

ENG-104-41 College Writing and Rhetoric



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Weekly outline

[16 January - 22 January](#)

- [Qualities of Good Writing](#)
- [Introductions Forum](#)

Every class forms a community of learners. Throughout this semester, each of you will be exploring a variety of topics and writing in response to these topics. You should think of each other as contributing to an ongoing conversation. Read the following link on qualities found in good writing: Introduce yourself by responding to this brief article.

[23 January - 29 January](#)

[1. Consciousness](#)

Forum 1: After reading the following two selections, join your peers in an attempt to answer the question of “What is consciousness?” in a way that contributes to an ongoing and lively debate about its nature. In whatever form and length you choose for communicating, make your response interesting, useful, forceful, passionate, concrete, vivid, simple, concise, unique, unpredictable, and emotionally evocative. Use conventional sentence structure, paragraphing, punctuation, and spelling.

- [Writing TipsPage](#)
- [What Is Consciousness](#)

[30 January - 5 February](#)

[2. Death Advanced Forum](#)

Forum 2: After reading the following selections, reflect in writing upon the nature of death, its inevitability, boundaries, and meaning. Your response should again be interesting, useful, forceful, passionate, concrete, vivid, simple, concise, unique, unpredictable, and emotionally evocative.

Use paragraphs to signal new steps in the development of the subject matter. Pay close attention to sentences, punctuation, and paragraph structure.

- [DeathPage](#)

- [StrunkPage](#)
- [Death 2Page](#)

[6 February - 12 February](#)

[3. UniverseAdvanced Forum](#)

View and listen to the two following links. Write a reflective essay in which you address the nature of the universe. You may reflect on any of the issues discussed--the infinite/finite, the universe as flat, saddle-shaped, spherical; the paradoxical nature of the universe; the idea of a prime mover or cosmology; earth as the center of the universe; metaphysics and numbers; the grand old hotel with no vacancy. the Hubble telescope; Big Bang; the visible and invisible universe; matter and anti-matter; space and time, the potential for absolute and final answers.

Pay close attention to your projection of a personal voice, presence, identity.

- [Beyond StarsURL](#)
- [Personal VoiceURL](#)
- [Nature UniverseURL](#)

[13 February - 19 February](#)

[4. DreamsAdvanced Forum](#)

Using the following web source on dreams, present and interpret one of your more vividly remembered dreams. The presentation of the dream can be a re-creation of its content.

Present your interpretation in simple, direct writing. Edit your sentences to remove any wordiness or inflated words. Check your punctuation. Use active verbs. Figurative language will work with this assignment.

- [DreamsURL](#)
- [Clear and Direct WritingURL](#)
-  [Clear, Concise, Direct SentencesURL](#)

[20 February - 26 February](#)

[5. Reflection on Belief SystemsAdvanced Forum](#)

After reading "What Are Belief Systems," write an essay in which you reflect on a single, substantive belief.

Read through your writing using the effective writing checklist:

- clear structure
- introduction/body/conclusion
- use of technical words
- logical flow

- well-ordered information
- clear sentence structure
- use of connective words
- lots of information

[Effective WritingURL](#)

Download Flash Player. Focus on the section in this link on "Effective Writing." After reading through this section carefully, complete the required reading and related writing assignment.

[Feedback Relative to Link and Flash](#)

Please respond briefly relative to your success in opening this link after downloading Flash Player.

[Download Adobe Flash Player LinkURL](#)

You must download Adobe Flash Player to open the required link for your study this week.



[Effective Writing TextFile](#)



[Belief SystemsURL](#)

[27 February - 5 March](#)

[6. Impact of TechnologyAdvanced Forum](#)

Technological change is in large part responsible for many of the secular trends in such basic parameters of the human condition as the size of the world population, life expectancy, education levels, material standards of living, and the nature of work, communication, health care, war, and the effects of human activities on the natural environment. Other aspects of society and our individual lives are also influenced by technology in many direct and indirect ways, including governance, entertainment, human relationships, and our views on morality, mind, matter, and our own human nature.

Reflecting on these several readings as well as the instructions on academic writing and essays, write an academic essay in which you examine the impact of technology on our individual lives. Use literature to support your ideas, citing, documenting, and referencing authors.



[Academic WritingURL](#)

Read through pages ii-50 in this Academic Writing Guide.

- ["8 Ways Screens Are Ruining Your Family's Health"URL](#)
- ["10-reasons-why-i-will-continue-to-give-my-children-handheld-devices"URL](#)
-  [Artificial IntelligenceURL](#)
-  ["Technological Advancements and its Impact"URL](#)
- [MLA Used in Liberal Arts and HumanitiesURL](#)

[6 March - 12 March](#)

 [7. Self-AssessmentAdvanced Forum](#)

Write an essay in which you assess your evolving maturity as a writer, paying careful attention to each of the assignments, the related readings and instructional materials, your approach, effort, and achievements.

Student self-assessment involves students in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress
- if online, decide when to move to the next level of the course

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

[13 March - 19 March](#)

Spring Break March 12-19

[20 March - 26 March](#)

Mid-term grades due March 22.

 [8. Artificial IntelligenceAdvanced Forum](#)

After carefully reading the following articles, including inter-linked readings, respond to the following, critically explaining why AI will or will not be able to rise to the capacity of the human mind:

"The Breakthrough Curve may be nature's blueprint of creativity; but each breakthrough we human beings have is unique to the context it emerges in. Each involves us blending emotion and reason, rule-breaking and rule-making, as we unleash from within us whatever is seeking to emerge in that matchless moment. No machine will ever be able to mimic our peerless organic nature as inherently, inescapably, beguilingly creative."

Use MLA citation format.

- [Artificial IntelligenceURL](#)
- [Organic, Not MechanicalURL](#)
-  [Writing ChecklistURL](#)
-  [Writing GuideURL](#)

[27 March - 2 April](#)

 [9. Can the Bible be Useful for Learning Punctuation Rules?Advanced Forum](#)

Read the following article, then answer the question of "Can the Bible be Useful for Learning Punctuation Rules?" Please construct your essay to answer in what ways the Bible can be used to learn punctuation? You may use this article for evidence as well as any assigned references.

- [Simple PunctuationURL](#)
- [Punctuation in the BibleURL](#)
- [History PunctuationURL](#)

● [3 April - 9 April](#)

 [10. Sympathy HumorAdvanced Forum](#)

After reading Hallmark's suggestions for expressing sympathy, write two letters: write a simple sympathy letter to a close family member expressing sympathy for the loss of someone close to both of you.

In the second letter, use the same words but change the punctuation in such a way as to alter the meaning of the letter from one of sympathy to one of humor. You will probably have to rewrite this experiment several times.

- [Punctuation SymbolsURL](#)
- [Humor in PunctuationURL](#)
- [Punctuation Changes MeaningURL](#)
- [Sympathy ExpressionsURL](#)

● [10 April - 16 April](#)

 [11. Why College Essay Writing StinksAdvanced Forum](#)

After reading the following articles, write an essay explaining why much college essay writing turns out to be "really bad writing."

- [Writing Essays for MoneyURL](#)
-  [Why Academic Writing StinksURL](#)

● [17 April - 23 April](#)

 [12. Reshaping Composition CoursesAdvanced Forum](#)

After reading and reflecting on the following articles, write an essay in which you make a case for reshaping the traditional college composition course, ENG 104, for example, explaining why the

changes would improve the course outcomes, perhaps stating the desired objective for the changes in the final paragraph.

Write your essay in such a way as to demonstrate what principles of effective communication you have learned throughout this course. Make sure your writing is simple, accurate, and correct. Use MLA format.

- [Succeeding in College CompositionURL](#)
- [Decomposition of CompositionURL](#)
- [Improving Your EnglishURL](#)
- [Clear Writing, Clear ThinkingURL](#)

- [24 April - 30 April](#)

[13. Final Self-AssessmentAdvanced Forum](#)

Write an essay in which you assess your evolving maturity as a writer, paying careful attention to each of the assignments, the related readings and instructional materials, your approach, effort, and achievements.

Student self-assessment involves students in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress
- if online, decide when to move to the next level of the course

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.

- [1 May - 7 May](#)

[Points for Overall Work Completion](#)

You will receive a potential 5 points for completing all writing assignments. An additional 4 points will be considered for meritorious work, with attention to content, organization, and originality of thinking.

Class Policies

Please consult *Student Handbook* for Policies: Academic Honesty and Due Process (47), Plagiarism (48), Student Due Process Procedure (48), Violation Report (48), Student Appeals Process (51), Class Attendance (54), School Cancellation (77), Rights and Privacy (64), Email/Portal (63), Accessibility (37), Academic Support (37).

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

[ndbook2016.pdf](#)

title ix: <https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Accessibility Resource Center <https://www.missouriwestern.edu/arc/>

Course Objectives

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 in order to enhance communication

Specific Requirements

Complete a carefully crafted essay once a week (3-pages double-spaced, Times New Roman, MLA format) firmly grounded in assigned readings (**7 points each, 91 points total**). Additional points (9) will be given for completing all required writings (up to 5 points) and an additional possible 4 points for superior work. **All work will be submitted in Moodle.**