

Syllabus – GSW 1110-8010: Introduction to Academic Writing

Fall 2017

M/W/F 8:24-9:14 *or*
10:12-11:02 *or*
12:44-1:34

T/R office hours (see policy below)

Instructor: Brooke E. Kukay

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Communication

You are expected to use Canvas throughout the duration of this course. I routinely update the class through announcements on Canvas and you must be in the habit of logging in and checking our Canvas course throughout the week for any announcements, etc.

***In order to contact me, you should email my BGSU account. During the week, I check this account routinely, and on a daily basis, and I will get back to you within 24 hours (and normally much faster than that). If for some reason you do not hear back from me, assume I did not receive the first attempt and email me again. Do not wait until the next class to tell me you emailed me one time and didn't hear back from me; therefore, you were unable to complete the assignment. That is not an excuse. If there are times I will not be available via email, I will let you know ahead of time. During the weekends, give me 48 hours to respond to your emails.*

I do not check my inbox messages on Canvas as routinely as I check my email (which I can easily access on my phone), so my preferred method of communication is through the email address above. If you send me an inbox on canvas and do not hear back from me in a timely manner, email me instead...there are days when I do not access Canvas and will not respond.

Although you should make every effort to attend class, if for some reason you cannot attend class it is your responsibility to reach me at the email address listed above in order to find out what work you have missed so you can stay on track. This course moves quickly and it is easy to fall behind (and hard to catch up) if you do not complete your work in a timely manner.

An additional note, as your English instructor, I expect you to use proper grammar and mechanics (not text-speak) in all course communications.

Required Course Texts and Materials

A Pocket Style Manual 7th ed., Diana Hacker (with 2016 update)

- *All supplemental text materials will be uploaded to Canvas*

Binder or folder for hand-outs, etc.

USB drive (or utilize MyFiles on MyBGSU)...*use whatever works best for you*

Course Description

General Studies Writing 1110 (GSW 1110) has been designed to provide college students with an introduction to academic writing—the kind of writing students are asked to do throughout college and often beyond. Most students who are new to college have had little experience with academic writing and sometimes find learning to write in new ways challenging. To this end, GSW 1110 has been designed to assist students in making the transition from high school writing to college-level writing.

GSW 1110 is a highly interactive “workshop” class in which you, your classmates, and I will read, write, and discuss together. You will encounter a wide variety of activities in this class: among them, you will be introduced to various invention strategies that have been designed to generate and deepen your ideas; you will be provided with ample feedback on your drafts by your classmates and me; you will be helped to critically evaluate your own writing in order to revise effectively; you will gain experience with analyzing the audience and purpose of your papers in order to write your papers persuasively; and you will be given assistance with presenting your ideas clearly and supporting them with academically credible sources.

To achieve these various goals, you will write five well-developed essays, the majority of which will be documented with sources.

GSW and BGP LEARNING OUTCOMES

In the table below, the Bowling Green Perspective (BGP) University Learning Outcomes for English Composition and Oral Communication (ECOC) are listed alongside their corresponding abbreviated GSW Learning Outcomes.

BGP Learning Outcomes: English Composition & Oral Communication (ECOC)	GSW Course Learning Outcomes
ECOC 1. Formulate effective written and/or oral arguments which are based upon appropriate, credible research.	GSW 5: Engage in the electronic research and composing processes, including locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
ECOC 2. Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.	GSW 6: Demonstrate the importance of values systems in academic writing, including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community that values academic honesty, and to recognize the place of writing within learning processes.
ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication. .	GSW 3: Practice the processes entailed in academic writing, including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.	<p>GSW 1: Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.</p> <p>GSW 4: Demonstrate knowledge of the conventions of academic writing, including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.</p>
ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	GSW 2: Demonstrate critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, including engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.

ASSESSMENT OF EACH ECOC LEARNING OUTCOME

In addition to the evaluation of your final expository argumentative essay for an essay grade, this essay will be used for assessment of the BGP’s ECOC Learning Outcomes using the following rubric in Canvas:

BGP Learning Outcomes: English Composition & Oral Communication (ECOC)	Exceeds Expectations 2	Meets Expectations 1	Does Not Meet Expectations 0
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ECOC 1. Formulate effective written and/or oral arguments which are based upon appropriate, credible research.	Writing demonstrates appropriate attention to sustained argument and/or credible, relevant research.	Writing demonstrates basic attention to sustained argument and/or credible, relevant research.	Writing lacks a sustained argument and/or credible, relevant research.
ECOC 2. Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.	Writing demonstrates appropriate attention to context, audience, and assigned task	Writing demonstrates basic attention to context, audience, and assigned task.	Writing lacks minimal attention to context, audience, and assigned task.
ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication. .	Writing demonstrates appropriate attention to purpose and to connecting various rhetorical elements into a whole essay.	Writing demonstrates basic attention to purpose and to connecting various rhetorical elements into a whole essay.	Writing does not demonstrate basic attention to purpose or to connecting various rhetorical elements into a whole essay.
ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.	Writing demonstrates appropriate attention to rhetorical situation, including tone, language level, and word choice.	Writing demonstrates basic attention to rhetorical situation, including tone, language level, and word choice.	Writing lacks minimal attention to rhetorical situation, including tone choice, language level, and word choice.
ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	Writing demonstrates clear critical thinking and an ability to synthesize various points of view.	Writing demonstrates basic critical thinking and an ability to synthesize various points of view.	Writing does not demonstrate clear critical thinking or an ability to synthesize various points of view.

BG PERSPECTIVE LEARNING OUTCOMES FOR EACH KNOWLEDGE AND SKILL DOMAIN
ENGLISH COMPOSITION AND ORAL COMMUNICATION

Upon the successful completion of English composition and oral communication courses, students will:

- *Formulate effective, ethical written and/or oral arguments which are based upon appropriate, credible research*
- *Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences*
- *Analyze how the principles of rhetoric work together to promote effective communication*
- *Communicate effectively when participating in small groups and/or making formal presentations*
- *Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality*
- *Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view*

Attendance and Participation

Every effort should be made to attend class on M/W/F, and excessive absences will Class time will be devoted to actively building writing skills by writing and revising, discussing, and critiquing your own writing and the writing of others. Such activities simply cannot be “made up” satisfactorily by getting the notes from a peer or by meeting with me. I realize, however, that sickness or emergencies can occur; should you need to miss class, please be sure to contact me, preferably beforehand, to discuss what might be done to assist you with getting on track.

***Do not use computers during class instruction/discussion unless otherwise instructed. Ask if you need them; never assume you should be on the computer at the beginning of class. Additionally, if you are caught using a computer during class instruction/discussion you will be removed from the computer for the remainder of the class you and will not receive participation points that day.*

Office Hours Policy

In order to stay on track throughout the semester, there will be times when it is necessary to work through office hours. Additionally, to accommodate our schedule, there could be times when we will shift our office hours to different days of the week.

Please feel free to meet with me and ask any questions concerning the course material at any time, especially during office hours. This is your time to receive assistance from me regarding any course material.

Office hours are treated as quiet study halls. Always come prepared to work and be quiet and respectful of others working around you.

Grading

GSW 1110 is graded on an A-B-C, no record basis. In order to pass this course, **you must complete all major writing assignments, attend class regularly, and average a grade or C- or better on all your written work.** See additional handout for grading standards.

Assignments

All reading and writing assignments are due the day they appear on the syllabus. **Late work will not be accepted, unless you have made previous arrangements with me.**

- Pay close attention to ALL due dates as they appear on the syllabus, and on Canvas.
- All essays are expected to be fully and correctly documented using MLA style. **All papers/assignments must be typed and submitted via Canvas in order to receive credit.**
- **ALL MAJOR ESSAYS MUST BE COMPLETED AND SUBMITTED IN FINAL DRAFT FORM IN ORDER TO PASS THIS COURSE.**

****All assignments/hand-outs will be available on Canvas. Documents are added routinely throughout the semester and it is your responsibility to print all documents uploaded to Canvas.**

**No food or drink near computers.

****Do not use computer during class instruction/discussion unless otherwise instructed.**

Grade Record

Essay One	50
Essay Two	50
Essay Three	50
Essay Five	50
Essay Four	100

ESSAY TOTAL /300

Participation	45
Discussion Board	TBD

***All points are tentative and may be added to or removed at the discretion of the instructor.*

Essay Submission

Each essay must be submitted through assignments on Canvas, and all essays will be scanned for plagiarism using the turnitin.com software. If you fail to submit a draft by the submission due date (all final drafts will be due by 11:59 p.m. on the day they appear on the syllabus/Canvas, unless otherwise noted) your work will not be counted. If for some reason an emergency arises, and you cannot submit your essay on time, I will accept your late work on a case-by-case basis (as long as you contact me beforehand). Sometimes, I will offer you extra time, if I notice you need it (and not because you are slacking and behind).

Cell Phone Policy

Cell phones must be silent during class. However, you will need your cell phone in order to log-in to Canvas, so you will need to bring your phone to class, unless you've set up the DUO system without your phone. However, if I am lecturing or instructing, or if we are having a class discussion, you are prohibited from being on computers (or cell phones) during that time. This is considered disruptive, rude, and immature behavior.

Plagiarism and Academic Honesty

All students are expected to be familiar with and to follow the University Academic Honesty Code. Be aware that plagiarism is a serious offense and has serious consequences. Passing off any work that is not your own is dishonest. If you have any questions/concerns regarding plagiarism or the academic honesty code, please consult the student handbook or confer with me. Additionally, understand that all written assignments for this course must follow MLA citation style. If you are not familiar with the format, see a tutor or me in the writing lab.

The full policy is available at the link provided below:

<https://www.bgsu.edu/content/dam/BGSU/catalog/academic-honesty/official-policy.pdf>

Conferences

Conferences must be called by the student and attended by the student. Parents may attend the conference as a guest at the discretion of the instructor.

A Final Word

I hope that you will find our class to be a place where you can receive help with developing your academic writing skills. Though many students are uncomfortable with academic writing, understanding how to go through various writing processes will help you achieve your writing goals. To make this course as successful as possible for yourself, I encourage you to take advantage of the resources around you and to keep in touch with me as we go through the semester.

If you have any questions about these achievement requirements or other class matters, please be sure to talk to me.

“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.” — Maya Angelou