

"Never confuse movement with action." - Ernest Hemingway

Course English 300, Sections 713 & 714, Writing in the Disciplines
Professor Roy L. Burkhead, MFA
Term Fall 2012
Meetings Online Course

Hello and Welcome to English 300: Writing in the Disciplines!

While this syllabus and the information on the course's Blackboard site will explain this course's expectations, I wanted to take a moment to clarify a few essential, important notes. It is true that you will have an assortment of writing assignments this semester, but a large part of this course will be focused on your Long Semester Research Paper. Please keep the following in mind:

- As Hemingway once said, do not confuse movement (and motion) with action. Yes, you will need to do research in order to write your long paper. But it is easy to spin your wheels with the research. Gather the information you need and start writing your paper. Don't allow the research and information-gathering stage to delay your writing any more than necessary.
- It is important to have an interest and passion in what you write for the Long Semester Research Paper; yet, I would encourage each student to try and go beyond his or her current world to learn something new, to take a stand on an issue that you may not have known a lot about at the start of the semester, and so on. At a minimum, your topic should be closely tied to your major.
- Take the week-to-week homework and writing assignments seriously, including the Reading Blog. If you don't, all of those little points will add up to great big points, and they will clobber your final course grade. In addition, you won't be able to go back at the end of the semester and make up work that you did not do or submit on time. Why? Because there is no fluff or busy work in the weekly homework. You are learning each week about the different writing techniques and elements REQUIRED in order for you to write all of the papers and essays. If you never did the work, then you never learned how to write the papers and essays. And if you never learned how to write them, then that means that you (probably) had to slap something together. (See how that works?)
- You may or may not live within travel distance of Western. Either way, I encourage you to visit and use the WKU library, if at all possible. And without a doubt, you are expected to learn how to use the online research tools offered at the library's Web site. (This is an academic, scholarly research class, after all.) You will be able to use these tools from your home computer, and that will help. But be aware that you will most likely need to travel to an academic-level library in order to do research for this class.

I'm looking forward to working with you all this semester. READ this entire syllabus and all of the information on this course's Blackboard site in order to have the best experience possible this Fall!! Cordially, RLB

Professor's Contact Information

Primary Contact Info roy.burkhead@wku.edu

Virtual Office Hours Send me an e-mail the day before with two times that work, including your area code and phone number, and I will respond via e-mail to confirm one of the times.

Important Dates **September 4:** Last day to add a class; last day to drop a class WITHOUT a grade.
October 17: Last day to drop a class with a W.
October 29: F/N Date. 60% point of the semester. Students who stop attending class before this date, or in online classes, students who stop participating before this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates "Failure due to non-attendance (no semester hours earned and no quality points)." This grade could have implications for financial assistance.

Optional Mid-Semester Conference Calls **Date:** October 15 - 21, 2012
Purpose: To review to-date work progress, answer questions, and address issues. (Duration: 15-30 min.)
To Set Up Call: Send me an e-mail by 11:59 p.m. on/by October 14 with two 30-minute time slots that work for you between October 15-21, and I will reply to confirm the date/time. I will be able to schedule calls anytime on the weekend of October 15. During the week, I can schedule calls during my lunch hour (11 a.m. to 12:00 p.m., central time) and after 7:00 p.m., central time. Calls (done for extra credit) will happen only during the week of October 15. I will always talk to students throughout the semester, but no extra credit will be awarded when done outside of these dates.

Email Policies Students are expected to check their WKU email accounts several times a week. I expect students to read all email communications from me, Blackboard announcements, and Monday Morning Messages. I use email as the primary communication device for the students in case of an emergency. If a student emails me with an emergency, I will make every attempt to respond in a timely fashion. (During the week, I am online after 7:00 p.m. central time.) Read emails and all other online information carefully. Skimming information or sections will cause you to miss important instructions and information.

Technology Requirements and Expectations Besides reliable access to the Internet (this means that ideally you will be able to access your course from home on a daily basis), e-mail, and the Web, preferably on a fast internet connection, you will need the following:

First, some basic word processing, Internet, Blackboard, and e-mail skills are necessary even to begin this course; you should be able to type, upload and download documents, attach files to e-mails, and manage your e-mail account. You should already have these basic technological skills if you are to succeed in this course. You should not be attempting this course if you are going to have to learn some of these basic skills before you will be able to access course content or submit work. If you do not have these basic skills, be warned that you will likely fall behind in the course and miss assignments, which cannot be made up. Students who are not comfortable with the technological aspects of the course end up either dropping or failing.

And second, there are a few software requirements for the course. You should have Adobe Acrobat Reader (free download at <http://get.adobe.com/reader/>) installed on the computer, and you should use Mozilla's Firefox browser (free download at <http://www.mozilla.com>) for the best results in Blackboard (some versions of Safari and Internet Explorer work, as well).

Trial Versions of Software: Don't use them!! You are **EXPECTED** and **REQUIRED** to own and install all of the appropriate software needed to participate in this online course by the start of the semester. In the majority of cases, trial versions will run out before the end of the semester. I will NOT allow students to make up work that they miss because of an expired piece of software. The final grade for any such assignment will be a zero (0). Make sure your computer has full, legal versions of all appropriate software before you start this class.

Blackboard. This syllabus works hand-in-hand with the course's Blackboard site. To start, read this **entire** document and **ALL** information on Blackboard to understand how the course is laid out, policies, expectations, and so on. I will be running stat reports on Blackboard to keep track of everyone's work and verify that everyone is using the site. Sometime overnight each Sunday evening, I will post the Monday Morning Message (MMM) to the course's home page, which is the Announcements page—the first thing seen when the course appears. In addition to a broad overview of the coming week's work and expectations, students will be given hotlinks to relevant documents, et cetera.

Syllabus Statement Consider the assignment-portion of this syllabus a fluid approach to the semester. In all likelihood, these assignments will not change. But the semester may bring with it many opportunities for educational experiences. Lessons could change. As a result, please DO NOT skip ahead to assignments. Otherwise, you run the risk of completing homework that could change.

General Course Information

Prerequisite English 200 or equivalent.

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

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

Required Texts Behrens, Laurence, and Leonard J. Rosen. Writing and Reading Across the Curriculum. NY: Pearson Longman, 2011. (11th edition)

Guide to General-Education English Classes. TX: Fountainhead Press, 2007. (2nd edition)

Book in Common: Hemingway, Ernest. A Moveable Feast: The Restored Edition. New York: Scribner,

2009. Print. ISBN: 978-1439182710. Edited by Sean Hemingway. ISBN 1-4391-8271-X [It is **essential/REQUIRED** that you obtain the correct version/edition of this book for this class. Otherwise, it will be USELESS to you. WKU's bookstore should have the correct edition. If you have trouble getting it from the WKU bookstore, use the ISBN number (1-4391-8271-X) to order it from amazon.com or another online bookseller.]

Grade Notice: You **MUST** get this book in time for the semester. You will **NOT** be allowed to turn in work late as a result of not having the **correct edition. PLEASE PLAN AHEAD.**

Additional Supplies and Suggested Materials Make a habit of having on your person a flash drive in case impromptu time opens up for research. It is not required but recommended that you have a basic collegiate dictionary and a copy of The Elements of Style (paperback) by William Strunk and E. B. White, which you may refer to for common grammar and punctuation questions. And you may acquire writing help from numerous online sites. A good place to start would be The Owl, at: <http://owl.english.purdue.edu/>

Student Effort Expectations I was an undergraduate student, once, as well. I know all about courses that are considered to be an “Easy A.” This course is **NOT** one of those. In fact, if you don't take the weekly assignments seriously and make a solid effort, this course will turn out being an easy C, D, or F. Trust me: every semester I have a certain amount of online students who contact me at final grade time about their grades, and it never makes a difference. You either follow the assignments, or you don't follow the assignments.

It is possible to write a wonderful Long Semester Research Paper and still earn a poor grade. How? By not buying the correct edition of the textbook (or buying the textbook AT ALL!) and trying to fake your way through the semester. By playing games with the smaller papers and assignments, not taking them seriously. By offering unbelievable excuses in an attempt to submit work beyond deadlines, which you won't be able to do. Online courses—including English 300—offer students a degree of flexibility with schedules and some level of choice with decisions, but students cannot do whatever they want, whenever they want.

Not to worry: follow the guidelines outlined in this syllabus and in the online instructions via Blackboard, and you will do fine and have a great semester. But take your participation in the course seriously.

Assignments, Academic Calendar, & Dates of Interest

Week	Activities, Assignments, and Expectations
August 27	First Day of Semester/Classes
August 27 – September 2	1) Review syllabus; 2) review ALL tabs on Blackboard; 3) take quiz over syllabus/Blackboard content; 4) receive introduction to the class by reading instructor postings on Blackboard; 5) read Anne Lamott's essay; and 6) read the essay by Kim Brooks. Write an essay in reaction to essays by Lamott and Brooks. (Instructions to be provided via Blackboard course. Word count: 500-600 words. Reading Blog: Create your blog and submit your Web address (starting with “http:”) to the instructor.
September 3	Labor Day (University closed)
September 4	Last day to add a class; last day to drop a class WITHOUT a grade.
September 3 – 9	Read Chapter One from <u>Writing and Reading Across the Curriculum</u> : 1) Write and submit to instructor via Blackboard a 100-word high-level chapter response to the reading; 2) complete MLA/APA exercise; and 3) complete and submit to instructor via Blackboard the homework on-pg. 23 (1.1), pg. 27 (1.2), pg. 28 (1.3), pg. 29 (1.4), pg. 36 (1.6), pg. 41 (1.7), and pg. 45 (1.8). Complete Reading Blog entry: Reading identified on Blackboard. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).
September 10 – 16	Read Chapter Two from <u>Writing and Reading Across the Curriculum</u> : 1) Write and submit to instructor via Blackboard a 100-word high-level chapter response to the reading; and 2) Complete and submit to instructor via Blackboard the homework on-pg. 53 (2.2), pg. 59 (2.3), and pg. 60 (2.4). From <u>Guide to General-Education English Classes</u> , read the chapter entitled, “Punctuation Made Simple.” Complete a grammar/punctuation exercise (to be provided via Blackboard).

Start preliminary reading and source searching for the Long Semester Research Paper.
Complete Reading Blog entry: Reading identified on Blackboard.

September 17 – 23 Peer Review/Workshop Event One: This week, the work you submit will be read and reviewed by a fellow classmate, as well as by the professor (details provided in this syllabus and on Blackboard). Action Items:

- View Long Semester Research Paper lecture.
- Start high level research for Long Semester Research Paper. ALERT: Use NOTHING from WIKEPEDIA.
- Submit to instructor via Blackboard several ideas for the semester research paper that are appropriate for you major—something interesting and meaningful to you.
- Read Chapter Three from Writing and Reading Across the Curriculum: Complete and submit to instructor via Blackboard the homework on-pg. 78 (3.1), pg. 83 (3.2), and pg. 90 (3.3). BUT, do **NOT** complete exercises on items in textbook. INSTEAD, write them for your actual Long Semester Research Paper. What you write here will be reviewed by a fellow student, as well as by the professor.
- Do a cursory review of “Expatriate Lifestyle as Tourist Destination: The Sun Also Rises and Experimental Travelogues of the Twenties.” (Will be provided as PDF file via Blackboard.) Write and submit to instructor via Blackboard a 200-word response to the reading.

Continue reading and source searching for the Long Semester Research Paper.
Complete Reading Blog entry: Reading identified on Blackboard.
Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

September 24 – 30 Cross-Genre Exercise/Essay: Read the following from your text:

Poetry of Sleep: pages 529-531
Universality of the Folktale: pages 619-622
“Cinderella:” pages 643-645
From Atonement: pages 745-750
Compare-and-Contrast Guidelines: pages 174-175

Then, write a 750-to-1000-word essay in which you compare and contrast the voice, tone, format, structure, and writing style of each of these pieces to one another AND compare and contrast all of these elements with the voice, tone, format, structure, and writing style with the research paper from last week, “Expatriate Lifestyle as Tourist Destination: The Sun Also Rises and Experimental Travelogues of the Twenties.”

Continue reading and source searching for the Long Semester Research Paper.
Complete Reading Blog entry: Reading identified on Blackboard.

October 1 – 7 Peer Review/Workshop Event Two. Instructor will send each of you the homework completed on September 17-23 from one classmate. Other than the blog entry assignment, your only assignment this week is to read your peer’s work and be ready to write a reply to it next week. Guidelines provided on Blackboard. Have a safe Fall Break.

Complete Reading Blog entry: Reading identified on Blackboard.
Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

October 4 & 5 Fall Break

October 8 – 14 Chapter Four Reading from Writing and Reading Across the Curriculum: Required Reading is pages 91-99, 108-113, & 121-122. Skim pages 99-108, 114-121, & 123-131. Do Synthesis Exercise on page 276, #10. You will read pages 205-213 AND 268-274, and then write an explanatory paper.

Peer Review/Workshop Event Three: Write a 300-word reply/reaction to a classmate’s homework from Week September 17-23 and submit to instructor. Review guidelines provided via Blackboard.

Additional Penalty Alert: It is essential that you write a reply to your classmate’s homework in order for s/he to be able to continue with his/her future homework. If you choose NOT to complete this assignment, IN ADDTION to the points you will lose as part of the normal assignment, your final grade will be

penalized an **ADDITIONAL TEN POINTS**. This is not a difficult assignment. Please take it seriously, complete it, and avoid the additional penalty to your final grade.

Continue reading and source searching for the Long Semester Research Paper.
Complete Reading Blog entry: Reading identified on Blackboard.

October 15 – 21 Chapter Five Reading from Writing and Reading Across the Curriculum: Required Reading is pages 132-140, 155-159, & 169-175. Skim pages 140-154, 159-169, & 175-181. Complete and submit to instructor via Blackboard the homework on-pg. 134 (5.1). Do Synthesis Exercise on page 366, #4. You will read pages 289-299, 301-303, and 315-321.

Peer Review/Workshop Event Four: Rewrite your homework from Week September 17-23 based upon peer's feedback and submit to instructor. Continue reading and source searching for the Long Semester Research Paper. Start drafting annotated bibliography, if you haven't started already. Complete Reading Blog entry: Reading identified on Blackboard. (NOTICE: This week is the official end of the blogs.)

Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

October 15 – 21 Optional Mid-Semester Conference Calls. (Note: Please read the heading entitled "Optional Mid-Semester Conference Calls" on the first page of this syllabus for additional information.)

October 17 Last day to drop a class with a W.

October 22 – 28 Read Chapter Six from Writing and Reading Across the Curriculum. Continue research on your Long Semester Research Paper. View research tutorial available via Blackboard.

Annotated Bibliography DUE by October 28. This means that you will have ALL of your sources identified and gathered by October 28. In addition, write and submit a Large Semester Research Paper Progress Report, which will focus on your progress, obstacles, home runs, et cetera. This assignment **MUST** be turned in on time with **AT LEAST SIX SCHOLARLY SOURCES** listed.

October 29 F/N Date. 60% point of the semester. Students who stop attending class before this date, or in online classes, students who stop participating before this date, are assigned a final grade of FN, not F. The grade of FN, according to the undergraduate catalog, indicates "Failure due to non-attendance (no semester hours earned and no quality points)." This grade could have implications for financial assistance.

October 29 – November 4 Long Semester Research Paper rough draft DUE by November 4. Go to Blackboard and receive instructor feedback on your Long Semester Research Paper Progress Report. Rough Draft guidelines and expectations will be available via Blackboard.

Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

November 6 Presidential Election Day (University closed!)

November 5 – 11 Work on Final Draft. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

November 12 – 18 Long Semester Research Paper Final Draft DUE by November 18. Final Draft guidelines and expectations will be available via Blackboard.

November 19 – 25 Thanksgiving Break: November 21, 22, & 23. (**University closed**). **No homework this week.**

November 26 – December 2 Start work on Short Semester Research Paper. Details available via Blackboard. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).

December 3 – 9 Short Semester Research Paper DUE by December 9.

December 10 – 14 Finals Week. NO FINAL for this class. Merry Christmas. ☺

December 15 Commencement

Course Policies

<p>Grading (credit) Criteria</p>	<p>Log into Blackboard every week, complete and submit assignments, do the reading, blog, complete the work, and you will be successful in this class. I expect the student’s writing and work to reflect the student’s success in/completion of English 100 and English 200, i.e.: your understanding of the “basics” as covered in ENG 200. In addition, I expect the student to have a sound background in writing skills. I will NOT be line editing your papers, but papers with spelling errors and grammar issues will be graded accordingly. (Take grammar and punctuation seriously: I do.)</p> <p>Reading and adhering to the plagiarism, grammar, MLA, APA, and other guidelines in WKU’s <u>Guide to General-Education English Classes</u> will help ensure your success in this course. Even though you may have read it for English 100 and 200, read it again. Your work will be graded with the understanding that you 1) have purchased and own this book; and 2) are aware of what is in this book.</p> <p>All formal written essays and research papers will receive numerical grades and comments from the teacher. Students must complete all major assignments (all formal essays and research papers) in the course to receive a passing grade. The final grades are non-negotiable and are based strictly on the student’s earned points. The final grade is calculated on a 1000-point scale. The student needs 900-1,000 total points at the end of the semester for an A, 800-899 for a B, 700-799 for a C, and 600-699 for a D. Failure to earn 600 points results in an F. Point breakout for this course’s work is as follows:</p> <p>Research Papers Long Semester Research Paper: 350 points (3000 words) Assignment/Point Breakout: - Submission of Initial Ideas: 25 points. (word count: organic) - Cursory Reaction to Sample Academic Research Paper: 50 points. (word count: 300) - Annotated Bibliography: 50 points. (word count: organic) - Progress Report: 25 points. (word count: 300-600) - Rough Draft: 50 points (word count: At least 75 percent of the total required, listed above) - Final Draft: 150 points (word count: 100 percent of the total required, listed above) Short Semester Research Paper: 150 points (750-1000 words)</p> <p>Essays: Cross-Genre Essay/Training in voice, tone, format, structure, & usage: 100 points (750-1000 words) Small Reaction Paper to essays by Anne Lamott and Kim Brooks: 25 points (500 words)</p> <p>Quizzes: Quiz over Syllabus and Blackboard Content: 25 points Pop Quiz: 25 points</p> <p>Additional Assignments: MLA/APA Exercise: 50 points Peer Review Workshop: 75 points Homework from Text: 100 points Reading Blog: 25 points. Point/word count breakout: - Blog Creation: 5 points - Weekly Blog Postings: 2.9 points each & 100 words each Bi-Weekly Communication Letters: 37.5 points (Each worth 6.25. Each letter is at least 200 words) Grammar/Punctuation Exercise: 25 points Two responses to Textbook Reading: 12.5 points (6.25 points each and 100 words each)</p> <p>***** Final Grade Alert: Your total point value for the Long Semester Research Paper MUST be in a passing range in order for you to pass this class. You CANNOT do well on all the smaller assignments in the class, drop the ball on the Long Semester Research Paper, and still expect to receive a passing grade for this course. It will not happen.</p>
<p>*Research Alert*</p>	<p>Research for the Long Semester Research Paper starts NOW, the first day of Fall 2012 classes. You should NOT wait until the last moment to start looking around, to start identifying possible sources—especially scholarly sources! You should plan on giving this course AT LEAST six hours of your time each week. If a week’s assignment(s) “appear” to be light, it’s done with the understanding that whatever time left for that week WILL BE devoted to research for the Large Semester Research Paper for the entire six-hour period. Do yourself a favor and start looking around for sources as soon as the semester begins.</p>

<p>Resolving Complaints about Grades</p>	<p>Any student who takes issue with a grade or another aspect of a course should first speak with the instructor. If the student and instructor cannot resolve the issue, the student may refer the matter to the director of composition, who will assist the instructor and the student in reaching a resolution. If either party is dissatisfied with the outcome at that level, the matter may be appealed to the department head. The Student Handbook (available at http://www.wku.edu/handbook/) outlines procedures for appeals beyond that level.</p>
<p>Course Methodology</p>	<p>Among other things, this semester of English 300 is designed to prepare the student for the Long Semester Research Paper, consisting of AT LEAST 3,000 words—usually more, with SIX (6) scholarly sources. (Final drafts of papers with 2,999 words and less will receive a non-negotiable FINAL score of zero (0). The semester will be writing intensive. I will deliver curriculum to the students using a combination of reading from assigned texts, homework assignments, essays, short papers, and—of course—the Long Semester Research Paper. In addition, students will keep a Reading Blog.</p> <p>Word Count/Annotated Bibliography Alert: Your Annotated Bibliography may NOT be added (or be a physical part) of your Long Semester Research Paper. As a result, it will NOT be counted toward the 3,000-word requirement. And while the Works Cited or References pages are at the end of the paper, they do NOT count toward the 3,000-word requirement, either. If you attempt to do this, your paper will not be accepted, and the final grade will be a zero (0).</p>
<p>Peer Review Workshop</p>	<p>This course allows you the opportunity (actually, it requires you!) to work in a collaborative setting both with your own text and with the text of a fellow student. This is accomplished via the Peer Review Workshop. The Workshop consists of the following four events throughout the semester:</p> <ul style="list-style-type: none"> • Week of September 17-23: Peer Review/Workshop Event One. This week, the homework you submit will serve two purposes. It will test your knowledge of the textbook reading, and it will prompt you to write a rough draft of the introduction, thesis statement, and conclusion for your Long Semester Research Project. (Grade note: Homework graded as part of overall homework points.) • Week of October 1-7: Peer Review/Workshop Event Two. Instructor will send each of you the homework completed on September 17-23 by one classmate. • Week of October 8-14: Peer Review/Workshop Event Three. You will write a 300-word reply/reaction to classmate’s homework from Week September 17-23 and submit it to instructor. (Grade note: this reaction is worth up to 37.5 points.) <p style="text-align: center;">Additional Penalty Alert: It is essential that you write a reply to your classmate’s homework in order for s/he to be able to continue with his/her future homework. If you choose NOT to complete this assignment, IN ADDITION to the points you will lose as part of the normal assignment, your final grade will be penalized an ADDITIONAL TEN POINTS. This is not a difficult assignment. Please take it seriously, complete it, and avoid the additional penalty to your final grade.</p> <ul style="list-style-type: none"> • Week of October 15-21: Peer Review/Workshop Event Four. In the last step of the peer review, you will rewrite your own homework from Week September 17-23 based upon a peer’s feedback, as well as submit it to me. You may NOT re-submit your first draft (word-for-word) as your second draft. I must be able to see significant revision and reworking of your introduction, thesis statement, and conclusion—based upon comments you received during the workshop experience. (Grade note: This rewrite worth up to 37.5 points.) <p>As part of the workshop experience, the understanding is that each piece of writing has room for improvement, sometimes significant improvement. As a result, students need to be specific with comments and suggestions. Don’t say you like or dislike something without offering details, including ‘constructive’ criticism on revision. The outcome of the workshop is your re-envisioning of your Long Semester Research Paper’s introduction, thesis statement, and conclusion.</p> <p>Being Open: It is essential that all students are open to suggestions for improvement. Develop a thick enough skin to allow yourself to be open to another’s opinions and suggestions. At the same time, I expect students to treat one another with respect in every way possible. Any criticism given during the peer review process should focus on “the work” and “the writing.” The pronoun YOU should be used with great caution. REMEMBER: These are first/rough drafts.</p> <p style="text-align: center;">(Editorial Note: I understand that your initial draft—the one your peer will reply to—will be written early in the semester. Throughout this month-long experience, you will be researching your Long Semester Research Paper. As you discover and read through source material, there is a significant</p>

	chance that your paper's focus will shift some, or even a lot. This is a normal part of the process. When you do your rewrite during the Week of October 15-21, you may have to adjust your rewrite for both your peer's comments and your paper's adjusted focus.)
Communication	<p>Communication will be essential for success in this course. I have set up the following communication opportunities:</p> <ul style="list-style-type: none"> • Each Monday, you will receive a Monday Morning Message on Blackboard from me that addresses any points of interest, directs you to additional assignments, and so on. • Each student will send me a bi-weekly communication message via the Blackboard assignment page. • Optional Mid-Semester Conference Call. • One-on-one meetings, via the telephone, upon request by student.
Reading Blog	<p>All students are required to create and make weekly entries to their Reading Blogs (online journals), which fulfills the journal responsibilities associated with this course. Students will use the blogger Web site.</p> <p>The blog is worth 25 points (max) toward the final grade, and it is divided as follows:</p> <ul style="list-style-type: none"> • Blog Creation and URL Submitted On-Time to Instructor: 5 points • Weekly Posting/Entries to Blog: 20 points total (max), awarded at the end of the semester <p>Points of Interest:</p> <ul style="list-style-type: none"> • Students may NOT write about any topics they wish. The Reading Blog is done as part of reading the Book in Common: <u>A Moveable Feast: The Restored Edition</u>, by Ernest Hemingway. And reading the book in common is a part of the Short Semester Research Paper. Instructions and a reading schedule will be provided via Blackboard. • The blog entries MUST contain original text created for this assignment in this semester. No copying/pasting from other assignments is allowed. Credit will not be given for the entry if it is discovered that the work is from another source, i.e.: recycled homework entries, and so on. • All entries may only be completed during the week that they are due. Students will not be given credit for a weekly entry that was created after the deadline. (Note: The blogger software timestamps all entries.) <p>Go to the following URL to create an account and start the blog: https://www.blogger.com/start</p> <p>Content Alert: Blog/Journal writing allows for free expression; however, making serious threats, writing about actual felonious activity, or seriously expressing suicidal thoughts in a blog/journal entry may require action on the part of the teacher.</p>
Extra Credit Opportunities	<p>The purpose of this extra credit opportunity is to impress upon you the importance of communication in this course. The optional mid-semester conference call takes place during the week of October 15-21, 2012. Any student who schedules and participates in the call will earn five extra credit points. For details about the call, please see the first page of this syllabus.</p> <p>Only students in good standing in this course may be able to receive any extra credit points, regardless of whether they earned the points or not. No student may pass a course due to additional points added from extra credit opportunities. There is only one extra credit assignment this semester. (Please note that there will be no "ad hoc" or "on the fly" suggestions from students for extra credit.</p>
Submitting Assignments	<p>Each lesson will identify where to post your assignment within Blackboard. All assignments MUST be submitted in the appropriate way and location to receive credit. Always follow my instructions as to how to submit assignments; assignments must come through Blackboard and will NOT be accepted as emails directly to me. There are NO reminders for assignments and papers. This syllabus and the Blackboard course tell you when to turn in your work. All assignments MUST be posted by 11:59 p.m. on the night that they are due. In addition, you should plan on giving this course at least six hours of your time each week.</p> <p>You should save copies of: 1) all of your work; and 2) all of your correspondences (emails) to/from me. In all cases, your work will be in a MS Word docfile.</p>
Due Dates and	I expect the students to read the texts, complete the assignments, and deliver all papers on time . For most

<p>Late Work</p>	<p>assignments, I will give a designate due date “submission period.” This means you will have a 2-3 day period of time (sometimes more) in which your work may be turned in. That way, if you have a computer malfunction, or there are server problems, you will have time to retype, borrow a computer, or figure out how to resolve your issues.</p> <p>As a result, you should never have an excuse for turning in work and papers late. Therefore, assignments and papers posted to Blackboard after 11:59 p.m. on the deadline date receive a ZERO.</p>
<p>Course Goals & Objectives</p>	<p>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.</p> <p>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, as well as how to synthesize different points of view within their essays.</p> <p>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. By the end of English 300, students should be able to:</p> <ul style="list-style-type: none"> • Write longer formal essays--including at least one essay that advances an academic argument--that includes significant support from appropriate scholarly sources. • Use a citation style appropriate to their discipline. • Make choices of voice, tone, format, structure and usage based on an analysis of disciplinary and academic conventions. • Employ their own writing processes to produce academic and disciplinary texts that include significant and properly formatted sources. • Work in a collaborative setting both with their own texts and with those of other students. • Be able to read disciplinary essays and to comment critically on their meaning and structure.
<p>Plagiarism and Honesty Expectations</p>	<p>Plagiarism is a serious academic offense.</p> <p>Any student found guilty of plagiarism will receive an “F” for the plagiarized assignment and a final grade of “F” (at the instructor’s discretion) for the entire course. Any student having difficulty with an assignment should speak with me for additional help and guidance. Don’t plagiarize. Don’t let one bad decision on your part force me to fail you. The department has and uses plagiarism detection tools. If you’re having trouble with an assignment (or a certain skill set), ASK for help and/or additional instruction! I am here to help you!</p> <p>According to Webster’s International Dictionary, the definition of plagiarism is “to steal or purloin and pass off as one’s own the ideas, words, or artistic production of another; to use without credit the ideas, expressions, or productions of another.”</p> <p>Plagiarism comes in three forms: “fraud,” “patchwriting,” and “insufficient or undocumented paraphrasing.” In brief, each paper that you turn in and every sentence in it must be written completely by you, or you must give proper credit to the other writers for their ideas and words. In addition, most teachers consider handing in papers that were written for other classes to be a form of plagiarism. New papers should be written for each assignment. Do not download papers from the web or “recycle” papers from other students.</p>
<p>Writing Center Assistance</p>	<p>The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Their 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 http://www.wku.edu/writingcenter/ for making online or face-to-face appointments. Or call (270) 745-5719 during their operating hours (also listed on their website) for help scheduling an appointment.</p>

Paper Guidelines	All papers must be computer-generated using 12-point, Times New Roman font, with double-spacing, one-inch margins on all four edges and non-justification on the right side of the paper (i.e.: normal paragraphs verses having all your paragraphs come out in square blocks). Use BLACK font color only. Hedging length with large margins, wide line spacing, and incorrect font sizes will result in significant grade reductions . Please be aware that all papers will be graded on WORD COUNT, not on page length. Therefore, there is no reason to try and manipulate page properties and formats. It will only cause you to lose additional points.
Wikipedia	NEVER , ever use Wikipedia for any assignment in this class. Any assignment found to be using Wikipedia will receive zero points for the total grade.
ADA Notice	Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.
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 300 classes. The papers will be examined anonymously as part of a program assessment; results will have no bearing on student assessment or course grades.
Instructor Evals	Toward the end of the semester, you will be able to go online and evaluate your instructor and this course. Please take the time to do so. It is essential that the university knows how you feel about me and this course in order to maintain and increase quality. Survey results are anonymous. Please give your fair, honest opinions.
The Learning Center	Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254. http://www.wku.edu/tlc/
Related Sites	<p>WKU Student Handbook: http://www.wku.edu/handbook/</p> <p>WKU Blackboard: https://blackboard.wku.edu/</p> <p>WKU's Department of English: http://www.wku.edu/english/index.php</p> <p>Liaison Librarians in the Library: http://www.wku.edu/library/dlps/subject_librarians.php</p> <p>WKU Style Manuals & Writing Guides: http://libguides.wku.edu/stylewrite</p> <p>WKU IT Help Desk: http://www.wku.edu/infotech/index.php?page=100</p> <p>Blackboard Online Support: https://ecourses.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id= 2_1</p> <p>WKU IT Video Tutorials: https://asaweb2.wku.edu/atech/training/index.php?fuseaction=calendar.tutorials</p> <p>The Writing Center: http://www.wku.edu/writingcenter/</p> <p>The Learning Center's Online Tutoring Sessions: http://www.wku.edu/tlc/</p> <p>WKU Library Resources: http://www.wku.edu/online/lib-resources.php</p> <p>Bandwidth Tester: http://www.bandwidthplace.com/</p> <p>Technology Requirements for Online Learners: http://www.wku.edu/online/tech-requirements.php</p>

Descriptions and timelines are subject to change at the discretion of the instructor.