**Syllabus**

**English 2201: Writing about the Disciplines**

**Spring 2018**

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| This document is designed as a template. Items in boxed areas address instructors. Graduate Teaching Associates (GTAs) are required to use this syllabus. Although other instructors may devise their own assignments, **the bulleted list of course outcomes below in BOLD must appear on the syllabus and the work done in the class should advance these goals.**  **All instructors of 2201 must use Blackboard to collect the Self-Analytical Writing Assignment and the Final Portfolio Assignment. These will be copied into your Blackboard course with the appropriate rubrics.**  Supplemental material including sample assignments and daily activities will be available in the Writing Foundations Instructor Blog (<https://blog.ecu.edu/sites/writingfoundations/wp-login.php>). If you cannot login, please contact Dr. Tracy Ann Morse (morset@ecu.edu).  GTAs, as you adapt this syllabus to your class, please personalize it. Revise the language where noted so that you are comfortable with it. You should also be sure that you understand the purposes of the assignments and that you clearly articulate those goals and purposes to the students. If the purposes and goals of an assignment are not clear to you, you should contact Dr. Tracy Ann Morse at morset@ecu.edu. It can be difficult to teach an assignment that someone else has devised. Feel free to ask questions. |

**CONTACT INFORMATION AND OFFICE HOURS**

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| The information below should be clear on your syllabus. I advise you *not* to give out your personal phone number. GTAs teaching two sections will have *five* office hours per a week and those teaching one section will have *three* hours per a week. GTAs should schedule their office hours over two or more days to give students more opportunities to seek assistance. **You must have office hours on a MW *or* F *and* T *or* R.** |

Instructor: [Name]

Email: [address]@ecu.edu

Phone: 252.[office phone number] (no voicemail for the GTA phones)

Office: [Building and Room number]

Office Hours: [days and times]

**\*\*Important Course Requirement\*\***

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me. You will need this material to complete the final major assignment in the course.

**ENGL 2201 CATALOG DESCRIPTION**

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. |

English 2201 builds on the reading and writing strategies introduced in English 1100 with the goal of preparing you to apply those strategies to writing in upper-level courses and in contexts beyond the university.

**WRITTEN COMMUNICATION COMPETENCY**

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. |

Courses in the writing competency curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer’s craft to shape.

**ENGL 2201 COURSE STUDENT LEARNING OUTCOMES**

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| The information in this section must be included verbatim. You may add to it, but you may not edit or revise what is below. |

Students are expected to master the following Written Communication Competency, Course Specific and Writing Intensive, student learning outcomes: (Written Communication Competency = “WC,” Course Specific Competency = “CSC,” Writing Intensive Competency = “WIC.”)

Through an exploration of various genres and formats of research writing, this course will develop your abilities to

* **Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts; (CSC1)**
* **Formulate significant research questions and craft strong research proposals with feasible work plans and timelines; (CSC2)**
* **Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources; (CSC3)**
* **Organize source materials and integrate them into your writing; (CSC4)**
* **Apply research and use writing to achieve a variety of purposes in a variety of contexts; (CSC5)**
* **Convey the results of research to a variety of audiences through a variety of genres and formats; (CSC6)**
* **Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts; (CSC7)**
* **Understand the purposes of citation practices in different contexts; (CSC8)**
* **Cite sources accurately and responsibly in order to avoid plagiarism; (CSC9)**
* **Read critically to analyze the writing strategies of experienced writers; (CSC10)**
* **Identify and explain writing strategies in your own work; (CSC 11)**
* **Create, identify, and engage in significant research questions; (WC1)**
* **Engage rhetorically and integrate a variety of appropriate sources to support a central claim; (WC2)**
* **Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline; (WC3)**
* **Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors; (WC4)**
* **Format documents and cite sources in accordance with the conventions in the individual disciplines; (WC5)**
* **Demonstrate methods of inquiry and rhetorical strategies, including form, media and style relevant to the discipline; (WC6)**
* **Identify and explain writing strategies used in their writing; (WC7)**
* **Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources; (WIC1)**
* **Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (Including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields;  (WIC2)**
* **Demonstrate that they understand writing as a process that can be made more effective though drafting revision; (WIC3)**
* **Proofread and edit their own writing, avoiding grammatical and mechanical errors;  (WIC4)**
* **Assess and explain the major choices that they make in their writing. (WIC5)**

**REQUIRED TEXTS and OTHER REQUIRED MATERIALS**

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| You must list these required texts with the ISBNs. |

Bullock, Richard, Michal Brody, and Francine Weinberg. The Little Seagull Handbook. 3rd ed., Norton, 2017. ISBN: 978-0-393-60263-0.

Smith, Trixie G., Allison D. Smith, and Holly Hamby. *Building Bridges through Writing* (ECU Custom Edition). TX: Fountainhead Press, 2014. Print. ISBN: 978-1-68036-166-7.

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

* Texts handed out in class or posted to Blackboard.
* A suitable college dictionary, such as the *American Heritage Dictionary* or *Random House College Dictionary*. (These are available on-line and in the Joyner Library.)
* Copies of your work as needed for class and group discussion.
* A file folder without pockets.
* A back up method such as a USB flash drive or Dropbox to save work for this class.
* Active ECU email that you check frequently.

**OTHER COURSE COSTS**

You may be required to make photocopies or print-outs of drafts of projects and of the research sources you use in major writing assignments.

**REQUIREMENTS**

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. You may want to add a use of technology statement/policy, etc. |

In addition to writing projects, you are required to complete reading assignments; to complete informal writing; to contribute to class discussions; to participate in peer reviewing of drafts; and to present your writing to the class. All rough drafts must be completed and computer-generated for the appropriate workshop or conference day to be eligible to be handed in on project due date without being penalized. All final drafts must be completed by the due date and time and all prior drafts with peer review will be handed in at the beginning of class in your file folder.

As the semester progresses, keep all of your projects, including all drafts, all peer review comments, and all feedback from me.

**LATE WORK**

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

I do not accept late work unless specific, *documented* emergencies prevent you from completing something on time.

**CLASS CITIZENSHIP**

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. You may prefer the use of “Participation” instead of “Citizenship.” |

When I say “class citizenship,” I am referring to your efforts to make this a successful class for yourself, for your fellow students, and for your instructor.

Some things you can do to earn a high citizenship grade are

* complete all assignments on time
* come to class consistently and be attentive while you are here
* participate actively and productively in peer review sessions (instructions for peer review and for documenting your contributions to peer review will be provided)
* bring your texts and other class materials to class
* complete readings thoroughly and on time, and
* participate effectively in class discussions.

Some things you can do to earn a low citizenship grade are\*

* bring incomplete work to class
* miss peer review or bring insufficient work to peer review
* arrive late
* read non-related class material, such as a newspaper, in class
* sleep in class
* use cell phones during class
* show disrespect for the views of others
* hold “side conversations” during class discussion, and
* participate in any activities that do not contribute positively to the learning environment in the classroom.

\*Please be aware that, in addition to the negative effects these poor citizenship practices will have on your citizenship grade, they can be grounds for more serious disciplinary action, including removal from the course.

Be respectful to your classmates and instructor: arrive to class on time, prepared, and *turn* *off* all unneeded devices. Any unsanctioned use of technology in class may result in a 25-point deduction in your Class Citizenship grade (this portion of your overall grade can go into the negatives adversely impacting your overall course grade).

**ATTENDANCE**

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| You should include specific penalties for late papers and excessive absences, but you should avoid attendance penalties that promise failure of the course after a certain number of absences. Such absolute policies are very difficult to enforce and do not leave room for accommodating students with extraordinary circumstances. Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

In order to be successful in this class, your regular attendance is essential. Class meetings will be used to complete in-class writing assignments and group work, to participate in peer review activities, to receive information about assignments and expectations, and to discuss reading material. Beyond the damage absences can have on your class citizenship grade, *missing more than 4 class meetings of a MWF class or more than 3 class meetings of a TR class without full documentation of a university-excused absence will lower your course grade 1/3 a letter grade for each additional class absence*. Your grade can be lowered even down to an “F” if the absences continue. I will send you a written warning when your course grade begins to suffer due to missed classes.

Being tardy or leaving early from class is disruptive and rude; missing any part of class may result in missing work that cannot be made up and excessive tardiness or leaving class early will be considered as absences (three tardies/leaving early equal one absence). A tardy in excess of 10 minutes is equivalent to an absence.

Official, documented [University absences](https://www.ecu.edu/cs-studentaffairs/dos/excused_absences.cfm) will be recognized, although I will expect you to hand in work prior to your absence unless we have discussed a different option.

If you need to be absent for any reason, it is very important that you find out from a classmate what you have missed. I sometimes need to change assignments or due dates, and I may announce these changes in class.

**MAJOR ASSIGNMENTS**

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| You must include the Category 1 and 2 language below. As well, you need to include the Final Portfolio and Self-Analytical Writing Language. |

Students will complete two projects from each Category 1 and 2:

**Category 1:** Assignments that teach foundational skills of understanding writing about the disciplines. These assignments will help you learn how to read carefully in order to discern central and important features of writing in disciplines.

**Category 2**: Assignments that teach foundational skills of composing in and about the disciplines. These assignments provide students with the opportunity to practice writing moves that are common to a variety of fields and to consider how and why writing conventions and expectations differ across disciplinary audiences and purposes.

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| This information is for instructors and should not be included on the syllabus. If you have decided on the exact Cat 1 and 2 assignments you will use, you should list those on your syllabus.  Please use *specific titles* for your assignments that fit under Category 1 or Category 2 headings. | |
| **Possible Category 1:**  **Assignments that Teach Foundational Skills of Understanding Writing about the Disciplines** | These analytical and informational assignments help students learn how to read carefully in order to discern central and important features of writing in a discipline of their choosing and to recognize how specialized knowledge gets “translated” for broader audiences. Possible assignments may include two of the following:   * Textual Analysis 1: Students will select 4 examples of writing in their discipline and analyze the rhetorical strategies used by the authors. * Textual Analysis 2: Students will write an analysis that compares and contrasts the rhetorical strategies used in a popular and a trade article in their chosen discipline. * Publication Analysis: Students will select one periodical in the discipline and analyze the publication by examining audience, purpose, design, content and structure. * Report on Writing in the Field Assignment: Students will use primary (interviews) and secondary sources to find out about and compose a report on the kinds of writing done in their potential future profession. In addition to locating sources that discuss how to write in the field (i.e., articles and/or books on how to write different professional genres) for information. * Report on Authoritative Sources in Your Discipline: Students will locate at least four authoritative sources (print or electronic) from the discipline they are considering for their major/career and will compose a report that identifies and explains the characteristics of a reliable, credible source of information in the field. |
| **Category 2:**  **Assignments that Teach Foundational Skills of Composing in and about the Disciplines** | These assignments provide students with the opportunity to practice writing moves that are common to a variety of fields and to consider how and why writing conventions and expectations differ across disciplinary audiences and purposes. Possible assignments may include two of the following:   * Literature Review/Presentation: Students will synthesize the information collected from their research into a literature review. To practice presenting what they have written about, students will provide a brief (5-7 minute) oral overview of their literature review for their classmates. * Research Proposal: Students will write a formal proposal for a polished writing assignment (see below). In additional to previewing the major sections of their polished writing, the proposal should address the student’s selection of genre, audience, and purpose for the writing. In addition, the proposal should have an annotated bibliography. * Polished Writing for Public Audience: Students will write up their investigation/research in a specific genre and for a specific non-specialist audience of their choosing. * “Press Release” Assignment: Students will write a press release about the issue for a mainstream news publication. The goal here would not be to teach students how to write a press release specifically but to foster their abilities to condense complex ideas and explain them concisely for broad audiences. * Explanation of Key Procedure or Process Assignment: For this assignment, students will write a clear, detailed document, in a genre of their choosing, that explains to a novice how to do something central to the work that the student may do in his or her future work. This assignment will also include a presentation for the class on the procedure or process. * Response to an Ethical Issue/Scenario Assignment: In this type of assignment, instructors might ask students to identify an ethical issue from their potential major to investigate, report on, and respond to. The report/response should be presented in a way that considers and responsibly represents viewpoints on that issue to an audience of non-experts. |

Students will also complete a **Final Portfolio** in place of a final exam:

* Based on feedback from your peers and from me, you will revise two projects—a Category 1 and a Category 2—significantly. In other words, your revisions should involve more than simply editing or moving a few things around. In the event that you cannot identify ways your assignments could be made more effective for their original audience(s) and/or purpose(s) through significant revision, you should come speak with me about revising one or both of your assignments for a new audience and/or purpose.
* You will upload to the “2017-2018 ENGL 2201 Final Portfolio” assignment in Blackboard your significant revisions.

In addition, you will complete a **Self-Analytical Writing** assignment that will also be uploaded in Blackboard to the “2017-2018 ENGL 2201 Final Portfolio.”

**UNIVERSITY WRITING CENTER**

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| Below is suggested language. You may make slight changes to it. Whatever language you decide on must be clear and consistent. |

I encourage you to make use of the writing assistance provided by the University Writing Center (UWC), located in Joyner Library 1015. You can visit the UWC during any stage of the writing process. While the UWC does accept walk-ins if a consultant is available at that time, it is a very good idea to make an appointment ahead of time at <https://ecu.mywconline.com> or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. When you visit the UWC, be prepared to ask and answer questions about your writing. It is also helpful for you to bring a copy of your assignment and any work you’ve done so far.

**Writing Intensive (WI)**

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| You must have this statement verbatim on your syllabus. |

English 2201 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <http://www.ecu.edu/writing/wac/>.

**University Writing Portfolio**

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| You must have this statement verbatim on your syllabus. |

In addition to uploading your course material to your English 2201 Portfolio in Blackboard, you will also submit material to a University Writing Portfolio using iWebfolio.

*University Writing Portfolio Upload Requirement.*

This course is designated “writing intensive” (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU’s University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.

To assist with this effort, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your “University Writing Portfolio,” which you will access and create (if you have not already done so in a previous WI course) through the “student portfolio” link in Pirate Port (<https://pirateport.ecu.edu/portal/>).

Each year, representatives of ECU’s University Writing Program will randomly select a set of University Writing Portfolios from recently graduated students to assess how effectively ECU’s writing programs meet the needs of ECU students. The assessment work of the University Writing Program has no bearing on your grades: assessments will be done after a student graduates. Moreover, results of University Writing Portfolio assessments will *only* be used to improve instruction for future students and will *never* be reported in any way that connects those results to individual students.

Instructions for creating your University Writing Portfolio and uploading your materials are available online ([www.ecu.edu/QEP](http://www.ecu.edu/writing)) and in person at the University Writing Center ([www.ecu.edu/writing/uwc](http://www.ecu.edu/writing/uwc)), located in Joyner Library.

**ACADEMIC INTEGRITY POLICY**

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| Below is mostly required language. You may make changes to the penalty statement: “you will be given an ‘F’ for the course” to “you will be given an ‘F’ for the assignment.” Or you may opt for “may” instead of “will.” |

Academic integrity as described in the ECU Student Handbook is a fundamental value of higher education and East Carolina University; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify. If I become aware of academic integrity violations, I will follow the procedures outlines in the University’s academic integrity policy. Penalties for violating the Academic Integrity policy include grade penalties up to and including an F for the course. If you have any questions about my policy or what might constitute a violation in the class, please contact me. Review the Academic Integrity policies and procedures online at <http://www.ecu.edu/cs-studentaffairs/osrr/students/conduct_process.cfm>.

Be aware that the writing you do for this course must be your work and, primarily, your words. It is acceptable to incorporate the words or ideas of others in support of your ideas, but when you do so, you should be sure to cite the source appropriately. We will talk about citing and avoiding plagiarism during the course.

Penalties for plagiarism are severe—if I become aware of any intentional attempt to plagiarize (e.g. knowingly submitting someone else’s work as your own, downloading a paper from the Internet, etc.), you may be given an “F” for the course and a report will be filed with the Office of Student Rights and Responsibilities, the office which maintains reports from all university faculty and staff regarding academic integrity violations. If you are caught cheating or plagiarizing a second time, in this course or in any other course while you are at ECU, you can be suspended or even expelled from the university. Be sure to see me if you have any questions about plagiarism before you turn in an assignment.

Use of SafeAssign may be used in this class. We will discuss ways to use SafeAssign as a tool for revision.

**CONTINUITY OF INSTRUCTION**

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| You must have this statement verbatim on your syllabus. |

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and Blackboard. In the event of such an emergency, check your ECU email account for instructions.

**WEATHER/CAMPUS EMERGENCIES**

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| You must have this statement verbatim on your syllabus. |

In the event of a weather emergency, information about ECU can be accessed through the following sources:

* ECU Emergency Notices – http://www.ecu.edu/alert
* ECU Emergency Hotline – (252)328-0062

**ACCOMMODATION OF SPECIAL NEEDS**

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| You must have this statement verbatim on your syllabus. |

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Slay 138, to verify the disability before any accommodations can occur. Their telephone number is 252.737.1016, and their email is dssdept@ecu.edu. I am more than willing to help make this class accessible to all students.

**GRADING**

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| As a baseline, 80% of the course grade should be determined by performance on revised texts produced in response to major writing assignments. Non-writing (class participation, attendance, etc.) and informal writing components (journal activities, in-class writing assignments, quizzes, etc.) should count for a more limited portion of the grade. You may fill in specific titles for your Category 1 and 2 projects, maintaining the Category label as well, as seen in the example below. |

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| **Assignment** | **% of Course Grade** |
| Category 1 Projects | 20% |
| Category 2 Projects | 40% |
| Final Portfolio | 10% |
| Self-Analytical Writing | 10% |
| Presentation | 5% |
| Class Citizenship/Peer Review | 15% |

**GRADING SCALE**

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| You must have the grading scale verbatim on your syllabus. |

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| Letter grades | % Distribution | Quality points |
| A | 95-100 | 4.0 |
| A- | 90-94 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 84-86 | 3.0 |
| B- | 80-83 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 74-76 | 2.0 |
| C- | 70-73 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 64-66 | 1.0 |
| D- | 60-63 | 0.7 |
| F | Below 60 | 0 |

**FINAL**

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| You must include the date and time the final exam for your section is scheduled. |

Meeting during the final exam time is required.

[Day, Date, and Time of exam]

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| **FINAL EXAM SCHEDULE Spring 2018**  Information copied from:  <http://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2018.pdf>.  There will be no departure from the printed schedule, except as noted below: Examinations for one credit hour classes may be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements. Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.   |  |  | | --- | --- | | Times class regularly meets | Time and day of examination | | 8:00 MWF | 8:00 -10:30 Friday, April 27 | | 8:00 TTh | 8:00-10:30 Thursday, April 26 | | 9:00 MWF | 8:00-10:30 Monday, April 30 | | 9:00 TTh (9:30) | 8:00-10:30 Tuesday, May 1 | | 10:00 MWF | 8:00-10:30 Wednesday, May 2 | | 10:00 TTh | 8:00-10:30 Thursday, May 3 | | 11:00 MWF | 11:00-1:30 Friday, April 27 | | 11:00 TTh | 11:00-1:30 Thursday, May 3 | | 12:00 MWF | 11:00-1:30 Monday, April 30 | | 12:00 TTh (12:30) | 11:00-1:30 Tuesday, May 1 | | 1:00 MWF | 11:00 1:30 Wednesday, May 2 | | 1:00 TTh | 11:00-1:30 Thursday, April 26 | | 2:00 MWF | 2:00-4:30 Friday, April 27 | | 2:00 TTh | 2:00-4:30 Thursday, April 26 | | 3:00 MWF (3:30) | 2:00-4:30 Monday, April 30 | | 3:00 TTh (3:30) | 2:00-4:30 Thursday, May 3 | | 4:00 MWF | 2:00-4:30 Wednesday, May 2 | | 4:00 TTh | 2:00-4:30 Tuesday, May 1 | | 5:00 MWF | 5:00-7:30 Friday, April 27 | | 5:00 TTh | 5:00-7:30 Thursday, April 26 |   **Grades due by 4:30pm, Saturday, 05/05** |