

# WELCOME TO ENGLISH 300 WRITING IN THE DISCIPLINES

## Fall 2024

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**Instructor:** Ms. Sara Levitt

**Office:** N/A

**Class:** English 300-705 ONLINE COURSE

**Time:** N/A

**Office Hours:** Online, by appointment

**Class Location:** Online through Blackboard

**E-mail:** [sara.levitt@wku.edu](mailto:sara.levitt@wku.edu)

**Prerequisites:** English 100 and 200 or equivalent

### Catalog descriptions:

Interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging texts from a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field.

English 300 helps fulfill the A. 1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives: 1. The capacity for critical and logical thinking and 2. Proficiency in reading, writing, and speaking.

### Required Text & Materials

Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 14<sup>th</sup> edition. New York: Longman, 2014. (Either eBook or print will be fine for the course.)

Lester, J. D., & Lester, Jr., J. D. (2015) *Writing Research Papers: A complete Guide*. 15<sup>th</sup> edition. (**DO NOT PURCHASE**. Book/web link is available in Blackboard. Go to Contents Page and open the "Additional Readings" Folder. You will find the link to the book.)

If you are going with the Big Red Backpack, you will rent the book listed above for \$72. If you are opting out, the most economical option would be to purchase new or used copies through Amazon. New copies run about \$85 and to rent would be \$50. eBooks are \$75 to purchase and \$45 to rent.

### Important Dates

**August 19<sup>th</sup>:** Classes begin

**August 26<sup>th</sup>:** Last day to drop a class without a grade or add a class

**September 2<sup>nd</sup>:** Labor Day

**October 7<sup>th</sup> – 8<sup>th</sup>:** FALL BREAK

**October 20<sup>th</sup>:** 60% point of the fall semester (Students who stop attending class or participating in online class before this date should be assigned an FN rather than an F)

**October 28<sup>th</sup>:** Last day to withdraw from a class with a W

**November 5<sup>th</sup>:** Election Day

**November 27<sup>th</sup> – 29<sup>th</sup>:** Thanksgiving Break

**December 2<sup>nd</sup> – 5<sup>th</sup>:** Final Exams (The schedule is available at [https://www.wku.edu/registrar/academic\\_calendars/final\\_exam\\_schedule/fall\\_final\\_schedule.php](https://www.wku.edu/registrar/academic_calendars/final_exam_schedule/fall_final_schedule.php))

## **Goals and Objectives**

The goals of the course are to introduce students to writing and reading in the academic disciplines, to give students advanced instruction and practice in writing and reading essays within those various disciplines, and to make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation.

Students will conduct investigations into writing conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays. Reading assignments stress how knowledge is made and reported in various disciplines. Students learn how to evaluate primary and secondary sources for accuracy, authority, bias, and relevance and how to synthesize different points of view within their essays. Building on skills and experience obtained in lower-division writing classes, this course stresses writing that employs advanced reading strategies, critical thinking, synthesis of various sources, research, and argumentation. The goal of this course is for students to improve both the kind of academic writing they do in college, and the thinking and writing skills necessary for professional and personal development.

## **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.

## **Technology**

This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed. It is a much more simple layout and the various components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video](#). I will also open the course site several days before the start of the term so that there is plenty of time for you to explore.

## **\*AI TOOLS PROHIBITED**

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

### Student Email and Blackboard Announcements

All students should check WKU email accounts at least every 1-2 days and the Blackboard Announcements page each time they log in.

### Communicating with Instructor

The best way to communicate with me is via email: sara.levitt@wku.edu. Please allow up to 24 hours for me to respond to emails.

### Grading and Evaluation

Use Blackboard to track your progress in the class.

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 respond to emails that are asking about grades. **My grading scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, Below 60=F**

The student's final grade in the course will be based on the following distribution:

Discussion Boards (17)	180 points
Critique	150 points
Synthesis	150 points
Annotated Bibliography	100 points
Researched Paper	300 points
Quizzes and Exercises	150 points
<b>1,030 total <i>points possible</i></b>	

### Course Policies

#### Late Work

**Coursework is not accepted late for any reason.** It is the student's responsibility to keep up with class assignments. The class schedule has clear due dates for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

#### Due Dates of Assignments

**All official due dates are listed on the schedule in this syllabus.** I try to keep Blackboard up to date on this, but I may miss one here or there. Therefore, the dates that things are due are listed here, in this syllabus on the schedule. These dates override any other date you see on Blackboard. If I change a due date (as in extend a deadline), I will email everyone a new copy of the schedule (it is VERY rare that this happens).

#### Work Submission

All papers are to be typed and formatted according to the format and style sheet appropriate to your discipline. Information on this is in the readings I have provided on Blackboard and

Purdue's OWL. Submitting work in the wrong format will result in deductions. Work must be submitted in the space provided for it 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.

### **Participation**

Students who are not logging in and completing work ON TIME are considered nonparticipating or not attending. Participation also means submitting work ON TIME. Participating students must also abide by proper Internet etiquette and exhibit respectful behavior toward classmates.

### **Attendance**

Online attendance is monitored; however, I can run an individual's activity report for Blackboard. This means that if you email me to say that you're behind or confused by 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 they do not wish to continue enrollment past the first week.

## **ASSIGNMENT DESCRIPTIONS**

### **Quizzes and Exercises (150 points)**

There are quizzes throughout the semester over some of the readings from Behrens and Rosen and Lester and Lester. The quiz will cover the readings and PowerPoints from that week. Should writing errors be rampant, we will have grammar quizzes, too, with Purdue's OWL used for studying.

There are two Hypothesis Exercises this semester. You will be provided an article that you will read, annotate, and answer a few questions. The links to the hypothesis articles will be provided for you in Blackboard. This link should be accessed from your laptop/desktop. If you attempt to do the assignment in the Blackboard App, you may run into some issues.

### **Discussion Boards (180 points)**

ALL DISCUSSION BOARDS ARE DUE ON SUNDAY EVENING, 11:59 pm. The discussion boards that are in italics are those that have to do with research papers. 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. Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. Discussion Boards are supposed to take the place of 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 discussions 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 classmates, you must also be meaningful, which means 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. As always, be respectful of your fellow classmates and what they have to say!
5. I do not generally grade grammar/spelling/punctuation/documentation on discussion boards, but if you make excessive mistakes, I will warn you. If you do not improve after that, I will begin to deduct points for those errors.
6. IM and text-speak are not permitted and will gain you a grade of 0 if it is habitual.

### **Group Discussion Boards**

You will have two Group Discussion Boards. I will post a question for the Group Discussion, **and everyone in your group must respond to the question.** In this course, I consider GDB postings to be a form of serious, thoughtful, text-supported writing. These postings are mini essays—basically, literary arguments on a small scale that will give you a chance to practice writing about literature on low-stake assignments to help prepare you for writing extended formal essays with high point values. Because of these expectations, I grade these postings extremely closely, so please take great care in creating your responses.

### **The Papers**

ALL PAPERS MUST:

1. Be submitted in the spots designed for them in Blackboard; I will NOT accept handwritten or emailed assignments.
2. Be over a different topic. Paper 2 and Paper 4 should relate to your major or minor, but you have to choose a different topic for each paper.
3. 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.
4. Be written in a formal, academic tone (third person point of view, avoidance of passive voice, when possible, in the verb tense appropriate for your style).
5. Contain appropriate documentation in-text of any material you take from any source. To not do so is plagiarism.
6. Have a bibliographic page (Your Annotated Bibliography is the only exception to this).
7. Be submitted on time in the spots designed for them on Blackboard.
8. 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 submitted three, 25% will be deducted from your grade. If the paper is ten 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.**
9. Must 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.

### **Paper 1: Critique (150 points)**

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

**Paper 2: Synthesis (150 points)**

You will discuss readings from either Chapter 9, 11, or 13 from Behrens and Rosen for the argument synthesis. A more detailed prompt is posted on Blackboard.

**Paper 3: Annotated Bibliography (100 points)**

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)**

You will compose a research paper original to this class about a topic of interest **in your field of study**. This must be a different topic from your argument synthesis. A more detailed prompt is posted on Blackboard.

**Academic Dishonesty:** Plagiarism/Academic Fraud occurs in multiple ways:

- when a student knowingly or unknowingly submits another person's published or unpublished (print or web) writing as his/her own
- has another person dictate what should be written or has another person write an assignment and submits that work as his/her own
- submits work written in a previous class for an assignment in their current class

No form of cheating or plagiarism will be tolerated in this class. If a student plagiarizes in any way, he or she will be subject to a severe penalty up to course failure. Academic dishonesty is a serious offense and shall be punished severely. I will accept **NO EXCUSE** for academic dishonesty; if a student is caught plagiarizing or cheating, he or she will **NOT** receive a "second chance," regardless of whatever justification is used to explain these actions. Failure to comply with these rules will result in failure in the class and a possible dismissal from the university. All written assignments will be checked with plagiarism detection software.

**Recycled Writing**

All writing submitted for English 300 must be produced this semester in order to meet the requirements for this course. Students who continue after initial warning to submit writing completed during previous attempts at English 300 or for other courses may be dropped from the course for non-participation. In other words, you **MUST** produce **NEW** drafts and write on **NEW** topics. Sections are watched very closely to ensure that students comply with this policy.

**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/writing](http://www.wku.edu/writing) center for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on website) for help scheduling an appointment.

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

**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.

**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](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, Deborah Wilkins, 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.

**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 200 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. <https://www.wku.edu/citl/rsi.php>

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.

### **Pregnant and Parenting Students**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment



based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

**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.

**\*\*This syllabus/course description is subject to change and any changes will be announced in advance.**

### **Weekly Planner:**

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

#### **Week One August 19 – 25**

Reading Assignments:

- Behrens and Rosen, Chapter 1, "Summary, Paraphrase, Quotation" + Quiz #1
- Lester and Lester, Chapter 1 "Introduction to Academic Writing"
- Lester and Lester, Chapter 7 "Plagiarism and How to Avoid It"

Discussion:

- **August 25:** Discussion #1: Getting Started. Introduce yourself!
- **August 25:** Discussion #2: *My Documentation Style*

Other Work:

Review the PowerPoint posted on Blackboard.

#### **Week Two August 26 – September 1**

Reading Assignments:

- Behrens and Rosen, Chapter 12, "Artificial Intelligence"
- Lester and Lester, Chapter 2 "Finding a Topic" + Quiz #2

Discussions:

- **September 1:** Discussion #3: Summary of an Article (from Chapter 12)
- **September 1:** Discussion #4: Summary of Figures and Tables

Hypothesis Exercise Due Sept. 1<sup>st</sup>:

Critical Reading and Critique of the article "Google's 'mind-reading' AI can tell what music you listened to based on your brain signals."

Other Work:

External research on artificial intelligence (as preparation for the critique).

#### **Week Three September 2 – 8; Labor Day (university closed)**

Reading Assignments:

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

Discussions:

- **September 8:** Group Discussion #5: Critical Reading and Critique
- **September 8:** Discussion #6: Practice Critique

Other Work:

Begin writing Paper One Critique. Review PowerPoint on Blackboard

#### **Week Four September 9 – 15**

Reading Assignments:

- Behrens and Rosen, Chapter 11 "First Impressions: The Art and Craft of Storytelling"
- Lester and Lester, Chapter 4 "Finding Web-Based Resources"

Discussions:

- **September 15:** Discussion #7: *Research Paper Topics I'm Considering*

On Your Own:

- Finish Draft of Critique (**Final Draft Due: 9/15**. Take this week 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 pm CST on September 15<sup>th</sup>**

#### **Week Five September 16 – 22**

Reading Assignments:

- Behrens and Rosen, Chapter 4 "Explanatory Synthesis" + Quiz #4
- Behrens and Rosen, Chapter 13 "Have You Heard This? The Latest on Rumor"

Discussions:

- **September 22:** Group Discussion #8: Learning about Synthesis
- **September 22:** Discussion #9: *Research Paper Short Proposal* (Chapter 2, Section 2g in Lester and Lester)

Other Work:

Review PowerPoints in Blackboard

#### **Week Six September 23 – 29**

Reading Assignments:

- Behrens and Rosen, Chapter 5 "Argument Synthesis"
- Lester and Lester, Chapter 6 "Conducting Field Research" + Quiz #5

Discussions:

- **September 29:** Discussion #10: Practicing Synthesis
- **September 29:** Discussion #11: *Now That I've Seen Other People's Topics...*

On Your Own:

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

#### **Week Seven September 30 – October 6**

Reading Assignments:

- Lester and Lester, Chapter 8 "Reading and Evaluating Sources" + Quiz #6
- Lester and Lester, Chapter 9, "Developing Outlines and Writing Effective Notes" + Quiz #6

Hypothesis Exercise Due October 6<sup>th</sup>:

Article "At the center of 'Veneer Theory': Are people fundamentally good or evil?"

On Your Own:

Start working on your Argument Synthesis. Review the prompt for more details (located in Blackboard)

### **Week Eight October 7 – 13 (Fall Break 7<sup>th</sup> – 8<sup>th</sup>)**

Reading Assignments:

- Behrens and Rosen, Chapter 3 "Thesis, Introduction, and Conclusion"
- Behrens and Rosen, Chapter 9 "Obedience to Authority"

Discussions:

**October 13:** Discussion #12: *What I've Found So Far*

On Your Own:

Begin drafting Paper 2: Synthesis (**Due October 20<sup>th</sup>**)

### **Week Nine October 14 – 20**

Reading Assignments:

- Lester and Lester, Chapter 10 "Drafting the Paper in an Academic Style" + Quiz #7
- Lester and Lester, Chapter 12 "Writing the Introduction, Body, and Conclusion" + Quiz #7

On Your Own

Edit, revise, and finish Paper 2 Synthesis. **Submit Synthesis by 11:59 pm CST on October 20<sup>th</sup>**

### **Week Ten October 21 – 27**

Reading Assignments:

- Lester and Lester, Chapter 13 "Revising, Proofreading, and Formatting the Rough Draft"

Discussions:

- **October 27:** Discussion #13: *Practice Annotation*

On Your Own:

- Continue gathering sources for Annotated Bibliography
- Look ahead at the research paper prompt
- Use this time to finish researching for your Research Paper

### **Week Eleven October 28 – November 3**

Reading Assignments:

- Lester and Lester, Chapters 14-17 (read through only the one appropriate for your style)

Discussions:

- **November 3:** Discussion #14: *Long Research Proposal* (Using the Lester and Lester model)

On Your Own:

- Edit, revise, and finalize Annotated Bibliography
- Begin pre-writing for your research paper

- Submit Annotated Bibliography by 11:59 pm CST on November 10<sup>th</sup>

### **Week Twelve November 4 – 10**

On Your Own:

- Begin drafting and outlining Research Paper
- Make an appointment for conferencing if you like (students who do this tend to have better research paper grades in the end)
- I encourage you to review the chapters from Lester and Lester that feature Editing Checklist and Proofreading Checklist.
- **Submit Annotated Bibliography by 11:59 pm CST on November 10<sup>th</sup>**

### **Week Thirteen November 11 – 17**

Discussions:

- **November 10:** Discussion #15: *What's Left to Do?*

### **Week Fourteen November 18 – 24**

Discussions:

- **November 17:** Discussion #16: *Final Checks*

On Your Own:

- Draft, edit, revise, and finalize Research Paper
- Use this “free time” to visit the Writing Center, make an appointment with me for review, or have someone look at your paper.

### **Week Fifteen November 25 – December 1 (Thanksgiving Break Nov. 27<sup>th</sup> – 29<sup>th</sup>)**

Discussions:

- **December 1:** Discussion #17: Reflection

On Your Own:

- **Submit Research Paper due no later than 11:59 pm CST on December 1<sup>st</sup>**