

English 145: Writing in the Disciplines

Syllabus Spring 2011 – Kristi McDuffie

Section 5: TuTh 11:00am-12:15pm STV 250H

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Office hours: TuTh 2:30-3:30 and by appointment (generally available 12:15-3:30 TuTh)

Course Overview: In ENG 145, you will learn about the genres of writing in your chosen field of study. You will learn to investigate, analyze, assess, research, and compose in these different genres.

Learning Outcomes:

1. Identifying and Understanding Genres
 - a. You should be able to identify, articulate, and produce genres in your academic discipline.
 - b. You should be able to demonstrate knowledge of genre expectations and produce genres that adhere to these expectations.
 - c. You should be able to articulate the differences and similarities between academic genres in your discipline and workplace genres in your field.
2. Flexible Research Skills:
 - a. You should be able to demonstrate knowledge and understanding of the research practices used in your academic discipline.
 - i. This knowledge includes a familiarity with the varieties of methods to collect data (print material, digital databases, observations, interviews, surveys, etc.) that are commonly used in research within your discipline.
 - ii. It also includes the ability to identify library databases and scholarly journals used most frequently in your academic discipline.
 - iii. It also includes an understanding of how and why experts produce research-driven scholarly texts within your disciplines, and the contexts in which these texts are created.
3. Using Citation Formats and Citing Source Materials:
 - a. You should have a general understanding of the different types of citation styles used in academic disciplines (MLA, APA, Chicago Manual of Style) and the reasons for their use;
 - b. You should demonstrate the ability to correctly use one or more of the academic citation styles use in your discipline of study.
 - c. You should be able to integrate source material into writing projects in ways appropriate to the project's genre in terms of research, citation and style.
 - d. You should be able articulate how different methods of source material are shaped by the contexts and features of a particular genre.

Course Materials:

- *Emerging Scholars*, available at campus bookstores

- Blackboard, ISU's course management system. Assignment sheets and other course materials are posted there.
- Access to Microsoft Word. (Files must be saved in .doc or .docx format. Mac users must convert to .docx format - .pages is not accepted.) Download the Microsoft patch to open .docx files in old versions of Word (see HelpDesk for details).
- USB/flash/thumb drive to take work to and from class. Always save work in more than one location since technological problems do happen!
- Printing is required—you will need a printer or money on your Redbird Card (card can be loaded at Milner library or Bone Student Center)

Attendance: Attending class is important for your success in this course. Beginning with the third absence, your final letter grade will be lowered by 1/2 letter grade per absence and you cannot make up work missed during class. You should notify me of absence as far in advance as possible, and it is always your responsibility to inquire about what you missed. Since it is disruptive for students to come into class late, three tardies add up to one absence.

Participation: This classroom is a learning community, and all students must participate in order for it to function as one. Participation includes speaking during class discussion and being actively involved in all class activities. Keep cell phones off, do not have side conversations during class time, and do not use computers for unrelated activities (no Facebook!).

Overview of Semester: The semester is divided into three primary units. Here are the three major projects and the percentage allocation. This is subject to change at any point during the semester.

Project*	%
1 – Learning about Your Discipline	40.0%
2 – Writing in Your Discipline	40.0%
3 – Presentation and Multimodal Composition	20.0%
TOTAL	100.0%

*All assignments must be completed in their entirety to earn credit for the course.

The grading scale for assignments and the final course grade is as follows:

92-100 = A 82-91 = B 72-81 = C 62-71 = D Below 62 = F

Late work: Late work is not accepted. Contact me immediately with any problems or requests for extensions, as failing to turn in a Project will result in a failing grade for the course.

Plagiarism: ISU's Code of Conduct and Academic Dishonesty is excerpted below:

Students are expected to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study. Violations include but are not limited to:

- b) taking any action with intent to deceive the person in charge as to the student's acting without honesty to complete an assignment, such as falsifying data or sources, providing false information, etc.

- d) plagiarizing. For the purpose of this policy, plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports, speeches, or other academic work. Students must ascertain from the instructor in each course the appropriate means of documentation.
- e) submitting the same paper for more than one University course without the prior approval of the instructors.

Note that plagiarism includes not only explicit acts of using someone else's work, but also misquoting, under-quoting, or inaccurately quoting, paraphrasing, or summarizing someone else's work. It also includes using a previously written paper or research as original work in this class.

Plagiarism will be reported to the Community Rights and Responsibilities Office. Penalties include failing the assignment and failing the course.

Technology: This course requires technology as we meet in a computer classroom and use the computers to compose and save files. Save your files often (.doc or .docx format) and in multiple locations (personal computer, email, USB drive, etc.). Technological problems that occur at the last minute will NOT excuse you from an assignment that is due. Submit work ahead of the due date so that you have time to work through any technical problems. Being out of town and not having access to your computer or the internet is never an excuse for missing or late assignments.

Blackboard is our class management tool and is the central site for our class. I will use it to post all materials and assignments, and you will use it to submit work. You are responsible for checking Blackboard frequently for updated materials, email, and announcements. Please use Blackboard mail to contact me rather than Redbird mail unless something is extremely time sensitive.

Accommodations: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice) or 309-438-8620 (TTY) as soon as possible.

Julia N. Visor Academic Center: Free outside writing assistance can be found at the Visor center, which offers tutoring in almost all subjects. Call 309-438-7100 to make an appointment or visit <http://ucollege.illinoisstate.edu/about/visor/> for more information.

Emerging Scholars: The textbook for this course is a collection of work written by students. The work you will do for this course will be appropriate for this textbook, so consider submitting your work for potential publication. In addition to a small stipend, this publication is great for resumes!

Project #1: Learning about Your Discipline

English 145, Kristi McDuffie

Overview

The purpose of this first project is to learn about your academic discipline. All academic disciplines have unique ways of writing, so you will investigate the genres of writing in your intended major (or another discipline of interest to you). (If you are undecided, choose a discipline that you are interested in. This is your opportunity to do some exploration to help you decide!)

The Mechanics

This project is broken down into a number of pieces, but ultimately you will turn in all materials as one project (in both hard copy and emailed through Blackboard mail in a .doc or .docx file). Work will not be graded until it is turned in through both mediums. Clearly label each piece with an MLA-style heading (Your full name, English 145, Kristi McDuffie, date), the name of the assignment, and page numbers.

Throughout the five weeks of this project, you will submit frequent journal posts via Blackboard updating me on your progress. I will respond to you with ideas and suggestions. You will also upload the three parts of this project throughout the weeks to ensure that you do not wait until the last minute to complete them.

After the graded portfolios are returned to you, you will have one week to revise the work. Revisions are optional, but strongly encouraged, as the new graded replaces the old. Revisions must be significant in order to earn additional substantial points.

Researching Your Profession (40 pts)

You will investigate the writing genres in your discipline through research. Use the Internet (including job seeking websites, company websites, newspaper articles, etc.), trade journals and magazines, other students, your professors, professionals in the field, advisors, and any other resources you have or can find. You should perform at least one formal interview with a professional in your field and include your findings in the write-up.

Although you can include more details, include at least the answers to the following questions in your write-up. The write-up should be at least five double-spaced pages not including the Appendices or Works Cited page. Remember to give sources for all of your information and include a Works Cited or References page.

1. How would you name the profession and how do others name the profession? What are jobs that are available within this profession? Describe the job duties for some of these jobs.
2. What are some of the texts that are produced in your field? Describe at least four in detail and include examples in the appendix.
3. Find at least two professional organizations in your field. Briefly describe the organizations and find texts/publications that they produce. Describe the publications in detail and include them in the appendix.

4. Interview at least one person in your profession. Somewhere in your write-up, include the following details:
 1. Describe the person you are interviewing and the job she or he currently holds.
 2. Describe what genres of writing the person does in his or her current position. Be specific and include examples in an appendix if the interviewee is willing/able to share.
 3. Spend some time investigating and then describing the genre(s) of the academic discipline (such as scholarly journals). For instance, what are the major journals in the field? What are conventions of those articles? This information is particularly important for Project 2! *Note: This means that you will want to interview someone who holds this knowledge. If that is not possible or productive, talk to me about it ahead of time.*

Student Paper Analysis (20 points)

The English 145 textbook, *Emerging Scholars*, contains sample essays from the broadly categorized disciplines of Humanities, Social Studies, Sciences, and Professional. Choose an essay each from two different sections to compare (not including the one we discussed in class, although you can include that as a third essay to discuss if you wish). The purpose of this assignment is to learn about differences and similarities between disciplines.

Using specific examples from the sample papers, answer the following questions in at least three double-spaced pages:

1. What discipline is each paper written for? How do you know? Be specific.
2. How would you describe each paper (i.e. research report, argumentative paper, analysis of some kind, etc.)? What is each trying to accomplish overall? What is the thesis statement for each?
3. Describe the format of each paper. What sections are included and what are the purposes of each section? What are the differences and similarities between the papers?
4. Describe each paper paragraph by paragraph. The purpose is not to describe the *content* of the paper; rather, describe the *purpose* of each paragraph. For example, does a particular paragraph give an anecdote to introduce the topic, give history on the subject, explain existing scholarship, describe a study as proof for a particular point, reiterate the argument, or what? Give examples from the texts to support your analysis. Finally, discuss similarities and differences between the papers.
5. What have you learned about each discipline from this exercise?

Scholarly Journal Article Analysis (20 points)

Academic journals are the bread and butter of academic disciplines. Looking at journal articles is a great way to learn the language and conventions of your discipline.

Choose one of the most prominent journals in your field and then find an article that interests you. Find an article that was published in the last two years in order to stay relevant.

In at least three double-spaced pages, explain what you learn about the genre of this discipline from this article. Respond to the same questions included above under the Student Essay Analysis. The Writing in the Discipline of Science article from *Emerging Scholars* (p. 83) is also a strong example of what you can include.

Putting It Together

When you turn in the entire project on the final due date, include a cover letter to me that describes your overall impressions of the genre of writing in your discipline. Make some observations about what you have learned that bring all of these individual assignments together.

Schedule

Week 1

Tues, Jan 11 Introduction to the course and Project #1 - Learning about your Discipline
Thurs, Jan 13 Discuss summarizing, paraphrasing, and quoting (and plagiarism)

Week 2

Tues, Jan 18 Discuss interviewing and research methods
Thurs, Jan 20 Continue discussing research methods

Week 3

Tues, Jan 25 *Researching Your Profession Due on Blackboard*
Discuss "Was That 300 or 3000?" in *Emerging Scholars* p. 41
Thurs, Jan 27 Discuss citation

Week 4

Tues, Feb 1 Class canceled (snow day)
Student Paper Analysis Due on Blackboard
Thurs, Feb 3 Discuss "Sounding Cajun" by Sylvia Dubois and Barbara Horvath (access via Project Muse)
Finish discussing citation and give feedback on Researching Your Profession drafts

Week 5

Tues, Feb 8 Discuss the handouts on abstracts and citation systems (read before class)
Prepare for peer review
Thurs, Feb 10 Peer review of Project #1
Scholarly Journal Article Analysis Due on Blackboard

Week 6

Tues, Feb 15 Introduction to Project #2 - Writing in Your Discipline
Thurs, Feb 17 ***Project #1 Due - Hard and electronic copy***

Project #2: Writing in Your Discipline

English 145, Kristi McDuffie

Overview

The purpose of this second project is to practice writing in your discipline. You have just researched and learned about writing in your discipline, and you will put this information to use by creating your own work in this field.

There are three parts to this project. The annotated bibliography and proposal are due first, with the researched essay to follow. Each piece will be turned in via Blackboard and in hard copy in a .doc or .docx file. Work is counted as late if it is not turned in both electronically and in hard paper format. This work should be submitted according to the style guide (APA, MLA, Chicago, etc.) that is applicable for your discipline.

After the research paper is returned to you, you will have one week to revise it. Revisions are optional, but strongly encouraged, as the new grade replaces the old. Revisions must be significant in order to earn substantial additional points.

Researched Essay (60 points)

First draft due Thurs, Mar 24 via Blackboard, final draft due Thurs, Mar 31 via Blackboard and hard copy

The researched essay is the main part of this project, although you will submit a proposal and an annotated bibliography before you write the researched essay. This name is a bit misleading because you will propose exactly what genre you want to write in. Although I am open to other options and hope you will be creative, I suspect that many of you will propose a scholarly essay.

There are two main requirements regardless of the genre: 1) you will write at least 2500 words (approximately eight double-spaced pages) and 2) you must use at least six sources. Note that these are MINIMUM requirements. It may take you more than 2500 words to compose good work and you may need many more than six sources depending on the length of the sources and your topic. Be prepared to defend the credibility and appropriateness of your sources.

You may split up the required length into multiple documents. For example, you could write five pages describing the genre of the academic book review and you can write a three-page book review. Prepare the essay in the appropriate style for that genre.

Types of potential essays:

1. Literature review
 - a. You could research and review in detail the scholarship that currently exists on a certain issue, such as the best therapy for shin splints or interpretations of the WWII Japanese internment camps. This type of paper is often the beginning of an analytical, argumentative, methodological, etc. paper, but it also has value on its own.

2. Genre analysis
 - a. You could analyze a genre of texts, such as online, informational physics articles written for a general public. This analysis might include an investigation of how and why these texts are different from articles written for other scientists. Or, you could analyze the typical moves in reviews of dance performances.
3. Investigation into a current issue
 - a. You could investigate the negative effects of reduced state income on biology research labs. Or, you could investigate the impact of Medicare on procedures at medical laboratories. To find a recent topic, look at articles published within the past year.
4. Study
 - a. Conduct your own study using research methods such as analysis, interviews, surveys, observation, etc. For example, you could conduct a survey of education students about their required coursework to find out if they need more training in a particular area. Or, you could interview college students to see what they know about credit card debt to determine what kind of education they need about debt.
5. Argument or proposal
 - a. You could argue or propose some kind of action. For example, you can propose a change in the way blood work is processed in a lab, or you can argue for more disclosure of funding sources for a particular non-profit organization.

**Many of these essays will need some kind of overarching point or thesis statement.*

Proposal (12 points)

Due Thursday, March 3 via Blackboard

You will write a proposal to me detailing what project you want to write. You will propose the details of the project, including:

- Your topic of interest and why you want to study it. How will it help you prepare for writing in your academic discipline or future workplace?
- The genre you are writing in and/or the genre you are studying.
- The real-life audience for this piece. Which scholarly journal would be interested in this work? Which newspaper would publish your op-ed piece? Which online organization would be interested in your news article?
- The format and other genre conventions for this piece, which will largely be determined by your intended audience. Include an example if possible.
- How you will use your sources to help you accomplish this goal (the six sources are included in the annotated bibliography, and you can list more here if needed).

- If you are conducting some primary research, describe your methodology.
- Your argument, proposal, overall point, etc. as applicable.
- Any other relevant details.

I will either approve this proposal or ask you to revise it. If you do not provide enough information, I will ask you to resubmit, so be detailed and precise!

Your proposal must be submitted and approved in order for your researched essay to be graded! No topic changes are allowed after your proposal has been approved, although the sources that you use and your ultimate argument may change.

Annotated Bibliography (18 points)

Due Thursday, March 3 via Blackboard

An annotated bibliography facilitates you in conducting and summarizing research. The purpose is to seek and assess what research you have and will use for the paper. You will first write out a full citation for each source, followed by a detailed summary of the article. The summaries should be at least 5-7 sentences. Usually longer is better, because the more details you give in your summary, the easier it is to transfer those details to your essay. Properly cite your summary, paraphrase, and quotations the same way you will in the paper itself.

You will annotate at least six sources, and the type of source will depend on the project that you propose. For example, if you are writing an argumentative journal article, you will need to cite other journal articles. If you are analyzing and writing book reviews, you will need to describe the book you are reviewing as well as other book reviews. The sources need to be of substantial length, and you cannot cite abstracts.

**See the Assignment Sheets folder in Blackboard for an example of an annotated bibliography and other resources.*

Project #3: Multimodal Visual Aid

English 145, Kristi McDuffie

Overview

The purpose of this third project is to create a visual aid for one of your two completed projects using a multimedia form. You could make a video or a webpage where you explain your discipline to first-year students considering the major; you could create a video montage of photographs; you could create a prezi or glogster to be used when presenting the material or a pamphlet to distribute to people who would benefit from the information.

Why a multimodal project?

- This project expands critical thinking and creativity by asking us to think in different ways. It is also the chance to make use of skills you have beyond your awesome writing skills.
- Other modes, such as image and sound, have a different and sometimes larger impact on our audience members. We can invoke emotion and cognitive reasoning in a way not possible with linear text.
- Digital texts and presentations can allow us to reach new and alternative venues.
- Making decisions about the tools available for us to compose with meets the learning outcome of this class that asks us to consider what technologies and tools are the best for composing in a specific genre for a specific audience and purpose.

Potential technologies

Although you do not have to make a digital project, you should have a good rationale for how your chosen tools will help you achieve your goals and reach your intended audience. Here are some potential tools:

- Photography (Flickr is a popular place to upload pictures; Picnik can help you create a video out of them; editing software includes Picasa, Photoshop, Gimp, and more)
- Video (editing software includes Jumpcut, animoto, I-Movie (Macs) and MovieMaker (PCs); many smart phones have video, and I have a Flip you can arrange to use)
- Audio (recording software includes Audacity, your PCs)
- Webpages (creation software includes Dreamweaver (not free), Weebly, WordPress, pbWiki, and more) *Note that all students have space at ISU for their own websites!* www.my.ilstu.edu/~yourulid
- Note: when pulling materials from the web, you must consider issues of Fair Use. Consider pulling materials from Creative Commons.

Venue

I would like to post your materials on my webpage to show them off, so please let me know if you are not comfortable with this for some reason. I hope that you will seek a

venue for your work beyond that, though, and consider allowing the writing program to use your work for next year's version of *Emerging Scholars* textbook or consider submitting your work to the undergraduate online journal Xchanges (<http://infohost.nmt.edu/~xchanges/>), Jump (The Journal for Undergraduate Multimedia Projects <http://jump.cwrl.utexas.edu/>), undergraduate research symposium(s) at ISU, and so forth.

Project Details

There are a number of components to the project:

1. Proposal (10 points)
 - a. The proposal will be informally submitted via a Blackboard Discussion post. Include details about your proposed visual aid, including:
 - i. Which project it relates to,
 - ii. your intended audience (which should probably match the audience of your project),
 - iii. how you plan to go about designing and making the aid,
 - iv. how you will submit the project to me since few projects will be small enough to email (send me a YouTube or live website link, CD, etc.), and
 - v. any questions that you have for me.
2. The multimedia aid itself (30 points)
3. Presentation (10 points)
 - a. The last two class periods of the course will be designated for us to share our projects. Plan to spend 5-7 minutes sharing your work.
4. Analysis (20 points)
 - a. You will analyze the process of making this aid in writing to be submitted when you submit your final project. This will also be submitted via Blackboard. Answer the following questions:
 - i. Narrate the steps that you took to complete the project. What decisions did you make and how did you make them? What steps did you complete to make the aid?
 - ii. Reflect upon your answer to #1. How did the project go as planned or not go as planned? Did the tools and technologies help you achieve your goals? How or how not? What would you do differently if you were to redo this project?

Schedule

Week 13

Tues, Apr 5

Project #2 Due via Blackboard AND HARD COPY

Discuss multimodal compositions and brainstorm projects in class

Thurs, Apr 7

In-class work day

Week 14

Tues, Apr 12

Proposals Due via Blackboard discussion post

Individual conferences

Thurs, Apr 14

In-class work day

Week 15

Tues, Apr 19

Draft due - peer review

Thurs, Apr 21

Prepare for presentations and discuss reflection memo

In-class work day

Week 16

Tues, Apr 26

Presentations

Course Feedback Due on Blackboard

Thurs, Apr 28

Presentations

Week 17 - Finals Week

Thurs, May 5

Multimodal compositions due, including the Analysis memo