

Mississippi Valley State University
College of Arts and Sciences
Department of English and Foreign Languages

EN 102-09: Freshman Composition, 3hrs.

Professor: Mamie Osborne

Phone: 662-254-3669

Office hours: 12:05-1:00; 2:30-5:30-TR; 10:00-12:00-W

Class Location: Rm. 169--TED

E-mail: mosborne@mvsu.edu

Office Location: Rm. 167 TED

PREREQUISITES: A minimum grade of “C” in EN 101

REQUIRED Text: Wyrick, Jean. *Steps to Writing Well*. 13th edition.

REQUIRED SUPPLEMENTS: Loose leaf paper, blue/black ink pens, flash drive, and two pocket folders.

COURSE DESCRIPTION: EN 102 is a continuation of English 101 in which students are introduced to the research paper and critical analysis. First, students will employ a research process, shape a topic, conduct library and Internet research, and create an annotated bibliography. Next, they will evaluate sources, organize notes, paraphrase and summarize, synthesize their main ideas into a thesis, and develop an outline. Then, they will integrate paraphrases, summaries, and quotes into their paper, revise and edit their rough drafts, and document and format papers using MLA or APA style manuals. Second, students will write one literary analysis paper.

DETAILED COURSE DESCRIPTION: Students are introduced to the research paper and critical analysis. They will learn research methods for conducting library and Internet research. They will evaluate, paraphrase, summarize, quote, and integrate outside sources, and document and format papers using the MLA style manual.

OBJECTIVES: The primary goal of the course is to help students learn how to think critically, conduct library research, and write research papers using MLA style documentation. Students will become more familiar with the library’s holdings and materials. They will learn to write scholarly research papers through examining research models and analyzing exemplary research papers. Students will learn to think critically and creatively through the process of interpreting, analyzing, and evaluating outside sources.

STUDENT LEARNING OUTCOMES:

At the end of EN 102 students will be able to:

1. Use electronic and print sources, including reference books, books, periodicals, and journals and library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources;
2. Use writing and reading for inquiry, learning, thinking, and communicating;
3. Understand a researched writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources;
4. Integrate their own ideas with those of others;
5. Adopt appropriate voice, tone, and level of formality;
6. Write in several genres;
7. Reflect on writing and learning processes;
8. Practice appropriate means of documenting their work.

Course Outcomes: By the end of English 102, each student who earns a C or better will have...

1. Written major assignments in a minimum of three genres.
2. Produced a portfolio that includes revised and edited assignments totaling 3750-5000 words (approximately 15-20 double-spaced pages).
3. Written and revised multiple drafts of each major assignment to improve and/or clarify the writing project's purpose, thesis, organization, use of supporting details, use of source material, documentation, conventions, and audience awareness
4. Evidence of researching and evaluating a variety of outside sources.
5. Integrated outside sources into paper and cited all outside sources correctly and consistently using an accepted and current form of documentation such as MLA.
6. Worked effectively in peer groups to give and receive substantive feedback on drafts.
7. Reflected on writing process and growth in writer's memos for each draft and an opening statement in the final portfolio.

The Writing Center and Digital Writing Center (DWC): Students will use their writing center to receive individual attention to improve essays in progress and to develop grammar skills for correcting surface errors in their essays. In the DWC students conduct research assignments and complete various writing assignments.

Class Attendance Policy: Regular and punctual attendance is required. Students must comply with class attendance policies set by individual faculty members and complete all work required for each course in which the student is registered. When students must be absent from class, they are required to make arrangements satisfactory to the instructor with regard to work missed. When students know in advance that they will be absent from class, instructors should be notified and, arrangements made to secure assignments.

Students may obtain from the Office of Student Affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially – authorized functions and authorized field trips sponsored by the University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up work missed. Whenever students have three or more unexcused absences, faculty members are required to report the absences to the Office of Student Affairs.

Students are allowed three absences. They will lose one point from their attendance grade for every absence over three.

Participation: Students participation will be lowered if they do not fully participate in such activities as peer reviews, instructor conferences, class discussions, and group work.

Cheating and Plagiarism Policy: Plagiarism is the deliberate submission of someone else's work as your own. It and other forms of academic dishonesty (such as cheating on exams) will not be tolerated. Students will receive a grade of "0" for plagiarizing or cheating on any given assignment.

Make-up Policy: No make-up work will be given if you do not turn in an assignment on time except for documented emergencies or official absence. In either case, the instructor's prior approval is required, and work made up must be turned in no later than the next class meeting following the student's return to class.

Late Paper Policy: It is crucial to turn your formal assignment drafts in on time. I will not accept a formal draft assignment draft more than one week after its original deadline and it will have an effect on your participation grade.

Acceptable Draft Policy: You must turn in an acceptable draft of every formal assignment in order to be eligible to pass the course. I will make a draft unacceptable when it has not met key requirements of an assignment. Because reflection on your writing is such an important part of this course, drafts submitted without a writer's memo are also considered unacceptable. If I return a draft to you marked unacceptable, see me immediately. You only have one week to resubmit it.

Word Processing: All projects must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily in-class work may be handwritten. All assignments prepared outside of class "must" be word processed.

Save Everything: For your own sake, keep copies of everything from the course—your drafts, memos, reflections, peer review sheets, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect you in the event of a clerical error on my part.

Changes to Syllabus: Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with any assignments due, even if you were absent when I announced the change. If you're absent, contact a classmate or me to make sure you know what you missed and to prepare for the next class.

Emergencies: If you have any kind of emergency that is preventing you from attending regularly or getting your coursework done, please talk to me sooner rather than later. I am generally flexible and willing to give an extension when students keep me informed about illnesses or other problems. I am generally not flexible if a student disappears for several classes with no explanation and then wants to make arrangements for turning in late formal assignments.

Disabilities Statement:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Teaching/Learning Strategies:

- Discussion
- Short Lectures
- Collaborative Groups
- Peer Review
- Demonstration and Explanation
- Reading
- Portfolio

Technology

- Web 2.0 Applications
- Internet Research
- Multimedia

Evaluation

Grades for the course will be calculated based on data from:

Final Portfolio of Polished Writing (50%)--In this class you have the opportunity to revise every formal project that you write before it receives a grade. When you bring a draft for feedback, I will meet with you to talk about your paper, give you feedback and suggest ideas for revision **but the draft will not receive a grade at that point.** You will need to get to work revising the paper. At the end of the semester, you will compile a portfolio that includes your best revised writing and an introductory essay that reflects on your writing development throughout the course. I will give you lots more information about the portfolio later.

Drafts of Four Formal Assignments (10%)— In this class you will write complete drafts of four formal projects:

1. Literary Analysis
2. Undocumented Argument
3. Annotated Bibliography
4. Academic Research Paper

5. Remix Assignment

With each draft you turn in, you will also include a **writer's memo**—a memo to readers in which you write *in detail* about what kinds of revisions you have made and why you made them. The success of the portfolio will depend greatly on the quality of revisions you have made and why you made them. **A draft turned in without a writer's memo is unacceptable.** NOTE: Because each formal assignment addresses different course objectives and outcomes, you must have an acceptable draft of each formal project to be eligible to pass the course.

Participation (10%)—I expect each student to come prepared to participate actively in the day's work. Thoughtful participation is especially important on draft workshop days. Class participation, as I see it, does not necessarily mean that you are the life of the party. Instead, it includes helping yourself and others learn by asking questions, asking someone to speak louder, challenging or extending the ideas of others, giving thorough and thoughtful critiques of your peers' writing, and listening actively to what others say in class. At the end of the semester, I am unable to control my urge to be sympathetic towards students who have been regular and thoughtful in their preparation for class and who have made class a richer experience for their fellow students.

Informal and Reflective Writing (10%)— This writing may include written responses to readings, in-class freewrites, journals, or announced or unannounced quizzes. Because these quizzes will take place at the beginning of the class, it is especially important to be on time; you can't make up a missed quiz, even if you show up as we are completing the quiz.

Portfolio Cover Letter (10%) A cover letter for your portfolio reflects on your writing during the period of the course. The cover letter may be the most important letter since it talks directly with the portfolio readers about the development, writing, and issues you see in the portfolio. It is the one document that articulates directly what you have learned and done well (or not so well) in EN 101. (More directions for writing the cover letter will be given later in the course.)

Attendance: (10%) You should attend all classes since you have signed up for this course and know the dates and times it meets. If you know in advance you will be absent, please let me know. If not, let me know as soon as you return to class. When absent from class, it is your responsibility to have all missed work completed the day you return. It is also important to be on time for every class. You will lose one point from your attendance grade for every absence over three and one point from your participation for every tardy over three.

Grading Criteria

90-100 = A 80-89 = B 70-79 = C 60-69 = D 59 and below = F

Bibliography:

Bartholomae, David, and Anthony Petrosky. *Facts, Artifacts and Counterfacts: Theory and Method for a Reading and Writing Course*. Portsmouth, NH: Boynton Cook, 1986.

Bruffee, Kenneth A. "Collaborative Learning: Some Practical Models." *College English* 34 (1973): 634-43.

Coles, William, Jr. *The Plural I: The Teaching of Writing*. New York: Holt, Rinehart and Winston, 1978.

Elbow, Peter. *Writing Without Teachers*. New York: Oxford UP, 1973.

Murray, Donald. *Learning by Teaching: Selected Articles on Writing and Teaching*. Portsmouth, NH: Boynton Cook, 1982.

Perl, Sondra, ed. *Landmark Essays on Writing Process*. Davis, CA: Hermagoras, 1994.

Tobin, Lad, and Thomas Newkirk, eds. *Taking Stock: The Writing Process Movement in the '90s*. Portsmouth, NH: Boynton/Cook, 1994.