

“Never confuse movement with action.” - Ernest Hemingway

Course English 300, Section 509, Writing in the Disciplines
Professor Roy L. Burkhead, MFA
Term Fall 2014
Meetings Wednesdays, 5:30 p.m. to 8:15 p.m., Cherry Hall Room 0102

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. 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 or minor.
- Take the week-to-week homework and writing assignments seriously, including the Reading Journal/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?)
- One of your textbooks is *WKU’s Guide to General-Education Classes*. This book is your grammar and punctuation reference guide for this course, but it’s much more! You’ll be reading their entire book as part of the semester’s assignments.

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
Office Location Cherry Hall, Office 7j
Office Hours Wednesdays, 8:15-As Needed

Virtual Office Hours One-on-One student telephone conferences available upon request. 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. If a fast response time is desired, calling me is not recommended. Always email; I check my email throughout the day. For informational purposes only, my Cherry Hall office telephone number is: (270) 745-2206. You may call the number, but I will only be in the room for an hour after class. It is NOT a reliable way to reach me.

Important Dates **September 1:** Labor Day Holiday
September 2: Last day to add a class; last day to drop a class WITHOUT a grade.
October 2 & 3: Fall Break
October 15: Last day to drop a class with a W.
October 27: F/N Date. 60% point of the semester. Students who stop attending class and submit no work following this date, between October 29 and the end of the semester, must be 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.
November 26, 27, & 28: Thanksgiving Break
December 8-12: Final Exams
December 16: Final grades due from professors

Mid-Semester Conference **Date:** October 8, 2014
Purpose: To review to-date work progress, answer questions, and address issues. (Duration: 15 min.)

Course Description **Colonnade Program Description**

Writing in the Disciplines (English 300) gives students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

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.

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.

ATTENDANCE ALERT: Please do **NOT** email me, asking if it is okay to miss a class. It is **never** okay to miss class. For additional clarification, please see the course's attendance policy.

If you miss a class, talk to me in person to learn how to get caught up, *but only if you have a valid reason for missing class*. Please do **NOT** send me an email in which you ask what you missed when you missed a class. As a rule, I do not distribute class handouts and materials via email. In addition, I don't report grades, give paper assignments, or accept papers via email. Most assignments are administered via Blackboard. If you attend a class and have a follow up question about an assignment or something discussed in class, then (yes) please email. I will clarify if/as needed.

Technology Requirements and Expectations

Besides reliable access to the Internet (this means that ideally you will be able to access your course from home or your dorm room 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 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. 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!! 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.

Required Texts Behrens, Laurence, and Leonard J. Rosen. Writing and Reading Across the Curriculum. NY: Pearson Longman, 2011. (12th edition)

Edition Alert: You MUST get the 12th edition of the textbook. It's a new edition, and it contains content that you are required to read that is NOT in previous editions.

Guide to General-Education English Classes. <http://www.wku.edu/english/genedenglishclasses.php>

Book in Common: Egerton, John. Southern Food: At Home, on the Road, in History. North Carolina: The University of North Carolina Press, 1993. ISBN: 978-0807844175

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 book. **PLEASE PLAN AHEAD.**

Additional Expenses As I am sure you know, textbooks for a single college class can cost several hundred dollars. Please note that the above books should cost you about \$150. And if you're proactive and sneaky, you may be able to grab Mr. Egerton's book from the WKU library or another library, saving you even more money. You will be expected to spend a small amount of money here and there on collateral educational events, such as the cost of a ticket for a play...or some other item that may come up.

Additional Supplies and Suggested Materials 1) Three-ring binder or pocket folder; 2) Flash drive or other media to save your work; 3) A blue or black ink pen—no other colors, please; and 4) College ruled paper. Also, it is not required but recommended that you obtain a basic collegiate dictionary and thesaurus. NEVER, EVER come to class without paper, a pen/pencil, flash drive, and your books.

Student Effort Expectations I was an undergraduate student, once. 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 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.

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.

Schedule Breakout Class meets 15 times, including the final. The Fall break will NOT impact this class.

Assignments, Academic Calendar, & Dates of Interest

Week of	Activities, Assignments, and Expectations
August 25	First Day of Semester/Classes
August 25-31 Class Night: Aug. 27	<p>During Class: 1) Review syllabus; 2) review Blackboard components; 3) take open book/resource quiz over syllabus/Blackboard content; 4) read Anne Lamott's essay; 5) read the essay by Kim Brooks; and 6) Write an essay in reaction to essays by Lamott and Brooks. (Instructions to be provided via Blackboard) Word count: 500-600 words.</p> <p>Reading Blog: Create your blog and submit your Web address (starting with "http:") to the instructor.</p>
September 1	Labor Day Holiday
September 2	Last day to add a class; last day to drop a class WITHOUT a grade.
September 1-7 Class Night: Sept. 3	<p>During Class: We will meet at the Kentucky Library for a research night. 5:30-8:15. Primary/Secondary Sources presentation, with emphasis on Special Collections, followed by hands-on research on your family tree.</p> <p>Throughout the Week: 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; and 2) complete and submit to instructor via Blackboard the homework on-pg. 23 (1.1), pg. 27 (1.2), pg. 28 (1.3), pg. 28 (1.4), pg. 36 (1.6), pg. 42 (1.7), and pg. 45 (1.8).</p> <p>Complete reaction essay to Kentucky Library Research Night. Complete Reading Blog entry: Reading identified on Blackboard. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).</p>
September 8-14 Class Night: Sept. 10	<p>During Class: We will meet at the classroom at 5:30. From there, we will go to the Helm-Cravens Library for hands-on computer trainings for research techniques, tips & tricks, and so on...followed by a tour of the library's physical research holdings and resources: 6:00-8:15 p.m.</p> <p>Throughout the Week: 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. 54 (2.2), pg. 59 (2.3), and pg. 61 (2.4). From <u>Guide to General-Education English Classes</u>, read the chapter entitled, "Punctuation Made Simple."</p> <p>Start preliminary reading and source searching for the Long Semester Research Paper. Complete Reading Blog entry: Reading identified on Blackboard.</p>
September 15-21 Class Night: Sept. 17	<p>During Class: In class, we will accomplish the following: 1) Long Semester Research Paper lecture; 2) grammar/punctuation lecture; 3) Q&A session on homework from previous two weeks; and 4) is any time is left over, rest of night spent on homework for the week.</p> <p>Throughout the Week: 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:</p> <ul style="list-style-type: none"> • 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 or minor—something interesting and meaningful to you. • Read Chapter Three from <u>Writing and Reading Across the Curriculum</u>: Complete and submit to instructor via Blackboard the homework on-pg. 80 (3.1), pg. 86 (3.2), and pg. 93 (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 "Hemingway's Hospitality in <u>A Moveable Feast</u>" (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 22-28
Class Night: Sept. 24 **During Class:** Cross-Genre Exercise/Essay: SKyPAC Youth Theatre presents: *Little Shop of Horrors*. During this evening, We will sit in on their rehearsals. Students will take notes in anticipation of essay assignment. Students will meet at 5:00 p.m. at Capitol Arts Center located at 416 E. Main St., Bowling Green. Rehearsals last till 8:00 p.m.

Throughout the Week: Continue reading and source searching for the Long Semester Research Paper.

- Complete Reading Blog entry: Reading identified on Blackboard.

**September 29-
October 5**
Class Night: Oct. 1 **During Class:** INSTEAD OF meeting in Cherry Hall on October 1, the student will attend one of the below performances of *Little Shop of Horror*, whichever best fits into the student's schedule.

- Friday, September 26th, 2014 - 7:30pm
- Saturday, September 27th, 2014 - 7:30pm
- Sunday, September 28th, 2014 - 3:00pm

Throughout the Week: Peer Review/Workshop Event Two. Instructor will send each of you the homework completed during the week of September 15-21 from one classmate. Read your peer's work and be ready to write a reply to it next week. Guidelines provided on Blackboard.

Complete Compare/Contrast Essay. Using your notes from the rehearsal combined with observations from the actual production, write an essay in which you react to both experiences, comparing/contrasting them.
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 2 & 3 Fall Break. No impact to class schedule.

October 6-12
Class Night: Oct. 8 **During Class:** Field Study Lecture & Interview Exercise. Students will receive lecture on interview techniques. Afterwards, they will go into the wild to conduct interview connected with the book in common, then return to class on the same night to type up and deliver interviews. During class, students will also take the grammar/punctuation quiz.

Throughout the Week: Chapter Four Reading from Writing and Reading Across the Curriculum: Required Reading is pages 94-115 & 119-120. Skim pages 116-118 & 121-128. Do Synthesis Exercise on page 336, #1.

Peer Review/Workshop Event Three: Write a 300-word reply/reaction to a classmate's homework from the week of September 15-21 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 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.

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

October 9 Mid-Semester Conference Calls.

October 15 Last day to drop a class with a W.

October 13-19
Class Night: Oct. 15 **During Class:** Annotated Bibliography lecture with examples and Q&A time. Follow-up as needed on homework assignments to-date. Students spend rest of the time in class working on the week's homework.

Throughout the Week: Chapter Five Reading from Writing and Reading Across the Curriculum:

	<p>Required Reading is pages 129-153, 161-173, & 177. Skim pages 154-161 & 174-176. Do Synthesis Exercise on page 542, #4. You will read pages 289-299, 301-303, and 315-321.</p> <p>Peer Review/Workshop Event Four: Rewrite your homework from the week of September 15-21 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.</p> <p>Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).</p>
<p>October 20-26 Class Night: Oct. 22</p>	<p>During Class: Research Night: Meet in Cherry Hall then return to Helm-Cravens to continue research on the Long Semester Research Paper.</p> <p>Throughout the Week: Read Chapter Six from <u>Writing and Reading Across the Curriculum</u>. Continue research on your Long Semester Research Paper. View research tutorial available via Blackboard.</p> <p>Annotated Bibliography DUE by October 22. This means that you will have ALL of your sources identified and gathered by October 22. 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.</p>
<p>October 27</p>	<p>F/N Date. 60% point of the semester. Students who stop attending class and submit no work following this date, between October 29 and the end of the semester, must be 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.</p>
<p>October 27 – November 2 Class Night: Oct. 29</p>	<p>During Class: Poetry Lecture. Q&A and checking of the Long Semester Research Paper's rough draft. Students may work on papers in class.</p> <p>Throughout the Week: Long Semester Research Paper rough draft DUE by October 29. 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.</p> <p>Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).</p>
<p>November 3-9 Class Night: Nov. 5</p>	<p>During Class: Q&A in reaction to Long Semester Research Paper's rough draft responses and prep for final draft. Students allowed to return to Helm-Cravens for additional research if/as needed. Students return to class to share newly-found sources.</p> <p>Throughout the Week: Work on Final Draft. Complete and submit to instructor via Blackboard the bi-weekly communication letter (at least 200 words).</p>
<p>November 10-16 Class Night: Nov. 12.</p>	<p>During Class: Students attend poetry reading/star gazing session.</p> <p>Throughout the Week: Long Semester Research Paper Final Draft DUE by November 16. Final Draft guidelines and expectations will be available via Blackboard. (This is the official end of the blog/journal.)</p>
<p>November 17-23 Class Night: Nov. 19</p>	<p>During Class: Review specs on Short Semester Research Papers. Students may work on papers and/or poetry essay.</p> <p>Throughout the Week: 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).</p> <p>Complete/submit essay in reaction to poetry lecture/star gazing experience.</p>
<p>Nov. 26, 27, & 28</p>	<p>Thanksgiving Break. No homework this week. Be safe.</p>
<p>December 1-7 Class Night: Dec. 3</p>	<p>During Class: INSTEAD OF attending class, students who choose to do so may attend a performance of <i>A Kentucky Christmas Carol</i> and write an essay of it during the finals period INSTEAD OF taking the</p>

regularly scheduled final. Students who choose not to do so will take the final, as scheduled.

Throughout the Week: Short Semester Research Paper Final Draft DUE by December 7.

December 8-12 Finals Week

December XX Commencement

December 16 Final grades due to administration

Course Policies

Grading (credit) Criteria

Log into Blackboard every week, complete and submit assignments, do the reading, the weekly blog/journal entries, 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.)**

Reading and adhering to the plagiarism, grammar, MLA, APA, and other guidelines in WKU's [Guide to General-Education English Classes](#) 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) are accessing and reading this book; and 2) are aware of what is in this book.

All formal written essays and research papers will receive numerical grades. 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:

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: 100 points (750-1000 words)

Essays:

- Essay written in reaction to research night at Kentucky Library: 25 points (500-750 words)
- Small Reaction Paper to essays by Anne Lamott and Kim Brooks: 50 points (500-600 words)
- Essay written in reaction to poetry reading/start gazing night: 25 points (500-750 words)
- Essay written in reaction to play attendance: 50 points (750-1000 words)

Quizzes & Tests:

- Quiz over Syllabus and Blackboard Content: 25 points
- Final: 50 Points

Additional Assignments:

- 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: 50 points
- Two responses to Textbook Reading: 12.5 points (6.25 points each and 100 words each)
- Participation during in-class paper research sessions at University library: 25 points

******* 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.
Research Alert	Research for the Long Semester Research Paper starts NOW, the first day of Fall 2014 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.
Resolving Complains about Grades	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.
Class Attendance, Behavior, and Tardiness	<p>Your attendance and participation is an essential ingredient to you passing this course. YOU are expected to be on time and to attend class at each session, and you will be responsible for other assignments and material covered, regardless of absence. Contact the instructor in advance if you are going to be absent for an excused absence. Do NOT contact the instructor (especially via email) and ask if it is okay to miss class for an unexcused absence, especially/particularly on the day of the class. It is NEVER okay to miss class unless it is an excused absence.</p> <p>An excused absence is a documented illness, death in the family, or required official university function. Proof for excused absences needs to be submitted within two weeks of returning. Travel to visit friends and family, assisting family members, conflicts with work, childcare, etc. do NOT constitute an excused absence.</p> <p>No unexcused absences will be allowed without penalty.</p> <ul style="list-style-type: none"> • At first absence, there will be a 50-point deduction from the student’s final grade. • A second absence will result in one full letter-grade drop from the student’s final grade on top of any quizzes or required work missed. • A third absence will fail the student for the course. (REMEMBER: When you miss a single night class, you are missing an entire week’s worth of classes!!!!) <p>Sleeping In Class/Head Resting on Desk: Sleeping in class will not be tolerated. Any student who decides to take a break from class and sleep will be counted absent, and his/her grade will be adjusted in keeping with the previous paragraph.</p> <p>Tardiness: Students who are persistently tardy (more than three times) may receive a penalty of one letter on the final grade at the instructor’s discretion. A student is considered tardy if s/he arrives after the class is scheduled to begin OR leaves before being dismissed. And any tardiness 30 minutes or longer will be counted as a full absence, but the student will be allowed to enter and participate in the class. (Quizzes are given at the start of each class, and if the tardiness causes the student to miss a quiz, then the student will NOT be allowed to make up the quiz.) In addition, leaving class to use a cell phone counts as a tardy.</p> <p>ATTENANCE ALERT: Any student with PERFECT attendance and NO tardiness may opt out of the final exam.</p>
Course Expectations	<p>I expect students to treat one another with respect in every way possible. Any criticism given should focus on “the work” and “the writing.” The pronoun YOU should be used with great caution. Turn OFF all cells phones. NO TEXTING during class.</p> <p>Please silence all electronic devices before coming to class. The class encourages discussion, and it will be maintained in a dignified manner. Please do not hold side conversations during lectures. And please do not speak while others are reading. As a rule, participate as much as possible while using common sense to avoid disruptions...always treating your classmates with respect.</p>
Course Methodology	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

	<p>texts, lectures, 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 February 11-17: 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 February 25-March 3: Peer Review/Workshop Event Two. Instructor will send each of you the homework completed on February 11-17 by one classmate. • Week of March 4-10: Peer Review/Workshop Event Three. You will write a 300-word reply/reaction to classmate’s homework from Week February 11-17 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 March 18-24: Peer Review/Workshop Event Four. In the last step of the peer review, you will rewrite your own homework from Week February 11-17 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 chance that you 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.)</p>
<p>Communication</p>	<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.

	<ul style="list-style-type: none"> • Each student will send me a bi-weekly communication message via the Blackboard assignment page. • Mid-Semester Conference. • One-on-one meetings, via the telephone or in my office, 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>Southern Food: At Home, on the Road, in History</u>, by John Egerton. 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>On the first night of class, you will go to the following URL to create an account and start the blog: https://www.blogger.com/start Be aware that you are NOT creating a Google+ account. After you create the blog, you will see the following Web address in your browser's Address line: http://XXXXXX.blogspot.com/ The XXXXX will be your unique information, information that you set up when you created the blog. This address is what you will need to send to me after you create the blog.</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	There are no extra credit opportunities for this class.
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 in class or 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 Late Work	<p>I expect the students to read the texts, complete the assignments, and deliver all papers on time. For most 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>
Plagiarism and Honesty Expectations	<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</p>

	<p>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>
Facilities	<p>CH 124 is the Student Study & Activities Room. Tables, chairs, and a microwave are available for current English students to use. Food and beverages are permitted.</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 Web site 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> <p>CH 127 is a computer lab operated by the university, not the department. If students need to print copies of assignments, this room could be a resource if inside Cherry Hall. Do not attempt to print copies off in the department office. The printer in the office is for faculty use only.</p>
Paper Guidelines	<p>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.</p>
Wikipedia	<p>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.</p>
ADA Notice	<p>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.</p>
Program Assessment Notice	<p>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.</p>
Instructor Evals	<p>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.</p>
The Learning Center	<p>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/</p>

<p>Related Sites</p>	<p>WKU Student Handbook: http://www.wku.edu/handbook/ WKU Blackboard: https://blackboard.wku.edu/ WKU's Department of English: http://www.wku.edu/english/index.php Liaison Librarians in the Library: http://www.wku.edu/library/dlps/subject_librarians.php WKU Style Manuals & Writing Guides: http://libguides.wku.edu/stylewrite WKU IT Help Desk: http://www.wku.edu/infotech/index.php?page=100 Blackboard Online Support: https://ecourses.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1 WKU IT Video Tutorials: https://asaweb2.wku.edu/atech/trainingsite/index.php?fuseaction=calendar.tutorials The Writing Center: http://www.wku.edu/writingcenter/ The Learning Center's Online Tutoring Sessions: http://www.wku.edu/tlc/ WKU Library Resources: http://www.wku.edu/online/lib-resources.php Bandwidth Tester: http://www.bandwidthplace.com/ Technology Requirements for Online Learners: http://www.wku.edu/online/tech-requirements.php</p>
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Descriptions and timelines are subject to change at the discretion of the instructor.