**English 215: Strategies for Academic Writing**

**Syllabus and Course Guidelines**

**Spring 2015**

Line # 10339 –Thursdays 10:30-11:45am and online

**Instructor:** Jennifer Russum

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**Office Hours:** Thursdays 9:00-10:00am (and by appointment or online)

**Writing Programs:** <http://english.clas.asu.edu/writingprograms>

**Required textbook:**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research.* 3rd ed. Chicago: University of Chicago Press, 2008.

**Course description:**

This is an advanced interdisciplinary writing course emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Students will study and practice various modes of inquiry (for example, historical, cultural, empirical, and ethnographic) employed in academic disciplines and acquaint themselves with the different systems of writing they will encounter throughout their academic lives, with specific attention to the writing styles used in their specific field of study.

**Course Goals:**

Through this course, students will:

* significantly improve their academic writing
* develop an understanding of how members of a particular discipline conceive of and engage in the rhetorical practices of that discipline
* demonstrate understanding of the key conversations, forms, and conventions of writing in a particular discipline
* gain experience in the construction of knowledge within a discipline and practice using its discourse
* read critically and analyze rhetorically writings from a particular discipline and use those lenses to frame their own discourses
* write in the different forms and styles of a particular discipline
* develop techniques for conducting research

**Attendance:**

You are allowed to miss our in-person class meetings **two (2) times**. If you miss more than two times, you will automatically fail the course according to Writing Programs policy. There are no “excused” absences in Writing Programs classes, so please don’t ask me if an absence is excused or try to bring me a doctor’s note. I expect you to be on time to class and if late arrivals become a problem, I reserve the right to implement a tardy policy at any point during the semester. However, if you are more than 15 minutes late to class or if you leave early, it will count as an absence. We only meet in the classroom once a week, so it’s very important that you are there for the full class period.

**Homework:**

Homework includes: reading assignments and responses, leading class discussion, tracking and recording research, drafting, peer responses, and any other activities done at home or online.

**Participation:**

Participation includes: involvement in class discussions, small group work, attendance and anything else we do in class that requires your attention and engagement. If you are absent, you will lose participation points for the day.

**Late work policy:**

I do not accept ANY late work, so you need to attend class consistently to keep work and grades up-to-date. **Computer and printer problems are not valid excuses for late work.**  I also **do not accept e-mailed assignments** unless prior arrangements have been made due to extenuating circumstances. This means that being absent is not an excuse to turn work in late. I will not take it, unless you have made arrangements with me *before* your absence. If you are absent, you should still be prepared for the next class that you attend. Homework and participation will account for 30% of your course grade, so make every effort to come to class and keep up with all assignments.

**Writing Projects:**

There are a series of writing projects in this class, and each one builds off the previous one. Throughout the course you will go from reading journals and articles in your discipline to crafting your own research proposal and writing a full research paper for a topic of interest to you within your field of study. Note: You must submit all writing projects to pass the course. All projects must be ready for collection at the beginning of class on the day they are due. For each calendar day that a project is late, I reserve the right to deduct one letter grade from the final grade on the project. All drafts of the writing projects should be typed, double-spaced and stapled.

*Project One:* **The Journal Review.** You will analyze and evaluate three different issues of an academic journal in order to get a sense of current scholarship taking place in your field.

*Project Two:*  **The Article Reviews.** You will then give an overview of three different articles within your field, seeking to identify the style, methods, and practices of researchers in your discipline.

*Project Three:* **The Research Question.** You will write a research question based on a topic in your field that you find unanswered, highly disputed or needing more explanation.

*Project Four:* **The Annotated Bibliography.** You will now choose your own research question and begin reading about your topic. You will produce a bibliography that includes summaries for at least ten sources.

*Project Five:* **The Research Proposal.** You will create a document that introduces your research question and justifies why your subject needs to be researched further. You will then share your method(s) for your study and what you hope to accomplish through your research.

**Grading:**

The course grade is composed of the following:

 10% Participation

 25% Homework

 10% Class Discussion

 10% Journal Review

 10% Article Reviews

 15% Annotated Bibliography

 20% Research Proposal

**Peer Workshops:**

Reading and responding to each other’s writing is one of the most important things we will do in this course. I expect you to take peer revision seriously by giving thoughtful feedback to your classmates’ work, both verbally and in writing. I will give you a participation grade each time you revise with a partner or in a group, so make sure you stay on task and discuss each group member’s paper thoroughly.

**Extra Credit:**

I will never offer “special” extra credit to one person and not to the rest of the class, so please don’t ask if there is anything you can do for extra credit at the end of the class when your grade is not as high as you would like. If you find yourself in this position, chances are you did not take advantage of extra credit earlier in the semester and did not make an effort to get one-on-one help on writing assignments. That being said, there are two opportunities everyone has for extra credit in my class:

1) *Volunteer a draft.* Throughout the semester, I will sometimes ask for a volunteer to submit his or her work-in-progress paper. We will put the draft up on the overhead in class and talk about what that writer has done well and also offer feedback on what could be changed, improved, or clarified. Basically, you get extra credit AND lots of helpful advice from your classmates (and me), which often results in a stronger final draft.

2) *Attend office hours.* You can visit me as often as you like to receive help, but I will give you extra credit for one (1) office visit per writing project (mandatory conferences don’t count).

\*Because I offer extra credit during the semester, I will never round up grades at the end of the semester as your grade might already include some bonus points.

**STANDARD WRITING PROGRAMS POLICIES:**

**1. Policy on class attendance**

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks’ worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks’ worth of classes will fail the course, unless they withdraw (see http://students.asu.edu/withdrawal).

* Hybrid classes: In the case of hybrid course that meets once a week, a student who misses more than two (2) face-to-face classes - will fail the course with a grade of E. Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
* Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.
* Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.
* Note: Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs’ standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students’ religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

**2. Attendance: first week of classes**

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped. Students enrolled in hybrid/online courses must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

**3. If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

**4. Grading**

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

A+ = 4.3 (100+%)

A = 4.0 (93-99%)

A- = 3.7 (90-92%)

B+ = 3.3 (87-89%)

B = 3.0 (83-86%)

B- = 2.7 (80-82%)

C+ = 2.3 (77-79%)

C = 2.0 (70-76%)

D = 1.0 (60-69%)

E = 0.3 (1-59%)

No paper = 0.0

**5. The public nature of writing and discussions**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to other perspectives. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly; please be considerate of others’ contributions and viewpoints. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

**6. Technological Distractions**

Refrain from any unauthorized usages of technology during our class sessions. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. If I sense you are distracted by technology in class, you will lose participation credit for that day and I reserve the right to ask you to leave the room.

**7. Late Writing Projects**

For each calendar day that a project is late, I reserve the right to deduct one letter grade from the final grade on the project.

**8. All writing for this class must be written for this class**

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

**9. Academic Dishonesty**

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others’ words, images, or ideas into their writing using standard citation practices. Academic dishonesty in any form (see http://provost.asu.edu/academicintegrity/policy/StudentObligations) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity Policy is located at http://provost.asu.edu/academicintegrity.

**10. Disruptive, Threatening, or Violent Behavior**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see www.asu.edu/studentaffairs/safety/definitions.html) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at https://students.asu.edu/srr/code.

**11. Accommodations for Students with Disabilities**

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website: http://www.asu.edu/studentaffairs/ed/drc/.

**12. End-of-Semester Portfolio Collection**

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of all major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

**13. Disposition of Papers/Grade Appeals**

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents submitted online, but should also maintain their own digital copies.

**WEEKLY SCHEDULE**

**Reading Reflections:** Typically, there will be one reading assignment each week. Once you finish your reading assignment, you should post a reflection on the discussion board **by 10pm on Tuesday night** {any time the syllabus says “read and respond”}. This reflection might relate to the writing project you are currently working on, how one of the readings impacted you or challenged your perspective, whether or not you agreed or disagreed with a reading and why, etc. You should end each reflection with a question for your classmates to answer. You might ask class members to help clarify a part of the reading that confused you or you can pose a question for your classmates to consider about the text or ask about their own experiences regarding the subject at hand. These responses can be brief, but they should be thoughtful and prove to me that you worked to understand the text assigned. **After you post your own response, you must thoughtfully respond to one other classmate’s reflection between Tuesday and Thursday morning before class begins (by 10:00am).**

**\***You are allowed to skip **one** reading responses during the semester with no penalty. There are eleven reading assignments for the course, but you only need to complete ten of them to receive full credit for this portion of your grade. Use your skip wisely!

**WEEK ONE**

**1/13 Tuesday –** Please set up your Schoology profile and write a brief introduction about yourself. An email was sent with information about how to enroll in our course on www.schoology.com. Please email me if you have any questions or problems.

**1/15 Thursday –** Introductions and overview of syllabus and class website. // Read and respond #1: *The Craft of Research* (*CR* from now on) Prologue and Chapter 1 (pp. 3-15). This reading response should be posted on the Schoology discussion board by next Tuesday, January 20th by 10:00pm. You then need to respond to one other classmate’s response by Thursday before class begins (by 10:00am).

**WEEK TWO**

**1/20 Tuesday –** Respond to one classmate’s reading response on the discussion board by Thursday at 10:00 am.

**1/22 Thursday –** Discuss scholarly journals. Practice looking up journals on library website. Introduction to Journal Review Assignment. Introduction to presentation assignment and sign up for presentations.// Read and respond #2 by Tuesday at 10:00pm: *CR* Chapter 2 (pp.16-27)

**WEEK THREE**

**1/27 Tuesday –** Respond to one classmate’s reading response on the discussion board. // Peruse journals from your field and choose one you would like to examine more closely. On the discussion board, tell the class which journal you are choosing for your Journal Review assignment and why it interests you. Both these assignments are due on Thursday by 10:00am.

**1/29 Thursday –** Small group exercise examining a journal in each student’s field. More overview of presentation assignment. // Read and respond #3 by Tuesday at 10:00pm: *CR* Prologue and Chapter 3 (pp.31-50).

**WEEK FOUR**

**2/3 Tuesday –** Read and respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Begin working on journal review assignment – skimming journal issues, taking notes, and drafting your review. Bring a draft of your review to class on Thursday, even if it’s not yet complete.

**2/5 Thursday –** Class discussion #1. Give feedback on student draft.In-class Q&A time for journal assignment. // Read and respond #4 by Tuesday at 10:00pm: *CR* Chapter 4 (pp. 51-67)

**WEEK FIVE**

**2/10 Tuesday –** Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Finish your journal review. It is due at the start of class on Thursday (2/13).

**2/12 Thursday – JOURNAL REVIEW DUE AT THE START OF CLASS.** Class discussion #2. Overview of article review assignment. In-class note-taking practice. // Read and respond #5 by Tuesday at 10:00pm: *CR* Chapter 5 (pp.68-83)

**WEEK SIX**

**2/17 Tuesday –** Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Begin collecting articles for assignment. Bring at least three article titles with you to class.

**2/19 Thursday** – Class discussion #3. Article skim and summarize exercise. // Read and respond #6 by Tuesday at 10:00pm: *CR* Chapter 6 (pp.84-101)

**WEEK SEVEN**

**2/24 Tuesday –** Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Complete at least two of your article summaries and bring hard copies to class with you on Thursday.

**2/26 Thursday –** Class discussion #4.Volunteer draft(s) of article review. Small group peer review. // Read and respond #7 by Tuesday at 10:00pm: *CR* Prologue and Chapter 7 (pp.105-119).

**WEEK EIGHT**

**3/3 Tuesday –** Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Finish article reviews and bring a printed, stapled copy with you to class on Thursday to turn in.

**3/5 Thursday – ARTICLE REVIEWS DUE AT THE START OF CLASS.** Class discussion #5. Discuss research questions. // No reading over spring break, but please post your potential research question on the discussion board by Tuesday, 3/17 at 10:00pm. (Ideally, do this before you leave on break. I will give you feedback on your research questions as they are posted.)

**WEEK NINE**

**3/10 Tuesday – SPRING BREAK!** ☺

**3/12 Thursday – SPRING BREAK!** ☺

**WEEK TEN**

**3/17 Tuesday** – Make sure your research question is posted by 10:00pm today. Check back on your question before class on Thursday to read my response. I will be giving feedback on all questions as they are posted, and I expect you to revise your question as needed.

**3/19 Thursday –** Work on research questions. Discuss annotated bibliography and review model. // Read and respond #8 by Tuesday at 10:00pm: *CR* Chapters 8 and 9 (pp. 120-138).

**WEEK ELEVEN**

**3/24 Tuesday** – Respond to one classmate’s response on the discussion board by Thursday at 10:00am. Also, revise your research question based on feedback received. Go back to your original post and re-write your question underneath your first draft of the question. (Keep both your first version and your second version on the discussion thread!) This is also due by 10:00am Thursday. // Gather and begin reading articles for your annotated bibliography.

**3/26 Thursday –** Class discussion #6. Assign research groups. Independent work time and Q&A for annotated bibliographies. // Read and respond #9 by Tuesday at 10:00pm: *CR* Chapter 10 (pp. 139-151)

**WEEK TWELVE**

**3/31 Tuesday** – Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Continue working on annotated bibliography. Bring a partial draft (hard copy) with your introduction and at least five sources to class with you on Thursday.

**4/2 Thursday –** Class discussion #7.Volunteer draft of annotated bibliography. Overview of research proposal and review model.// Read and respond #10 by Tuesday at 10:00pm: *CR* Prologue and Chapter 12 (pp. 173-186)

**WEEK THIRTEEN**

**4/7 Tuesday** – Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Finish annotated bibliography, which is due on Thursday at the start of class.

**4/9 Thursday –ANNOTATED BIBLIOGRAPHY DUE AT THE START OF CLASS.** Class discussion #8. Intro to research proposal. // Read and respond #11 by Tuesday at 10:00pm: *CR* Chapter 13 (pp.187-202)

**WEEK FOURTEEN**

**4/14 Tuesday** –Respond to one classmate’s response on the discussion board by Thursday at 10:00am. // Begin preliminary draft of research proposal by starting the document and titling each section. Add your research question to your proposal and any other writing you have prepared already.

**4/16 Thursday –** Class discussion #9. Discuss methods/methodology and contributions/limitations. Review of OWL website. Sign up for conferences. // Over the next week, until your scheduled conference time, work on your research proposal. Bring a hard copy of your draft with you to your conference.

**WEEK FIFTEEN**

**4/21 Tuesday** – Individual conferences with Professor Russum {see your scheduled time}.

**4/23 Thursday –** Individual conferences with Professor Russum {see your scheduled time}. // Revise your paper after your conference according to the feedback you receive. Send an updated draft to your revision partner by Sunday night at 10:00pm. Respond to your partner’s draft by Tuesday at 10:00pm. Do the exchange via email or on a Schoology message thread, but be sure to include me on either forum so I can see that you are completing the task. Final drafts of the Research Proposal are due next Thursday!

**WEEK SIXTEEN**

**4/28 Tuesday** – Finish editing your partner’s draft and return it to them by 10:00pm tonight, but the earlier the better. Be sure to include me on your email/Schoology exchange, so that I can verify that everyone has completed the assignment. // Revise your proposal based on your partner’s edits and suggestions. Final drafts of the research proposal are due on Thursday.

**4/30 Thursday – RESEARCH PROPOSALS DUE AT THE START OF CLASS.** Final reflections and conclusions. *\* Have a great summer break! \**