

English 105: Process of Composition

English 105-02: Process of Composition

Strong written and verbal abilities are more than important “skills”: they are crucial to your success in both the workforce and society as a whole. This course will provide you with the opportunity to develop and hone written and cognitive abilities. By the end of the term, you should be capable of producing a lucid and coherent essay with a clear thesis, strong supporting evidence, clarity and logical development. You will have the opportunity to use the library and a variety of electronic resources to augment and support your essays, and you will be able to craft several different patterns of exposition.

Contact Information

Fred Jordan

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243-2179

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Office Hours: MWF 1:00-2:00, M 3:20-4, T 1:00-2:00

Textbook and Supplies

Reid, Stephen. *The Prentice Hall Reader*. 8th ed. Boston: Pearson, 2007.

USB flash drive.

Catalog Description

Elements of expository and persuasive writing; research techniques; revising prose for accuracy, precision and effective style. Core fulfilling. By Placement.

Prerequisites

Exemption from or satisfactory completion of English 095.

Attendance Policy

Regular attendance is expected and is essential to receiving a passing grade. You may miss no more than six classes. Anyone who misses more than six classes, for whatever reason, will receive an FA (failure due to excessive absences). Three tardies will count as an absence.

Grading

You must complete every major essay to pass this course. The course’s 3 essays and 1 research/argument paper will constitute the majority of your final grade. The assignments break down as follows:

3 essays, 20% each. 1 research paper, 25%

Participation, summaries and quizzes, 15%

I will deduct a full letter grade for every day a paper is late.

Academic Integrity

WJU’s policies regarding Academic Integrity are described in your Student Handbook and in the 2005-2007 Undergraduate Catalog, which states “plagiarism or cheating makes a student liable for an ‘F’ in the course, as well as for additional disciplinary action beyond the academic sanction” (19).

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another’s ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

- Buying a paper from an online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.
- Failing to follow the MLA guidelines for citing direct quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).
- Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases.

As the assignments in this course are based on your responses to the works in the Reid text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

Definitions and consequences for violating this policy are outlined in the WJU Student Handbook on pages 22-25. Sanctions include the following:

- A. Dismissal from the University by the Associate Academic Dean without expectation of re admission.
 - B. Suspension from the University by the Associate Academic Dean for a specific period or time.
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- C. Dismissal from the department in which the offense occurred, and/or exclusion from courses offered in that department, permanently, or for a stated period of time.
 - D. Dismissal from the course in which the offense occurred with or without the opportunity to re-enroll at a future date.
 - E. Reduction in grade, or assignment of failing grade, in the course in which the offending paper or examination was submitted.
 - F. Reduction in grade, or assignment of a failing grade on the paper or examination in which the offense occurred.

Scholarly Integrity

Critics of academia have recently launched a variety of attacks on professors and scholars. Academics, they claim, have transformed higher education into a bastion of radical thought. To redress this perceived issue, a number of activists have proposed or advanced legislation mandating a “fair and balanced” approach to a variety of subjects and topics.

While a scholar has a duty to view a their subject matter with an open and critical mind, she or he also has an obligation to weigh the validity and factual support of the evidence. This applies to the classroom, as well as the laboratory or library. A geologist has a scholarly and ethical obligation to teach round Earth theory not because there is a bias against flat Earth theory, but because of the overwhelming prevalence of data supporting the former theory.

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

Classroom Behavior

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate to a college environment. Do not use cell phones, play on the internet or disrupt the class in any inappropriate fashion.

Essay Format

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font.

Academic Resource Center (ARC)

The ARC is located on the ground floor of Ignatius Hall. Professional and trained peer tutors are available at the ARC to help you plan and revise your papers. Please take advantage of this outstanding service. Call 243-4473 to make an appointment.

ADA Standard Policy

It is the student's responsibility to make known and disability for which accommodations may be requested. Verification of the disability and compliance with all other pertinent University policies will be required.

Schedule

Weeks 1-4	Thesis statements, effective paragraphs, aims of writing, point of view, grammatical and structural issues, purpose, audience and self, revision. Explaining a concept	Peer Editing: January 30 Final Draft, February 1
Weeks 4-7	Grammatical concerns, inclusive language, rhetorical strategies. Solving a problem	Peer Editing: February 18 Final Draft: February 20
Weeks 8-12	Research, plagiarism, summarization, documentation, incorporating evidence, creating an argument, logical fallacies. Persuasion (research)	Peer Editing: March 31 Final Draft: April 2
Weeks 12-15	Improving style, passive voice, sentence variety. Media Analysis	Peer Editing: April 25 Final Draft: April 30

Please note that while we will adhere to this schedule as closely as possible, we may see fit to alter dates and policies as necessary.

Detailed Schedule

Week 1: Writing, purpose, philosophy and audience.

- 7 Introductions
- 9 How to Read an Essay, p 1
- 11 How to Write an Essay, p 13

Week 2: Editing, drafting and Revision

- 14 How to Revise an Essay, p 32

16 Chapter 1, p 61-78

20 Greene, 83; Heywood, 96

Week 3: Extended definition

21 Martin Luther King Day

23 Chapter 8, 427-441

25 Helicopter Parents?, handout on blackboard.

Week 4: Extended Definition

28 Stein, 442; Brady, 447; Atwood, 468

30 Peer Editing, rough drafts due in class.

2/1 Essay 1: Extended Definition (3 pages) due in class.

Week 5: Writing Strategies

4 Documenting Sources, p 579

6 Swift, 540; Woolf, 550

8 White, 555; Singer, 571

Week 6: Problem Solution

11 Mountaintop Removal, handout on Blackboard

13 Overextended Youth, handout on Blackboard

15 Barber, handout on Blackboard.

Week 7: Problem Solution

18 Peer editing, Problem Solution Essay

20 **Problem Solution Essay Due;**

22 Overview of Argument

February 23-March 2, Spring Break

Week 8: Research

3/3 MLA Documentation (refresher)

5 Electronic Sources

7 Discussion of handout.

Week 9: Argument

10 Discuss potential topics: what to avoid, what to do and how to do it.

12 Chapter 9, Pages 473-484

14 Visual Arguments; Owen, 488; Teenadvice, 489

Week 10: Argument

17 Porter, 494; Lee, 499; Vanderslice, 504; Kohn, 508

19 Prejean, 518; Gelernter, 523; King, 527; Rodriguez, 533

20-24 Easter

Week 11: Argument

26 Annotated Bibliography due. Handout (Blackboard)

28 Handout (Blackboard)

Week 12: Argument

31 Peer Editing

4/2 Essay 3, Argument due.

4 Critiquing media.

Week 13: Media Analysis/Evaluation

7 Easter Break (night classes resume).

9 Chapter 8 (E-1)

11 Analyzing Advertising

Week 14: Media Analysis/Evaluation

14 Analyzing Advertising

16 Analyzing Film

18 Analyzing Film

Week 15: Media Analysis/Evaluation

21 Analyzing Print messages

23 Work on essays in class

25 Peer editing

Week 16: Final Exam Week

30 Media Analysis due