

ENGLISH 300-502W/711: WRITING IN THE DISCIPLINES SYLLABUS

COURSE DATES

502W (03515): 1/22-5/11 Wednesdays 5:30-8:15 except for 3/12-16

711 Web Course: 1/22-5/11 except for 3/12-16

COURSE LOCATION

Cherry Hall 102 (CH0102)

INSTRUCTOR

Travis Meserve M.A.

Travis.Meserve@wku.edu

OFFICE HOURS & LOCATION

CH16A (office hours: 30 minutes before and after class). In general, ***email is the best way to contact me***. I only open and respond to mail from WKU accounts. You should normally get an email answer within 24 hours Monday-Friday. E-mail sent after 3 p.m. on Friday may not be answered until the following Monday. If I will have no email access for some reason, I'll alert you before unless it's an emergency. I can schedule appointments if you would like to see me for one-on-one conferences.

Please Note: I am an adjunct teacher at WKU, meaning I am part time (6 hours each week). I am not available 24 hours a day to answer your questions. You cannot ask a question 2 hours before an assignment is due and expect to get a response in time to complete your assignment. Work on assignments early and give yourself plenty of time to discuss questions with me.

IMPORTANT DATES FOR FALL 2016

January 29: Last day to add or drop a class

March 9: Last day to withdraw from a class

March 12-16: Spring Break. No classes; nothing due in web courses.

March 23: FN date (60% point in the semester).). [Explanation for those of you who are new: Students who stop attending and submit no work following this date, between March 23rd and the end of the semester, must be assigned the grade of FN instead of F. Accurate attendance records must be kept in order to confirm that a student has not attended class after March 23rd as TopNet grade recording requires a last date of attendance for FN grades.]

May 7-11: Final exams.

COURSE POLICIES

PREREQUISITE

English 200 or equivalent

COURSE TEXT (REQUIRED)

Lester, J. D., & Lester, Jr., J. D. (2012). *Writing research papers: A complete guide*. 14 ed. New York: Longman, 2010. ISBN 0-205-23641-3

OTHER ITEMS NEEDED

- Access to a computer (preferably your own) with a reliable Internet connection.
- Microsoft Internet Explorer 10 (for video viewing) and Firefox (for all else in course)
- Microsoft Word or word processing software saves files in .doc, .docx, or .rtf file format
- Adobe Acrobat Reader (a free download from Adobe.com)

CATALOGUE DESCRIPTION

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

COURSE DESCRIPTION AND OBJECTIVES

Pre-2014 General Education Goals Met by this Course

English 300 helps to 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, speaking

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.

EXIT EXPECTATIONS

By the end of English 300, you should be able to:

1. Write longer formal essays that include significant support from appropriate scholarly sources.
2. Use a citation style appropriate to your discipline.
3. Make choices of voice, tone, format, structure and usage based on an analysis of disciplinary and academic conventions.
4. Employ your own writing processes to produce academic and disciplinary texts that include significant and properly formatted sources.
5. Work in a collaborative setting both with your own texts and with those of other students.
6. Be able to read disciplinary essays and to comment critically on their meaning and structure.

ENTRY EXPECTATIONS

Before you begin English 300, you should be able to:

1. Write using the standard conventions of English mechanics, punctuation, and spelling. This course is not a remedial course in grammar. You should not make these errors in your final drafts at this level.
2. Use a word processor of your choosing with proficiency, meaning you can change font sizes, set margins, change line spacing, insert pictures, diagrams, and charts.
3. Conduct research using university library resources.
4. Use the tools in Blackboard to complete coursework and facilitate your own learning.
5. Write your ideas in complete paragraphs that have a topic sentence, support and a conclusion.
6. Explain your more complicated ideas in essays consisting of paragraphs (see #5) that have organizational structure, a thesis (or argument, or topic sentence), and an awareness of audience needs.

USE OF TECHNOLOGY

This is a hybrid course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 6).

ATTENDANCE POLICY

Attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment once the Syllabus Quiz has been attempted.** If you do not attempt the Syllabus Quiz by the end of Week 1, I will drop you from the course.

STUDENT EMAIL AND BLACKBOARD ANNOUNCEMENTS

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so

read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note now that I will email all things posted as announcements.)

EVALUATION

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?" (Remember that "My Grades" is inaccurate if you have missing assignments, in which case you must calculate your own grade calculating in the zero(s).) **It is your duty to keep up with your own grade.**

My grading scale: 100-90=A 89-80=B 79-70=C 69-60=D Below 60: F

You can visit My Grades and see the point value for each assignment for the entire term.

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.

WORK SUBMISSION

All formal papers are to be typed and formatted according to the style sheet appropriate to your discipline. Information on major formats (MLA, APA) is included in your Lester and Lester text and through links on Blackboard. Submitting work in the wrong format will result in deductions or in a zero for the assignment. I will not accept hand-written or printed-out hard-copies of final drafts of work. 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 file formats will receive a zero grade. Emailed assignments will not be accepted unless I specifically ask you to submit that way.

CORRUPTED FILES

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 to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it.

IF YOU SUBMIT THE WRONG FILE....

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. No need to panic! Please note that this correction must be made before the assignment deadline passes. You cannot use this trick to gain extra time to complete an assignment.

IF BLACKBOARD LOCKS OR IS DOWN WHEN YOU NEED TO SUBMIT....

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).

ACADEMIC INTEGRITY (MY PLAGIARISM POLICY)

Plagiarism/Academic Fraud occurs 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, has another person write an assignment and submits that work as his/her own, or copies/"borrows" another person's ideas/progression of argument without acknowledgment or permission. Students must complete their own work in this class, and they should not ask for or receive inappropriate assistance on their work. Students who violate this policy should understand that, at the instructor's discretion, they might automatically fail this course.

On the other hand, students who decide to do their own work will challenge themselves intellectually; these students decide to abide by ethical principles that illustrate they value the educational opportunities presented to them and that they believe the quality of their contributions should be given a fair evaluation.

In this course, we trust each other to adhere to the principles of academic integrity discussed in this section of the course syllabus. My assumption is that you will submit work that is your own because you wish to be evaluated on the quality of your own work rather than the quality of someone else's and that you understand that doing otherwise is unethical. However, if I begin to question the integrity of your work, I will investigate the originality of your work using SafeAssign and other plagiarism detection tools.

Plagiarism or academic dishonesty on any single assignment, including quizzes, exams, reflective assignments, outlines, proposals, Discussion Board posts, other short papers, or early drafts of longer papers will result in a course penalty up to course failure. The severity of the penalty will be at the

discretion of the instructor, depending on the nature of the violation. Length or nature of the assignment are not factors affecting the course penalty. In other words, plagiarism on a one-page paper could result in course failure just like plagiarism in a six-page paper might; or cheating on a daily quiz could result in course failure just like cheating on a final exam might. All instances of academic dishonesty will be referred formally to the WKU Office of Judicial Affairs and, in some cases, to the department heads or program directors of the student's major discipline.

Plagiarism or academic dishonesty of any kind will not be tolerated, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to Judicial Affairs should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board postings.

FAILURE OF TECHNOLOGY

We will be using Blackboard and the Internet for work in this course. Problems with Blackboard should be directed toward the IT Help Desk (their number is on the front of the syllabus). Technological failure of any kind is no excuse for submitting assignments late or failing to submit assignments. Students who are not confident with their technology skills are encouraged to work ahead and submit work early. All students should back up their work on a flash drive or e-mail files to themselves. Using Google Drive or DropBox is also a great way to back up work and get access to it from multiple computers and portable devices. **If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case 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 in the past year, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to post to a discussion, submit a paper, or do a journal in an attempt to get more time on work. Know now that I call the Help Desk for every case that I am told about to see if there is something I can do in order to help you have the access that you need. **If I catch you not being honest about this, you will be reported to Judicial Affairs.** It's not fair to those who are honest and who do from time to time have genuine problems.

WITHDRAWAL POLICY

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting the syllabus quiz.

INCOMPLETES (GRADES OF "X")

Typically, incompletes will not be granted for this course. When extenuating circumstances arise—for example, if a student in the military is deployed toward the end of the semester, 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.

Incompletes will be considered only for students who are in good standing (C or higher) in the course on the day of the request.

RESOLVING COMPLAINTS ABOUT GRADES

If you have questions about or take issue with a grade or another aspect of this course, you should first speak with me. If you and I cannot resolve the issue, you may take the matter to the Director of Composition, Dr. Chris Ervin, who will assist us in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed to the Interim Department Head, Dr. Andrew McMichael. [The Student Handbook](http://www.wku.edu/handbook/2009) (available online at <http://www.wku.edu/handbook/2009>) outlines procedures for appeals beyond that level.

ADA NOTICE: DISABILITY AND ACCOMMODATIONS

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. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

THE LEARNING CENTER

DUC A330, in the Academic Advising and Retention Center

To make an appointment at [The Learning Center \(TLC\)](#) or to request a tutor for a specific class, call 270-745-6254 or stop by. www.wku.edu/tlc

THE WKU WRITING CENTER

Cherry Hall 123 and Helm Library Reference Room

I encourage you to utilize the services of [The Writing Center](#) in planning, drafting, and revising your papers! They do offer online services! <http://www.wku.edu/english/writingcenter/writingcenter.php>

PROGRAM ASSESSMENT NOTICE

As part of a university-wide accreditation study, a small sample of papers may be collected from randomly-selected individuals in all ENG 100, 200, and 300 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades. As a result, you will submit Paper 4 in three drop boxes during the last week of class (one for me to grade, one for the assessment, and one to SafeAssign). Thanks for your help in this endeavor to make our classes better at WKU.

BLACKBOARD HELP/WKU IT HELP DESK

BLACKBOARD (BB) STUDENT USER TRAINING

If you have not used Blackboard a lot, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful. If you opt not to complete the Blackboard Student User Training, you are still responsible for knowing how to use all the tools that are taught in the training and utilized in this course.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. Again, no credit for this for the class, and not required, but it could be very helpful for you and important for your success! OR.....

ORIENTATION MODULE

Complete the Orientation Learning Module in the Getting Started area

WKU DISTANCE LEARNING STUDENT RESOURCE CENTER

You may also want to visit the [WKU Student Resource Center](http://www.wku.edu/online/src/): <http://www.wku.edu/online/src/>

A WORD ABOUT 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, due dates are listed here in this syllabus on the Schedule of Assignments. These dates override any other date you see on Blackboard.

MINIMUM REQUIREMENTS FOR MAJOR WRITING ASSIGNMENTS

Paper 1: Critique (900+words, 2 sources, 100 points)

Paper 2: Argumentative Synthesis (1200+words, 4-6 sources, 150 points)

Paper 3: Annotated Bibliography & Paper 4 Outline (at least 5 of your research paper sources, 100 points)

Paper 4: Research Paper (2400+words, 6-10 resources (4 are scholarly), 300 points)

***All assignments in this course must adhere to the rules given in the documentation chosen by the student in Research Journal #1. Failure to follow the chosen documentation style will result in an assignment being scored as a "0". All assignments must meet minimum requirements from the**

directions for each assignment or it will be scored as a “0”. All assignments must contain a minimum of errors (meaning errors do not distract the reader or take away from the meaning of the text) in grammar, mechanics, spelling, and punctuation or it will be scored as a “0”. As the purpose of this class is to master summary, critique, and argument, the goal of using any source in any paper in this course is paraphrase and summary of all source material. **NO BLOCK QUOTES are permitted on any assignment (meaning no quote may exceed more than four typed lines at 12pt New Roman Font).** **Any use of a block quote (a quote longer than four typed lines) will result in a reduction of 25% on the final grade on the assignment.**

*Please note that a rubric for an assignment deducts points for errors in following the guidelines of your chosen documentation style. These deductions only apply when you are following the guidelines the majority of the time. Papers that are turned in with numerous and egregious errors in both documentation style guidelines and/or grammar will be given a score of zero. At the ENG 300 level, a minimum level of writing professionalism must be maintained in order to be scored. This course is not a remedial course. All of these skills are prerequisite before entering this course. It is your duty to follow the guidelines of the documentation style you chose.

SAFEASSIGN

Students may submit drafts of papers to SafeAssign prior to final submission in order to check for inadequate paraphrase or errors in quoting. Final drafts will be submitted to SafeAssign.

RESEARCH REQUIREMENTS

Typically, all sources used in this course must be current, relevant, **scholarly** research accessed from print sources or library databases. Other sources, like credible websites, newspapers, magazines, and the like will be accepted only if the student justifies to the instructor the use of such non-scholarly sources prior to the peer review deadline for the assignment. Including sources at the end of the paper in the correct appropriate documentation style is a minimum requirement; failure to provide this results in a 25% reduction in final grade for the assignment. **Use of scholarly sources constitutes a “minimum requirement” on all assignments unless otherwise noted on the assignment prompt.**

THE 25% RULE FOR ASSIGNMENTS THAT DO NOT MEET MINIMUM REQUIREMENTS

The grade on any major assignment that does not meet the minimum requirements (not including documentation style or grammar, see above) will be reduced by up to 25% automatically. Examples of “minimum requirements” are length, submission deadline, minimum number of drafts, minimum number of sources, participation in peer review, type of sources required, and so on. For example, if an assignment has a 1200-word minimum requirement, that means that 1200 words excluding works cited/references are the absolute *minimum* accepted and that, for example, an assignment that is 1070 words long, including the works cited/references, does not meet the “minimum requirements.” Grades

for such assignments will be automatically reduced by up to 25%, at the discretion of the instructor. Another example: If peer review is required for an essay and a student does not peer review another student's paper, the final grade on that essay will be reduced by up to 25% automatically.

***The remaining policies in this syllabus are behavioral in nature. Most students are respectful, good people. I thank those of you who are those types of people (and that is most of you), as you are what makes teaching a pleasurable experience for all of your instructors. However, because some are not, I feel that I must, sadly, have certain policies in place to protect the rest of us.**

RESPECTFUL BEHAVIOR AND GENERAL CIVILITY

In my classes, I like to have free and open discussions of what we think and feel about the things we read and write. In order that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to Judicial Affairs. Further action, possibly even removal from class, or alternative work may be assigned.

GUIDELINES FOR EMAILS

I must ask that you remember that I am not online 24/7. If you do not receive a response from me within 24 hours Monday-Friday, please forward the original email to make sure that I got it—sometimes the server does eat emails, but this is rare. E-mail sent after 3 p.m. on Friday may not be answered until the following Monday. Also, if you email me from a personal account, your email may be sent to my "junk mail" box because of the way the WKU email server is set up; because of this, it is best to only use your official WKU email to communicate with me.

When you send me an email, I expect it to be professional and academic in its tone and composition—Standard English is to be used. Emails that are not as such (i.e.: IM speak or texting abbreviations are used, or the email is written in all CAPS [which is YELLING in an email], or lack punctuation and capital letters) will be deleted without being read or responded to; I do not mind answering questions about coursework and am happy to do so if your email is appropriate.

I will respond to all emails unless you have asked a question that has been answered in the syllabus or in the materials provided on Blackboard. I will not retype material that I have already typed in these venues because you have chosen not to read them. If I respond at all, it will be only "SBB" which means "it is covered in the Syllabus or Blackboard, go read."

Emails that are attacking or threatening in nature will be reported to the appropriate persons, including the police if necessary. I promise that unless there is an extenuating circumstance, you will

get an email back unless it is a “SBB” issue, see above. Sending me increasingly abusive emails asking why I am not responding is not effective.

Remember, too, that you have the Ask a Question discussion board that you can post questions to—a classmate might know the answer and respond to you in the middle of the night or at a time when I’m not online for immediate feedback (of course, everyone must participate for this board to work).

LEARNING CONTRACT

Learning Contract

Your completion of the syllabus quiz and continued enrollment in this course constitutes your acceptance of this syllabus as a learning contract. By remaining enrolled in this course, you agree to abide by the policies outlined below.

ASSIGNMENT DESCRIPTIONS

QUIZZES

The first week, **there is a syllabus quiz; you cannot gain access to the rest of the course until you've passed this quiz with a 100%.** There are quizzes through the semester over some of the readings in Lester and Lester. Should writing errors be rampant, we may have grammar quizzes, too, with Purdue's OWL used for studying. There is also a **Midterm Self-Evaluation** (nothing to study for or worry over!).

DISCUSSION BOARDS

Discussions are all required and part of your course grade. They are NOT optional. Here are some rules/guidelines to help you be sure to gain maximum credit on each board.

1. First, I encourage you to go to **Syllabus & Other Info**, Tech Tricks and Help, and read the "Tips and Tricks for Using the Discussion Board" —it will make using the boards easier for you!
2. Next, **the only boards on which you should attach files are the Peer Review boards.** This will make things easier to read and grade. I will only grade discussion boards typed in the text box and posted. You may type it in a word processor for editing and then cut and paste it into the box; I would encourage this practice, so you can save your answer in case Bb erases your post or you click the incorrect button and lose it.
 - a. If you attach your postings rather than type them into the boards, do not be surprised if I send you a note that **I will not grade them until they are posted correctly.** (I enable the attachment mode so that you can use the Mash-Up feature—see the Tips and Tricks sheet mentioned above for what that is and why you want to use it!)
3. Remember that the Discussion Boards can take the place of face-to-face class meetings or can be short writing assignments for a grade. 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.
 - a. Keep in mind that I am NOT expecting you to read and respond to what every single classmate has posted, though I'm not stopping you from doing that, either.
4. Make sure you read the directions carefully and respond to classmates when requested.
5. If you do not follow directions, you will not be eligible for full credit.
 - a. For instance, if I ask you to draft an essay and share it for feedback from your classmates, I truly expect a **complete, drafted essay**—not a *paragraph* or some part of an essay.
6. There are not times you are required to log-in and participate, but there are due dates. See the

schedule at the end of this syllabus for assignments and their due dates.

7. Your postings 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!
8. 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. Again, I'm expecting multiple sentences here, not just a single statement.
9. I do not generally grade the boards on grammar/spelling/punctuation/documentation, 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)!
10. IM- and texting-speak are not permitted and will gain you a grade of 0 if it is habitual.
11. Feel free to read/work ahead on the Discussion Boards, but remember to go back and respond to others when that is required.
12. Always title your posts as your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
13. **IMPORTANT!** The Discussion Board feature is set so that you cannot see any other student's response until you first post your own. If you post a blank post in order to gain access to the boards to read your classmates before you post your own, you will receive a grade of zero on the assignment. Blackboard records the date and the time down to the minute that you post. I know accidents happen, and you may accidentally post a blank post. But you should immediately post again with your answer. There should not be more than a minute difference between the first and second post. If there is **any** significant gap between the posts (over a minute) that would allow you to read a classmate, you will receive a zero. **There will be no discussion on this point.**

THE PAPERS

(Note: these are worth 650 points, or 65% of your grade)

You will write four papers in this class, with Papers 1-3 contributing to the skills you'll need in order to write Paper 4. Details about these papers are in the Paper Information area of Blackboard.

- **Paper 1: Critique (900+words, 2 sources, 100 points)**
- **Paper 2: Argumentative Synthesis (1200+words, 4-6 sources, 150 points)**
- **Paper 3: Annotated Bibliography & Paper 4 Outline (at least 5 of your research paper sources, 100 points)**
- **Paper 4: Research Paper (2400+words, 6-10 resources (4 are scholarly), 300 points)**

ALL PAPERS MUST:

1. **Be submitted in a Blackboard compliant format: (.pdf, .doc, and .docx) No other formats will be accepted.** You have access to a free word-processor that will produce these formats through your WKU email (Office 365). Please contact the IT Help desk with questions. There are also free internet programs such as Google Docs or Open Office. **Papers submitted in the wrong format will not be scored and will be given a grade of zero. Students will NOT be given an opportunity to resubmit.**
2. Be written in the style/organization pattern appropriate to your discipline or face point deductions.
3. Be formatted with 12 point Times New Roman regular font (remember that italics and bold have meaning so don't use them for decoration) with one-inch margins top, bottom and sides. Papers should also have page numbering in the top right hand corner preceded by your last name. You should know how to do these things in your chosen word processor—use the help, search the web for instructions, or find a YouTube video that shows you how.
4. Be written in a formal, academic tone (third person point of view, avoidance of passive voice when possible, in the verb tense appropriate to your style, avoiding contractions, too).
5. Contain appropriate documentation in-text of any material you take from any source, even if it is in your own words (e.g., summarized or paraphrased). Not doing so is plagiarism.
6. Not use Wikipedia, About.com, eHow.com, or other similar sites as sources in any paper for this course. If you doubt a source, just ask.
7. Have a bibliographic page (Paper 3 is the only exception to this).
8. Have been part of a full peer-review process (see below for details)

9. Be submitted on time in the spots designated for them on Blackboard.

PEER REVIEWS

You will complete four peer reviews during the course of the term. For any paper on which you **do not** participate **fully** in the peer review session by following the directions, *you'll automatically lose 25 points off of the paper. Fully = posting your paper on time for review and submitting a reviewed draft (that followed the directions for how to review) back to at least one classmate on time.* If you were to do none of the peer reviews, or only post your own draft, or only review or incorrectly review a classmate's paper, this would result in 100 points lost from your final grade (that's 10.0 %!).

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 Paper 2, write a paragraph at the end of Paper 2, after your bibliographic page, telling me what you learned from the feedback on Paper 1 and how it helped you in writing Paper 2. You can do the same for Papers 3 and 4. Your omission of this act signals that you are looking for your grade and not constructive feedback on your writing; it will save us both time to be honest about this, and I will not continue to write detailed notes that you are not reading.

EXTRA CREDIT

While it may not seem like a lot, the opportunities below represent a chance at 35 points of extra credit. I urge you to do these as you have the chance, as I do NOT give extra credit at the last minute/by request at the end of the term. Please don't ask, as you and I both will feel bad when I tell you no. Note that all of them incorporate writing in some way—none of these are “easy” assignments where you can show up, swipe your ID, and get credit. They do all require some work.

ACTIVITIES (10)

Through the schedule, there are several posted “OPTIONAL: activities” to do that can help you with your research paper process. These are not for points on their own, but if you complete them **all** successfully (get them more than 70% [3.5 out of 5] correct), you will gain 10 points of extra credit at the end of term on your point total (not on your average, but on your point total, which will be put in the extra credit column of My Grades by the end of term). You can do them as many times as you want to get the 3.5/70% score. If you have questions about them as you complete them, let me know. Their scores appear at the end of your listing in My Grades. They are **not** open all term and are due on their due dates in the course calendar.

OUTSIDE EVENT CRITIQUE (10)

After we complete Paper 1, see the Extra Credit Ideas area on Blackboard with details of this assignment. You can do one of these for a chance at up to 10 points of extra credit. This critique will be due no later than the Tuesday (11:59 pm) of Week 14 of this class.

SUMMARY ACTIVITY AND SAFEASSIGN JOURNAL (5, 5)

In the Summary unit (Week 2) is a single assignment worth 5 points of extra credit should you complete it successfully (it is due at the end of Week 3). At the end of term, there is a journal related to submitting your Paper 4 draft to SafeAssign worth 5 points of extra credit.

PLAGIARISM TUTORIAL (5)

During Week 1, I assign you to complete one of two tutorials on plagiarism and get the results to me; students who choose to do both (with a score of 80% or higher on the one from TWU) will receive 5 points of extra credit.

OTHER ASSIGNMENTS

Work other than these scheduled assignments may be assigned throughout the course. If assigned, these will be minor assignments meant to correct an issue that might arise (a common problem everyone is having with a grammar or writing skill, for instance) or foster a creative writing skill that the class seems to be lacking in general; all major assignments are outlined above. I DO NOT anticipate adding any work.

SCHEDULE OF ASSIGNMENTS

Work is due at midnight on the Sunday following the week it is listed UNLESS another date is stated for that assignment. All official due dates are listed on the schedule in this syllabus and the Calendar on Blackboard. I try to keep Blackboard up-to-date on this, but I may miss one here or there. Therefore, due dates are listed here in this syllabus on the Schedule of Assignments. These dates override any other date you see on Blackboard. ****Some assignments are due on class night; therefore, you may want to work a week ahead on this schedule.**

WEEK 1: GETTING STARTED (JANUARY 22-26) CLASS 1/24

FIRST, DO THIS:

- **Syllabus Quiz.** You cannot access the rest of the course assignments without passing this quiz with a 100%. You can take it as many times as you need to do this.
- **This must be taken by the Sunday following the first day of class:** those who do NOT will be dropped.

VIDEOS TO VIEW:

- How This Class Works
- Videos on Writing an Argumentative Paper

READING ASSIGNMENTS:

- Lester and Lester, Chapter 1, "Writing from Research" + **Quiz #1**
- Lester and Lester, Chapter 7, "Understanding and Avoiding Plagiarism" + **Quiz #2**
 - **Activity #1** OPTIONAL
 - If you do all 6 activities this term and get 3.5 or higher on them, you get 10 points of extra credit. You can do them as many times as you need.
- Do **one** of the **Plagiarism Tutorials** (doing both will get you 5 points of extra credit):
 - Directions and links in Bb; due to me by the end of next week so you have time to mail it if that's what you choose to do.
- Review the *Purdue OWL* link "Which Writing Style Should I Use"
- Review the "Finding Common Errors" and "20 Most Common Writing Errors" links

OTHER WORK:

- **Class Blog**: Introduce yourself and get to know your classmates.
- **Research Journal #1**: My Documentation Style (Either MLA or APA)
- Go to **Learning Content // Paper Information** and read the **Prompt for Paper 4**. Do some thinking and preliminary research for possible papers topics for Paper 4: Research Paper (P4) due at the end of the course; you will work on this paper in stages all semester. **Choose your topic carefully: once selected, you cannot change your Paper 4 topic. Turning in a paper on any other topic will result in a score of zero.**
 - Remember you **cannot** write your research paper (P4) on any of the following topics: abortion, marijuana, any other recreational drug, alcohol, gay marriage/civil rights, piercing, tattooing, eating disorders, body image, racism, or any religious doctrine or theological idea. These topics are off limits because they have a) been written about to the point of absurdity and b) this class is geared toward professional publication in your major/career. Choose a topic that is less about your opinions of the world in which you live, and more about a topic in your field that requires research, reading, and learning that will make you more effective in your chosen career.

WEEK 2: SUMMARY (JANUARY 29-FEBRUARY 2) CLASS 1/31

VIDEOS TO VIEW:

- Summary, Paraphrase, and Quotation

READING ASSIGNMENTS:

- Lester and Lester, Chapter 2; “Finding a Topic” + **Quiz #3**
 - **Activities #2, #3, and #4** OPTIONAL
- Mitchell’s “Emanation and Generation” (direction on how to find are on Blackboard)

DISCUSSIONS:

- **Discussion #1**: Summary of an Article. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
- **Discussion #2**: Research Paper Topics I’m Considering. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - **Choose your topic carefully: once selected and approved by your instructor, you**

cannot change your Paper 4 topic. Turning in a paper on any other topic will result in a score of zero. Remember you cannot write your research paper (P4) on any of the following topics: abortion, marijuana, any other recreational drug, alcohol, gay marriage/civil rights, piercing, tattooing, eating disorders, body image, racism, or any religious doctrine or theological idea. These topics are off limits because they have a) been written about to the point of absurdity and b) this class is geared toward professional publication in your major/career. Choose a topic that is less about your opinions of the world in which you live, and more about a topic in your field that requires research, reading, and learning that will make you more effective in your chosen career.

RESEARCH-RELATED:

- Begin working on Research Paper Short Proposal using 2g “Drafting a Research Proposal” (p. 25) in Lester and Lester

WEEK 3: CRITIQUE (FEBRUARY 5-9) CLASS 2/7

VIDEOS TO VIEW:

- Critical Reading and Critique
- What is SafeAssign?

POWERPOINTS TO REVIEW (IN ENG 101 REFRESHERS SECTION):

- A Brief Guide to Argument (save and open to read notes below slides)
- Reading Critically and Writing Well

DISCUSSIONS:

- **Discussion #3**: Practicing Critique: Analysis and Response for Article #1. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - First, go to Learning Content-Paper Information and read about Paper 1

ON YOUR OWN:

- Lester and Lester, Chapter 3, “Organizing Ideas and Setting Goals”
- Fully draft Paper 1: Critique, over Article #1
- **EC#1 Summary Extra Credit** OPTIONAL

WEEK 4: PEER REVIEW, PAPER 1 (FEBRUARY 12-16) CLASS 2/14

READING ASSIGNMENTS:

- Lester and Lester Chapters 14-17 (read through the one *appropriate for your style* to make sure you're setting your paper up right—each has a sample paper—and that you're writing and citing correctly!)

DISCUSSIONS:

- **Peer Review #1: Paper 1: Critique (900+words, 2 sources, 100 points)**. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - Post your draft **before** the beginning minute of your class meeting
 - Post your review of a peer's paper **before** the final minute of your class meeting

ON YOUR OWN:

- **Final draft of Paper 1: Critique due in Assignments on Sunday by 11:59 PM CT**
- Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

WEEK 5: SHORT RESEARCH PROPOSAL AND SYNTHESIS (FEBRUARY 19-23) CLASS 2/21

VIDEOS TO VIEW:

- Synthesis

READING ASSIGNMENTS:

- Lester and Lester, Chapter 4, "Gathering Sources Online"
- Lester and Lester, Chapter 5, "Gathering Sources in the Library"
- Lester and Lester, Chapter 6, "Conducting Field Research"
 - **Quiz #4** over Lester and Lester Chapters 4-5-6

DISCUSSIONS:

- **Discussion #4**: Research Paper Short Proposal (see p. 25 in Lester and Lester). Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
- **Discussion #5**: Practicing Basic Argument Skills

RESEARCH-RELATED:

- **Research Journal #2**: Now That I've Seen Other People's Topics...
- **Research Journal #3**: Before I Go Any Further....

WEEK 6: STARTING SYNTHESIS (FEBRUARY 26-MARCH 2) CLASS 2/28

READING ASSIGNMENTS:

- The Elements of Argument (handout)
- Lester and Lester Chapter 8, "Reading and Evaluating Resources" + **Quiz #5**
- Lester and Lester Chapter 9, "Writing Effective Notes and Creating Outlines"
- Go to Learning Content-Paper Information and read about Paper 2
- First, read the prompt for Discussion #6
- Then:
 - Review Article #1
 - Read Article #2 (posted in Assignments)
 - You are not limited to using Coyle and Mitchell to make your argument; try out your research skills and find more online or in the databases if you like!

DISCUSSION:

- **Discussion #6**: Practicing Synthesis #1. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

RESEARCH-RELATED:

- **Research Journal #4**: A Little Practice
- Start research for Paper 4. Use "Your Research Topic" on p. 38 and p. 60 to help.

- Start to work on Research Paper Long Proposal (see p. 26 in Lester and Lester for format) — and outline (see p. 146-151 for examples).

WEEK 7: PRACTICING SYNTHESIS #2 (MARCH 5-9) CLASS 3/7

Reading Assignments:

- First, read the prompt for Discussion #7
- Then, choose at least 4 of the readings linked in Blackboard. Note that you may need to read more to support the argument you choose to make.
 - You are not limited to these sources to make your argument; try out your research skills and find more online or in the databases if you like!

DISCUSSION:

- **Discussion #7:** Practicing Synthesis #2. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

RESEARCH-RELATED:

- **Research Journal #5:** What I've Found So Far

ON YOUR OWN:

- **Midterm Self-Evaluation**

WEEK 8: SPRING BREAK (MARCH 12-16)

READING ASSIGNMENTS:

- Take a Break!

DISCUSSION:

- **Take a Break!**

WEEK 9: PREPARING FOR PAPERS 2-4 (MARCH 19-23) CLASS 3/21

READING ASSIGNMENTS:

- Lester and Lester Chapter 10, “Drafting the Paper in an Academic Style”
 - **Activity #5** OPTIONAL
- Lester and Lester Chapter 11, “Blending Reference Material into Your Writing by Using MLA Style”
- Lester and Lester Chapter 12, “Writing the Introduction, Body, and Conclusion”
 - **Activity #6** OPTIONAL
- Lester and Lester Chapter 13, “Revising, Proofreading, and Formatting the Rough Draft”
 - **Quiz #6** over Lester and Lester Chapters 12-13
- Lester and Lester Chapters 14-17 (read through only the one appropriate for your style)

ON YOUR OWN:

- Review your writings for Discussions 6 and 7. Choose one to revise and fully develop into Paper 2: Synthesis. See the Paper Information for details.
- **Research Journal #6 (2 parts)**: Backtracking / Choose 2 sources that you are using in your Paper 4 and write a long paragraph creating synthesis between the two. Make sure you cite the sources correctly and either quote or paraphrase the information with correct documentation.
- **Fully draft Paper 2**

WEEK 10: PEER REVIEW, PAPER 2 (MARCH 26-30) CLASS 3/28

DISCUSSION:

- **Peer Review #2: Paper 2: Argumentative Synthesis (1200+words, 4-6 sources, 150 points).**
 - Post your draft **before** the beginning minute of your class meeting. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - Post your review of a peer’s paper **before** the final minute of your class meeting

ON YOUR OWN:

Final Draft of Paper 2: Synthesis due in Assignments on Sunday by 11:59 PM CT. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

WEEK 11: PEER REVIEW, PAPER 3 (APRIL 2-6) CLASS 4/4

POWERPOINT TO VIEW:

- Why an Annotated Bibliography is a Good Thing!

DISCUSSION:

- **Peer Review: Paper 3:** Annotated Bibliography
 - Post your draft **before** the beginning minute of your class meeting. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - Post your review of a peer's paper **before** the final minute of your class meeting
 - Try to pick someone with the same format as you to help check citations!

RESEARCH-RELATED:

- **Final Draft of Paper 3: Annotated Bibliography due in Assignments on Sunday at 11:59pm CT.**
 - Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
- Research Journal #7: Now That I've Had Some Feedback
- I recommend reading the "Time to Draft" document in this week's folder on Blackboard.
- Time for Research—if you realized you need more information after doing Paper 3
- **Draft Paper 4. You must have a finished draft finished in 7 days!! Don't wait!**
- **Research Journal #8:** What's Left to Do

WEEK 12: LONG PROPOSAL (APRIL 9-13) CLASS 4/11

READING ASSIGNMENT:

- Revisit the information for Paper 4 (Learning Content-Paper Information-Paper 4) to make sure you are doing everything you should be in this paper!

DISCUSSION:

- **Discussion #8:** Long Research Proposal and Full Outline
 - **Post your proposal and outline by Sunday 11:59 PM CT.** Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

RESEARCH-RELATED:

- Begin drafting Paper 3: Annotated Bibliography

- Go to Learning Content-Paper Information and read about Paper 3. There is a specific set of items I want included in this paper!
- I encourage you to look through the “Your Research Project” ideas on p. 151-152 of Lester and Lester for ideas on organizing and getting ready to draft. Nothing to do/turn in for points here, but some of these ideas may work well for you.
- **Research Journal #7 (2 parts)**: Now that I've had some feedback / Choose 2 different sources than before that you are using in your Paper 4 and write a long paragraph creating synthesis between the two. Make sure you cite the sources correctly and either quote or paraphrase the information with correct documentation.

WEEK 13: FINAL DRAFTING & PEER REVIEW PAPER 4 (APRIL 16-20) CLASS 4/18

DUE BEFORE END OF CLASSMEETING:

- **Research Journal #9**: Final Checks
- I encourage you to examine the “Your Research Project” on p. 193 and 211-212 of Lester and Lester for ideas to help in drafting your paper.
- Optional Research Paper Draft Checking (submit your draft by Tuesday)
- **Peer Review Workshop for Paper 4: Research Paper (2400+words, 6-10 resources (4 are scholarly), 300 points)**
 - Post your draft **before** the beginning minute of your class meeting. Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)
 - Post your review of a peer’s paper **before** the final minute of your class meeting

ON YOUR OWN:

- Revisit the information for Paper 4 (Learning Content-Paper Information-Paper 4) to make sure you are doing everything you should be in this paper!
- Before submitting your paper, I encourage you to look at the Editing Checklist on p. 219 of Lester and Lester, the Proofreading Checklist on p. 221, and to consider the “Your Research Project” ideas on p. 221.

WEEK 14: PAPER 4 DUE (APRIL 23-26) CLASS 4/25

DUE BY TUESDAY:

- **EC#2: SafeAssign Journal** (Extra Credit #2/OPTIONAL due no later than 11:59pm CT)
- Last day to submit any outstanding extra credit is TUESDAY of this week.
- **Final Draft of Paper 4: Research Paper** due no later than Friday at 11:59pm CT in Assignments.
 - Title your post your format + title + name (e.g.: APA: Ending Hunger: Jane Doe)

WEEK 15: LOOSE ENDS (APRIL 30-MAY 4) CLASS 5/2

- **Research Journal #10**: Finally Finished! Due no later than Tuesday at 11:59pm CT.

FINALS WEEK: (MAY 7-11)

There is no final exam. I will email the class when grading is completed. This is the work I expect us to complete this semester. I reserve the right to alter this work plan if needed, but I do not anticipate doing so. Any changes will be announced on Blackboard.