ENGLISH 300, On Demand, Writing in the Disciplines 3 credits

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Office Hours: TR 11-2pm; W 9:30am-2pm

Catalog Description

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. **Colonnade/Statewide General Education Code F-W2 | WC** This course is self-paced and governed by WKU On Demand course policies and deadlines. Be sure to know how they affect YOUR participation in and completion of this course.

Required Course Texts

None. All course materials are provided.

Additional Course Materials

- Flash drive or other means of storing digital versions of the essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A valid, working WKU email address that you check often
- Regular and reliable internet access (this course is fully online).
- Access to a computer with Microsoft Word. Smart phones and tablets do not work well with Blackboard. WKU provides Office 365 for all students.

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 (RSI) will take place in the following ways:

1. **Offering virtual office hours:** My office hours are listed in this syllabus and in a separate document within the beginning of the course. Appointments are available via my Appointlet app as well. Students are welcome to contact me to schedule a meeting if the times provided do not work with their schedule.
2. **Providing feedback on student's coursework:** Students can review their individualized feedback under the instructor's comments section on their assignments.

3. **<u>Providing information or responding to questions about the content:</u>** Please email me at anne.heintzman@wku.edu if you have any questions about the content or would like help with an assignment.

Course Requirements for English 300: Writing in the Disciplines

This course gives students advanced instruction and practice in writing and reading essays within an academic discipline and makes students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

Reading

WID courses 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.

Research and Documentation Skills

WID courses emphasize the use of textual evidence and the process of research in the student's major discipline, including finding, reading, evaluating, and integrating sources into students' original writing. Students must receive instruction in how to use the documentation style that is used in the major discipline.

Writing

WID courses give students opportunity to practice shorter, informal writing in preparation for longer formal assignments. 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.

In English 300, **the total cumulative word count for all formal writing in the course must be at least 5,000 words.** Formal writing in the course must include a longer research paper and other assignments, as described below.

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

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.

Grading Policies and Guidelines

This class holds your writing to high standards. Because the grading is rigorous, I want to be sure that it is fair, and that you have a rich set of opportunities to learn and excel in this course. Drafts are works in progress and are worth points for completion but are not otherwise letter graded. Beginner and professional writers benefit from drafts and revisions. Take advantage of the draft and tutor assistance requirements by submitting thoughtful, substantive drafts and revisions. No final products that require drafts will be accepted for grading until the draft requirements and standards have been met. Grades are based on rubrics provided and the completion of steps leading up to final products. Grades on final papers are not assigned based on effort, progress, or time spent on the task.

Grading Timeline

Students can expect assignments to be graded within the two-week standards set by WKU's On Demand and course completion strategies should take that timeline into account. Students should also be aware of WKU's academic schedule and expect exceptions for weekends and holidays and rare emergencies, as well as between regular semesters or other times when the university is not open. Feel free to send an email to request expedited grading, particularly if time is a major factor for you, but be aware of On Demand and university timelines and plan accordingly.

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. Should that attempt fail, contact the department head who oversees the course (in this case, the English department). For additional guidance, please see the Student Handbook, also available under Course Resources, for additional guidance.

Evaluation Guidelines for English Papers

The guidelines below are for overall assessments of academic papers in English 300. In addition to this general assessment, this course provides specific rubrics for each major assignment in the appropriate modules of the course

	A Paper	B Paper	C Paper	D Paper	F Paper
Thesis and Development	Has a lucid, significant, perceptive response to the topic, which is fully developed.	Has a lucid, significant, response to the topic, which is fully developed.	Has a discernible controlling idea or thesis, which responds to the topic; generally developed.	Has a discernible controlling idea or thesis, which responds, but is underdeveloped.	No responsive thesis, or response is not developed at all.
Support	Concrete, relevant details and examples.	Concrete, relevant details and examples.	Some superficial generalizations or facts with little comment.	Underdeveloped generalizations ; sketchy or irrelevant facts.	Little or no support for generalizations or merely lists of examples.
Audience Awareness	Structure, supports, and tone demonstrate consideration of audience and purpose.	Awareness evidenced mainly in either structure and supports or tone.	Awareness evidenced only marginally in appropriate use of structure and support or tone.	Awareness slightly evident in appropriate use of structure and support or tone.	Seems to exist for the writer only.
Paragraphing and Logical Progression	Coherent paragraphs progress through necessary, evident stages; includes transitions.	Generally coherent paragraphs progress through necessary stages; includes transitions.	Generally coherent paragraphs that may be unwieldy or confusing; limited or predictable transitions.	Little or no attempt at cohesion; progression is confused or haphazard; little or no use of transitions.	Little or no cohesion; confused and haphazard progression; little or no use of transitions.
Sentence Structures and Word Choice	Varied sentence structure; word choice is precise, fresh, and economical.	Clear sentences; some stylistic variation; word choice is precise, if not economical or fresh.	Clear but sometimes loose or basic sentences; word choice is occasionally imprecise and flawed.	Little attention to sentence structure or revision; word choice is often flawed or inadequate.	Basic/choppy or rambling/incoherent sentences; little or no evidence of revision; inadequate word choice.
Grammar Errors	Absent or so limited as not to disrupt the essay's readability in any way.	Minimal or so limited as not to disrupt the essay's readability in any major way.	Occasionally disrupt the essay's readability.	So pervasive as to disrupt consistently the essay's readability.	So pervasive as to disrupt seriously and consistently the essay's readability.

Assignments:
Graded Assignments for 1000 possible points

Assignment	Points
Self-Introduction	25
Module One:	
• Short Paper	75
Module Two:	
• Understanding Research	
○ Find and Cite Sources	50
○ Read and Analyze	50
Module Three:	
• Audience and Topic Selection	25
• Research Proposal draft	50
• Tutor Assistance Documentation	50
• Research Proposal final	100
Module Four:	
• Discipline-Specific Citation Style and Format Selection	25
• Annotated Bibliography	100
Module Five:	
• Research Paper draft	50
• Tutor Assistance Documentation	50
Module Six:	
• Indiana University Plagiarism Certificate	25
• 2nd draft Research Paper	25
Module Seven:	
• Final Research Paper	300

Final Grades

Final grades are based on the following scale of 1000 pts:
A: 1000-900   B: 899-800   C: 799-700   D: 699-600   F: 599 and below

Schedule

The course is divided into seven separate modules that must be completed in order. Below is an outline of the modules. Full details of each module and assignments are in Blackboard Content.

15-week Schedule:

Module 1: 1 week (critical thinking short paper)
Module 2: 2 weeks (understanding research tasks)
Module 3: 2 weeks (topic selection and development along with tutor assistance)
Module 4: 2-3 weeks (research often takes more time than you think!)
Module 5: 2-3 weeks (writing may go slowly, so be sure to schedule tutor assistance)

Module 6: 2-3 weeks (plagiarism certificate – must pass – and revision/formatting paper)
Module 7: 1 week if all else has been done well

7-week Schedule:
Module 1: 1 week (critical thinking and short essay)
Module 2: 1 week (understanding research tasks)
Module 3: 1 week (topic selection and development along with tutor assistance)
Module 4: 1 week (research often takes more time than you think!)
Module 5: 1 week (writing may go slowly, so be sure to schedule tutor assistance)
Module 6: 1 week (plagiarism certificate – must pass – and revision/formatting paper)
Module 7: 1 week (or a day) if all else has been done well

Module One: Critical Thinking and Cultural Competence
- Overview of Module One
- Introduction to Writing in the Disciplines
- Readings for Writing and Critical Thinking
- Readings for Grammar and More!
- Short paper on Critical Thinking

Module Two: Understanding Information Literacy
- Overview of Module Two
- Introduction to WKU Library Services
- Research Guides, Databases, and Scholarly Peer-Reviewed Articles
- Source Assignments (find and cite sources; read/analyze journal articles)

Module Three: Audience Specification, Research Proposal, and Tutor Assistance
- Overview of Module Three
- Readings for Research Proposal Writing
- Audience and Topic Selection
- Instructions for Tutor Assistance
- Research Proposal

Module Four: Evidence and Analysis: Finding and Using Sources
- Overview of Module Four
- Resources for Discipline-Specific Citation and Style Selection
- Discipline-Specific Citation and Format Selection
- WKU Library: Beginning a Research Project
- Annotated Bibliography

Module Five: Building an Argument; Tutor Assistance
- Overview of Module Five
- Guidance for Argument Writing

- Overview of Research Paper Assignment
- Research Paper Assignment Instructions
- WKU Libraries: Finding Additional Research
- First Full Draft Research Paper
- Tutor Assistance Documentation

Module Six: Second and Pre-Final Draft Research Paper Submission
- Overview of Module Six
- Readings and Recommendations on Revision
- Plagiarism Certificate and 2nd Full Draft Instructions
- Second Full Draft Research Paper

Module Seven: Final Argument paper
- Overview of Module Seven
- Final Research Paper Instructions
- Final Research Paper

COURSE SPECIFIC AI POLICY

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. Developing strong competencies in writing skills, from student-based brainstorming to researching issues to problem-solving, are part of demonstrating competency in writing. Therefore, the use of generative AI tools (such as ChatGPT) to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact this instructor. Additional broad university policies on plagiarism can be found below.

If you as a student are struggling and feeling too much pressure in this course, please don't resort to chatbots as a shortcut to completing assignments. Many students feel stressed and pressured. It is completely natural, as course work is often challenging and the University can be a high-pressure environment. But there are a lot of support resources available to you, and I believe that you can succeed here. Please contact me anytime and let's talk about it. I will work with you to support your success in this course!

WKU POLICIES AND RESOURCES

Plagiarism
To represent ideas or interpretations taken from another source as one's own is plagiarism –a form of cheating (see why AI falls into plagiarism standards?). Plagiarism is a serious offense that can result in a failing grade and more. ***See WKU's student handbook academic dishonesty policy here***. The academic work of students must be their own. Students must give any other author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act, as is to use automated software of any kind to produce content

attributed to the student. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Statement of Diversity

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this course is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated. More information on Diversity at WKU can be found here.

ADA Accommodation Statement

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.

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/ 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 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 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/.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Sexual Assault Resources

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏣᎳᎫᏪᏘᏱ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."
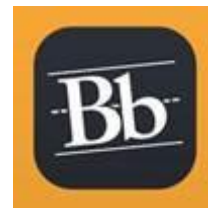
Things You Should Know

Academic Integrity	Student Code of Conduct	Student Handbook	Student Resource Portal	Blackboard Student

If Issues Arise

[Student Complaint Procedures](#)	[Student Grievance Procedures](#)	[Student Ombuds](#)	[Student Legal Services](#)

Be Prepared: Know Where To Go

[All Gender Restroom](#)	[Safe Space](#)	[WKU Emergency Preparedness](#)	[Active Shooter Preparedness](#)
[WKU Police](#)	[Counseling and Testing](#)	[Food Security](#)	[Center for Literacy](#)

WKU Information Site

All information on WKU policies in class syllabi can be found [here](#)