

**POLICIES FOR MOREHEAD STATE UNIVERSITY
ENGLISH 200 ~ WRITING II**

INSTRUCTOR INFORMATION

Instructor: Deanna Mascle

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OFFICE HOURS

By appointment in BlackBoard

IMPORTANT ADDRESSES

MSU's homepage: <http://www.morehead-st.edu>

MSU's distance learning page: <http://www.morehead-st.edu/units/distance>

MSU's Distance Learning Student Guidelines: <http://www.moreheadstate.edu/dl/index.aspx?id=5349>

MSU's Web Resource Center: <http://www.morehead-st.edu/wrc/>

COURSE MATERIALS

Saving Place. Dobrin. McGraw-Hill.

A Writer's Resource: A handbook for writing and research. Maimon/Peritz. McGraw-Hill.

Microsoft Word (or ability to save in rich text format)

Consistent and reliable Internet access

MSU E-mail Account

MSU Blackboard access

FURTHER REQUIREMENTS

All students must be proficient in sending and reading email, navigating the World Wide Web with a graphical browser, using word processing software to create documents consistent with MLA format, and managing files on a personal computer. Students must be familiar and comfortable with all features of Blackboard (new students must familiarize themselves with the Blackboard manual). Students must be familiar with use of electronic reserves via MSU library. The instructor requires all assignments be provided in Microsoft Word (.doc not .docx) or Rich Text.

For minimal technology and competency requirements for online courses, please see <http://www.moreheadstate.edu/dl/index.aspx?id=5349>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

PER DEPARTMENT

COURSE DESCRIPTION:

ENG 200. Writing II. (3-0-3); I, II, III. Prerequisite: ENG 100 and either completion of 24 sem. hrs. or consent of instructor. Builds on skills learned in ENG 100 by leading students to analyze and write critically about readings that are related to one of the area studies within general education. This course satisfies the required core-writing II for general education.

LEARNING OUTCOMES:

1. To communicate accurately and effectively: *Students will learn to write effective edited academic discourse;*
2. To locate, select, organize, and present information efficiently: *As they write, students will retrieve and organize information from various sources including appropriate computer technologies;*
3. To think and reason analytically: *As they write, students will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.*

PER INSTRUCTOR

GOALS

- Introduce to academic discourse community
- Prepare to enter professional discourse community
- Engage in lifelong study of the craft and practice of writing
- Develop critical thinking and inquiry skills

LEARNER OUTCOMES

- Understand the concept of discourse community & its variations
- Understand how to continue growth of writing development
- Understand genre variations
- Understand how to inquire and investigate

TEACHING STRATEGIES

The instructor will use a balanced approach of the following strategies:

- Conduct class discussions involving conceptual principles about writing and assignments
- Coordinate student-teacher and peer conferences about assignments and writing in process
- Create opportunities for student presentations of their own writing, research discoveries, and/or new knowledge claims
- Employ systems of drafting and revising with feedback
- Use technology to distribute course materials, to receive student submissions, to enable students to retrieve documents from Internet, and to permit teacher-student and student-student correspondences relating to course concerns

ATTENDANCE

This is an Internet class so no class attendance is required. However, there will be scheduled interactive assignments required of you. If you do not post as required within the time allotted then you will lose credit for that assignment. Assignments will be posted on the Instructor's Blackboard site. It is your responsibility to regularly check the Blackboard site to ensure that all assignments are being met. It is your responsibility to read the course syllabus and follow the course schedule. You will be expected to log in to Blackboard 2-3 times each week (7 day period) although some weeks more may be required of you than others. If a problem with your computer or internet access interferes with your ability to participate in the class it is your responsibility to resolve the problem (and find alternate access) in a timely fashion.

PLAGIARISM

The Department of English, Foreign Languages, and Philosophy is strongly committed to academic honesty. For your information, here is the definition of plagiarism:

Using another author's words, sentences, or even ideas without explicit acknowledgment is plagiarism. If you quote directly from a source, put the sentence(s) or portion(s) of the sentence(s) you use in quotation marks. Then indicate your debt with a footnote or a parenthetical annotation.

CLASS CONDUCT AND PARTICIPATION

This class requires interaction with the instructor and peers on a weekly basis via e-mail, discussion boards, and chat rooms for group participation projects and peer editing assignments. Students are expected to focus on the task at hand and treat others with respect. Disruptive and/or disrespectful behavior will not be tolerated and may negatively impact your grade.

CLASS EXPECTATIONS

- The papers for this class will be written using APA (American Psychological Association) style and will be graded accordingly. Failure to correctly follow this format (as presented in your textbook) will have negative consequences for your grade.
- All papers will be submitted in either Microsoft Word (.doc not .docx) or Rich Text. If a file cannot be opened because it is not in the correct format or a faulty file name was used (for example, use of certain symbols like # will often make a file unusable) then the assignment will be considered late and may not receive any credit.
- You will regularly check the Blackboard announcements to ensure that all assignments are being met.
- You will post responses to the current discussion topics and questions during the time frame posted (usually about a week). Once discussion has closed you cannot go back to “make up” credit. Discussion board topics may be moved down when time frame is over to allow more current discussions top placement.
- Keep posts focused and on topic as well as making them your best effort to continue class dialogue.
- You are expected to read all lecture and assignment materials as well as all of the public discussion materials for each week.
- Assignments are due on the date indicated by midnight EST. For each day a paper is late, the grade of the paper will drop by 10%. A paper more than one week late will not be accepted. Minor assignments will not be accepted late at all.
- For this class you will submit papers via BlackBoard. Assignments will not be accepted via Email unless specifically designated by the Instructor.
- For your benefit, do not throw anything away, especially drafts and comments on papers. Keep all materials pertaining to this class in a designated folder on your hard drive or on a designated disk.
- For your benefit, always back up your work (using at least two methods: hard drive, floppy disk, or paper). It is not the instructor’s problem if you lose work due to your poor planning. Saying: “A virus ate my disk” is just another version of my dog ate my homework.
- Planning ahead and avoiding last minute deadline races are essential to your success in an Internet course. Remember that while it may be convenient for you to turn in an

assignment only moments before the deadline your Internet connection or the University server may be experiencing temporary problems that may cause your work to be late which will result in a grade reduction.

- It is strongly suggested that all posts to the Blackboard discussion board be composed in Microsoft Word (or some other text editor) to facilitate proofreading as well as to protect you should your internet connection or Blackboard fail before the post is completed.
- Students are encouraged to post questions about assignments and class protocol to the appropriate Blackboard message board for this class. The instructor will regularly check this to ensure answers are posted in a timely fashion. Remember to check previous posts to see if your question has already been asked! Also, try to make your subject heading meaningful to help people identify topics.

MEANS OF ASSESSMENT

Students will be assessed on the following:

Getting started	5%
Exploring topics	10%
Focusing on a topic	10%
Research paper	10%
Persuasive essay	10%
Web document	10%
Portfolio	45%

COURSE WORK

All the course work will center on a specific theme introduced in selected readings at the beginning of the semester. Students will respond to and evaluate the arguments proposed in those readings and then go on to develop those ideas into longer, more complex assignments as the semester progresses.

Understanding the discourse community within which communication is situated is an important part of developing as a writer and so every assignment will require class participation for both development and revision. In addition there will be ongoing discussion of the discourse community concept in general as well as specific discourse communities you participate in now and expect to in the future.

Writing will play a critical role in your success both in college and in your profession. It is important to develop a critical consciousness of your writing and continually strive to grow and develop as a writer. To foster this consciousness and growth you will be expected to reflect on both your writing and revision of assignments. The intent of this course is to foster your independent growth as a writer so you will be expected to take responsibility for your own writing and revision while continuing to learn and grow within the supportive atmosphere of this class.

Critical thinking, inquiry and investigation skills will play a key role in both your academic and professional success and allow you to successfully negotiate the higher level thinking skills and interaction expected of you for full college, professional, and citizen participation. To develop these skills we will engage in inquiry and investigation throughout the course of the semester and the basis of this inquiry and investigation will feed your writing for this course.

ASSIGNMENTS

Reading responses: Read a selection of readings on each topic provided by the instructor and write a reflective response to each topic

Exploratory essays: Select two ideas from those generated in your reading reflections and develop each into a five-paragraph type essay

Annotated bibliography: Prepare an annotated bibliography of the sources (at least four) you will use for the remaining assignments. These sources must include at least one primary source.

Abstracts: Select 2 of your sources and write an informative abstract for each source

Proposal: Write a memo proposing the final topic you wish to explore for the remaining assignments

Research paper: Write an informative report on your topic

Persuasive essay: Write a persuasive essay on your topic

Web document: Create a web presentation incorporating key ideas from your research paper with graphical elements

Metawriting: Each unit will require you to metawrite (write about writing) about your writing process, editing process, and discourse community participation

Portfolio: Include final drafts of research paper, web document, and persuasive essay plus a writer's introspective which will include your final response to your metawriting reflections developed over the course of the semester

PORTFOLIO GRADING

A (superior)

- Superior work in terms of ideas and execution
- Meets or exceeds the assignment requirements
- Writing is fluent, precise and error free
- Content is focused, organized, and fully developed

B (competent)

- Competent work in terms of ideas and execution
- Meets the assignment requirements
- Writing is effective and contains minimal errors
- Content is focused, organized, and fully developed

C (average)

- Average work in terms of ideas and execution
- Meets the assignment requirements
- Writing is simplistic and/or awkward and/or contains multiple errors
- Content could use more focus, organization, and/or development

D (deficient)

- Deficient work in terms of ideas and execution
- May not fully meet the assignment requirements
- Writing is simplistic and/or awkward and/or contains numerous errors
- Content lacks focus, organization, and/or development

F (failing)

One or more of these:

- Failure to meet assignment requirements
- Failure to write coherently
- Failure to focus, organize, and develop content