

# Writing in the Disciplines

COURSE: ENG300- 711- Spring 2012

Instructor: Vance Baxter Vogel

Course Time/Location: Online

E-mail: vance.vogel@wku.edu [Office Location: Online Adjunct Only]

Use Email to make contact with me **OR** Use the Quick Question Link in the Blackboard Course.

Everyday during the week I check the link and respond accordingly. Also, other students can read this link and respond to questions to help facilitate problematic areas.

Office Hours: Via Quick Question Link are 10 – 11 am (Central Time Zone). If personal in nature, email me. We can then set up a conference call. However, if the question concerns the course, assignments, schedules, etc – then reference your question in **QUICK QUESTION LINK**.

**Course Theme:** This writing course is built around the course theme of *sustainability*. Reading, writing, analyses, arguments, and discussion will center on this broad theme, with most of our attention focusing on the following specific topics: constructions of wilderness, eco-tourism, environmental activism (moderate and radical), sustainable agriculture, unsustainable consumption (individual and cultural), marketing of sustainability-related products and practices, and sustainability issues in public policy. While my own philosophy and personal interests have led me to build this interdisciplinary writing course around the theme of sustainability, my personal beliefs will not drive forward our discussions. I will have to support my own positions on course topics, as will you, and I welcome (even insist on) open, honest, and well-supported debate about our course theme.

**PLEASE NOTE: Students who do not wish to study *sustainability* in an interdisciplinary way should not register for this section of English 300.**

## Required Texts

Behrens, Laurence, and Leonard J. Rosen. *A Sequence for Academic Writing*. Fourth Edition. New York: Longman, 2010. Use the ISBN 9780205674374 when ordering online to ensure you purchase the correct edition. You may also buy the newest edition of the textbook, the 5<sup>th</sup> edition.

### Online availability (4<sup>th</sup> Edition):

at BN.com for \$43.30 new, \$34.85 used

at Amazon.com for \$37.00 new, \$25.00 used

at Abebooks.com starting at \$34.00 used

Brown, Lester R. *Plan B 3.0: Mobilizing to Save Civilization*. New York: Norton, 2008.

This book can be purchased from the WKU Store OR can be **purchased online or downloaded FREE** as a PDF from the following url: <http://www.earth-policy.org/books/pb3>. ISBN for online ordering: 9780393330878 .

Troyka, Lynn Quitman, and Douglas Hesse. *Quick Access Compact*. Second Edition. Upper Saddle River, NJ: Prentice Hall, 2010. Use ISBN 9780205687343 when ordering online to ensure you purchase the correct edition.

### Online availability:

at BN.com for \$17.05 used  
at Amazon NEW for \$25.00 and used starting at \$16.00  
at Abebooks.com used starting at \$16.00

Plus Additional Reading Linked Through Course: Various journal, newspaper, and magazine articles and video/audio (online)

**Prerequisite:** ENG 200 or equivalent.

### **Catalog Description & General Education Goals Met by this Course**

Interdisciplinary writing course to be taken in the junior year.  
Students will read and write about challenging texts from a number of fields.

Each student will produce a substantial research project appropriate to his or her chosen field.

English 300 helps to fulfill the A.1. (Organization and Communication of Ideas) general education requirement at WKU.

The course will help you attain these general education goals and objectives:

1. The capacity for critical and logical thinking  
and
2. Proficiency in reading, writing, speaking.

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### **Important Dates**

Last Day to Add or Drop a Class: 1/30/2012

Last Day to Withdraw from a Class: 3/16/2012

F/N Date\*: 4/2/2012

\*F/N date is the 60% point in the semester. Students who stop attending class *before* this date, or in online classes, students who stop participating *before* this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates "Failure due to non-attendance (no semester hours earned and no quality points)." This grade could have implications for financial assistance.

Other dates you might want to know about:

Monday, January 23<sup>rd</sup> : Classes begin.

Monday-Friday, 3/5-11/2012: Spring. No classes, but university is open.

May 7<sup>th</sup> – 11<sup>th</sup>: Final Exam week.

Final grades due: 5/15/2012

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### **Goals and Objectives for English 300**

#### *Reading*

English 300 should stress writing and reading within the disciplines and the conventions of using textual evidence to support an argument or an analysis of an issue relevant to the student's major discipline. Reading assignments should come from a variety of disciplines

and should stress how and why authors make rhetorical choices that are appropriate to writing in particular disciplines. Reading assignments should be designed both to immerse students in the written conventions of disciplinary writing and to develop the ability to read critically. Because English 300 is a course about writing *and reading* in the disciplines, students should receive instruction on how to read disciplinary research. Close reading, active reading strategies, the ability to navigate scholarly research articles, and summarizing and critique of scholarly texts should be the cornerstone of reading instruction in English 300.

#### *Research and Documentation Skills*

English 300 should emphasize the use of textual evidence and the process of research in the student's major discipline, including finding, reading, evaluating, and integrating sources into students' original writing.

English 300 should give students adequate instruction in finding, evaluating, collecting, citing, and synthesizing appropriate scholarly sources and should include instruction in the appropriate use of sources as support for original arguments.

Instructors are not required to develop lessons around the wide range of discipline-specific discourse and documentation styles utilized in students' major disciplines, but students must be allowed to use documentation styles that are used in their major disciplines and must not be required to use the documentation style of the instructor's discipline.

#### *Writing*

English 300 should give students plenty of opportunity to practice shorter, informal writing in preparation for longer formal assignments. Such assignments may include journals or rhetorical commentaries that are graded at some minimal level. Journal writing may be an appropriate place for students to practice abstracting, summarizing, synthesizing, paraphrasing, quoting and otherwise responding to sources and to rehearse their own arguments for the formal papers. Formal writing assignments should give students plenty of opportunity for discovery, drafting, and revision.

Longer writing assignments should focus on summarizing, critiquing, and synthesizing readings relevant to the student's major discipline and on using multiple sources within argumentative or analytical papers relevant to the student's major discipline. English 300 should encourage students to build experience with their own writing processes and should stress the collaborative and "conversational" nature of disciplinary knowledge. As such, every stage should be open to appropriate class discussion and peer review. Instructors should help students learn to articulate their rhetorical choices before they begin to write, and should employ peer-review in discovery, drafting, and revision processes.

Depending on the instructor's preferences, English 300 students may be asked to write to an audience of readers in their major discipline, or to a general, interdisciplinary academic audience who might not be familiar with discipline-specific concepts and jargon but who will be able to navigate the complexities of a sound argument that is specific to the student's major discipline. To that end, instructors may ask students to familiarize themselves with general academic journals like *Academic Exchange Quarterly* or interdisciplinary undergraduate journals like *Lethbridge Undergraduate Research Journal* and *NeoAmericanist: An Inter-disciplinary Online Journal for the Study of America*.

#### *Writing Requirements*

In English 300, the total cumulative word count for all formal writing in the course must be

5,000-6,000 words. Formal writing in the course must include a longer research paper and other assignments, as described below.

Students must produce a sustained research project of at least 3,000 words, which must include a documented argumentative or analytical research paper that draws directly from at least six scholarly sources. Assignments such as a proposal for the longer research paper or a synthesis essay that becomes part of the research paper may be included in the 3,000 word total.

Not all writing in the course has to culminate in or directly contribute to the long research paper. However, additional formal writing, such as annotated bibliographies, research proposals, critiques of scholarship, literature reviews/synthesis essays, abstracts, and rhetorical commentaries that are directly related to the long research paper are encouraged, and those kinds of assignments do contribute to the 5,000-6,000 word count requirement.

Writing that would not be counted in the 5,000-6,000 word requirement includes informal journaling, like the research journals we often have students keep in English 300; peer review commentaries; e-mail; revision plans; outlines; invention writing, and the like.

### *Learning Outcomes*

By the end of English 300, students should be able to:

- Write longer formal essays--including at least one essay that advances an academic argument--that include significant support from appropriate scholarly sources.
- Use a citation style appropriate to their discipline; students must not be required to use MLA documentation in lieu of other citation styles that are more appropriate for their disciplines.
- Make choices of voice, tone, format, structure and usage based on an analysis of disciplinary and academic conventions.
- Employ their own writing processes to produce academic and disciplinary texts that include significant and properly formatted sources.
- Work in a collaborative setting both with their own texts and with those of other students.
- Be able to read disciplinary essays and to comment critically on their meaning and structure.

### **Major Assignments**

You will write summaries (200-250 words each), an annotated bibliography of twenty sources to be used in your major research essay, a proposal for a semester project (600 words), a synthesis essay (1200 words), and a major research essay (at least 3000 words). Each writing assignment will contribute to the next; in other words, as you finish your summaries, you will begin incorporating some of that information into your proposal; and some of the material in your annotated bibliography will end up in your synthesis essays, which will, in turn, form the literature review section of your 3000+ word research essay. The cumulative total word count for all major writing assignment components will reach an approximate quota of 7300 words.

### **Grading Scale and Minimum Requirements for Passing This Course**

Students who wish to pass this course must first (1) complete and submit all major

assignment final drafts (annotated bibliography, proposal, synthesis essay, and analysis essay); and (2) submit only writing that has been produced this semester for this section of English 300 (see “Recycled Writing” policy below).

**Course grades will then be determined based on the following assignments and scale:**

<b><u>ASSIGNMENTS</u></b>	<b><u>POINTS</u></b>
Quiz: Syllabus	5 pts
Quiz: Assignment Calendar	5 pts
Discussion Board: About Me	10 pts
Essay of Introduction	20 pts
Documentation Style	5 pts
Quiz #1	24 pts
Chapter Two Summary	30 pts
Discussion Board: Living on Earth	25 pts
Long-Short Summary	50 pts
Discussion Board: Week Four	20 pts
2 Scholarly Summaries	50 pts
Discussion Board: My Major Discipline	20 pts
5 Scholarly Sources	50 pts
10 Scholarly Sources	50 pts
20 Scholarly Sources	75 pts
Annotated Bibliography First Draft	50 pts
Discussion Board: The Process Begins	20 pts
Discussion Board: My Questions	38 pts
Proposal	100 pts
First Draft Synthesis Essay	50 pts
Discussion Board: Synthesis Essay 1	45 pts

Final Draft Synthesis Essay	100 pts
Progress Email #1	20 pts
Annotated Bibliography Draft 2.1	50 pts
Progress Email #2	20 pts
Research Essay Draft 1	50 pts
Quiz #2	24 pts
Final Draft Annotated Bibliography	100 pts
Progress Email #3	20 pts
Final Draft Research Paper	<u>300 pts</u>
<b>TOTAL</b>	<b>1426 POINTS</b>

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Total **1426**

Final Grading Scale

1426-1283 = A

1282- 1140 = B

1139- 998 = C

997- 855 = D

Below 855 = F

#### **Attendance Policy**

Online attendance is monitored (I can see when you log on and where you go!). During the first, week, I will drop you if you do not complete the “roll call” assignment by the deadline (see the schedule). It is the student’s responsibility to withdraw from the class if he/she does not wish to continue enrollment past the first week.

#### **Late Registrants to the Course Policy**

Students may register late to the course, as allowed by the university. The student, who registers late, not one who logs in late- as I know your enrollment date, will be given **48 hours** to complete any assignments that may have been missed after the late registrant enrollment- log in date. Those missed assignments before the late registrant/ log – in date will have the 48 hours to make up any past due assignments, **BUT MUST ALSO** begin the assignments that are listed in the assignment schedule for day the student gained access to course- due to late registration- **NOT LATE LOGGING IN, as that student is just plain late and receives no additional time to make up missed assignments.** The roster has the dates on it for each student, so once the course opens up all students on day one’s roster are required to begin the course and complete the assignments as preset on the schedule.

#### **Feedback/Evaluation of Your Writing**

I strive to provide timely detailed verbal and/or written feedback on first drafts of major

assignments for students who wish to submit them early for feedback. I will provide feedback on second (graded) drafts for all students who submit their work on time. Writing that is submitted late will be returned with a grading rubric only. Shorter assignments (reflective emails, discussion board postings, etc) submitted early in the term will receive substantive feedback, but comparable assignments submitted later in the term will be returned with a grade and/or rubric only. In short, I will spend the majority of my time assisting students who want to learn. Students who want constructive, useful feedback on their writing must ensure that they submit early drafts and that they submit final drafts on time; doing so suggests those students take their writing seriously and that they are eager for guidance through the drafting and revision process that will ensure their improvement as college-level writers. Submitting only final drafts or submitting work late suggests that a student does not care whether his or her writing improves or not, that he or she is not invested in the learning process, so I will not spend my time attempting to guide that student through a process that does not seem to hold his or her interest.

### **A Note on Length of Writing**

Writing assignment prompts will specify *word ranges* or *minimum length requirements*, such as “150-200 words” or “minimum of 3000 words.” Grades on assignments that do not meet these length requirements will be reduced by 25% (see “25% Rule” below). This applies to assignments that exceed the maximum word count when a word-range has been specified.

### **Assignments Missing the Required Format/ Organizational Structure**

Writing Assignments have a model to follow when setting up the assignment for review and scoring. An assignment, such as the annotated bibliography or synthesis essay, that does not meet the organizational structure of the assignment will be reduced by 25% (see “25% Rule” below).

**Recycled Writing:** All writing submitted for English 300 must be produced this semester. Students who submit writing completed during previous attempts at English 300 or writing submitted for other courses must rewrite the assignment, and a mandatory 25% penalty will be applied to the new submission. Students who continue to recycle old papers will fail the course.

### **Participation**

For this online course, participation will be defined as submitting assignments (short and longer), including Discussion Board postings. Students who submit assignments on time and post to the DB as directed will be considered “participating” students in the course. Students who stop “participating” on or before the 60% point in the semester will be assigned an FN grade instead of an F. The grade of FN might negatively affect a student’s scholarship eligibility, financial aid, loan repayment requirements, and on--campus housing eligibility, among other things. Students who feel they will not finish the course should withdraw prior to the deadline.

### **A warning for students who expect to be “out of town” or in some other way**

**“unavailable”** for an extended period of time (one week or more): My advice is to drop the course unless you can continue to fully commit the necessary time and effort to the course while you’re “out of town” or “unavailable.” At any point in the term If you will not have a reliable internet connection and the tools necessary to complete coursework for a period of time longer than five days, you run the risk of falling behind and failing the course.

## **Student Email and Blackboard Announcements**

All students must check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums.

## **Submission of Work**

All work will be submitted in Blackboard as uploaded documents (not copied->pasted into the text box on the submission page). Use **Rich Text Format (RTF)** as the only acceptable file format for document submission for this course. By using the basic format for each assignment, not only can I open the file and review the assignment, but other students can open the file, when they too must review and comment on student work. Discussion Boards that are set up in a chat format will not require the formal file attachment only, and can be set up by typing in the discussion THREAD/ REPLY. However, if the discussion board requires a file attachment, such as for an essay or other main assignment project to be reviewed- then the require file attachment in Rich Text Format is also applicable.

**When submitting an assignment in Blackboard, students must click the “Submit” button to finish uploading the file, not the “Save” button at the bottom of the submission screen.** Clicking “Save” will allow the document to be retrieved by the student, but the instructor will NOT receive the document. Assignments that are late because the students clicked “Save” instead of “Submit” will not receive credit.

**This is the most common reason an assignment fails to submit correctly.**

**Also note:** Do not write a note to your instructor in the “Comments” box on the submission page. If you wish to contact your instructor about your submitted assignment, e-mail your instructor, or post the question on Quick Questions link.

## **Work Submission**

All formal papers are to be typed and formatted according to the style sheet in your field of study. Information on the major formats (MLA, APA, CMS, CSE) are available in the Documentation and Style course tool bar link, as well as in the Quick Access handbook, or in other books available at the bookstore, or found online through the WKU library. If your format is not covered by the Troyka/ Hesse text, it is your responsibility to discuss this with me, and then you might need to provide me with a copy of the style guide (electronic copies are fine) within 48 hours of the first paper being due. If I do not have that style guide, I will not grade the paper, and you will receive a zero grade on it. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of final drafts of work. *Work must be submitted in the space provided for it on Blackboard. Papers must be submitted in Rich Text Format (rtf) file format or else I may not be able to open/grade them.* Papers not submitted in this format could receive a zero grade (I can't grade it if I can't open it!). Emailed assignments will not be accepted unless I specifically ask you to do so.

All work will be submitted in Blackboard as uploaded documents (not copied->pasted into the text box on the submission page). Use **Rich Text Format (RTF)** as the only acceptable file format for document submission for this course. By using the basic format for each assignment, not only can I open the file and review the assignment, but **other students can open the file**, when they too must review and comment on student work.

A word about “corrupted files”: these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper your



submitted via MyGrades to make sure it is still able to be opened; email me a working copy if the one on Blackboard somehow got corrupted BEFORE the due date. Uploading “corrupted files” (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments, which is unfair to those of you who are hard-working, honest students, and I don’t tolerate it.

## Documentation Style

During the first week of class, each student is required to find out from his/ her perspective department head for the major he/ she is working under- the documentation style that is appropriate for writing research papers. This documentation style must be found out and given to me in the documentation style assignment. The documentation style is not the one a student feels most comfortable with and used along the way, BUT must be the actual major field of study documentation style. After submitting the documentation style assignment then all work from that day forward must be in the style declared. **PLEASE NOTE:** If a student does not turn in that assignment or notify me of the major field of study during the first week of the class, then all assignments that follow the documentation style week one assignment will be reduced by 25% (see “25% Rule” below). Only when I have received the proper declaration of documentation style will the 25% penalty not apply. For example, if a student submits work to be reviewed and then turns in the documentation style declaration after an assignment that assignment received before the declaration will result in the 25% penalty. So finding and declaring the actual documentation style of your major field of study is a mandatory requirement of the first week of class- if all subsequent assignments after the Documentation Style Assignment do not want the 25% penalty applied.

## Due Dates

All work in the course will be due on Tuesdays and Fridays by 11:59 pm with a few exceptions for the first seven weeks, and then the deadlines move to Wednesdays and Sundays by 11:59 with a few exceptions. Sometimes holidays or academic school closings require adjustments from the just described scheduling deadlines. All assignment deadlines are duly noted in the Assignment Calendar accessed through the Blackboard course’s tool bar. There is an assignment calendar at the end of the syllabus, as well as a course tool bar folder with a file of just the assignment file with all specific due dates and deadlines.

## Late Work & Make-Up Policy

Online classes require that you recognize deadlines and adhere to them. Grades on major assignments that are submitted late will be reduced according to the 25% rule, explained below. **No other coursework will be accepted late.** It is the student’s responsibility to keep up with class assignments. The class schedule has a clear due date for each assignment on it. Students are encouraged to work ahead and submit their assignments early rather than late in order to earn the highest grade possible. Students who know they will be unavailable for any reason may arrange **in advance** to submit work according to an appropriate alternative schedule that is agreed upon by the instructor and student. Otherwise, no “make-up” for assignments, quizzes, etc., will be accepted. If a student requires an accommodation for the course then be sure to apply for it from the disability office. Until I receive a formal letter from the University for an Accommodation, then all assignments and deadlines must be submitted according to the pre-set course schedule. Do not ask after the fact, as accommodations should be in place before the class begins or will apply to those

assignments that come after an official notice is received and in place. No exceptions! Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

### **The 25% Rule for Assignments that Do Not Meet Basic Requirements**

The grade on any assignment that does not meet the basic requirements as listed in the assignment prompt will be reduced by 25% automatically. Examples of “basic requirements” are organizational format, length, submission deadline, minimum number of drafts, minimum number of sources, and so on. For example, if an assignment has a 1200-word minimum requirement, that means that 1200 words are the absolute *minimum* accepted and that, for example, an 1188-word assignment does not meet the basic requirements. Grades for such assignments will automatically be reduced by 25%, which means the highest grade possible (everything else being perfect) will be 75% C. Another example: if the annotated bibliography assignment calls for ten scholarly sources and only eight scholarly sources are submitted, the grade will automatically be reduced by 25%. Also, remember that **unless the Documentation Style Assignment during week one officially declared your own major field of study’s documentation style**, then each assignment after that one will receive a 25% reduction, until after such time as the documentation style has been declared and submitted for review to teacher.

**NOTE:** This 25% late work penalty rule applies only to *major* assignments, not low-value homework, which is **not accepted late for any reason**.

### **Failure of Technology**

Technological failure of any kind is no excuse for submitting assignments late or failing to submit assignments. Students who are not confident with their technology are encouraged to work ahead and submit work early. All students should back up their work on a flash drive or email files to themselves as a backup.

### **E-mailing Backup Copies of Your Assignments**

Students must not submit their assignments via e-mail. Blackboard submission is the only acceptable method of submitting work to the instructor. That said, students who wish to e-mail their assignments as attachments to themselves to be sure they have a safe copy, should do so as well to always have a backup.

**Blackboard is the required primary method of submission.**

### **Instructor E-mail**

I will usually respond to e-mails within the day, but if received over the weekend, perhaps not so promptly. Please do not wait until the night of an assignment and expect a response about that evening’s assignment.

### **Student E-mail and Blackboard Announcements**

All students should check their WKU email accounts and the Blackboard Announcements page at least once each weekday. Not checking email or the Announcements page is not an excuse for not keeping up with course assignments or updates.

When you e-mail me, appropriate etiquette for professional e-mails is expected. Don't take offense if you receive a response to a poorly-written e-mail with a request for you to revise it and send it again.

The Purdue OWL (Online Writing Lab) provides a useful set of guidelines for composing professional e-mails at <http://owl.english.purdue.edu/owl/resource/636/01/>. Also, in the course's "Steps to Begin" is file called **Netiquette**, which helps frame the manner to respond to teacher and classmates, alike. There is another file to review on emails in the Scoring Rubric link on course's tool bar.

### **Academic Integrity**

Plagiarism/Academic Fraud occurs when a student knowingly or unknowingly submits another person's published or unpublished (print or web) writing as his/her own, has another person dictate what should be written, has another person write an assignment and submits that work as his/her own, or copies/"borrows" another person's ideas/progression of argument without acknowledgment or permission. Students must complete their own work in this class, and they should not ask for or receive inappropriate assistance on their work. Students who decide to violate this policy should understand that they may automatically fail this course. On the other hand, students who decide to do their own work will challenge themselves intellectually; these students decide to abide by ethical principles that illustrate they value the educational opportunities presented to them and that they believe the quality of their contributions should be given a fair evaluation. In this course, we trust each other to adhere to the principles of academic integrity discussed in this section of the course syllabus. My assumption is that you will submit work that is your own because you wish to be evaluated on the quality of your own work rather than the quality of someone else's and that you understand that doing otherwise is unethical. However, if I begin to question the integrity of your work, I will submit your work to Turnitin.com, which will generate a report that will help me determine whether your work is original or not.

Plagiarism or academic dishonesty on any single assignment, including quizzes, exams, reflective assignments, outlines, proposals, Discussion Board posts, other short papers, or early drafts of longer papers will result in a course penalty up to course failure. The severity of the penalty will be at the discretion of the instructor, depending on the nature of the violation. The length or nature of the assignment are not factors affecting the course penalty. In other words, plagiarism on a one-page paper could result in course failure just like plagiarism in a six-page paper might; or cheating on a daily quiz could result in course failure just like cheating on a final exam might.

### **Research Requirements**

Typically, all sources used in this course must be current, relevant, scholarly research accessed from print sources or library databases. Other sources, like credible websites, newspapers, magazines, and the like will be accepted only if the student justifies the use of such non-scholarly sources. Use of scholarly sources constitutes a "basic requirement" on all assignments unless otherwise noted on the assignment prompt.

### **Extra Credit**

No extra credit will be offered in this course.

### **Incompletes**

Typically, incompletes will not be granted for this course. When extenuating circumstances arise—for example, if a student in the military and is deployed toward the end of the semester, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with me if possible and I will consider

an incomplete. I will only consider an incomplete for students who are in good standing (C or higher) in the course, and only for those who have successfully completed up through week twelve.

### **Respectful Behavior and General Civility**

In my classes, I like to have free and open discussions of what we think and feel about the things we read and write. To that end, I ask that everyone be respectful of each other, even if we don't agree about everything. If someone chooses to use hateful, bigoted, or inappropriate language, I will first consult with that student and, if the behavior continues, I will remove that student from the course.

### **Resolving Complaints about Grades**

Any student who takes issue with a grade or another aspect of a course should first speak with the instructor. If the student and the instructor cannot resolve the issue, the student may refer to matter to the Director of Composition, Dr. Chris Ervin, who will assist the instructor and student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed to the Department Head, Dr. Karen Schneider. The Student Handbook (available online at <http://www.wku.edu/handbook/2009>) outlines procedures for appeals beyond that level.

### **ADA Notice**

Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

### **Program Assessment Notice**

As part of a university-wide accreditation study, a small sample of papers will be collected from randomly-selected individuals in all ENG 300 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.

### **Writing Center**

The Writing Center offers individual conferences (both face-to-face and via email) about writing with the staff of English graduate students. Their services are available to all Western Kentucky University students.

The Writing Center's hours for this term are listed on the website:  
<http://www.wku.edu/pcal/writing-center>.

### **The Learning Center**

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education

programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. [www.wku.edu/tlc](http://www.wku.edu/tlc)

#### Hours of Operation:

##### **TLC @ DUC**

Sunday	4:00pm – 9:00 pm
Monday – Thursday	8:00am – 9:00pm
Friday	8:00am – 4:00pm

##### **TLC @ Keen**

Sunday – Thursday	6:00pm – 11:00pm
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##### **TLC @ McCormack**

Sunday – Thursday	6:00pm – 11:00pm
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##### **TLC @ PFT**

Sunday – Thursday	6:00pm – 11:00pm
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(PFT residents and their guests only)

**PLEASE NOTE: Your continued enrollment in this course constitutes your acceptance of this syllabus as a learning contract. By remaining enrolled in this online course, you agree to abide by the policies outlined above.**

#### **Tentative Course Schedule and Assignment Due Dates**

The teacher reserves the right to revise this schedule to meet the needs of the course.

Any changes will be given advance notice.

**COURSE: ENG300 SPRING 2012 ASSIGNMENT CALENDAR + DEADLINES**

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Please Note: The page numbers for the textbook, *A Sequence for Academic Writing*, are listed for both the 4<sup>th</sup> and 5<sup>th</sup> editions, depending on which edition you were able to purchase.

All deadlines noted below are for Central Time Zone (CTZ)

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## ORIENTATION WEEK

### ESSAY OF INTRODUCTION

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**WEEK ONE:** Monday, January 23<sup>rd</sup> – Sunday 29<sup>th</sup>

Monday, January 23<sup>rd</sup> – Review Syllabus and Take Quiz by 11:59 pm [**Roll Call** Assignment]

Monday, January 23<sup>rd</sup> – Review Assignment Schedule and Take Quiz by 11:59 pm

Tuesday, January 24<sup>th</sup> – Discussion Board: “About Me”- Post **Thread** by 11:59 pm

Tuesday, January 24<sup>th</sup> – Documentation Style Assignment Due via Blackboard by 11:59 pm\*

\*See syllabus for the penalties applied to all assignments if you do not officially declare in this assignment your major field of study's documentation style. This is a mandatory requirement by syllabus and penalties apply until this notification has been received if submitted later than this assignment's due date.

Wednesday, January 25<sup>th</sup> –Discussion Board: “About Me”- Post **Reply** by 11:59 pm

Thursday, January 26<sup>th</sup> – Essay of Introduction due via Blackboard by 11:59 pm

Thursday, January 26<sup>th</sup> – Discussion Board: “Essay of Introduction” Post as **Thread** by 11:59 pm

### **Begin Next Week's Reading Assignment:**

Read Chapter 1 of *A Sequence for Academic Writing*, pages 1-24; 30-55 [4<sup>th</sup> Ed.]/ pages 1-22 and 23 – 47 [5<sup>th</sup> Ed.] (Summarizing, paraphrasing, and quoting) & review rules for using sources and avoiding plagiarism, quoting and paraphrasing in the *Quick Access Compact* handbook, Chapter 34.

You should begin reading Lester Brown's *Plan B 3.0* (Chapter 1) Chapter 1 and 2. You will need to be finished by Friday, with a summary of Chapter 2 due then, so get started right away!

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## UNIT ONE

### SCHOLARLY SUMMARIES

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**WEEK TWO:** Monday, January 30<sup>th</sup> – Sunday, February 5<sup>th</sup>

Tuesday, January 31<sup>st</sup> - Return to Week One and Read over Student's Essays of Introduction on the Discussion Board: "Essay of Introduction" –Post **Replies** and connect with at least one fellow student by 11:59 pm

Tuesday, January 31<sup>st</sup> – Complete First Reading Assignment [Behrens/ Rosen Chapter 1] and Take Quiz #1 by 11:59 pm

Friday, February 3<sup>rd</sup> – Complete Second Reading Assignment and Submit Brown's Ch. 2 Summary by 11:59 pm\*

\*The penalties begin to apply to this assignment and all that follow, if I have not received formal notification of your own major field of study's documentation style, as required by syllabus!

**Begin Next Week's Reading Assignment:**

In Week Three's folder there are some radio programs to listen to, as well as three articles on Sustainability to read. They are long articles, so beginning over the weekend will boost the progress you need to make for next week's summaries (2).

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**WEEK THREE:** Monday, February 6<sup>th</sup> – Sunday 12<sup>th</sup>

Tuesday, February 7<sup>th</sup> – **PART ONE:** Listen/ Read the NPR Radio Programs to set up **Thread** for Discussion Board: "Living on Earth"

Tuesday, February 7<sup>th</sup> – Discussion Board: "Living on Earth"- Post **Thread** by 11:59 pm

Begin Tuesday, February 7<sup>th</sup> –**PART TWO:** Read material on sustainable development for Friday's Summary Assignment

Friday, February 10<sup>th</sup> – Discussion Board: "Living on Earth" – Post (2) **Replies** by 11:59 pm

Friday, February 10<sup>th</sup> – Complete and Submit Two Summaries by 11:59 pm\*

\*The penalties continue to apply to this assignment and all that follow, if I have not received formal notification of your own major field of study's documentation style, as required by syllabus!

**Begin Next Week's Reading Assignment:**

For Discussion Board: Week Four

Read Brown, pages 56-64 (the sections "Melting Ice and Rising Seas" and "More Destructive Storms")

AND

Read Brown, pages 86-93 (the sections "Shrinking Forests: The Many Costs," "Losing Soil") and 101-105 ("Disappearing Plants and Animals")

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**WEEK FOUR:** Monday, February 13<sup>th</sup> – Sunday 19<sup>th</sup>

Tuesday, February 14<sup>th</sup> - Listen to NPR Radio Programs/ Read Brown to set up **Thread** for Discussion Board: "Week Four" – **Thread** not officially due until Friday's deadline- See Below

Wednesday begin the Reading and Writing Assignment: *Norton's* Chapter 40 selection in a file and *Jasmine Summary Case Study* also in a file, as this initial reading will help set up the Targeted Texts for the two summaries:

Targeted Texts: *Can China be a clean tiger? Growth strategies and environmental realities*

and *Environmental movements in India*

Friday, February 17<sup>th</sup> –Complete and Submit Two Summaries by deadline 11:59pm\*

\*Last Warning: The penalties begin to apply to this assignment and all that follow, if I have not received formal notification of your own major field of study's documentation style, as required by syllabus!

Friday, February 17<sup>th</sup> – Post **Thread** to Discussion Board: "Week Four" by 11:59 pm

**Begin Next Week's Reading Assignment:**

Read Behrens and Rosen, *A Sequence for Academic Writing*, Chapter 7, "Locating, Mining, and Citing Sources," pages 261-280 [4<sup>th</sup> Ed.]/ Pages 252- 270 [5<sup>th</sup> Ed.]. This information will be helpful when setting up your Thread for the Discussion Board:

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## UNIT TWO

### ANNOTATED BIBLIOGRAPHY

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**WEEK FIVE:** Monday, February 20<sup>th</sup> – Sunday 26<sup>th</sup>

Monday- Review Overview for setting up interviews with professors to locate scholarly sources

By Thursday- Have Read Behrens and Rosen **Chapter 7** [pages 261- 280 – 4<sup>th</sup> Ed.]/ [pages 252-270 – 5<sup>th</sup> Ed.] to prepare for Discussion Board: My Major Discipline – post **Thread** due by Thursday 11:59 pm

Read the Annotated Bib. Assignment Prompt to help you begin to locate five (5) sources for the annotated bibliography for Friday night's assignment.

Friday, February 24<sup>th</sup> Complete and Submit Five (5) Scholarly Sources Assignment by 11:59 pm\*

\*The penalties continue to apply to this assignment and all that follow, if I have not received formal notification of your own major field of study's documentation style, as required by syllabus!

Friday, February 24<sup>th</sup> – Post **Replies** (2) to Discussion Board: My Major Discipline by 11:59 pm

**Begin Next Week's Reading Assignment:**

Read to find sources to help fulfill the requirement of five new scholarly sources for next Tuesday's assignment.

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**WEEK SIX:** Monday, February 27<sup>th</sup> – Sunday, March 4<sup>th</sup>

Tuesday, February 28<sup>th</sup> – Complete and Submit Ten (10) Scholarly Sources by 11:59 pm

Thursday, March 1<sup>st</sup> – Post **Thread** to Discussion Board: Research Process Begins by 11:59 pm

**Begin Next Week's Reading Assignment:**

Read to find sources to help fulfill Tuesday's, Week Seven, requirement of ten new scholarly sources, plus the set up format for the introduction to your annotated bibliography.

Review: Behrens and Rosen, A Sequence for Academic Writing, Chapter 7, pages 263 and 264 [4<sup>th</sup> Ed.]/ pages 255- 256 [5<sup>th</sup> Ed.] about research questions.

Read: Quick Access Compact, Chapter 32, on "Writing Research Papers," especially 32f on research questions.

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**SPRING BREAK: MARCH 5<sup>TH</sup> – 11<sup>TH</sup>**

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**Use your own calendar for the exact date set up below!**

**WEEK SEVEN:** Monday, March 12<sup>th</sup> – Sunday 18<sup>th</sup>

Tuesday, March 13<sup>th</sup> – Complete and Submit Twenty (20) Scholarly Sources by 11:59 pm

Friday, March 16<sup>th</sup> - Complete and Submit First Draft of Annotated Bibliography by 11:59 pm

Friday, March 16<sup>th</sup> – Post All **Replies** to Discussion Board: Research Process Begins by 11:59 pm

**Begin Next Week's Reading Assignment:**

Read about how to compose research questions in the following selections:

Read *A Sequence for Academic Writing*, pages 261-264 [4<sup>th</sup> Ed.]/ pages 252- 256 [5<sup>th</sup> Ed.];

AND *Read Quick Access*, Chapter 32, pages 330-338.

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### **UNIT THREE**

#### **PROPOSAL**

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**Use your own calendar for the exact date set up below!**

**WEEK EIGHT:** Monday, March 19<sup>th</sup> – Sunday 25<sup>th</sup>

Wednesday – Post **Thread** to Discussion Board: My Questions by 11:59 pm

Thursday – Post **Replies** (4) to Discussion Board: My Questions by 11:59 pm

Sunday, March 25<sup>th</sup> – Complete and Submit the **Proposal** by 11:59 pm [**This will be only draft of it**]

**Begin Next Week's Reading Assignment:**

Read in *A Sequence for Academic Writing*, Chapter 3, pages 87 – 133 [4<sup>th</sup> Ed.]/ pages 81- 121 [5<sup>th</sup> Ed.] to understand the purpose of the synthesis essay, as well as

techniques for planning and drafting a synthesis essay.

AND

Read Diego Martino's "Buffer Zones Around Protected Areas: A Brief Literature Review," published in *The Electronic Green Journal*, December 2001, accessed 28 March 2011 from the database *Greenfile*.\*

**\*In the week nine folder [This Week's Reading - PART ONE] there is an uploaded copy, which is complete, but it's a scanned copy. If you'd like a cleaner copy, visit the Ebsco collection of databases, select the GreenFile database, and search for the article by title.**

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## UNIT FOUR

### SYNTHESIS ESSAY

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**WEEK NINE:** Monday, March 26<sup>th</sup> – Sunday, April 1<sup>st</sup>

Sunday, April 1<sup>st</sup> – Complete and Submit First Draft of Synthesis Essay by 11:59 pm

Sunday, April 1<sup>st</sup> – **Also**– Post Synthesis Essay's First Draft as **Thread** to Week Ten's Discussion Board: Synthesis Essay 1

#### **Begin Next Week's Reading Assignment:**

Re-Read: *A Sequence for Academic Writing*, Chapter 3, to understand the purpose of the synthesis essay, as well as techniques for planning and drafting a synthesis essay. There is a model essay.

Re-Read: Unit 4 Supplemental Readings in Week Nine Folder

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**WEEK TEN:** Monday, April 2<sup>nd</sup> – Sunday 8<sup>th</sup>

Synthesis Essay **already posted** as **Thread** to Discussion Board: Synthesis Essay 1 by Sunday, April 1st.

Wednesday, April 4<sup>th</sup> - Post **REPLIES (3)** to Discussion Board: Synthesis Essay 1 by 11:59 pm

Friday, April 6<sup>th</sup> - Complete and Submit **Final Draft** of Synthesis Essay by 11:59 pm

**Begin Next Week's Reading Assignment:**

For drafting a professional memo as in next week's e-mail research progress report #1 to me by Wednesday's deadline. See Quick Access 39a, pages 470-471 for the guidelines for a professional memo.

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**UNIT FIVE**

**RESEARCH ESSAY AND ANNOTATED BIBLIOGRAPHY**

**FINAL DRAFTS**

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**WEEK ELEVEN:** Monday, April 9<sup>th</sup> – Sunday 15<sup>th</sup>

Wednesday - Draft and Send Progress **Email #1** **to Me** by deadline 11:59 pm [See Week 11 Folder for Details]

Sunday - Complete and Submit Annotated Bibliography draft **2.1** [This is not the final draft] by 11:59 pm

**Begin Next Week's Reading Assignment:**

Read Chapter 4 on argumentative writing in Behrens and Rosen, *A Sequence of Academic Writing*. [Pages 134- 187 in 4<sup>th</sup> Ed.] / [Pages 122 – 177 in 5<sup>th</sup> Ed.]

AND

Read *Quick Access* Chapter 5 on writing arguments.

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**WEEK TWELVE:** Monday, April 16<sup>th</sup> – Sunday 22<sup>nd</sup>

Wednesday - Draft and Send Progress **Email #2** **to Me** by deadline 11:59 pm [See Week 12 Details]

Sunday – Complete and Submit Research Essay Draft 1 by deadline 11:59 pm

**Begin Next Week's Reading Assignment:**

Read *Quick Access* chapter 34 on plagiarism, quoting, and paraphrasing [Read sections 34a - 34i, pages 359-373.]

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**WEEK THIRTEEN:** Monday, April 23<sup>rd</sup> – Sunday 29<sup>th</sup>

Wednesday - Review and Complete Quiz #2 Chapter 34

Sunday - Complete and Submit Final Draft of Annotated Bibliography by 11:59 pm

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**WEEK FOURTEEN:** Monday, April 30<sup>th</sup> – Sunday, May 6<sup>th</sup>

Tuesday, April 30<sup>th</sup> - Draft and Send Progress **Email #3 to Me** by deadline 11:59 pm  
[See Week 14 Details]

Friday, May 4<sup>th</sup> – Complete and Submit Final Draft Entire Research Paper Project by 11:59\*

\* [**NO EXCEPTIONS ALLOWED**]

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**WEEK FIFTEEN:** Monday, May 7<sup>th</sup> – Friday, May 11<sup>th</sup>

**FINAL EXAM WEEK-** The final draft of the research essay and the works cited/reference page was the final writing project for this course- due last week! **NO EXCEPTIONS ALLOWED!**