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Writing in the Disciplines (3 credit hours)

English 300-707

Spring 2019

Office Hours: I will be checking email online at least 3 times daily. We can schedule an online conference as needed.

Class Location: online

Course Prerequisite: Eng 100, ENG 200

Welcome

Welcome to English 300, another intensive course in college-level writing, reading, and critical thinking. My hope is that you will find the course academically challenging, intellectually interesting, and personally satisfying. In this course you will continue the inquiry, critical thinking, and writing that will assure your success at WKU. Moreover, I hope that you will establish some good friendships in this class as you share ideas, work with each other in groups, and come to value the intellectual life as a conversation of differing views about interesting and significant problems. You will learn how to understand and (perhaps) even enjoy research and writing. You will discover how to critically evaluate scholarly writing, a process that can help you enjoy the text more fully. The key to success is participation. Shape the class to suit your needs by contributing something of yourself each day. You are welcome to suggest topics and materials for assignments and discussions.

English 300 is a 3-credit course studying scholarly research and learning to write in this genre. Through writing assignments, students also will learn how to formulate and respond to questions using methods characteristic of academic research. At the same time, students will learn that the questions raised in one discipline (for example, science) are also of interest in other disciplines (such as history, psychology, and the arts). Eng 300 shares themes, ideas, and even subjects of study with other courses that partially fulfill general education requirements.

Accessibility 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, room 1074 of the Student Success Center. The phone number is 270-745-5004 or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

If you need course adaptations or accommodation in the classroom because of a permanent or temporary disability, if you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated, please inform your

instructor as soon as possible. All information will remain confidential. Students with any special needs are responsible for contacting the instructor as soon as possible.

Course Theme

The theme of this class will be Future Studies. *Future Studies* is an emerging field of academic inquiry which attempts to extrapolate data in traditional fields of research to anticipate the challenges facing society in the near future. For the purpose of this class, we will be researching near future events, events that may occur in the next 20—50 years, in your lifetime. One critical concern of the near future is the climate crisis. Students will research how their academic disciplines or future careers may be affected by the climate crisis. As most of you are not scientists, we will not debate the science; we will research the anticipated effects of climate change within your academic discipline.

Catalog description: 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 Learning Outcomes

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 Texts: ORDER NOW!!!

All books are available via Amazon and other sites, many in a Kindle/e-format edition. I urge you to get a cheap, used edition. Should the bookstore not have copies, all are instantly downloadable from Amazon or the publisher. All of these books are necessary and you WILL need their content for class.

Hertsgaard, Mark. *Hot: Living Through the Next Fifty Years on Earth*. NY: Houghton Mifflin Hardcourt, 2011. ISBN-10: 0618826122. (ebook available).

http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=hot%3A+living+through+th+next+50+years

Recommended, not required. See Blackboard materials online.

Lester and Lester. *Writing Research Papers: A Complete Guide*. 16th edition. Longman. (ebook available; I recommend the spiral bound version, though).

Lunsford and Ruskiewicz, *Everything's an Argument*, latest edition.

Note: although the Lester and Lester book has a brief overview of MLA/APA/CH/CSE style, you may wish to purchase the appropriate text for your academic discipline.

Computer requirements:

- Access to the internet and a storage device (ie: flash drive)
- Access to a word processing program that allows you to save in .docx file format
- Access to software that allows you to access .rtf, .pdf, .htm, .php, .jpg, and .ppt files
- A web cam and/or a microphone will be needed if you want web conferences

Important Dates—*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.

Important dates

Classes Begin: Tuesday, January 22

Last day to add a class or drop a class without a grade: January 29

Spring Break: March 4-8

Last day to withdraw from a class with a W: March 18

FN date* (60% point of the semester): March 22 (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F.)

Final Exams: May 6—10. Final grades are due by noon on Tuesday, May 14.

Workload: This class usually requires 2-4 hours of out of class study/homework for every class session. **Plan to spend a minimum of 10-20 hours per week outside of class on this course.**

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 student’s 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 (approximately 20 pages)**. 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 (approximately 10 pages)**, 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 research journals students often 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 **are not 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 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.

As we research the climate crisis, we will be extrapolating from current knowledge in an effort to understand how these issues may affect us in the near future (20-50 years). We will also be seeking answers to the following related questions:

- How can we best nurture the future we want? How can we prepare for dramatic change?
- Why do we value scholarship? Why is ENG 300 a Gen. Ed. requirement?
- What is involved in the process of reading scholarly or professional research?
- In what ways does academic research call for different reading and writing strategies?
- What are the various conventions associated with scholarly research?
- How do we "interpret" scholarship? What is at stake in this enterprise? What values and assumptions inform our interpretations? Are some interpretations more "correct" than others?
- What do we write about when we write about the future? What academic writing conventions do we need to be familiar with? Why do a lot of reading in a writing class?

Academic Assistance

Student **academic computing labs** are located in the library, TCCW, Grise Hall, DUC, MMTH, and CH 127.

The **Student Study and Activity Room**, CH 124, is available to any student taking an English class.

The **Writing Center** is located in CH 123. Tutors will help you with mechanical problems (e.g., sentence fragments, comma splices, or apostrophes) and/or the writing process, such as thesis development, paragraph unity, organization, or transitions. When applicable, bring the assignment and your draft in with you. Remember, though, the Writing Center is NOT a proofreading service. Visiting the Writing Center does not guarantee any particular grade. Computers and printing are available in CH 127. Hours TBA. Always bring your own flash drive. **Online consults are also available.**

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. 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

Course Policies

Attendance: Because good academic progress grows out of sustained exchange of ideas, regular class attendance and online participation is required, as may be attendance at plays, readings, and special events. Students are thus expected to attend each class on time. **You are allowed 3 absences in a MWF class, or 2 in a TR class, for sickness or personal cause—no questions asked, no need to provide an excuse. For online classes, you should log in to Blackboard daily.** Additional absences will be granted for serious medical issues and special circumstances after discussion with me. If you have attendance or participation issues, please contact me ASAP so that I can help you. The last week of the term is too late. A list of WKU sports-related absences must be submitted to the instructor **in writing during the first week of class**. Students may be reported to the registrar/financial aid for more than five unexcused absences. Please keep me informed early. If you know that you will be absent in advance, arrangements must be made with me; **if you must be absent on a regular basis, transfer immediately to another, more appropriate class. In the event of special circumstances, special consideration will of course be given.** In every case, students are responsible for all material discussed in class, and for any assignments made or due that day. **If you miss a class, you are responsible for finding out from Blackboard or a classmate** what occurred. Due to the workshop nature of the class, it is usually impossible to make-up missed in-class activities. Repeated tardiness will count as absences. Each absence after the third will also reduce your final grade by a letter grade (100 points on a 1000 point scale). I do not want excuses, but if you must miss a class, **you** should develop a plan to make up the work. Students are responsible for any coursework or class notes. Do not ask me for this information, as I will not reward either absence or inattentiveness with private tutoring, but if your life becomes more complicated for any reason (medical, family, work, any reason), please inform me so that I can help you develop a plan to successfully complete the course.

Plan to check email and log into Blackboard daily (M-F). I will be posting new assignments and updates throughout the term. BB will record when you log in, and I will have access to that information. In every case, students are responsible for all material and assignments made or due that day. Failure to check email and read BB is no excuse for not knowing about information given via those mediums. If you want to drop the class for any reason, you must drop yourself; I will not drop you.

Email Standards and Etiquette: Many faculty have noticed an increase in student email messages that are difficult to understand. Many of these emails include poor grammar and punctuation or contain text message abbreviations. Email is not texting. Sloppy 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. Students should always communicate in a professional manner when contacting professors by email. **You may not receive a response to an email if you do not follow the standards of professional email etiquette or follow your instructor's email requirements.**

Participation: Participation from everyone is paramount to successful discussion and to the classroom environment in general. Avenues for participation include completing class reading and writing assignments, participating in classroom dialogue (including via online BB discussion or peer editing), and communicating with the instructor (office hours, email, or before/after class). Think of yourself as belonging to a book club (that has a mandatory participation policy). **Remember that reasonable people can disagree passionately about academic research, but all opinions must be supported by research and logic.** The only way we can improve the dialogue is for everyone to participate. Please feel encouraged to join in. To this end, **all students will participate in individual and small group oral reports or discussion boards.**

Late Assignments and Makeup: There will be no make-ups for work that comes in late unless you have a cast iron excuse. Makeup exams will not be given except under only the most extenuating circumstances, and then only at the discretion of the instructor. Emailed assignments—when they're supposed to be uploaded to BB—will not be accepted. Any assignment that is submitted electronically must be formatted to the current version of Microsoft Word. If I cannot open the file, or if it is corrupted, it is considered late. All papers are due on the assigned day. Failure to submit a paper results in a 0 for the assignment. **All work must be submitted in order to pass the class.** Writing assignments will be lowered one letter grade for each class day they are past due.

Incompletes: 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.

Research: Scholarly academic or professional sources are the standard. No other sort of research will be accepted in assignments and essays. Because this is an English class, you will be expected to use standard documentation for all written work. Depending on your academic discipline, you may use MLA, APA, Chicago, or another citation protocol.

Recycled Writing Policy: All assignments for English 300 must be produced and completed this semester in order to meet the requirements for this course. Students who insist on recycling writing submitted during previous attempts at English 300 or for other courses may receive failing grades for non-participation.

Assessment & Grading

One of the goals for this course is to encourage you to develop critical reading and analytical skills as you practice thoughtful reading and writing about scholarly texts. A second and equally important goal is to help you continue to develop your writing skills. Thus, you may receive feedback from me on every draft of each major essay for this course before submitting it for grading—if you get me that draft no later than one week before it is due. But once a grade is posted on Blackboard, additional revisions will not be accepted. All grades will be posted on Blackboard; if your grade has not been posted, I have not yet finished assessing your paper. Please be patient. I usually teach over 100 students per semester, and many assignments are often due on the same day. I will have all work graded in time to help you with the next assignment. Naturally, summer assignments will have even more time restraints. I cannot give adequate feedback on 120 papers the night before they are due. Start writing early so that you can get early feedback.

Students can expect to write some 5,000-6,000 words (about 20 double-spaced pages) of revised and finished prose. Grades will be determined by the following tasks:

* **1 Summary-Analysis essay** (1 or 2 pages) (10% each) of a scholarly article, noting its thesis, content (supporting evidence), and rhetorical strategies, and ending with your own critique of the article. You will evaluate the source using quotations (with proper documentation) and supporting textual evidence to make your case.

* **1 Argumentative Synthesis essay** (2-3 pages) (10%) in which you summarize, analyze, and critique 2 scholarly articles using appropriate documentation.

* **1 Detailed Research Proposal** (3 pages) (20%), sometimes called a **Prospectus**, describing your purpose, audience, thesis, literature survey, rhetorical strategies, and anticipated organizational techniques using appropriate documentation.

* **1 Annotated Bibliography** (3-4 pages) (10%) using documentation technique appropriate to your academic discipline.

* **1 Abstract** (< 1 page) (5%) in the style of your academic discipline.

* **1 Primary Research Paper** (about 10 pages) (40%) that advances an academic argument and includes significant support from appropriate scholarly or disciplinary sources. The paper must use a citation style appropriate to your discipline. At least 6 scholarly or professional sources must be used, but aim for at least 1-2 different sources per page. Use a healthy variety of sources, including books, articles, and online academic source materials.

* **Quizzes**, discussion boards, etc. (To Be Determined) (5%)

Final grading scale: A = 90% and up; B = 80%--89%; etc.

All papers must be formatted to the latest version of Microsoft Word. Library research will be required. **All assignments must be completed in order to pass the course. Electronic files should be named** in this way: Student last name assignment.docx. Thus your file might be named SmithEssay1.docx or JonesOral1.ppt. **Keep electronic and hard copies of all your work until the end of the semester! All assignments must be completed in order to pass the course.**

There are no extra credit opportunities for this course.

All assignments listed are due when indicated. This schedule is subject to change, based on class need, and changes will be announced in advance. **College students are responsible for contacting an instructor if they do not understand assignments or course expectations. Students must complete all assignments in the course to receive a passing grade. You cannot pass the course if you fail to turn in any one assignment. All assignments must be submitted on Blackboard and will be assessed using anti-plagiarism software.**

Feedback on Papers

On your first paper, you will receive notes in the text of the paper as well as advice on the rubric and your score. If you would like to continue to receive the same level of feedback on your next paper, write a paragraph at the end of Paper 2, after your bibliographic page, telling me what you learned from the feedback from Paper 1 and how it helped you in writing Paper 2. After Paper 2, you will have a chance to do the same again on for each additional paper to indicate the level of feedback you desire.

Discussion Boards

Throughout the course, you may be required to make original posts to many Discussion Board forums. Some of these will be related to your papers (topic ideas, theses & outlines, and peer review boards), and others require various skills and knowledge gained from the readings in the course. Posts and responses on the Discussion Board may be informal and conversational, like an in-class discussion, but they must adhere to Standard English rules as well as common courtesy and etiquette (see **Online Citizenship**). You are also always required to respond to at least one classmate's posting, and that response must be meaningful (not just "I agree," but rather "I agree because..." for example), and sometimes more; read the instructions for each board to see. If Discussion Board posts and responses meet requirements, they will earn full credit. Discussion Board posts and responses that do not meet these requirements will suffer from grade deductions.

Quizzes and Exams

You will note that there are a few quizzes and exams beyond the syllabus quiz in the course. Should it become apparent that the class is not reading assignments, I reserve the right to add additional quizzes. If this happens, it will be added in to be part of your grade. *Note: the Syllabus Quiz is merely a gateway assignment to the rest of the course; it does not count toward your grade, but you cannot gain full access to the course without getting a 100% on it.*

Writing Assignments:

Paper #1 (10%): Summary of a scholarly article (1-2 pages), noting its thesis, content (supporting evidence), and rhetorical strategies, and ending with your own critique of the article. You will use quotations (with proper documentation) and supporting textual evidence to make your case.

Discussion Boards, Quizzes (if necessary), et al. (5%): You will be required to comment regularly on discussion boards and other online activities. Comments will be monitored and assessed for quantity AND quality.

Paper #2 (10%): Synthesis essay (2-3 pages) in which you summarize, analyze, and critique two scholarly sources using appropriate documentation.

Paper #3 (20%): Proposal (3 pages) in which you describe your purpose, audience, thesis, literature survey, rhetorical strategies, and organizational techniques using appropriate documentation.

Paper #4 (10%): Annotated bibliography (3-4 pages) using documentation technique appropriate to your academic discipline.

Paper #5 (5%): Abstract (< 1 page) in the style of your academic discipline.

Paper #6 (35%): Primary research paper (about 10 pages) that advances an academic argument and includes significant support from appropriate scholarly or disciplinary sources. The paper must use a citation style appropriate to your discipline. At least 6 scholarly or professional sources must be used, but aim for at least 1-2 different sources per page. Use a healthy variety of sources, including books, articles, and online academic source materials.

Plagiarism

Intentional plagiarism results in failure for the course.

Students are expected to use MLA, APA, Chicago or other standard documentation of source material specific to their academic discipline. Keep in mind that even accidental plagiarism is a problem, so if you are unsure about the conventions of quoting (we will review them in class), be sure to consult a handbook (the MLA Handbook is ideal), the appropriate handout, and/or ask me; I'll be glad to help. If you consult the Internet or any other source and use any ideas and/or information contained therein, you must credit the source appropriately, even if not quoting directly. Most students do not resort to academic dishonesty, but it is only fair that you know the consequences of cheating: it will result in a zero for the assignment and, if extensive, failure of the course. RESIST TEMPTATION! COME TALK WITH ME INSTEAD! Student work will be checked using anti-plagiarism software.

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 instructor cannot resolve the issue, the student may refer the

matter to the Director of Composition, 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. The Student Handbook outlines procedures for appeals beyond that level: <http://www.wku.edu/handbook/academic-complaint.php>.

Technology Issues: A word about “corrupted files,” these are obviously not accepted, nor are they given time extensions to correct, so once you submit your paper, go back and check the paper you submitted 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” is a technique cheaters use to get more time on assignments, and is unfair to those of you who are hard-working, honest students, so I don’t tolerate it. This said, if you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. I can then delete the first file on BB and you can resubmit the correct file. Likewise, **if Blackboard locks or isn’t available when you are trying to submit**, email me the file with that explanation, and then **when you next are able** (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won’t grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don’t have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven’t used this method as a way to get more time on an assignment, though (that’s not fair to everyone who was honest and did their work on time).

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be called in to WKU IT:* (270) 745-7000. Students should not put off things until the last minute. Save often as you write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather! **If you have a problem and call WKU IT, forward me a copy of the email they send you with your case number if they are not able to resolve it immediately so that I know what’s going on.** In general, students are honest about having problems, but, I’ve encountered students who try to say they’ve called IT claiming not being able to do work in an attempt to get more time. Know that I check with IT for every case that I am told about to see if there is something I can do to help you have the access that you need. I’m an understanding person, but for such behavior, I have no tolerance. It’s not fair to those who are honest and who do from time to time have genuine problems!

Final thoughts...

Research shows that students who log-on multiple times each week to work perform significantly better. Students who set schedules for themselves to log-on to work 4-5 times a week for a few hours here and there tend to get the As and Bs, not the ones who put everything off until the last minute.

I do mean “set a schedule.” Do your best **now** to make dedicated time plans for each week. I know most of you have jobs and many of you have kids or other responsibilities, and this is why this is all the more important to keep class work from getting put off. Children will remember your dedication to your school work, too, so don’t feel guilty about making time for homework while they are given another activity to keep them busy so you can have some peace to work!

You are all adults and can do as you wish. I just want you to do the best you can!

Program Assessment Note

As part of a university-wide accreditation study, a small sample of papers may 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.

Issues of Cultural Diversity, Ethics, and Social Justice

Your university education should prepare you to live in a diverse, multicultural society, to think deeply about ethical questions, and to strive for a more just world. To this end, core courses, where appropriate, devote time and attention to these concerns. In this course, deep issues of cultural diversity, ethics, and social justice will be explored. **Some material can be controversial or upsetting because of descriptions of violence, sexuality, politics, religion, or offensive language.** If you feel uncomfortable, you are welcome to discuss your concerns with the instructor in complete privacy before or after class, and other texts may be substituted with the instructor's advance consent. **Students are encouraged to take firm stands, and a diversity of opinion will be respected.**

This course requires you to think critically and reflectively on a wide range of topics, some or all of which may challenge your personally held social, political, or religious beliefs or viewpoints. You are not required to alter your personal beliefs or viewpoints, but you are required to think critically and reflectively about every text read and topic discussed, and to be responsible in your contributions to class discussions. If the course materials veer into the realm of serving as triggers for personal crises, you are encouraged to speak privately with the instructor on this matter; be apprised that such conversations may not necessarily result in an altered reading or assignment. If the majority of the course materials seem to be problematic for you, you may wish to consider taking another course.

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 <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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.

Calendar of Assignments

(Subject to change based on class needs. I have inserted a few catch-up days here and there. Don't panic, but remember the Pirate's Code: those who fall behind, stay behind. Plan and read ahead.)

This semester, we will be reading and writing scholarly and professional texts. You are expected to **read and, in some cases, reread** the texts, and contribute to small-group and whole class discussions about the works we are reading. **Schedule a minimum of 2-3 hours preparation time for each hour of class time; a summer class usually meets for about 2 hours; that's at least 4 hours per day!!! If you are not reading, you should be writing.** This schedule is subject to change, based on class need, and changes will be announced in advance. **College students are responsible for contacting an instructor if they do not understand assignments or course expectations.** This schedule here is a preliminary guide. The daily/weekly schedule on Blackboard is the final and ultimate guide to assignments.

Week One

First, before you can do anything else:

- ☐ Read the syllabus and this schedule in their entirety.

Week One: Tuesday, January 22: Welcome to our first day of class! Read the syllabus and take the syllabus quiz located under Papers, Tests, and Quizzes. Acquire all of our texts and begin to read them. Begin by reading the "Critical Reading" chapter in the Lester and Lester book; then read the "Prologue" and "Chapter One" of Hertsgaard. If you are not familiar with Blackboard, do the Blackboard Overview located in the control panel. Start thinking about how climate change might affect your academic discipline. Introduction, Read Syllabus, Complete BB student-user training.

Thursday: I hope everyone was able to log on, complete the syllabus quiz, and get the books. For today, start by reading "Notetaking and Outlining" in the Lester and Lester book. Then, go to "Additional Readings" in the Blackboard control panel, and read the articles under "Class Readings" and "The Writing Process." Take notes using the skills presented in the Lester book. The video by David Rogers is also worthwhile: to find it, copy and past the title into your browser. I will also be posting some questions for discussion under "Discussions" in the control panel. Please introduce yourself and add your comments. The discussion boards will be a good place for you to meet your fellow classmates, ask questions, and exchange ideas. Continue reading Hertsgaard. This is a lot of reading, I know, but that's the way it is for a junior level class! Read "Matters of Opinion," "The Writing Process," and "Future Studies" on Blackboard. Be prepared to discuss in class.

Week Two

T: Task. Begin reading Hertsgaard. Continue reading Hertsgaard--you will be writing about his book, soon. Before class today, read the materials located under Additional Readings>Task. Some of the material is in outline form, so place questions and comments on our discussion

board. Remember to participate in all discussion board forums. Usually, it is best to post a comment, and reply to at least two other comments.

Th: Content. Summary, paraphrase, quotation technique. MLA/APA/Chicago Documentation; critical reading and critique. Format review. To prepare for the first paper (soon!), first determine which citation protocol your academic discipline prefers: MLA, APA, CHI (Chicago), or CSE. If you are not sure, check with the library or your academic discipline, or ask me. As a last resort, pick one. I am most familiar with MLA since that is what English uses, but I use all the systems at some point or another. Read the chapter on the system than you choose in the Lester book. Read also in Lester and Lester Chapter 7, on Plagiarism. Supplement this material by reading on Blackboard our content under Additional Readings>Content and Documentation. Pay particular attention to the Summary/Analysis Guidelines, since that is how you need to approach our first paper. NOTE: You WILL need to adapt the Summary/Analysis Guidelines to reflect the citation protocol that you are using. Chapters 18, 20, and 21 of *Everything's An Argument* covers some of this same information, and its presentation may be more appealing to some of you; read those chapters as well to enhance your understanding of these citation formats. Continue to read Hertsgaard; you will need him next week. Finally, check and be sure that you have commented in each Discussion forum.

Week Three

T: Go to the Control Panel on Blackboard, and you will find the directions for the first paper under Papers, Tests, and Quizzes: Paper 1. You may write about the article listed there (copy and paste the link into your browser), or you may write about either Chapter 7 or 10 from Hertsgaard. Use everything you have learned from all of your many readings this week. Decide which citation format you intend to use this semester (either MLA, APA, CHI, or CSE). Note: Place the citation format you are using after your name on the first page like this: Student Name (MLA). Be sure to format your paper and cite your sources following the citation protocol that best fits your discipline. Be sure to proofread carefully. I will be grading these papers based on The Writing Process (Task, Content, Organization, Paragraphs, Sentences, Words, Mechanics, Punctuation) that you read about last week. Because this is a research paper class, Content (which includes citations and format) is particularly important. Save the final draft as a word document (.docx) and upload it to Blackboard before 5 pm Thursday. If you want to get ahead, finish reading Hertsgaard, and start doing some library research in your discipline about how your major might be affected about climate change. You won't be able to just Google this. We will have 1 day in the library, with special lectures, to help you learn to use the resources there. Also, look under our control panel and find the link for WKU Libraries. From there, click on Research Guides and How-To Guides and start exploring. You will need to use scholarly articles from professional journals for your big research paper. Start looking for articles that you might use. Save any links that look appealing. Visit the Helms-Cravens library, and ask a reference librarian for tips in researching academic/scholarly/professional articles in your discipline. The librarians are experts, and they love to help eager students.

Good luck with your first paper! If you have questions, you may email me (include an attachment with the latest draft of your paper). I won't do a general proofread. That is, if you ask "Can you look this over and see how it is," then my answer is no. But if you have specific questions, I will be happy to answer them. Happy writing!

Th: Summary critique (Paper #1 due) by 5 pm. You will be writing another summary/analysis, but next time it will be a synthesis; you will select ONE of the articles; I will select the other. So, it is time to start researching. Look for articles that you might use in your big, 10-page paper. You are looking for books, articles or other sources in your academic discipline that also address or relate to climate change. You will not be able to Google the sources from professional or academic journals. These sources are usually subscription-only, and the subscriptions are rather pricey. Fortunately, WKU has a university subscription to the sources you will need, and you can access those sources for free if you go through our university library system. Note that reference librarians are your friends. Their job is to help scholars find the sources they need, and our librarian actually enjoy helping students! Use them! You will need to use scholarly articles from professional journals for your big research paper. Start looking for articles that you might use. Save any links that look appealing. Pro Tip: if you save the article as a PDF file, you will get to see a copy of each page, so you can cite the page of each quote easier. Another Pro Tip: it is much easier to summarize a three- page article than a one-page article. Do not select an abstract--choose the entire article so that you have good quotes to select. Also, read Chapters 16, 17, and 18 in *Everything's an Argument*. There is lots of good advice there about how to find and use the best sources. Lester's Chapters 4, 5, and 8 can also guide you step-by-step through this academic search--read and apply the skills therein. Ultimately, for your 10-page paper, you will need up to 20 sources. Start finding them. You won't finish in a day, but it is time to begin. (If you like, you can email me a copy of or the link to the article you select--I will confirm if it is ok for you to use). Check out the assignment details for the Annotated Bibliography (Paper #3) under Papers, Tests, and Quizzes. The research you do this week will help you build your annotated bibliography. Take careful notes, and save the articles you find. You will need them soon for the annotated bibliography! If you have time and can visit WKU this week, a reference librarian will be happy to help you.

Week Four

T: Content: Quotes, Summary, Paraphrase. Continue your library research. Read Chapters 1, 2 and 3 in Lester. Lester has step-by-step advice; please incorporate Lester's findings into your process. It will make your life easier. In *Everything's an Argument*, read Chapters 1 and 5. Read also the material under Content on Blackboard under Additional Readings. I will have a small citation activity posted under Papers, Tests, and Quizzes. The citation activity will be due Thursday. The Citation activity is posted under Papers, Tests, and Quizzes.

Th: Organization: Logos, Ethos, Pathos. Read in *Everything's an Argument* Chapters 2, 3, 4. Read the material under Organization on Blackboard under Additional Readings. These chapters will help you discover ways to organize your own arguments, and help you learn to analyze other arguments with style and sophistication. **Citation Quiz due today before 5 pm.** This activity should help you prepare for the big paper.

Week Five

T: Rhetorical analysis--Read Lester and Lester, Chapters 8, 9, and 10. In *Everything's an Argument*, read chapter 6. These chapters can give you some terminology and guidance for your summary/analysis, so that you have valid and sophisticated ways to talk about an article. Organization and Paragraphs.

Th: Paper #2 (Synthesis) (10%) due by 5 pm. This type of paper is sometimes called a synthesis essay, or a literature review. You will summarize, analyze, and critique two articles (or chapters) using appropriate documentation. If you did NOT write about Hertsgaard last week, then use either Chapter 7 or Ch 10. If you did write about Hertsgaard, then write about the article at this link: <http://www.thenation.com/article/173346/could-phoenix-soon-become-uninhabitable>. The second article is one that you select, that relates to your major. You may email me a copy of that article in advance if you like, and I can confirm if it is ok. Find more information under Papers, Tests, and Quizzes. Refer to Lester and Lester's chapters on MLA (Ch. 11, 13, 14), APA (Ch. 15), CMS (Ch 16), and CSE (Ch 17). Be sure to follow the citation protocol that you select with care and precision. (Note: for this assignment, an abstract is not required, but do use a cover page, notes, and citation page as appropriate to your citation protocol).

Week Six

T: Library Day. Attendance required. This week, the real work starts. Soon, Paper #3, the Annotated Bibliography will be due. This week, it is time to put your research skills to the real test. The annotated bibliography is the foundation for your 10- page research paper on how your academic discipline might be affected by climate change. For a research paper, a good guideline is 1-2 sources per page. That means that you will need a minimum of 10 sources, up to as many as 20. Remember, too, that you might have to read five sources to select the one that you end up using. Now, there are two ways to approach this assignment. One way is to choose a thesis now, and reject any sources that don't fit. That will work, but you are more likely to only learn what you already know. The better way to start a research project is to read as much as you can on the subject, and then craft your thesis and paper around wherever the research takes you. Naturally, you are more likely to learn something this way. The choice is yours. Start your research! Just to review (or to do, if you never got around to it), read chapters 1-5 in Lester and Lester. They will guide you step by step in how to do the research you need. Then, start researching! Read, too, the directions for the Annotated Bibliography under Papers, Tests, and Quizzes. Remember, Google will get you online popular sources; Google Scholar does the same; but to find complete copies of academic and professional sources, you need a real university research library like WKU, where you can use search engines like EBSCOhost. Don't be shy; call the reference librarian in your academic discipline for help today!

Spring Break

Week Seven

T: Sentences. Continue to base your research on Lester and Lester, chapters 6-9. Research! Use the online tools under WKU libraries to learn about how to do online searches at WKU.

Th: Review Lunsford and Ruskiewicz, *Everything's an Argument*, chapters 16--20. Continue to research. If you take notes, and write a short summary/analysis of each source as you read it, you can adapt those notes for the research paper. **Today a short quiz on sentence patterns is also due.** The quiz is located under Papers, Tests, and Quizzes.

Week Eight

T: Words. Punctuation. Finish the Annotated Bibliography today so that you can spend

tomorrow proofreading. Under Additional Readings on Blackboard, look at all of the files located under "Sentences" and "Punctuation." Understanding and mastering these skills will help you revise for precision and clarity.

Th: Paper #3 (Annotated Bibliography) due by 5 pm. Mechanics. Remember, proofreading and revision are essential to a successful paper!

Week Nine

T: As we move past the midterm, it's time to start working on the big 10-page paper. Attention: You cannot write the 10-page paper overnight. Start ASAP. Plan your time well, and start NOW. Remember the Writing Process. 1/3 of your time Plan: Task, Content, Organization; 1/3 of your time Write: Paragraphs, Sentences; 1/3 of your time Revise: Grammar, Punctuation, Word Choice, Precision, Clarity, Citations. For a 10-page paper, plan on spending at least 30 hours. You should have most of your research, at least, by now.

Also, scan Ch. 7-12 of *Everything's An Argument*. Decide what sort of arguments your paper will include. You may use several sorts of argument in a 10-page paper: arguments of fact, arguments of definition, evaluations, causal arguments, and my favorite, the proposal. These chapters can help you structure your paper. At the end of each of those chapters is an invaluable STEP-BY-STEP guide to writing that sort of argument. This is the last big reading assignment. Start this weekend if you can; it will help you write the Prospectus, due next week, and the big paper, with the first draft due in two weeks. Remember as well that the chapters in Lester and Lester are essentially another STEP-BY-STEP guide. See especially p. 7, and 25-32. Use these valuable resources.

Th: Begin writing Paper 4, the Prospectus. **Punctuation Quiz due 5 pm.** Use different sentences from the ones you used in the Sentence Variety Quiz.

Week Ten

T: 60% point. Plan and write the Prospectus, which is sometimes called a paper Proposal.

Th: Paper 4 (Prospectus) due by 5 pm.

Week Eleven

T: Documentation/Formatting Review. Start writing the big, 10-page paper.

Th: Sentence Variety and Punctuation Review.

Week Twelve

T: All the assigned readings and quizzes are complete. Now, you write the big, 10-page paper. Write some every day. Revise and edit often. Focus on Task, Content, Organization. Paragraphs. Consider the argument; the type of argument; logos, ethos and pathos.

Th: Final proofreading techniques. Revising for precision and clarity. Focus on Sentences, Words.

Week Thirteen

T: Focus on Punctuation, Citations.

Th: Peer Review. **Draft of Paper #5 (Primary Research Paper) & #6 (Abstract)** due at start of class. Proofread, Revise, Edit. Then, do it more! Run the grammar and spell check in Word. **Full and Complete Draft of Paper #5 (Primary Research Paper) due by 5 pm.** Make this draft as perfect as possible. Include abstract and citations (no annotations).

Week Fourteen

T: If you submitted the draft last week, then this week is mostly revision: tightening the sentences, checking the citations. Use the resources in our texts and posted on Blackboard under Additional Readings. Be sure that you have corrected any items I noted in earlier drafts. Review all the earlier notes I made on your papers, and be sure that you correct any persistent or lingering errors.

Review for Task, Content, Organization. Check rhetorical technique: type of arguments, logos, ethos, pathos. Revise to remove logical fallacies.

Th:

Week Fifteen

T: Peer Review. Review and revise focusing on Paragraphs and Sentences. Review and revise focusing on Words, Punctuation, Citations, and Mechanics. Proofread, Revise, Edit. Then, do it more!

Th: Final Draft of Paper #5 (Primary Research paper) due at start of class. Paper #6 (Abstract only) due by start of class. This final paper should include the abstract, the paper itself, and the final version of the citations you used. You may omit the annotations for the citation. —**ALL WORK DUE on Blackboard TODAY by 5 pm. Congratulations! You've finished ENG 300!**

Week Sixteen, Final Exams