

## ENGLISH 300-714: WRITING AND READING IN THE DISCIPLINES

Spring 2018

ONLINE COURSE (3 credit hours)

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Prerequisite

English 100 or equivalent

### Course Description

This is a course in writing emphasizing argument. Emphasis is placed on the development of a fluent, precise, and versatile prose style. There will also be continued instruction and practice in reading critically, thinking logically, responding to texts, developing research skills, writing substantial essays through systematic revision, addressing specific audiences, and expressing ideas in standard and correct English. Includes grammar and mechanics review. **Lecture course.**

### Colonnade Learning Outcomes Met by this Course

English 300 helps to fulfill the written communication (WC) Colonnade Foundations requirement.

Upon completion of English 300, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

### REQUIRED Course Texts

Behrens, L., & Rosen, L. J. (2016). *Writing and reading across the curriculum* (13th ed.). New York, NY: Longman. ISBN: 9780134586328

Lester, J. D., & Lester, Jr., J. D. (2014). *Writing research papers: A complete guide* (15th ed). New York, NY: Longman. ISBN: 9780321952950

### Other Equipment Needed

- Access to a computer (preferably your own—students who borrow or rely on other people's computers are the ones who tend to have problems in class) with a reliable Internet connection. Also, attempting to do the bulk of the work for this class on a cell phone or tablet device is not advisable. The Blackboard interface works best with a traditional computer.
- Access to a web cam and microphone (if you are at a distance and want a web conference)
- Microsoft Word or a comparable word processing software that allows you to save files in .doc, .docx, or .rtf file format
- Adobe Acrobat Reader (a free download from Adobe.com)
- **Technical Support:** (270) 745-7000 or wku.edu/it/chat

### Office Hours:

I am generally in my office in HCIC and am able to answer calls from 8:30am-4:30pm CST Monday-Friday, except when I have meetings or am tending to the language students. I can also meet with you during those hours—just be sure to make an appointment before you drop by. However, **email is the best way to contact me.** I always have my WKU email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (most of the time within minutes during the week); whereas, with a voicemail, you will have to wait until I return to my office. If I will not have access to email for a number of days, I'll alert you before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

As due dates come close, more students will be interested in meeting with me. I will set appointments on a first come, first serve basis. If you try to make an appointment with me the day before the paper is due and I am not available, there is nothing I can do about it. Please plan and write early and often!

A note about visiting professors in their offices: Making use of office hours is one of the best steps a student can take toward success in the class. This is primarily a writing class. I have designed it in a way that provides information and models ahead of time, and I will give feedback once the assignments are submitted; however, I do not offer compulsory one-on-one meetings with all students, nor do I have students submit portions of the paper for feedback along the way. All of these things are a part of being in a 300-level class. The best thing to do for yourself is to use the help that is there, which includes the Writing Center and **making an appointment with me**. During appointments with students, I have outlined full papers, found sources with students, checked grammar and formatting, and done an overall reading of a completed product. All of these services at no extra cost to you! ←I wrote that because I felt I had started to sound like an infomercial.

Because I feel strongly about meeting with professors, I have met with students during non-work hours. I've met students at the Barnes and Noble in town, I've stayed in my office to meet students in the evening, and I've Skyped and called students on the weekends. If you want help, I will do what I can (within reason) to accommodate (a) your weird schedule, (b) my weird schedule, (c) the distance between you and the campus, (d) your dog's dietary schedule, and/or (e) anything else that comes up.



Here are the caveats/small print items: If the day is full because you have waited until the last minute to ask for an appointment, then I cannot accommodate; however, there are times when you can send me a quick email or call my office to see if I'm there. If I am and am available, I will meet with you. Although I will Skype with students or call to discuss a paper, I will not provide written feedback electronically before the paper is due. If you do not request a meeting, drop by my office, and I am not there, please do not be sad or feel that I have abandoned you. I do not sit around in my office for waiting for students to randomly drop by. If you make an appointment and cannot make it, email or call as soon as you know. This is what adults do...well, some adults.

### Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, research says the learning curve is at least TWO WEEKS, and you don't have that kind of time in this class, so I recommend that you withdraw now. Technology failures, unless documented with extensive screenshots, will not be accepted as a reason for late work. Work early and back up files often.

### Student Email and Blackboard Announcements

All students should check their WKU email accounts at least every 1-2 days 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.

Email is not a viable medium for explaining assignments, especially when a student emails me without having read the assignment documents (including the prompt, rubric, and ancillary documents). If you have read the chapter and all posted documents pertaining to an assignment and are still confused, you have two options. You may email me direct, practical questions about the assignment (e.g., Do all my sources have to come from peer-reviewed journals?). Or, you may make an appointment for a face-to-face or phone meeting. **I will not answer emails that simply say, "I do not understand this assignment."** This requires me to be a mind reader and to repeat everything that is written in the text or on the assignment documents.

### Preferred Names and Pronouns

I will default to what is on record with WKU and what traditional pronouns are associated with your gender; however, if you prefer to be called a different name or if you have preferred pronouns that you would like me to use, please let me know. You may do so by sending me an email.

## Attendance Policy

Online attendance is monitored; however, I am able to run an individual's activity report for Blackboard. This means that if you email me to say that you're behind or confused by the assignments, I will know how often you have checked in to the course. *It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment past the first week.* I will not drop a student for not participating in the course. If you do not participate and do not turn things in, I will assume it is your choice. *Again, it is your responsibility to drop the course. If you do not drop a course and are charged tuition, it is not the fault of the instructor.*

## Evaluation

An important note: **Students who do not submit the major assignments will automatically fail the course.** The course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given. Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

My grading scale:

100-90=A

89-80=B

79-70=C

69-60=D

Below 60=F

## Late Work

***Coursework is not accepted late for any reason, and all official due dates are listed on the schedule in this syllabus.*** It is the student's responsibility to keep up with class assignments. The class schedule has clear due dates for each assignment, and I have created a calendar at the end of this syllabus with all due dates on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION  
SAVES LIVES!**

I do not and will not send reminders of assignments, as it would be insulting to everyone's intelligence and organizational abilities.

### Work Submission

All papers are to be typed and formatted according to the format and style appropriate to your discipline. Information on this is included in both your Lester and Lester text and online in various places. Submitting work in the wrong format will result in grade deductions. I will not accept handwritten or printed-out hard-copies of final drafts of work. ***Work must be submitted in the space provided on Blackboard. Papers must be submitted in .doc, .docx, or .rtf file format or else I can't open/grade them.*** Papers not submitted in one of those three file formats will receive a zero grade (I can't grade it if I can't open it.). Emailed assignments will not be accepted unless I ask you to do so.

***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 you submitted via My Grades to make sure it is still able to be opened; email me a working copy BEFORE the due date if the one on Blackboard somehow got corrupted. 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.

## My Plagiarism and Cheating Policy

***I do not tolerate academic dishonesty of any kind.*** You will receive a zero on any assignment on which this occurs (including discussion boards), and I will submit your name and information to my Department Head and Judicial Affairs. Some work will be submitted to plagiarism detection software. More than one violation will result in a failing grade for the entire course.

## Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so. A student who drops the class without completing proper paperwork will earn a failing grade. The last day to withdraw from this course can be found on the Registrar's webpage. The only exception to this is someone who has a catastrophic life event that compromises his/her ability to complete the course (prolonged hospitalization, for example) after the withdrawal date.

## Incompletes (Grades of "I")

Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise—for example, if a student in the military and is deployed, 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 the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

### **Writing Center Assistance**

The Writing Center is located in Cherry Hall 123 on the main campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website [www.wku.edu/writingcenter](http://www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

### **ADA Notice**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **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 100, 200, and 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.

### **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

### **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at [this link](#) and Discrimination and Harassment Policy (#0.2040) at [this link](#).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **Class Code of Conduct:**

As adults and university students, you're already aware of appropriate classroom behavior; however, there are some important specifics that, if broken, will result in you being asked to leave the class and, should the behavior continue, speak to the head of the department. *Racist, sexist, classist, homophobic, religiously-or otherwise prejudiced comments are not allowed on class discussion boards or within your essays.* While I value varied and exploratory opinions and seek a lively, honest Blackboard discussion, all people in the class have a right to feel safe and comfortable. Though freedom of speech is an inherent American value, it is not prioritized over each person's right to an equal, unprejudiced environment.

### **Email Standards & Etiquette**

First, you will notice that my email address on this syllabus is my WKU address. I keep my WKU email turn on during the week when I'm at work. Therefore, if you email me during the week and I'm at my desk, you're likely to get an immediate response, or at least one within an hour. While I accept current students as friends on Facebook, messaging me on Facebook about the class will not garner a response.

The WKU faculty has noticed an increase in student email messages that are difficult to understand. Many of these emails include poor grammar and punctuation or contain text abbreviations that are not entirely clear. These poorly-crafted emails carry the message that the sender pays little attention to detail and takes even less pride in his or her work. In a professional working environment, these sorts of messages will reflect poorly not only upon the individual who sends them, but also upon the company or organization for which that individual works. In an effort to better prepare students for the work force, I require students to communicate in a professional manner when contacting us by email. You may not receive a response to an email if you do not follow the standards of professional email etiquette.

I do not mind answering your emails about coursework and am happy to do so provided that you send appropriate emails to me

to seek assistance. PLEASE INCLUDE YOUR CLASS SECTION NUMBER IN THE SUBJECT LINE to help me identify who you are.

If you do not receive a response from me within 24 hours, please email me again to make sure that I got your initial message, even forwarding the original email with it—sometimes the server does eat emails, but this is rare (and it's rare that you won't get an answer from me within 24 hours). Also, if you email me from a personal account, your email may be sent to my "junk mail" box; because of this, only use your official WKU email to communicate with me.

Emails that are attacking in nature (yes, I do get them) or that threaten me (I have gotten those, too) will be reported to the appropriate persons, including the police if necessary. E-mail is integral to my life, and I promise that unless there is an extenuating circumstance, you WILL get an email back from me within 24 hours of your sending one. Sending me increasingly abusive emails asking why I am not responding to you over the course of a few hours (especially in the middle of the night) will get you nowhere slowly. If I am going to be delayed in responding to emails—as in I'll be out of town or in a long meeting with no Internet access—I'll email the class/post an announcement to let you know.

I will not give extensive feedback on drafts of essays via email. If you cannot come in for an appointment, I am willing to Skype with you or call if you are a commuter or if it is during non-office hours. I will not, however, give you point-by-point feedback via an email.

One final note: I will not discuss why you earned a grade on an assignment via email. This is for two reasons: First, emails at a public university can be subpoenaed or disclosed because they're considered public property; however, your grade is considered private under FERPA regulation. This is the same law protects you from parents or guardians getting grade information as well...you might want to hold on to this law. Second and last, I've usually taken the time to comment throughout the assignment, on the rubric, and overall at the end. Should you have a question about one or more of my comments, then you may ask, but the rubric acts as the "why and how" of the grade. Any discussion about a grade being changed should happen face-to-face or via the phone in order to create a dialogue between you and me and to avoid any legal components that would jeopardize your privacy.

#### Phone Call Standards & Etiquette

This also holds true for phone calls. I am rarely in my office past 4:30pm on weeknights, and I'm never, ever there on weekends. Calling and leaving messages that get annoyed, abusive, weepy, or threatening because I'm not there on Saturday night at 11:00pm to answer and help you won't do you any good. If you email me at 11:00pm, though, you'll get a response the next morning. Not that night, but definitely the next day. Just remember when you call to say who you are and what class you are in and what you need help with—I don't know your voice, so saying, "Hey, it's me" isn't going to help you if I need to get in touch. Finally, if you search for me as a student on the WKU directory, you will find my cell phone number. **I do not accept calls from students on my cell phone unless we have previously made plans for a phone conference.** All official WKU phone numbers begin with "745"; my cell phone does not. If you call my cell phone, I will politely say good-bye and hang up.

#### **The Bottom Line about Emails and Phone Calls....**

I'm not trying to say don't call me or e-mail me, in fact, I DO want you do call or email or even stop by if you need help or just want some reassurance about your work. But please keep a few things in mind:

- I'm a human, not a computer—I honestly think some folks in online classes think a computer is grading their work.
- I've got a job (like most of you),
- I have private time (not much), and
- I try to be a good, responsive teacher during hours when I'm awake and by a phone and/or online.

Getting angry and hateful just makes us both feel bad, so let's all work hard to be pleasantly personable and professional in our communications with each other to make the class go a little more smoothly, even if we feel we're at wit's end and the sky is going to fall in. I'm pretty sure you won't go insane, and the sky won't crumble, before I get in touch with you.

#### My Pledges to You

- ✓ To be available to you either in a real or virtual environment to help you as you need it.
- ✓ To do my best to have graded papers posted back to you within a week after their due dates (life sometimes makes this impossible).
- ✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail at dawn.winters@wku.edu within 24 hours.
- ✓ To facilitate your learning and the improvement of your skills with Standard English and the research and writing process in any way I can think of short of either of us having to have a brain transplant.



## ASSIGNMENT DESCRIPTIONS

### Assessments (130 points, roughly 12% of your grade)

There are quizzes through the semester over some of the readings in Lester and Lester and Behrens and Rosen. Should writing errors be rampant, we will have grammar quizzes, too, with Purdue's OWL used for studying.

### Discussion Boards (230 points, roughly 21% of your grade)

Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Remember that the Discussion Boards are supposed to take the place face-to-face class meetings. You wouldn't normally talk for a whole class, but these will take time, just like reading to prepare for class and listening to a classmate before responding in class.
2. Make sure you read the directions carefully and respond to classmates when requested. If you do not follow directions, you will not be eligible for full credit.
3. **There are not times you are required to log-in, but there are due dates. See the schedule for the due dates.**
4. Your responses should be MEANINGFUL and use detailed paragraphs (that's 5-8 sentences). Citations should be used as appropriate. Use the citation style appropriate to your field of study for the citations on the boards, just as you will in your papers.
5. If I ask you to respond to a classmate, you must also be MEANINGFUL, which means that if you just post, "That's a good idea" or "I disagree," you won't get credit. It is okay to say, "I agree because..." and then explain yourself.
6. I do not generally grade grammar/spelling/punctuation/documentation on discussion board, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin deducting points for those errors. Remember that this is an English class (and that in any class you should always write to the best of your ability!)
7. IM- and texting-speak are not permitted and will gain you a grade of 0 if it is habitual.
8. Feel free to read/work ahead on the Discussion Boards, but remember to go back and respond to others when that is required.

### The Papers (750 points, roughly 68% of your grade)

#### **All papers must:**

1. Be submitted in the spots designated for them in Blackboard; I will NOT accept handwritten or emailed assignments.
2. Be written in the style/format appropriate to your discipline; an automatic deduction of one letter grade per paper will occur if this rule is not followed.
3. Be written in a formal, academic tone (third person point of view, avoidance of passive voice when possible, in the verb tense appropriate to your style).
4. Contain appropriate documentation in-text of any material you take from any source. To not do so is plagiarism.
5. Have a bibliographic page (Paper 3 is the only exception to this).
6. Be submitted on time in the spots designated for them on Blackboard.
7. Meet the minimum page requirement. **For papers that do not meet the minimum page requirements, a percentage based on the total number of pages will be deducted from the grade. For example, if the paper is four pages, and you submit three, 25% will be deducted from your grade. If the paper is 10 pages, and you submit nine, 10% will be deducted from your grade. Additionally, papers that do not meet the page requirement will receive minimal feedback.**
8. Not have excessive spacing. This means you must do three things with each paper written in Word after the paper is written:
  - a. Check to make sure all margins are set at 1"
  - b. Turn off the function that adds an extra space between paragraphs
  - c. Turn off "Widows/Orphans" control and "Keep with Next"
9. Include the rubric attached at the end as the final page. Note, this does not count toward your page requirements. Papers that do not include the rubric will receive less feedback.
10. **A Note about Abstracts:** APA requires an abstract with all research papers. For this class, abstracts are not required; however, if you would like to practice writing abstracts, which is an acquired skill, then you may submit one with the paper (in the format dictated by APA). Please note, though, that the abstract does not count toward page requirement.

### Paper 1: Critique (150 points, roughly 14% of your grade)

You will compose a critique using the format discussed in Chapter 2 based on an essay you choose from Chapter 12 of the Behrens and Rosen text. See the prompt and rubric for details for the topic of this paper.

### Paper 2: Synthesis (150 points, roughly 14% of your grade)

Via the discussion boards, each student will discuss readings from Chapters 13, 14, and 15 of the Behrens and Rosen text, as well as selected readings uploaded to Blackboard. Using the readings from either Chapter 13 or the selected readings, you are to create an argument synthesis, which you will submit for a grade for Paper 2. Use the practices/discussions about the articles from which you will draw your argument wisely. Also be sure to see the prompt and rubric for brief guidelines. Reading Chapter 5 in Behrens and Rosen to guide your writing of this paper and asking for help if you need it are also good ideas.

### Paper 3: Annotated Bibliography (150 points, roughly 14% of your grade)

Each student will compose an annotated bibliography of the sources to be used in Paper 4: Research Paper. This is an important step in the research paper process; those who do NOT take it seriously tend to do poorly on Paper 4. Details about how to complete this assignment will be given in the assignments area. There is a specific format to follow, and significant deductions will occur if you choose not to follow them.

### Paper 4: Research Paper (300 points, roughly 27% of your grade)

You will compose a research paper original to this class about a topic of interest in your field of study. Lester and Lester will be read pretty much in its entirety to help take you from the point at which you stand now with your paper (nothing done) to the final draft. It's a great book that students have told me time and again that they enjoy using—use it for the resource that it is. Some general “rules”:

- A. You must use 8-10 sources. At least four (4) of them must be from peer-reviewed journals; find these in the library's online databases.
- B. The paper must be a minimum of nine (9) full pages of text and no more than twelve (12). That's text and does not include the cover page and abstract (if your format uses them), or the bibliographic or notes page(s), or tables or charts. Ten percent per page of missing text will be deducted should your paper not be at least 9 pages long.
- C. This paper must be argumentative in nature, not informational.
- D. This paper should be written in laymen's terms; that is, anyone studying any field should be able to read and understand it. This is NOT to be a paper written for specialists in your area. Remember this when considering use of jargon and/or terminology.
- E. There are many ways in which you can develop an argument. You may wish to follow the basic order established in Lester and Lester, Chapter 3 or you may want to just extend the “five paragraph essay” format to a fuller paper. Regardless of how you organize the paper, you need to make sure you do a few things....
  - Your introduction must introduce readers to the topic, give its significance, and share (via the thesis statement) what will be proven about it. Remember that this should contain a thesis statement that will focus the paper (it should be the point you want to make/your argument).
  - You must analyze three to five (3-5) major points that contribute to your argument. When you choose your topic, take a few minutes to write down what you wish to prove/discuss about your topic that is applicable to fulfilling your thesis statement. Use these points to guide your information search, and revise them as needed.
  - You must utilize your skills of synthesis with the information you find. You may want to do this as you cover points (discuss how it compares to the information already presented) or after you've discussed all of your points.
  - You must include a discussion of the global significance of your topic.
  - You must present a solution, make a call to action, or make a recommendation about the topic of the paper. What you suggest must be appropriate and feasible. This can be after you present your analysis and evidence, or you may want to discuss it as part of your conclusion.
  - Lastly, be sure to practice good grammar/punctuation/style/writing skills. Be sure to follow the writing guidelines for your discipline's style.

**List of Forbidden Topics: Over many years of teaching, I've seen a several topics that either are overdone or never done well. You cannot do your research paper over one of these topics. This is not open for debate.**

ABORTION	CAPITAL PUNISHMENT	EUTHANASIA	GUN CONTROL
TEEN PREGNANCY	CHURCH V. STATE ISSUES	SAME-SEX MARRIAGE	DRUG LEGALIZATION

Your continued enrollment in this class constitutes your acceptance of this syllabus in total.

## SCHEDULE OF ASSIGNMENTS

*Work is **due on the day it is listed with no exception**. If multiple days are listed, it is due the LAST day listed. All assignments are available to students at the beginning of the semester; however, I will only grade assignments after the due date. If you want a grade early, you must contact me and provide a reasonable justification for early grading.*

**Discussion Board Note:** The discussion boards that are in *italics* are those that have to do with **Paper 4**. These are to be treated as journal entries and do not require responses to each other. All due dates are the last possible dates to post *and* respond to your classmates. All late discussion board posts will receive a 0. No exceptions. You may work ahead on any assignment in the course without penalty.

**Quiz Note:** All quizzes are due on Friday at 11:59 of the week in which each is assigned.

### WEEK 1: JANUARY 22 - 26

*First, Do This:*

- Introduce yourself on Discussion Board
- Watch "Syllabus" Video

*Reading Assignments:*

- Lester and Lester, Chapter 1, "Writing from Research" + Quiz #1
- Lester and Lester, Chapter 7, "Understanding and Avoiding Plagiarism" + Quiz #2
- Behrens and Rosen, Chapter 1, "Summary, Paraphrase, Quotation"

*Discussion:*

- **January 23:** Discussion #1: Getting Started
- **January 25:** *Discussion #2: My Documentation Style*

*Other Work:*

- Do some thinking and research for possible papers topics for Paper 4: Research Paper.

### WEEK 2: JANUARY 29 – FEBRUARY 2

*Reading Assignments:*

- Lester and Lester, Chapter 2, "Finding a Topic" + Quiz #3
- Behrens and Rosen, Chapter 12, "The Changing Landscape of Work in the Twenty-First Century"

*Discussions:*

- **January 30:** Discussion #3: Summary of an Article
- **February 1:** Discussion #4: Summary of Figures and Tables
- **February 2:** *Discussion #5: Research Paper Topics I'm Considering*

*Other Work:*

- External research on work in the 21<sup>st</sup> century (as preparation for the critique).



### WEEK 3: FEBRUARY 5 - 9

#### *Reading Assignments:*

- Behrens and Rosen, Chapter 2, "Critical Reading and Critique"
- Lester and Lester, Chapter 3, "Organizing Ideas and Setting Goals" + Quiz 4

#### *Discussions:*

- **February 6:** Discussion #6: Critical Reading and Critique
- **February 8:** Discussion #7: Practice Critique

#### *Other Work:*

- Watch "Critique" Video
- Begin writing Paper One: Critique

### WEEK 4: FEBRUARY 12 - 16

#### *Reading Assignments:*

- Behrens and Rosen, Chapter 14, "Happiness and Its Discontents"
- Behrens and Rosen, Chapter 15, "Obedience to Authority"
- Lester and Lester, Chapter 4, "Gathering Sources Online" + Quiz 5

#### *On Your Own:*

- Finish Draft of Critique (**Final Draft Due: 2/16**. Take the next couple of days to visit the Writing Center, make an appointment with me for review, or have a friend look at your essay.)
- **Submit Critique by 11:59 CST on February 16**

### WEEK 5: FEBRUARY 19 - 23

#### *Reading Assignments:*

- Behrens and Rosen, Chapter 4, "Explanatory Synthesis"
- Behrens and Rosen, Chapter 13, "Have You Heard This? The Latest on Rumor"
- All Readings in "The State of Higher Education" Folder (in Synthesis Folder of Blackboard)
- Lester and Lester, Chapter 5, "Gathering Sources in the Library" + Quiz 6

#### *Discussion:*

- **February 20:** Discussion #8: Learning about Explanatory Synthesis
- **February 21:** Discussion #9: Research Paper Short Proposal (see p. 25 in Lester and Lester)
- **February 23:** Discussion #10: Practicing Explanatory Synthesis

#### *On Your Own:*

- Watch "Synthesis" Video

## **WEEK 6: FEBRUARY 26 – MARCH 2**

### *Reading Assignments:*

- Behrens and Rosen, Chapter 4, “Argument Synthesis”
- Lester and Lester, Chapter 6, “Conducting Field Research” + Quiz 7
- Lester and Lester Chapter 8, “Reading and Evaluating Resources” + Quiz 8
- Lester and Lester Chapter 9, “Writing Effective Notes and Creating Outlines” + Quiz 9

### *Discussion:*

- **February 27:** Discussion #11 Learning about Argument Synthesis
- **February 28:** Discussion #12: Now that I’ve Seen Other People’s Topics...
- **March 2:** Discussion #13: Practicing Argumentative Synthesis

### *On Your Own:*

- You should, by now, be doing preliminary research on your research paper topic!

## **WEEK 7: MARCH 5 – 9**

### *Reading Assignments:*

- Behrens and Rosen, Chapter 13, “Thesis, Introduction, and Conclusion”
- Lester and Lester Chapter 10, “Drafting the Paper in an Academic Style” + Quiz 10
- Lester and Lester Chapter 11, “Blending Reference Material into Your Writing by Using MLA Style” (even if you aren’t using MLA style, this gives very good information for how to write Papers 2 and 4!) + Quiz 11

### *Discussion:*

- **March 6:** Discussion #14: What I’ve Found So Far
- **March 8:** Discussion #15: Practicing Synthesis Again

### *On Your Own:*

- Review your writings for Chapter 13 or the contents of “The State of Education” readings we have read so far. Choose one to revise and fully develop into Paper 2: Synthesis. See the Assignment Descriptions in the syllabus and the prompt for details.

## **WEEK 8: MARCH 12 – 16: SPRING BREAK**

### *On Your Own (Optional):*

Begin drafting Paper 2: Synthesis (**Due March 23**)

## **WEEK 9: MARCH 19 - 23**

### *Reading Assignments:*

- Lester and Lester Chapter 12, “Writing the Introduction, Body, and Conclusion” + Quiz 12
- Lester and Lester Chapter 13, “Revising, Proofreading, and Formatting the Rough Draft” + Quiz 13
- Lester and Lester Chapters 14-17 (read through only the one appropriate for your style)

### *On Your Own:*

- Edit, revise, and finish Paper 2: Synthesis
- **Submit Synthesis by 11:59 CST on March 23**

## WEEK 10: MARCH 26 - 30

### *On Your Own:*

- Read through the handout on how to do the Annotated Bibliography
- Continue gathering sources for Annotated Bibliography
- Look ahead at the research paper prompt

### *Discussion:*

- **March 27:** *Discussion #16: Backtracking*
- **March 29:** *Discussion #17: Practice Annotation*

### *On Your Own*

- Watch “Annotated Bibliography” Video
- Use some time to finish researching for your Paper 4.
- I encourage you to look through the “Your Research Project” ideas on p. 151-152 of Lester and Lester for ideas on organizing and getting ready to draft. Nothing to do/turn in for points here, but some of these ideas may work well for you.

## WEEK 11: APRIL 2 - 6

### *On Your Own:*

- Draft Paper 3: Annotated Bibliography (**Due April 13**)
- Edit, revise, and finalize Paper 3: Annotated Bibliography
- Begin pre-writing for your research paper

### *Discussion*

- **April 3:** *Discussion #18: Research Proposal* (Using the Lester and Lester model)
- **April 5:** *Discussion #19: Backtracking*

## WEEK 12: APRIL 9 - 13

### *On Your Own:*

- Begin drafting and outlining Paper 4
- Make an appointment for conferencing if you like (students who do this tend to have better research paper grades in the end—HINT!)
- I encourage you to examine the “Your Research Project” on p. 193 and 211-212 of Lester and Lester for ideas to help in drafting your paper.
- I encourage you to look at the Editing Checklist on p. 219 of Lester and Lester, the Proofreading Checklist on p. 221, and to consider the “Your Research Project” ideas on p. 221.
- **Submit Annotated Bibliography by 11:59 CST on April 13**

### *Discussion*

- **April 11:** *Discussion #20: What’s Left to Do?*

## WEEK 13: APRIL 16 - 20

### *On Your Own:*

- Draft, Edit, Revise, and Finalize Paper 4
- Use this “free time” to visit the Writing Center or have someone look at your paper.

### *Discussion*

- **April 18:** *Discussion #21: Final Checks*

#### WEEK 14: APRIL 23 – 27

- Put your paper aside. Let it rest. Take some time to visit my office or chat with me and use this time to reflect on the strength of your argument.

#### Week 15: April 30 – May 4

*On Your Own*

- **Submit Paper 4: Research Paper due no later than 11:59pm CT on May 3.**

#### Week 16: May 7 - 11

*Discussion*

- *Discussion #22: Finished!*
- *Discussion #23: Reflection*
- ***Both due no later than 11:59pm CT on May 8.***

This calendar lays out all of the items due for the semester. It does not, however, tell you when to read. I advise you to fill in reading assignment times that reflect your own reading pace and that will help you complete assignments on time. Also, do not hesitate to work ahead on assignments, especially the quizzes.

January 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 MLK DAY	16	17	18	19	20
21	22 INTRO DB CLASSES BEGIN	23 DB 1	24	25 DB 2	26 Quiz 1 & 2	27
28	29 ADD/DROP DEADLINE	30 DB 3	31			

February 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 DB 4	2 DB 5 & Quiz 3	3
4	5	6 DB 6	7	8 DB 7	9 Quiz 4	10
11	12	13	14	15	16 Quiz 5 CRITIQUE	17
18	19	20 DB 8	21 DB 9	22	23 DB 10 & Quiz 6	24
25	26	27 DB 11	28 DB 12			

March 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Quiz 7, 8, & 9 DB 13	3
4	5	6 DB 14	7	8 DB 15	9 Quiz 10 & 11 LAST DAY TO DROP W/ "W"	10
11	12 SPRING	13 BREAK	14 BE SAFE	15 WEAR	16 SUNSCREEN	17
18	19	20	21	22	23 Quiz 12 & 13 SYNTHESIS FN DEADLINE	24
25	26	27 DB 16	28	29 DB 17	30	31

April 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 DB 18	4	5 DB 19	6	7
8	9	10	11 DB 20	12	13 ANNOTATED BIB	14
15	16	17	18 DB 21	19	20	21
22	23	24	25	26	27	28
29	30					



May 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 RESEARCH PAPER	4	5
6	7 FINALS WEEK	8 DB 22 & 23	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		