

SYLLABUS PENDING CLASS DISCUSSION

Writing in the Disciplines

Spring, 2017

Cherry Hall, Room-126

Instructor: Terry Elliott

Office: 20B, Cherry Hall

Eng 300-020 meets MWF (8:00-8:55 am) CH 126

Eng 300-025 meets MWF (9:10-10:05pm) CH 126

Eng 300-013 meets MWF (10:20-11:15pm) CH 126

Email policy? I will respond to all emails within 24 hours during the week and within 36 hours on weekends. These are guidelines and represent my best, good faith effort. I will not be offended if you resend your email if I have not responded within these time frames. We will speak of email etiquette on our first day of class.

Laptops and mobile devices in the classroom? We will be in a computer classroom. I admit that I have gotten rather weary of the constant division of attention that little and big screens represent, but I also acknowledge that mobile devices, tablets, and laptops are important ways to learn in the classroom. I will want to make this a discussion item the first day of classes. Be ready to talk because we will be creating a class policy that day from that discussion.

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Office hours: See [this link](#)

Required:

Text: Writing and Reading Across the Curriculum

Author: Laurence Behrens and Leonard J. Rosen

ISBN (13th edition): 978-0-13-399901-3

Publisher: Pearson

Dropbox Supplemental Materials:

<https://www.dropbox.com/sh/sfbne39f1o37da2/AAD6OL-T24nCrKlo4xqJO0Bla?dl=0>

Google Plus Community:

<https://plus.google.com/u/0/communities/115296473274159281289>

Assignments and Written Work:

- Summary Papers: 50 points each
- Annot.Bibliography: 100 points
- Research Weblog and Reflection: 100 points
- Synthesis or Analysis Paper: 100 points each
- Participation: (Numerous close readings from texts, digital curation, discussion questions, outside “elements” brought inside class, seat time) 200 points
- Semester-long Research Paper: 500 points
- Final Presentation: 100 points

Total Points: Depends on number of papers assigned (approximately 1200 points).

Catalog Description:

An interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging essays in a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field. Prerequisite: English 200 or equivalent.

Goals and Objectives:

This course fulfills the A.1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives: 1. The capacity for critical and logical thinking, and 2. Proficiency in reading, writing, speaking.

The goals of the course are to introduce students to writing and reading in the academic disciplines, to give students advanced instruction and practice in writing and reading essays within those various disciplines, and to make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students will conduct investigations into writing conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays. Reading assignments stress how knowledge is made and reported in various disciplines. Students learn how to evaluate primary and secondary sources for accuracy, authority, bias, and relevance and how to synthesize different points of view within their essays.

Learning Outcomes

By the end of English 300, students should be able to:

- Write longer formal essays--including at least one essay that advances an academic argument --that include significant support from appropriate scholarly sources.
- Use a citation style appropriate to their discipline; students must not be required to use MLA documentation in lieu of other citation styles that are more appropriate for their disciplines.
- Make choices of voice, tone, format, structure and usage based on an analysis of disciplinary and academic conventions.
- Employ their own writing processes to produce academic and disciplinary texts that include significant and properly formatted sources.
- Work in a collaborative setting both with their own texts and with those of other students.
- Be able to read disciplinary essays and to comment critically on their meaning and structure

Colonnade Program Description:

English 300 gives students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays. Pre-2014 General

Education Goals Met by this Course English 300 helps to fulfill the A.1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives: 1. The capacity for critical and logical thinking, and 2. Proficiency in reading, writing, speaking Colonnade (Fall 2014 and later) Learning Outcomes Met by this Course English 300 helps to fulfill the written communication (WC) Colonnade Foundations requirement. Upon completion of English 300, students will demonstrate the ability to: 1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. 2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts. 3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response. 4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. 5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

Getting Help with Your Writing Outside of Class

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: Tutors can help students brainstorm ideas, structure their essays, clarify the purpose, strengthen support, and edit for clarity and correctness. But tutors will not revise or edit the paper for the student. See instructions of the website www.wku.edu/writingcenter <<http://www.wku.edu/writingcenter>> for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on the Writing Center's website) for help scheduling an appointment.

The Learning Center

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area, with side rooms designated for peer to peer tutoring, and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite is a quiet study center and is equipped with a small computer lab. These satellites are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254.

www.wku.edu/tlc

Hours of Operation:

TLC @ DUC

Sunday 4:00pm – 9:00 pm

Monday – Thursday 8:00am – 9:00pm

Friday 8:00am – 4:00pm

TLC @ Keen

Sunday – Thursday 6:00pm – 11:00pm

TLC @ McCormack

Sunday – Thursday 6:00pm – 11:00pm

TLC @ PFT

Sunday – Thursday 6:00pm – 11:00pm

(PFT residents and their guests only)

Program Assessment:

As part of a university-wide accreditation study, a small sample of research papers will be collected from randomly-selected individuals in all English 300 classes this semester. The papers will be examined anonymously as part of a program assessment; results will have no bearing on the student assessment or course grades.

Resolving Complaints about Grades:

The first step in resolving a complaint about grades is ordinarily for the student to attempt to resolve the problem directly with the course instructor. If that attempt is unsuccessful, the student may bring the matter to the Director of Composition, who will assist the instructor and the student in reaching a resolution. Students or instructors unsatisfied with that outcome may appeal to the Department Head, and so on. See the Student Handbook, available online at <http://www.wku.edu/handbook/2009/>, for full policy.

ADA Statement:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Important Spring Dates:

Monday, January 25: Classes begin
Monday, February 1: Last day to add a class or drop a class without a grade
Friday, March 18: Last day to withdraw from a class
March 7-11: Spring Break. University Closed.
May 9-13: Final Exams

Tentative Class Calendar (subject to change for the first week of classes).

WEEK 1-2

Reading Assignments

A Note to the Student

Chapter 1: Summary

Writing Assignment

Summary of Salmans, "Fighting That Old Devil Rumor," p. 364, or DiFonzo, "How Rumors Help Us Make Sense of an Uncertain World," p. 381. (Or as decided by class.)

WEEK 3

Reading Assignment

Chapter 2: Critical Reading and Critique

Writing Assignment

Critique of either Ross and Nisbett, "The Power of Situations," pp. 688-692 or Dunn, Gilbert, and Wilson, "If Money Doesn't Make You Happy, Then You Probably Aren't Spending It Right," p. 450. (Or as decided by class.)

WEEK 4

Reading Assignment

Chapter 3: Thesis, Introduction, and Conclusion

Writing Assignment

Revision of either previously written summary or critique or additional summary or critique of a short article from a chapter in Part II or III. (Or as decided by class.)

WEEK 5

Reading Assignments

Chapter 4: Explanatory Synthesis

Chapter 7: Artificial Intelligence

Jastrow, "Toward an Intelligence Beyond Man's"

Levy, "The AI Revolution Is On"

Markoff, "Computer Wins on 'Jeopardy!': Trivial, It's Not"

Searle, "Watson Doesn't Know It Won on 'Jeopardy!'"

Fish, "What Did Watson the Computer Do?"

Baker, "Watson Is Far from Elementary"

Writing Assignment

Complete Chapter 7 assignments through Explanatory Synthesis, p. 221 (Or as decided by class.)

WEEK 6

Reading Assignment

Chapter 5: Argument Synthesis

Chapter 9: The Roar of the Tiger Mom

Chua, "Why Chinese Mothers Are Superior"

Rosin, "Mother Inferior"

Brooks, "Amy Chua Is a Wimp"

Daum, "In the Eye of the Tiger"

Goldstein, "Tiger Mom vs. Tiger Mailroom"

Kolbert, "America's Top Parent"

Murphy, "In Defense of Being a Kid"

Writing Assignment

Complete Chapter 9 assignments through Argument Synthesis p. 255 (Or as decided by class.)

WEEK 7

Reading Assignments

Chapter 6: Analysis

Chapter 14: New and Improved: Six Decades of Advertising (first half of chapter)

Fowles, "Advertising's Fifteen Basic Appeals"

Bové, Thill, Dovel, and Wood, "Making the Pitch in Print Advertising"

"Selling Happiness: Two Scenes from Mad Men" (Video)

Writing Assignment

Synthesis Activity #4 or #7, pages 628 or 629, or Research Activity #1 page 630. (Or as decided by class.)

WEEK 8

Reading Assignment

Chapter 14: New and Improved: Six Decades of Advertising (second half of chapter)

A Portfolio of Print Advertisements

A Portfolio of TV Commercials

Writing Assignment

Synthesis Activity or Research Activity from pages 628–631. (Or as decided by class.)

WEEK 9

Writing Assignment

Synthesis Activity from Chapter 14.

Chapter 12: The Pursuit of Happiness (first third of chapter)

McFall, "Pig Happiness"

Kingwell, "In Pursuit of Happiness"

Seligman, Parks, and Steen, "A Balanced Psychology and a Full Life"

Senior, "Some Dark Thoughts on Happiness"

Writing Assignment

Writing Suggestion following one of the readings (Or as decided by class.)

WEEK 10

Reading Assignment

Chapter 6: Analysis

Chapter 12: The Pursuit of Happiness (second third of chapter)

Csikszentmihalyi, "Finding Flow"

Dunn, Gilbert, and Wilson, "If Money Doesn't Make You Happy, Then You Probably Aren't Spending It Right"

Critchley, "Happy Like God"

Schoch, "A Critique of Positive Psychology"

Writing Assignment

Synthesis Activity #13, page 630, or a Writing Suggestion following the one of the readings.

WEEK 11

Reading Assignment

Chapter 12: The Pursuit of Happiness (final third of chapter)

Begley, "Happiness: Enough Already"

Kenyon, "Happiness"

Yi-Fu Tuan, "The Good Life"

Pirsig, From Zen and the Art of Motorcycle Maintenance

Writing Assignment

Synthesis Activity or Research Activity from end of Chapter 12

WEEK 12

Reading Assignment

Chapter 10: The Changing Landscape of Work in the Twenty-First Century (first third of chapter)

Brager, "A Post-College Flow Chart of Misery and Pain"

Rampell, "Many with New College Degree Find Job Market Humbling"

Johnson, "Job Outlook for College Graduates Slowly Improving"

Carnevale, Cheah, and Strohl, "College Majors, Unemployment, and Earnings"

Writing Assignment

Writing Suggestion following one of the readings, or Synthesis Activity #8, p. 341.

WEEK 13-14

Reading Assignment

Chapter 10: The Changing Landscape of Work in the Twenty-First Century (second third of chapter)

U.S. Bureau of Labor Statistics, "Employment Predictions: 2010-2020 Summary"

Sennett, "No Long Term: New Work and the Corrosion of Character"

Davidson, "Making It in America"

Friedman, "The Untouchables"

Writing Assignment

Writing Suggestion following one or two of the readings in Chapter 10, or Synthesis Activity from Chapter 10.

Chapter 10: The Changing Landscape of Work in the Twenty-First Century (final third of chapter)

Blinder, "Will Your Job Be Exported?" (complete text in Chapter 1)

Kessler, "Is Your Job an Endangered Species?"

Krugman, "Degrees and Dollars"

Writing Assignment

Research Activity from end of Chapter 10

Conferences on research paper

Finish draft of research paper

Peer review