

Syllabus – GSW 1120: Varieties of Writing Fall 2015

M/W/F 9:18-10:08 or
10:12-11:02

T/R office hours (see policy below)

Room 202

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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 Huron High School Gmail or 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 addresses 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 6th ed., Diana Hacker

Writing and Reading Across the Curriculum 12th ed., Behrens & Rosen

Binder or folder for handouts, etc.

USB drive or access to BG MyFiles or Google Docs

Course Focus

GSW 1120, "Academic Writing," is the last in the series of General Studies Writing (GSW) courses offered at BGSU. Although there are probably hundreds of varieties of academic writing that occur in various contexts (some of which you may have explored in 1100 or 1110), in this class we concentrate on varieties of writing that are especially prominent in academic settings: the critique, the multiple source synthesis essay, PreSearch essay, and the synthesized and documented researched essay.

The emphasis in GSW 1120 is on developing your critical and analytical skills in reading, thinking, and

writing. Specifically, GSW 1120 is designed to give you instruction and extensive practice in reading scholarly articles, writing critiques of what you read, making logical connections among several sources, and writing about those connections. As part of your GSW 1120 research requirement, you also will learn to use the BGSU library effectively and to utilize a variety of academic sources in your writing.

Along with further developing your critical, analytical and rhetorical skills, GSW 1120 will provide further opportunities for you to consider, critique, and confirm your own and others' values and the importance these values play in communication in all academic disciplines and professions.

Course Learning Outcomes

1. Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.
2. Develop critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.
3. Understand 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.
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.
5. Engage in the electronic research and composing processes by locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
6. Understand 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 which values academic honesty, and to value the place of writing within learning processes.

Grading

GSW 1120 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.** You cannot pass the course without earning a passing grade on your research paper, regardless of the grades you earn on other writing assignments. 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.**

Attendance and Participation

Students are permitted three excused absences (on class days, not office hour days) during the semester. After the third absence, one point will be deducted from the overall total points earned for the semester for every additional day missed. There will be no exceptions to this. You must be present to fully participate in this course. You will be graded for participation during each class. We will have a total of 45 contact hours (and 45 participation points possible) and you must come to class prepared and participate in class discussions in order to receive one point per class. Any in-class assignments/exercises will be included in participation points.

***No food or drink near computers. And no, you may not go down to the cafeteria for breakfast. Don't even ask me.*

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

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.	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.	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. .	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.	Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences. 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.
ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	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.

Grade Record

Essay One	30
Resume	10
Short Story Questions (#1)	25 (5 points per story)
Essay Two-A	10- <i>if necessary</i>
Essay Two-B	30
Short Story Questions (#2)	15 (5 points per story)
Essay Three	25
Essay Five	25
Essay Four/Research Paper	75 (Final—counts toward point total)

Research Paper Process	75 (numerous assignments)
Participation (writing process)	45
Rough Draft (Essays 1, 2, 3, 5)	20 (5 points each)

TOTAL /385

***Essay Two-A is an additional “mini-essay”. If it is determined that a second synthesis essay is not necessary, the course schedule is subject to change.*

All points are tentative and subject to change.

Essay Submission

Each student must have a turnitin.com account for this course. I will give you the course information for your assigned course section. Every draft will be submitted and graded on turnitin.com. At the end of the semester you will have an electronic portfolio of all the work you submitted in class. 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, unless otherwise noted) your work will not be counted. If for some reason you are unable to submit to turnitin.com, you must email me (and carbon copy yourself) an attachment with your essay by 11:59 p.m. on the day the essay is due. It will be up to you to see me about the essay submission failure before class on the following day. I will reopen turnitin.com and it will be up to you to convert the essay to a usable format and resubmit your essay. Failure to complete this process will cause you to lose credit for the assignment.

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.

Cell Phone Policy

Cell phone use is strictly prohibited during school hours. Cell phones may be brought to school under the following condition:

1. The cell phone must be turned off and not in the possession of the student during school hours.
2. The cell phone must be turned off and stored in the student’s locker during school hours. The school will provide a lock to all students.

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, which is located in the back corner of the library.

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.

GSW 1120 Essay Assignments

Essay One: Literary Analysis

For this essay, you will write a critical analysis of one of the stories/essays distributed in class. After reading all the material in that packet, you will select one upon which you will write an analysis. Your work can be an analysis of a writing style, the language use, the development of detail, theme... You are not simply retelling the essay nor are you stating whether you liked or disliked the essay. Rather, you are exploring one aspect of the writing by expressing an assessment and then referring to specific examples from the essay to demonstrate how you came to that assessment.

This paper is to be 4-6 pages. You will use MLA style citation and in-text citation in this paper.

Due: September 14th

Essay Two (A): Literary Analysis with Synthesis—mini essay

Essay Two (A) will be assigned in class and will cover the same material as above with one additional source that must be used. Additional details will be provided in class.

Due: Tentative

Essay Two (B): Literary Analysis with Synthesis

For this essay, you will write a response to the assigned novel and supplemental texts assigned in class. In this paper you will engage in a response to the readings that focuses on one common element such as: the types of relationships the characters share, the response of the characters to their situations, relationship dynamics, relationship intimacy or lack of, the strength or lack of strength of the husbands or wives... This paper is not a simple comparison/contrast. Rather, you must determine what you have learned from each of these readings regarding one common topic and then express what is shown to you by way of observation, direct reference/quotation, and discussion of those references/quotations.

This paper is to be 4-6 typed pages. You will use MLA style citation and in-text citations in this paper.

Due: October 15th

Essay Three: Response to Article/Documentary

For this essay you will focus on one resource that you will also be using in your research paper. You will write an informed response from the resource. You will not simply agree or disagree, or state that you like or dislike the resource. You must think about the content of that resource and what that offers toward your pursuit of your research paper.

This paper is to be 3-5 typed pages. You will use MLA style citation and in-text citation in this paper.

Due: November 18th

Essay Four: MLA Research Paper/Argument Synthesis

A detailed hand-out will be distributed at a later date for this assignment.

Due: Dec. 14th

Essay Five: Reflective

TBA: will be announced at a later date. Materials will be distributed in class.

Due: TBA

*****All dates are tentative and subject to change.***