

Bowling Green State University

Department of English



GSW 1120-129L

Instructor: Marshall J. Saenz

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Course Description

A Writer/Researcher Way of Thinking

No matter what academic discipline or professional enterprise you seek, writing and research inevitably becomes implicated into those endeavors. Upon entering this class, consider yourself a writer, but also something more, a researcher and explorer. This duality encourages you to seek out problems and possibility, to explore independently and collectively, and to develop critical research writing. In here, you are not just a writing student...you are part of a research writing think tank, where ideas become possibilities.

Catalog description

In GSW 1120: Academic Writing students engages in a critical/ analytical reading and thinking moves course where they will demonstrate proficiency in several types of academic writing. A grade of "no credit" requires that the student re-register for GSW 1120.

In this course we will explore various genres of research writing composed for academic audiences in order to conduct our own research on writing. Assignments and activities for this section of GSW 1120 are designed to facilitate writing transfer; thus, we will conduct writing studies research in order to discover and reflect upon how we might apply our findings to our future writing tasks. We will conduct both library- and person-based research and compose in various genres, including topic exploration projects, research method analyses, researched project proposals, annotated bibliographies, synthesized researched projects, autoethnographies, and self-reflective projects. Throughout the course, we will talk to and work collaboratively with writing experts to provide supporting evidence for our research, part of which involves exploring how a term such as "writing expert" might be defined.

Required Course Materials

- A fully-charged laptop—please bring to each class session. If you have an emergency, Jerome Library offers free laptop loans on a first-come first-served basis.
- Access to our course Canvas site for assigned readings, writing projects, and class activities.
- **Note:** There is no required textbook for this course. Instead, our assigned readings will come from free, open-access

textbooks online and handouts I provide. All readings will be available through either PDF or web link on Canvas.

Course 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 General Studies Writing Learning Outcomes.

| BGP Learning Outcomes: English Composition & Oral Communication (ECOC) | GSW Learning Outcomes |
|---|---|
| ECOC 1. Formulate effective written and/or oral arguments that are based upon appropriate, credible research. | GSW 5: 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 that respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences. | GSW 6: 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. | GSW 3: 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. |

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| <p>ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality.</p> | <p>GSW 1: Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.</p> <p>GSW 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.</p> |
| <p>ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.</p> | <p>GSW 2: 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.</p> |

Assessment of ECOC Learning Outcomes

Your final reflective project for the course, a reflective introduction to your ePortfolio, will also be assessed at the university level according BGP's ECOC Learning Outcomes using the following rubric in Canvas:

| BGP Learning Outcomes: English Composition & Oral Communication (ECOC) | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|--|--|--|---|
| ECOC 1. Formulate effective written and/or oral arguments that are based upon appropriate, credible research. | Source-supported writing demonstrates appropriate attention to sustained argument and/or credible, relevant research. | Source-supported writing demonstrates basic attention to sustained argument and/or credible, relevant research. | Source-supported writing lacks a sustained argument and/or credible, relevant research. |
| ECOC 2. Construct materials that respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences. | Source-supported writing demonstrates appropriate attention to context, audience, and assigned task. | Source-supported writing demonstrates basic attention to context, audience, and assigned task. | Source-supported writing lacks minimal attention to context, audience, and assigned task. |
| ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication. | Source-supported writing demonstrates appropriate attention to purpose and to connecting various rhetorical elements into a whole project. | Source-supported writing demonstrates basic attention to purpose and to connecting various rhetorical elements into a whole project. | Source-supported writing does not demonstrate basic attention to purpose or to connecting various rhetorical elements into a whole project. |

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| ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality. | Source-supported writing demonstrates appropriate attention to rhetorical situation, including tone, language level, and word choice. | Source-supported writing demonstrates basic attention to rhetorical situation, including tone, language level, and word choice. | Source-supported writing lacks minimal attention to rhetorical situation, including tone choice, language level, and word choice. |
| ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view. | Source-supported writing demonstrates complex critical thinking and an ability to synthesize various points of view. | Source-supported writing demonstrates attempts at critical thinking and an ability to synthesize various points of view. | Source-supported writing does not demonstrate complex critical thinking or an ability to synthesize various points of view. |

Project Assignments

You will compose and be graded on five fully revised projects this semester: a topic exploration project, an empirical research method analysis, a researched project proposal and annotated bibliography, a researched project, and an autoethnography project. These projects will ask you to conduct (or consider how you might/will/did conduct) both library and empirical writing research. At the end of the semester, you will assemble an ePortfolio representative of your strongest and most meaningful writing from the class.

Topic Exploration Project (3-5 pages or digital equivalent)

For this project you will define up to three topics you'd be interested in learning more about this semester. Using internet and library searches, you will explore the available research on each topic and determine appropriate keywords and search terms for the project. Once you get a sense of the current research on each topic, you will be able to think about what "gaps" exist and, therefore, how you might contribute to current conversations on these topics. The goal of this project is to help you explore potential research topics in order to come to one topic and question you'd like to explore for your researched project.

Empirical Research Method Analysis (3-5 pages or digital equivalent)

For this project you will explain and analyze a method of empirical research that you'd like to consider conducting for your researched project. You will choose one method to define and explore various approaches to conducting research using that method, providing at least one example of a study that has employed that method. The goal of your letter will be to learn more about an empirical research method you might consider using for your own researched project in order to consider how you might conduct an empirical research study for your project.

Researched Project Proposal (4-6 pages + Annotated Bibliography)

For the researched project proposal and annotated bibliography you will come up with a topic and research question to explore for your researched project. This will include designing an empirical research study which, when approved by your instructor, you will conduct in order to attempt an answer at your research question. You will also compose an annotated bibliography of 6-8 sources that you will use as supporting evidence in your researched project. The researched project proposal will ask you to explore the project in as much detail as possible so that you can conduct a smooth study given the context and scope of GSW 1120. As such, we will spend a significant amount of class time working on research topics, questions, and designs so you will feel comfortable conducting the study you propose for this project. Because we are approaching writing as content in this course, however, your question will need to address writing (broadly defined) in a particular context. We will explore what such a task might mean, as well as look at some examples and possible approaches to the researched project, in class.

Researched Project (5-7 pages)

For the researched project you will conduct the research study you designed for your researched project proposal (or a revised version) and compose an academic argument that attempts an answer at your research question. You must conduct empirical research (involving human subjects) for this project, however this research can and should be supported by evidence from secondary sources in your argument.

Autoethnography Project (5-7 pages or digital equivalent)

The autoethnography project will ask you to make a digital representation/documentation of your process for conducting a research project. Thus you will collect data for this project while you are working on your researched project. You will use the data-likely video documentation of your process-to compose a digital representation of your academic writing process for this project. Your project will answer the question, "How did I

conduct research for this project?" You will explore the necessary steps of completing your research and reflect on how you could have approached the research differently, or what you might consider in future research projects based on your experience in GSW 1120.

ePortfolio

To assemble your GSW 1120 ePortfolio, you will need to consider all of the writing projects you've completed this semester to determine which represent your strongest and most meaningful writing; however your researched project (or a revised version) should appear in the ePortfolio. You will compile these strong/meaningful projects into the ePortfolio and write a reflective introduction to the ePortfolio to situate the project and to consider future applications of the concepts and strategies you engaged in this course as well as the ePortfolio itself. Your reflective introduction might address the following questions:

- What questions, processes, methods, and strategies do you want to carry with you as move through your undergraduate experience?
- In what ways does the ePortfolio present a snapshot of who you are/were as a writer this semester (and before)? What changes, transitions, and growths in your writing have you witnessed?
- What does the writing you produced and the research you conducted for GSW 1120 leave you thinking about the meaning of "writing"? Yourself as a writer? Your goals and questions about writing for various academic audiences?
- What do you see as the affordances of having a resource such as your ePortfolio? What might be the advantages of looking back on your work in GSW 1120?

I encourage you to view the ePortfolio and its reflective introduction as a celebration of your writing efforts this semester. Consider your goals for the course and the learning outcomes in the syllabus—in what ways have you accomplished these goals? What do you want to accomplish next, and how will your learning in this course help you achieve those goals?

Other Assignments

I will occasionally assign short writing activities to supplement drafting, revising, and editing the graded projects, which, like the five graded projects, need to be completed to pass the course. These writing assignments are designed as more low-stakes efforts to help additionally improve strategies for writing and critical thinking and help you build stronger formal projects.

You will want to be sure to complete such activities, which may include discussion boards, reading assignments, or other individual or collaborative assignments, according to my instructions and

to submit them in the manner directed on the due date in order to receive credit for your efforts. Along with regular attendance, active engagement and attempts toward these activities will count toward your class participation grade.

Course Grading Contract & Policies

Grading

The General Studies Writing Program understands writing as a deeply social and yet also deeply personal process; it is a process that takes some people longer than others to develop. For this reason, the GSW 1120 final grade is represented by an A, B, C, or NC (No Credit). The NC grade provides us opportunities to practice writing as labor-intensive work free of concern about how a failing grade affects GPA. An NC grade allows a student to repeat GSW 1120 without any negative effect upon his or her grade point average.

It is possible, however, to earn an F in this course. If you should stop attending this class for any reason and without following the University's official procedure for dropping the class, you may earn an ATN. The ATN grade will appear on your transcript and an F will be calculated into your grade point average.

As the course instructor and administrator of our grading contract, I will formulate grades in this course according to a rubric based on eight habits of mind. The habits of mind—curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition—represent labor and effort: a willingness to take on new tasks, perhaps tasks outside of our comfort zones, and to try, even when it takes several attempts to come to a writing project we are proud of. Thus, grades in this course are largely based on labor, effort, and engagement--to do well, we will need to understand and live writing as process, engage fully in the course, and put forth our best efforts each day. Below is a breakdown of how experiences will translate as final and narrative course grades.

1120 Final Course Grade

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| | <p>A - Outstanding or excellent performance engaging with the habits of mind. Student accumulates 3 or fewer non-participation days, 2 or fewer late assignments, and does not have any incomplete or missing assignments. Additionally, student submits a minimum of 1 project to a venue beyond the class.</p> |
| | <p>B - Strong performance engaging with the habits of mind. Exceeded requirements for completing the course. Student accumulates 4 non-participation days, 3 late assignments, and/or 1 incomplete or missing assignments.</p> |
| | <p>C - Satisfactory performance engaging with the habits of mind. Meets requirements for satisfactorily completing the course. Student accumulates 5 non-participation days, 4 or more late assignments, and/or 2 or more incomplete or missing assignments.</p> |
| | <p>D - Unsatisfactory performance engaging with the habits of mind. Student accumulates 6 non-participation days, 5 or more late assignments, or 3 or more incomplete or missing assignments.</p> |
| | <p>F - ATN 7 or more non-participation days.</p> |

Each of the 4 projects in GSW 1120 is graded on a 100-point scale, but they are weighted differently. The chart below displays the weighted breakdown of the final course grade.

| Assignment | Percent of Weighted Grade |
|--|---------------------------|
| Topic Exploration Project | 10% |
| Empirical Research Method Analysis | 10% |
| Researched Project Proposal & Annotated Bibliography | 15% |
| Researched Project | 20% |
| Autoethnography Project | 25% |
| ePortfolio & Self-Reflective Project | 10% |
| Participation* | 10% |
| TOTAL | 100% |

Habits of Mind Rubric

| Habits of Mind | Exceeds Expectations A | Better than Average Expectations B | Meets Average Expectations C | Does Not Meet Expectations NC |
|-------------------|---|---|---|--|
| Curiosity | Student demonstrates exceptional desire to know more about the world. | Student demonstrates appropriate desire to know more about the world. | Student demonstrates basic desire to know more about the world. | Student lacks a basic desire to know more about the world. |
| Openness | Student demonstrates exceptional willingness to consider new ways of being and thinking in the world. | Student demonstrates appropriate willingness to consider new ways of being and thinking in the world. | Student demonstrates basic willingness to consider new ways of being and thinking in the world. | Student lacks basic willingness to consider new ways of being and thinking in the world. |
| Engagement | Student demonstrates exceptional sense of investment and involvement in learning. | Student demonstrates appropriate sense of investment and involvement in learning. | Student demonstrates basic sense of investment and involvement in learning. | Student lacks basic sense of investment and involvement in learning. |

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| Creativity | Student demonstrates exceptional ability to use novel approaches for generating, investigating, and representing ideas. | Student demonstrates appropriate ability to use novel approaches for generating, investigating, and representing ideas. | Student demonstrates basic ability to use novel approaches for generating, investigating, and representing ideas. | Student lacks basic ability to use novel approaches for generating, investigating, and representing ideas. |
| Persistence | Student demonstrates exceptional ability to sustain interest in and attention to short- and long-term projects. | Student demonstrates appropriate ability to sustain interest in and attention to short- and long-term projects. | Student demonstrates basic ability to sustain interest in and attention to short- and long-term projects. | Student lacks basic ability to sustain interest in and attention to short- and long-term projects. |
| Responsibility | Student demonstrates an exceptional ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. | Student demonstrates the appropriate ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. | Student demonstrates the basic ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. | Student lacks the basic ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. |

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| Flexibility | Student demonstrates exceptional ability to adapt to situations, expectations, or demands. | Student demonstrates appropriate ability to adapt to situations, expectations, or demands. | Student demonstrates basic ability to adapt to situations, expectations, or demands. | Student lacks basic ability to adapt to situations, expectations, or demands. |
| Metacognition | Student demonstrates exceptional ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge. | Student demonstrates appropriate ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge. | Student demonstrates basic ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge. | Student lacks basic ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge. |

College Credit Plus students' grades will be converted at the end of the semester to reflect their high school's grading requirements. Below is a chart of the conversion policy for this class.

| 1120 Final Course Grade | CCP Grade Equivalent |
|--------------------------------|--|
| A, B, or C | A - Outstanding or excellent performance B - Strong performance. Exceeded requirements for completing the course. C - Satisfactory performance. Meets requirements for satisfactorily completing the course as described on the syllabus. |
| NC | D - Fails to meet minimum requirements as described in syllabus. Student completed all of the required course assignments, but failed to earn the required number of passing scores. Student may have exceeded number of absences permitted as stated on the course syllabus. F - ATN |

GSW 1120 Grade Descriptions

A: Outstanding or excellent performance practicing habits of mind. Through in-class and out-of-class work (discussion, small-group workshop, reading, writing, revising, and presentation of written work and ideas) you demonstrate an exceptional commitment to: know more about the world (Curiosity); consider new ways of being and thinking in the world (Openness); invest and involve yourself in learning (Engagement); use novel approaches for generating, investigating, and representing ideas (Creativity); sustain interest in and attention to short- and long-term projects (Persistence); take ownership of your actions and understand the consequences of those actions for yourself and others (Responsibility); adapt to situations, expectations, or demands (Flexibility); and reflect on your own thinking as well as on the individual and cultural processes used to structure knowledge (Metacognition).

If you put in exceptional time and effort--participate fully and often, do all of the work, and complete the final portfolio--you will earn a grade of A. Additionally, for a grade of A, you agree to share at least one of your revised writing projects to an audience beyond our class (WRIT: GSW Journal of First-Year Writing, The Donna Nelson-Beene Excellence in Research Writing Award, GSW's Spring 2018 Writing Showcase, and/or other venues as meaningful to your BGSU experience.)

B: Strong performance practicing habits of mind. Through in-class and out-of-class work (discussion, small-group workshop, reading, writing, revising, and presentation of written work and ideas) you demonstrate a strong commitment to: know more about the world (Curiosity); consider new ways of being and thinking in the world (Openness); invest and involve yourself in learning (Engagement); use novel approaches for generating, investigating, and representing ideas (Creativity); sustain interest in and attention to short- and long-term projects (Persistence); take ownership of your actions and understand the consequences of those actions for yourself and others (Responsibility); adapt to situations, expectations, or demands (Flexibility); and reflect on your own thinking as well as on the individual and cultural processes used to structure knowledge (Metacognition).

If you put in good time and effort--participate fully, do all of the work, and complete the final portfolio--you will earn a grade of B.

C: Satisfactory performance practicing habits of mind. Through in-class and out-of-class work (discussion, small-group workshop, reading, writing, revising, and presentation of written work and ideas) you demonstrate a satisfactory commitment

to: know more about the world (Curiosity); consider new ways of being and thinking in the world (Openness); invest and involve yourself in learning (Engagement); use novel approaches for generating, investigating, and representing ideas (Creativity); sustain interest in and attention to short- and long-term projects (Persistence); take ownership of your actions and understand the consequences of those actions for yourself and others (Responsibility); adapt to situations, expectations, or demands (Flexibility); and reflect on your own thinking as well as on the individual and cultural processes used to structure knowledge (Metacognition).

If you put in regular time and effort—participate, complete work, and complete the final portfolio—you will earn a grade of C.

NC: Unsatisfactory performance practicing habits of mind. Through in-class and out-of-class work (discussion, small-group workshop, reading, writing, revising, and presentation of written work and ideas) you demonstrate an unsatisfactory commitment to: know more about the world (Curiosity); consider new ways of being and thinking in the world (Openness); invest and involve yourself in learning (Engagement); use novel approaches for generating, investigating, and representing ideas (Creativity); sustain interest in and attention to short- and long-term projects (Persistence); take ownership of your actions and understand the consequences of those actions for yourself and others (Responsibility); adapt to situations, expectations, or demands (Flexibility); and reflect on your own thinking as well as on the individual and cultural processes used to structure knowledge (Metacognition).

If you do not put in enough time and effort—rarely participate, do not complete work, and/or do not complete the final portfolio—you will earn a grade of NC.

Participation (and, by extension, Attendance)

Your regular, active participation is essential to your success in GSW 1120. Each of us needs to show up (on time and prepared) and be the best selves we can be that day . . . every day. We will devote our class meetings to interrogating and practicing writing by writing and revising, discussing, and constructively critiquing and celebrating our own writing and the writing of others. If you are absent, come to class unprepared, or do not engage that day's assigned tasks, you will earn a non-participation grade for that class meeting. Please refer to GSW 1120 Final Course Grade descriptions for an explanation of how non-participation grades matter in terms of final course grades. You can check your Canvas gradebook any time throughout the semester to see a record of your participation grade.

Note: Sickness or emergencies can occur; should you need to miss a class meeting or scheduled conference, please be sure to contact me msaenz@bgsu.edu, preferably before the class meeting in question, so that we may develop a strategy for keeping you on track. Because we work at a fast pace, attendance is mandatory. **You cannot pass this course if you miss more than 4 classes.** Missed classes cannot be made up unless you have been excused by the instructor and registered an official doctor's notice with the instructor and/or university. Excessively arriving to class late or leaving early may also result in an absence.

Progress and Project Conferences

These meetings are extremely important and valuable to all parties. They require devotion to time, effort, and productive energies. Most students find these meeting to be significantly valuable towards the success of their projects and they provide a way for the instructor to become familiarized with your work and progress as a writer. For these reasons, missing a scheduled progress or project conference **will count as two (2) absences.** It is your responsibility to make it to these conferences on time so please make sure to check your schedule in advance to signing up for a conference.

Late, Missed, or Incomplete Assignments

Writing is a rigorous and time-intensive effort. All of the writing assignments in this class—from major projects to drafts to in-class writing—is meant to support your success as a writer. It is your responsibility to be brave, take risks, and try. We can only improve our writing by completing assignments and receiving feedback.

IMPORTANT:

Late or incomplete work will not be accepted. ALL projects must be submitted through CANVAS unless you have made prior arrangements with the instructor. You are required to submit a complete portfolio at the close of the semester in order to fulfill the contract and pass the course. A completed portfolio is a requirement for passing GSW 1120.

Revision Policy

To revise is to resee—reconceptualize. Persuasive writing is the result of unseen drafts. Growing strategies for effective,

meaningful revision will be central to our work this semester. By producing, sharing, revisiting, rethinking, and revising project drafts, writers build strategies for arriving at rhetorically effective texts. Thus, we will invest heavily in developing revision and editing practices.

Note: Take full advantage of our class time, your own time beyond class meetings, my office hours, the Learning Commons, the Student Technology Assistance Center (STAC), and other available writing resources. These resources serve a common purpose, which is to support your effort to arrive at polished project drafts that represent significant engagement with and care about the text produced.

I will provide feedback on first drafts (and perhaps on some intermediate drafts) of every project you complete, and I will share the feedback with you within a week. However, when you submit polished drafts of your projects, I will provide you with both written comments and a letter grade.

The eportfolio

We will work hard together as you build drafts for each of the course writing projects. Your 1120 eportfolio is a self-selected collection—and celebration—of your work. I will ask you to identify a minimum of three of the five writing projects to include in your eportfolio. You may also choose to include particular informal writings or comments generated in response to peer writing as additional representations of significant moments of development and/or success with writing. These works will need to represent a minimum of 20 double-spaced pages of polished writing.

The final component of your eportfolio is a reflective introduction. This introduction represents an important opportunity for you as a writer as you are prompted to critically engage the learning and writing processes you experienced throughout the course. The reflective introduction is a moment when you look forward, too, and consider what the questions, challenges, successes you experienced as a writer, thinker, researcher, reader, student this semester mean for your work moving forward: what questions, processes, habits of mind do you want to carry with you as you move through your undergraduate experience? In what ways does the eportfolio present a snapshot of who you are/were as a writer this semester? As a researcher? And what do the projects you produced for 1120 leave you thinking about writing and researching? Yourself as a writer? Your goals and questions about writing and researching for various academic audiences?

Final Exam Class Meeting

We will meet during our university-scheduled final exam time in our regular classroom on May 2, 2018 from 3:30 PM-5:30 PM. We will devote our final exam meeting to a discussion and writing of your reflective introduction to the portfolio and how each of you experienced applying the habits of mind to your work for 1120. We will also look forward to future writing situations and discuss opportunities for continuing to build your confidence and expertise for producing a range of texts for particular academic contexts and purposes.

GSW Policy for Grade Appeals

A student who wishes to appeal a grade received in a General Studies Writing course must follow the GSW Program's grade appeal procedures (detailed below). This policy mirrors the procedures outlined in the College of Arts and Sciences grade dispute policy: <https://www.bgsu.edu/arts-and-sciences/faculty/cdh/section-nine/section-9-9.html#grade>

As per the Arts and Sciences policy, "Grade dispute proceedings should be initiated by the end of the fifth (5th) week of the semester following the one in which the contested grade was given. For grades assigned during spring semester, proceedings should be initiated by the middle of the fall semester."

The General Studies Writing Program does not review appeals of individual essay assignment grades. Appeals of individual essay assignment grades should be made within the context of a formal appeal of a contested course grade.

Classroom Etiquette

The classroom is a place for learning, and learning requires a respectful and environment. Therefore, as a community of writers, I ask that we

- focus full attention on class activities. Give undivided attention when someone is speaking. Log off social media, email, chat, any other websites, and put away phones and other devices as soon as our class meetings begin. We don't multitask as well as we think we do.
- be engaged, willing, curious, and brave participants. Be unafraid of making mistakes. No one improves without challenging themselves. This presentness also demands that we arrive to class on time and avoid packing up before the end of

class meetings.

- put forth our best effort.
- work together, respecting others' ideas, questions, and risk-taking.
- contribute to respectful class discussions--that we learn to listen to (and really hear) one another, ask questions, and explain any disagreements without attacking others.
- T.B.A. pending class discussion and class input.

When we maintain these and other standards of respect, everyone in the class benefits.

University Policies

University Closure Due to Bad Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Closing information will be communicated through BGSU's AlertBG text system, BGSU e-mail notification, BGSU's website, and Toledo's Television stations. (Note: You can sign up for AlertBG by signing into MyBGSU and clicking on the AlertBG tab at the top of the page.)

Religious Holidays

It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, you should understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you leave for the holiday to find out what assignments will be due while you are absent--and you subsequently should have the assignments completed and turned in to me prior to missing class.

Academic Honesty

Please refer to BGSU's current Student Affairs Handbook and to your GSW portfolio materials for information regarding BGSU's academic honesty policies. These policies and penalties apply to our class, as well as to all other classes at BGSU. We will

discuss plagiarism and academic honesty in depth this semester.

Maintaining Community Beyond the Semester: My Role as an Ongoing Writing Resource

You will devote a good deal of time and effort over the course of the semester to building your writing, critical reading, and critical thinking. Know that I am always happy and honored to speak to or write in support of strong student performance. Should you one day find yourself needing a reference from a faculty member, then, I hope you will feel encouraged to contact me. And, thinking past the semester more broadly, keep in touch.

Schedule of Daily Activities

This schedule reflects daily reading assignments and major project deadlines, including due dates for rough drafts, peer reviews, and final drafts.

The course schedule may change due to cancellations, advanced or slowed progress through material, or my assessment of the class's needs.

| Date | In Class We Will... | For Next Class We Will... |
|---------------------------------------|---|--|
| Week One Tuesday, Jan. 9 | Introduction to 1120 Writer/Researcher Projects, Canvas, Responsibilities, and Communities iWriter Activity | Read Irvin, "What is Academic Writing?" |
| Thursday, Jan. 11 | What is Academic Writing Discussion TOPIC EXPLORATION PROJECT I've Got 99 Problems Activity | Develop Topic Exploration Project |
| Week Two Tuesday, Jan. 16 | Topic Exploration Project: In-Class Peer Review & Rough Draft Due in Class | Read Krause Introduction, "Why Write Research Proj- ects?" & Krause Ch. 1, "Think- ing Critically about Research" |
| Thursday, Jan. 18 | On the Scene Activity: Re- search Simulator-A Situated Problem | Read Driscoll, "Introduction to Primary Research" & Moxley, Empirical Research, Inter- views, & Survey |
| Week Three Tuesday, Jan. 23 | Topic Exploration Project: Pol- ished Draft Due in Class | Work on Topic Exploration Project |

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| Thursday, Jan. 25 | Developing Surveys, Interviews, and Empirical methods On the Scene Activity: Research Simulator-Meet the Players | Discussion Board |
| Week Four Tuesday, Jan. 30 | Empirical Research Method Analysis: In-Class Peer Review & Rough Draft Due in Class | Read Savini, "Looking for Trouble" & McClure, "Googlepedia" |
| Thursday, Feb. 1 | Library Research Resources Location TBD On the Scene Activity: Research Simulator-Meeting the Challenge | Discussion Board: Library Resources |
| Week Five Tuesday, Feb. 6 | Empirical Research Method Analysis: Polished Draft Due in Class | Read Bunn, "How to Read Like a Writer" & Rosenberg, "Reading Games" |
| Thursday, Feb. 8 | On the Scene Activity: Research Simulator-Crossing the Lines Discussion on Reading Proposals as Practice | Read Krause Ch. 6, "The Annotated Bibliography Exercise" & Walker, "Everything Changes" |
| Week Six Tuesday, Feb. 13 | Annotated Bibliography Discussion and Workshop | Read Lessner & Craig, "Finding Your Way In" |
| Thursday, Feb. 15 | Researched Project Proposal: Rough Draft Due in Class | Discussion Board |
| Week Seven Tuesday, Feb. 20 | Researched Project Proposal: In-Class Peer Review | Discussion Board |
| Thursday, Feb. 22 | Discussion on Lessner On the Scene Activity: Research Simulator-Invention | Work on Researched Project Draft |
| Week Eight Tuesday, Feb. 27 | Researched Project Proposal: Polished Draft Due in Class | Read Krause Ch. 10, "The Research Essay" |
| Thursday, March 1 | Krause Discussion Studio Time Sign up for Conferences | Read Haller, "Walk, Talk, Cook, Eat" & Krause Ch. 3, "Quoting, Paraphrasing, and Avoiding Plagiarism" |
| Week Nine Tuesday, March 6 | No Class—Spring Break | |
| Thursday, March 8 | No Class—Spring Break | |
| Week Ten Tuesday, March 13 | Researched Project: Rough Draft Due in Class | Discussion Board |
| Thursday, March 15 | Conferences | Discussion Board |
| Week Eleven Tuesday, March 20 | Researched Project: In-Class Peer Review Conferences | Discussion Board |
| Thursday, March 22 | Studio Time Individual Analysis | Work on Researched Project |

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| Week Twelve Tuesday, March 27 | Researched Project: Polished Draft Due in Class | Discussion Board and Reflection |
| Thursday, March 29 | iWriter/Researcher Discussion/ autoethnography On the Scene Activity: Research "Simulator" 2.0-Finding your Spaces | Reflective Discussion |
| Week Thirteen Tuesday, April 3 | Studio Time | Work on Autoethnography |
| Thursday, April 5 | Autoethnography Project: Rough Draft Due in Class | Discussion Board Reflection |
| Week Fourteen Tuesday, April 10 | Autoethnography Project: In-Class Studio Review | Group Communication Forum |
| Thursday, April 12 | On the Scene Activity: Research "Simulator" 2.0-Leveling Up | Discussion Board Reflection |
| Week Fifteen Tuesday, April 17 | Autoethnography Project: Polished Draft Due in Class Self-Reflective Project & ePortfolio | Read Singh-Corcoran, "Composition as a Write of Passage" |
| Thursday, April 19 | ePortfolio discussion and studio time | Work on Self-Reflective Project |
| Week Sixteen Tuesday, April 24 | Studio Time | Work on ePortfolio |
| Thursday, April 26 | Self-Reflective Project & ePortfolio due by 3:45 PM | Last Day of Class |
| Wednesday, May 2, | FINAL EXAM | HAVE A GREAT BREAK! |