

Writing and Research 3 Credits [W]

English 201-01 – Fall 2015

Class Times: 2:10-3 p.m. Mon/Wed/Fri **Class Locations:** AVERY 8

Instructor: Elijah Coleman **Office:** Avery Hall 217

Phone: (509) 335-5390 **E-mail:** coleelij@wsu.edu (primary contact).

Office Hours: 9:30-10 a.m., 12-1 p.m. Mon, Wed, and Fri, and by arrangement.

Required Texts:

Thonney, Teresa. *Academic Writing*. New York and Oxford: Oxford University Press, 2016.

Additional Requirements:

Access to the course website, at http://public.wsu.edu/~coleelij/201/201_main.html

Catalog Description:

201 [WRTG] [W] Writing and Research 3 Course Prerequisite: ENGLISH 101, 105, or 298. Designed to develop students' researching skills for writing across the disciplines.

Course description:

English 201 is a research writing class in which students examine and become a part of primary and secondary research and conversations. As a researcher and writer you will go beyond basic research and engage in advanced research methods as you seek answers to significant questions posed by you and others. In addition to learning and using primary research skills, you will write extensively from secondary sources, with an emphasis on effective synthesis of sources and claims. Our primary goal will be to develop advanced skills in research and writing through research.

Course Outcomes:

- **Rhetorical knowledge and awareness**, which recognizes that the conventions of writing genres depend on the writer's purpose and audience.
- **Critical thinking, reading, and writing**, which encourages students to take an active role in the process of making meaning.
- **Writing processes**, which suggests that while no generic process exists for writers, introduction to and practice in a variety of writing processes demystifies writing for students.
- **Knowledge of conventions**, which acknowledges that writing occurs within discourse communities with agreed upon understandings of format, documentation, and surface features.

Grading (see below for descriptions and breakdowns):	Percentage:
Drafts and Homework	15%
Peer Review and In-Class Activities (Including Library)	15%
Annotated Bibliography	5%
Proposal	5%
Writing Portfolio (submitted at the end of the semester)	60%

The grading for English 201 follows university standards:

A: Outstanding achievement-awarded only for the highest accomplishment

B: Praiseworthy performance-above average in most respects

C: Satisfactory performance-work meets the standards for competency

D: Minimally passing-effort and achievement less than satisfactory.

Notes on grading:

I do not put grades on in-class writing assignments or group work assignments. No grades are assigned to rough drafts or final drafts, however, rough drafts are taken into account when I assess final drafts and the Portfolio. Students who wish to learn their current standing in the class may see me during my office hours or make an appointment.

Midterm Grades:

Due to the nature of the portfolio system, which emphasizes process over product, students who are making satisfactory process in the class (i.e., turning in assignments on time, meeting basic assignment requirements, attending class regularly, etc.) will not receive a mid-term grade. This policy has been approved with the Registrar's Office and the Center for Career Development and Advising and applies to all sections of ENGL 201. If for some reason you are not making satisfactory progress in the class, you may receive a grade of C- or lower as a warning, and you are strongly encouraged to meet with your instructor. If you belong to an organization that requires proof of satisfactory progress (not a grade) in writing, you may request that your instructor sign a Satisfactory Progress Form. Forms are available at the Composition Website.

Description and breakdown of graded assignments:*Drafts, Homework, and In-Class Activities:*

Students will compose, peer evaluate, and submit a working draft for each essay. Dates and groups for peer evaluation will be determined in the future, and you are welcome to meet with me for further feedback. Although drafts are not graded, all papers must be typed and must be submitted for peer evaluation and to me on the required due dates. Submission of drafts is worth 2.5% for each essay. Peer evaluation is worth 2%.

Topics for the formal essays will usually be your choice, however the following topics will not be accepted or allowed: same-sex marriage; the death penalty; euthanasia; abortion; legalization of marijuana; obesity; cigarette smoking; and climate change.

<i>Essays:</i>	<i>Pages</i>
1. Adaptation Analysis	4-5 pages
2. MASC Project	4-6 pages
3. Literature Review	7-8 pages
4. Research Project	8-12 pages

Homework will often be assigned in conjunction with readings and workshops. In-class activities include full participation in discussion, in-class writing assignments, and attending library sessions.

Annotated Bibliography:

At midterm you will submit a descriptive annotated bibliography of academic sources used in essays 1 and 2, with 10 total entries worth .5% each. You will have several opportunities to get feedback. Guidelines will be discussed in class, and will be available on the course website along with examples.

Proposal:

A formal written proposal for essay 4 topics is required, and essay 4 will not be considered without submission of the proposal. The proposal is also required with essay 4 in the Writing Portfolio, but will not count as one of the required Portfolio submissions.

Writing Portfolio:

At the end of the semester you will submit your research essay and two essays of your choosing which you feel represent your best work and submit them in a writing portfolio. Your peers and I will give you

extensive feedback on your writing, but you will not receive grades on drafts of your portfolio essays. Every composition course at WSU uses this method of postponed grading in order to ensure that the focus of the course is on your writing. After I return the draft with my comments, you have the rest of the semester to revise your essays before submitting them for the portfolio. You must turn in every essay in order to pass the course. The portfolio will be evaluated holistically at the end of the semester, and may be reviewed by other readers. The English Department rubric used to evaluate your portfolio may be found on the course website, and is linked below. Expectations and guidelines for the Writing Portfolio will be covered in greater detail later in the semester.

Attendance:

Attendance is required, and will be taken at the beginning of class. If you miss more than 6 classes you will receive a failing grade for the course, regardless of reason, per the attendance policy of the English Department. Students who have university-affiliated reasons for missing class will be allowed to make up assignments for days they miss, but must provide proper documentation. If you miss class you are responsible for getting with me or other students after class to find out what you missed.

Eng 201 examines research and writing within the framework of ever-shifting and changing discourses. Our class represents one of a myriad of evolving discourse communities, and therefore preparation and class participation is a must. Please treat your classmates with respect, and come prepared with reading assignments done, with assignments on the applicable due days, and ready to engage in discussion and activities.

Late Assignments:

All assignments are due at the beginning of class on the due date. Late assignments will only be considered on a case-by-case basis with appropriate justification by you, but assignments submitted half a week or more late will not be considered. Please do not assume this means you can turn in every assignment half a week late; *under most circumstances I will not accept late work*. No make-up or extra credit work will be assigned. Students who miss class on due dates are still responsible for turning assignments in by the beginning of class on those dates.

Writing Center:

The Writing Center provides free access to experienced tutors who will assist students with any writing assignments or issues, large or small. The Writing Center can be found at Smith CUE 303, and contacted at (509) 335-3628. Writing center resources may be found online at: <http://www.writingprogram.wsu.edu/units/writingcenter/etutoring/>.

Plagiarism:

The [Council of Writing Program Administrators](#) (CWPA) argues that “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The [WSU Academic Honesty Policy](#) (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Assistant Director of Composition and the Dean of Students’ Office and will fail the class.

Disability Accommodations:

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access (Washington Building, Room 217; 509-335-3417) to schedule an appointment with an access advisor. All accommodations MUST be approved through the Access Center.

WSU Safety Statement:

Please familiarize yourself with information regarding campus emergencies/school closings by visiting these websites: University Emergency Management <http://oem.wsu.edu/Emergencies>, WSU Alert <http://alert.wsu.edu>, and the campus safety plan at <http://safetyplan.wsu.edu/>.

OEO Statement:

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator to discuss resources and reporting options. (Visit oeo.wsu.edu for more information, including a list of confidential and other resources)

WSU employees, with limited exceptions (e.g. confidential resources such as health care providers and mental health care providers – see oeo.wsu.edu/reporting-requirements for more info), who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison.

Schedule and Important Dates:

The list below does not reflect in-class assignments. All dates are subject to change. Please see the detailed schedule for more information about assignments.

Week 1, Aug 24-28 Introduction to the course.

Week 2, Aug 31-Sept 4 Introduction to research.

Week 3, Sept 7-11 Mon, Labor Day, no class.

Week 4, Sept 14-18 Fri, Essay 1 rough draft peer evaluation.

Week 5, Sept 21-25 Mon, Essay 1 due.

Week 6, Sept 28-Oct 2 Workshops.

Week 7, Oct 5-9 Fri, Essay 2 peer evaluation. Annotated Bibliography due.

Week 8, Oct 12-16 Midterms week. Mon, Essay 2 due.

Week 9, Oct 19-23 Workshops.

Week 10, Oct 26-30 Fri, Essay 3 peer evaluation.

Week 11, Nov 2-6 Mon, Essay 3 due. Fri, Proposal due.

Week 12, Nov 9-13 Wed, Veteran's Day, no class.

Week 13, Nov 16-20 Mon and Wed: conferences on Essay 4. Fri, Peer evaluation of Essay 4.

Week 14, Nov 23-27 Thanksgiving Break, no class.

Week 15, Nov 30-Dec 4 Workshops. Mon, a working draft of Essay 4 should be brought to class.

Week 16, Dec 7-11 Last week of class. Mon, peer evaluation of Writing Portfolio Cover Letter.

Week 17, Dec 14-18 Finals Week. No class. Tues, Writing Portfolio due for a grade no later than 10 a.m.

Reading assignments are listed on the course schedule, linked below, and are out of the main text unless otherwise indicated. Students are expected to come to class having the reading for that day done, be prepared to discuss the readings, and participate in class activities.