a better life than that of being rulers. He and Glaucon agree that only one life “looks down upon the life of political ambition” — “that of true philosophy” (para. 67). What is the life of true philosophy? Is it superior to that of governing (or anything else)? How would you define its superiority? What would its qualities be? What would its concerns be? Would you be happy leading such a life?
2. In paragraph 61, Socrates outlines a program that would assure Athens of having good rulers and good government. Clarify exactly what the program is, what its problems and benefits are, and how it could be put into action. Then decide whether the program would work.  
*Pocket*, Sections 5 and 6, Eliminate confusing shifts, and Untangle mixed constructions.

### **Week 12** Nov. 17, 19

Essay 11

Bacon “The Four Idols” 879

1. Bacon’s views on religion have always been difficult to define. He grew up in a very religious time, but his writings rarely discuss religion positively. In this work, he talks about giving “to faith that only which is faith’s” (para. 34). He seems to feel that scientific investigation is something quite separate from religion. Examine the selection carefully to determine what you think Bacon’s view on this question is. What does Bacon mean when he complains about the vanity of founding “a system of natural philosophy on the first chapter of Genesis, on the book of Job, and other parts of the sacred writings” (para. 34)?
2. Which of Bacon’s idols most seriously affects the way a person observes nature? Using enumeration, arrange the idols in order of their effect on your own judgment. If you prefer, you may write about the idol you believe is most effective in slowing investigation into nature.

*Pocket*, Section 7, Repair misplaced and dangling modifiers.

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**Fall Break** Nov. 24, 26

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**Week 13** Dec. 1, 3

Essay 12

Carl Jung “The Personal and Collective Unconscious” 927

1. What is Jung’s view of the relationship of the unconscious mind to the conscious mind?
2. What is Jung’s theory of the personal and collective unconscious?

***Pocket***, “Glossary of Usage” pages 268-297.

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**Week 14** Dec. 8, 10

**Complete Course Evaluations**

**Last Day of Class** Dec. 11

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**Finals** Dec. 12-18

**Grades due** Dec. 21