

English 300 - Writing in the Disciplines

Fall 2023

Instructor: Dr. Justin L. Mathews

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Office: Virtual

Course Section: 706

Course Place: WEB

Office Hours: By appointment

Texts: This course is designed using Open Educational Resources (OER), meaning that a textbook is not required. Free online resources are being used in the class. However, many students like having a physical copy of a textbook, and if you would like to have a text, the WKU Bookstore has the following optional text available.

Optional Texts: "The Bedford Researcher" by Mike Palmquist
"Reading and Writing Across the Curriculum" by Behrens and Rosen

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.

Colonnade (Fall 2014 and later) 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.

Attendance Policy: Regular attendance is crucial to your success in this class. Even though we do not have a physical location and specific time to meet, it is imperative that you log in to the course frequently. Also, keep in mind that there is a fair amount of group work in this course--learning online does not mean learning alone--so you will need to be contributing consistently to the course. Attendance will be monitored, and failure to attend and participate will be penalized.

Important Dates

- Classes begin: August 21st
- Last day to add or drop a class without a grade: August 28th
- Labor Day: September 4th
- Fall Break: October 2-3
- 60% point: October 22nd
- Last day to drop a class with a W: October 30th
- Thanksgiving Break: November 22-24
- Final Exams: December 4-7

*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.

Plagiarism: Plagiarism is a major academic offense and one that Western Kentucky University takes very seriously. A person who is found guilty of deliberate plagiarism will earn an “F” for the plagiarized assignment and may also receive a grade of “F” for the entire course. Plagiarism detection software may be used on every paper. Throughout the course of the semester, we will examine and clarify exactly what plagiarism means and how to avoid it.

Course Grades: Your grades for the course will be based on several factors:

Critique Essay: 15%
Synthesis Essay: 15%
Annotated Bibliography: 10%
Argumentative Essay: 25%
Discussion Boards: 15%
Assignments: 15%
Research Journals: 5%

More information about these assignments can be found on Blackboard.

Grading:

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

Discussion Boards: 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. There are not times you are required to log-in, but there are due dates. See the schedule for the due dates.
3. 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. Practice makes perfect!
4. 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.

5. 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)!
6. IM- and texting-speak are not permitted and will gain you a grade of 0 if it is habitual.

Essay Format: All papers for this course must be typed, in 12-point Times New Roman font, with 1” margins on all sides. Papers must be double-spaced. Only submit in Word or PDF format. Google Docs or .pages files will not be accepted.

Late Assignments: I do not accept late work for assignments, journals, or discussion boards. Unexcused late papers will be lowered one letter grade per day that they are past due. To waive this penalty, the student must make arrangements with the instructor in advance.

Resolving Complaints about Grades

Any student who takes issue with a grade or another aspect of a course is 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 the 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 (available online at <http://www.wku.edu/handbook/2009/>) outlines procedures for appeals beyond that level.

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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at 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.

TITLE IX POLICY

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://www.wku.edu/policies/docs/251.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, Deborah Wilkins, 270-745-5396 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.

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 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.

SACS Assessment and S.I.T.E. Assessment: The English Department at WKU is conducting an assessment of all English 100 courses. The assessment is designed so that the department may evaluate its progress in teaching these courses. Four students from each section of English 100 will be randomly selected by Institutional Research for the assessment. These assessments WILL NOT affect your grade.

Regular and Substantive Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Announcements posted at least once a week
- Additional announcements related to course content
- Timely and detailed feedback on assignments provided within one week of submission.

Class Schedule

All dates and assignments listed below are **tentative and subject to change** at the instructor's discretion and with discussion and notice. The date a reading or written assignment appears is the date by which this assignment is **due in class**.

Module 1

Lesson 1:

- Scavenger Hunt Exercise (**August 23rd**)
- Discussion Board Activity (**August 24th**)
- Syllabus Acknowledgment (**August 26th**)

Lesson 2:

- Discussion Board: Effective Arguments (**August 30th**)
- Rhetorical Arguments Assignment (**August 31st**)

Lesson 3:

- Discussion Board: Concession and Counter-Argument (**September 7th**)

Lesson 4:

- Journal: Research Paper Planning (**September 13th**)
- Finding and Analyzing a Source Assignment (**September 14th**)

Module 2

Lesson 1:

- Critical Reading Exercise (**September 20th**)
- Sample Critique Exercise (**September 21st**)

Lesson 2:

- Writing a Summary Assignment (**September 27th**)
- Summarizing Visual Sources Assignment (**September 28th**)

Lesson 3:

- Practice Critique Assignment (**September 29th**)

Lesson 4:

- Peer Review Session (**October 4th**)
- Submit your Critique Paper (**October 6th**)

Module 3

Lesson 1:

- Sample Synthesis Essay Discussion (**October 11th**)
- Journal: Research Paper Decision (**October 12th**)

Lesson 2:

- Practice Synthesis Assignment (**October 18th**)

Lesson 3:

- MLA Assignment (**October 25th**)
- Journal: Research Paper Proposal (**October 26th**)

Lesson 4:

- Peer Review Session (**November 1st**)
- Submit your Synthesis Paper (**November 3rd**)

Module 4

Lesson 1:

- Practice Annotations Assignment (**November 8th**)
- Journal: Drafting your Research Paper (**November 9th**)

Lesson 2:

- Discussion Board: Research Paper Counter-Arguments (**November 15th**)
- Annotated Bibliography (**November 17th**)

Lesson 3:

- Journal: Closing Thoughts (**November 21st**)

Lesson 4:

- Peer Review Session (**November 30th**)
- Submit your Research Paper (**December 6th**)