English 2201 Fall 2015  
Writing about the Discipline  
Section 017 MWF 9:00-9:50 Rawl 306  
Section 039 MWF 10:00-10:50 Rawl 201  
Section 052 MWF 11:00-11:50 Rawl 201  

Instructor: Jennifer Sisk  
Office: Bate 2143  
Office Phone: 328-1539  
Office Hours: Monday 12-2pm, Wednesday 12-1:30pm, Friday 12-1pm and by appointment  
Email: SISKJ@ecu.edu; or jennsisk@gmail.com  

COURSE DESCRIPTION  
English 2201 builds on the reading and writing strategies introduced in English 1100 with the goal of preparing you to apply those strategies to writing in upper-level courses and in contexts beyond the university. Through an exploration of various genres and formats of research writing, this course will develop your abilities to  

• Recognize and explain the significance of variations in content, style, structure, and format across different writing contexts  
• Formulate significant research questions and craft strong research proposals with feasible work plans and timelines  
• Locate and critically evaluate a variety of sources, including field-based, print, and electronic sources  
• Organize source materials and integrate them into your writing  
• Apply research and use writing to achieve a variety of purposes in a variety of contexts  
• Convey the results of research to a variety of audiences through a variety of genres and formats  
• Use clear, appropriate language and grammar in writing about topics in different disciplinary contexts  
• Understand the purposes of citation practices in different contexts  
• Cite sources accurately and responsibly in order to avoid plagiarism  
• Read critically to analyze the writing strategies of experienced writers  
• Identify and explain writing strategies in your own work  

You will write extensively, both formally and informally, often for every class meeting, and you must be prepared to share your writing with your peers on a regular basis. You will be asked to write in a variety of genres (research essays, rhetorical analyses, reflective statements, and so forth), most of which will involve multiple pages of revised prose.  

Writing Intensive (WI): English 2201 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. With committee approval, this course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: http://www.ecu.edu/writing/wac/.  

University Writing Portfolio: In addition to uploading your course material to your English 2201 2015-16 Portfolio, you will also submit material to a University Writing Portfolio.  

University Writing Portfolio Upload Requirement  
This course is designated "writing intensive" (WI) because, in addition to providing you with important content to learn, it has been designed to help you improve as a writer. Several years ago, ECU's University Writing Program instituted the WI graduation requirement (6 hours of WI coursework beyond English 1100 and 1200/2201, at least 3 hours of which must be in the major) with the goal of preparing students to be effective writers. As a university, we want to see how well we are doing in meeting that goal.
To assist with this effort, you will submit one major writing project, along with a description of the assignment for that project and brief responses to four questions about your writing, near the end of this course. These materials will be uploaded to your "University Writing Portfolio," which you will access and create (if you have not already done so in a previous WI course) through the "student portfolio" link in Pirate Port (https://pirateport.ecu.edu/portal/).

Each year, representatives of ECU’s University Writing Program will randomly select a set of University Writing Portfolios from recently graduated students to assess how effectively ECU’s writing programs meet the needs of ECU students. The assessment work of the University Writing Program has no bearing on your grades: assessments will be done after a student graduates. Moreover, results of University Writing Portfolio assessments will only be used to improve instruction for future students and will never be reported in any way that connects those results to individual students.

Additional information about creating your University Writing Portfolio and uploading your materials will be provided during the semester. Further assistance with this process will also be available online (www.ecu.edu/QEP) and in person at the University Writing Center (www.ecu.edu/writing/uwc), located in Joyner Library.


**Other Course Costs:** You will be required to make photocopies or print-outs of the research sources you use in this class. You must also highlight all material used in your papers including direct quotes and paraphrased information. Projects must include a works cited/bibliography page and therefore, sources must be turned in. Failure to submit sources will result in a complete deduction of all points relating to your works cited, which in most cases is at least 25 points. All final drafts must be turned in a basic 2 file flat folder and through Blackboard.

**SERVICE LEARNING:** This is a Service Learning class. ECU defines Service Learning as “a method of instruction that has the benefit of meeting academic course objectives and helping students develop a sense of engagement and social responsibility.” The purpose of participating in a Service Learning class is to better equip you for the work force, providing you with real-world situations to practice problem solving and communication skills, to instill a greater sense of civic responsibility, and to engage you in the writing and research process of English 2201 (among many other things!).

You will be responsible for attending an orientation when needed, filling out applications (and in some cases a background check), and serving a minimum of 10 hours with this organization. We will have a Service Orientation session within the first 2 weeks of the semester. Please do not miss this class period. It is imperative to establish a clear work plan for the semester. Time management is vital to being successful in this course.

**CLASS POLICIES**

**Attendance:** Attendance, as well as arriving on time, is required. Students may miss up to 4 classes without it affecting their grade. Any absences over the allowed 4 will result in 4 points per absence subtracted from your final grade. Those with perfect attendance will be rewarded. If you do miss class, you are responsible for any missed assignments. At any point in the semester you can check Blackboard for any assignments, handouts, or due dates you may have missed. Because Blackboard is available, there will be no excuse for coming to class without the homework assignment (We will discuss Blackboard further in class if necessary.)
Office Hours: I welcome students during my office hours. Please see me when you have questions about an assignment or if you would like to try out ideas before an assignment is due. If you find yourself falling behind, come see me ASAP.

Assignments: Homework and class work will not be accepted late. Any major assignments that are late will be dropped one letter grade for each day it is late (this includes non-class days and weekends). If you are not in class to turn in assignments when they are due, they are considered late. If an assignment is due digitally, then it is late if submitted after the start of class. We will have quizzes on assigned reading to guarantee class discussion.

Participation: Student participation is necessary to this class and is included in the studentship percentage of your final grade. Participation proves to the instructor that students have completed reading assignments and helps alleviate unnecessary homework assignments.

E-mails: I will not accept any assignments turned in via e-mail. Anything turned in must be done so in print form and/or through Blackboard. Also, check your ECU e-mail regularly (daily!) even if you have another e-mail address you usually use. Class updates will appear on Blackboard (which you should also check daily!), but if I need to get in touch with you specifically, it will be done via e-mail. Email all of your major assignments to yourself so that we do not run into any problems with forgotten disks or unsaved papers. This way you will always be able to find your paper no matter where you are on or off campus. “I forgot my USB” or other computer problems are not acceptable excuses!

PROJECTS
Assignment 1- Database Project and Report on Authoritative Sources =20%
Assignment 2- Literature Review = 20%
Assignment 3- Ethical Issue Essay and Proposal = 25%
Portfolio, Supplemental Assignments, etc. = 10%
Reflection, Presentation = 15%
Studentship = 10%

Assignment One—Database Project and Report on Authoritative Sources (20%): You will begin the semester researching your academic discipline. It is important to become familiar with the style of writing and preferred publications in your field of study. Individually and within small groups, you will create a Database of Academic Material related to your discipline. This Database will contain academic articles, helpful websites, and anything else that may aid you in becoming a proficient writer within your intended major and career field. Once you have collected resources, you will then compile a brief report on your findings. Think of this Report as a User Guide for students that have recently entered the discipline.

**I will not grade your project if you do not turn in drafts, pre-work and cover letter. Failure to submit pre-work or peer review feedback will negatively affect your grade.

Assignment Two – Literature Review or Annotated Bibliography (20%): As we move through the semester, and are now familiar with research methods, sources and citation practices, you will complete a Literature Review. In thinking about our Community Partner, we will analyze issues within their organization and population served. These issues should also be relevant to your Discipline. Your goal will be to thoroughly research a theme and explain the topic to your peers. The knowledge gained from this assignment will help guide you in making an impact through your Service Learning experience.

**I will not grade your project if you do not turn in drafts, pre-work, cover letter and copies of sources. Failure to submit pre-work peer review feedback will negatively affect your grade.

Assignment Three – Ethical Issue Essay and Proposal (25%): Each student will be responsible for completing a service learning project. The project will consist of a 10 hour placement at a local organization. Through the
“fieldwork” you conduct, you will be responsible for addressing the concerns of the organization as well as your contributions. You will evaluate your surroundings and reflect on the overall experience in a paper. A detailed handout will be distributed later in the semester and a representative from the Service Learning center will visit the class to further explain the project and your community involvement. It is your responsibility to complete your hours in plenty of time to ensure a successful final draft of this assignment. This paper will analyze a key issue faced by your community partner or the population served related to your Discipline. Your target audience will be those that are directly related to your organization (Volunteer coordinators and other leaders of our community, Administrators, etc.).

Before writing this paper, you will be responsible for submitting a detailed research proposal/prospectus. This proposal will ensure that you have picked a topic worth developing further. A formal proposal is an important building block for your writing tool kit. Proposals are completed in many disciplines, in a range of formats, with a variety of information included. We will focus on a multidisciplinary format, but you will be responsible for researching the specific format of your field of study. Think of this assignment like a formalized version of the pre-work that you would complete for any major writing assignment. You will present this information to me in a small group conference.

For this last project, you must submit: Your final draft with works cited pg, all drafts and peer review material, and all other supplemental work. Supplemental material will be discussed in class. You must also include copies of your sources. The material from those sources that you have used in your paper must be highlighted.

**I will not grade your project if you do not turn in drafts, cover letter and copies of sources. Failure to submit pre-work or peer review feedback will negatively affect your grade.

**Supplemental Assignments: All projects will require that you keep a detailed pre-work notebook that documents your writing and research process and developing knowledge on your topic. Further, all projects using outside sources will require responsible, correct, and thorough documentation of sources both in-text and on a works cited page. Finally, this course adopts a process approach to writing. This means that each project will ask you to complete several drafts and demonstrate a commitment to revision. All work you do for this class will be kept in a folder or binder. This will be your archive for the class. This archive will also include in-class activities, quizzes, journal entries, and significance essay.

**Reflection (10%): Reflection will come in multiple forms throughout the semester. We will reflect during in-class writing, journaling, class discussions and multimedia presentations. The final reflection for the semester will be a Significance Essay, which is a reflection on your overall Service Learning project. Students will think about their personal and professional growth through service, as well as their ability to meet the needs of the Community Partner.

**Cover Letter and Final Portfolio(10%): You will have the opportunity to revise your major writing assignments at the end of the semester. This assignment takes the place of a final exam. With each major writing assignment and with the Final Portfolio revisions, you will submit a cover letter that reflects on your overall writing process. You will compile a portfolio that includes revised assignments, along with all drafts and feedback on those assignments. This material should be gathered neatly in a file or pocket folder (not a 3-ring binder), and all components of the portfolio should be clearly labeled. All final drafts included in the portfolio, as well as the cover letter, will be uploaded to iWebfolio and Blackboard Portfolio. A detailed handout will be posted on Bb.

**Oral Presentation(5%): As a group, you will give a short presentation about your Service Learning experience, including relevant information learned throughout your research this semester. A detailed handout will be posted on Bb.
**Studentship (10%):** In order to be successful in this class, your regular and unfailing attendance in class is imperative. Class meetings will be used to discuss reading material, complete in-class writing assignments and group work, participate in peer review activities, receive information about assignments and writing expectations, provide feedback to others, and receive feedback on your work from your instructor. There is no substitute for class attendance. The level of your engagement with class discussion and activities, as measured through daily attendance, completion of in-class activities, submission of homework assignments, thoughtful response to peers, and attention to discussion, will amount to 10% of your final grade. Official University Absences will be recognized, although I will expect you to hand in work prior to your absence if at all possible. I will require documentation in order to accept late work. Attendance is required, as is promptness with all assignments.

- Missed classes and late assignments will be penalized.
- All drafts submitted to the instructor must be printed out (i.e., not handwritten).
- Missing scheduled conferences with the instructor will be penalized.
- Students will be rewarded for professional conduct, including active participation in class and support for the work of others.

**If you are caught plagiarizing any assignment in this class, you will automatically receive a 0 for your studentship percentage.**

**Please mute cell phones before the start of class. Laptops may only be used for note taking purposes. If you are caught checking email or other activities, you will lose the privilege of bringing your personal computer to class (these issues will also impact your Studentship percentage).**

**Discipline Issues:** I will not tolerate discipline problems in class. If you are disruptive to the learning process you will receive one verbal warning. If the problem continues, you will be asked to leave. It is important that we have a classroom atmosphere that optimizes teaching and learning and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Behavior which disrupts the learning process may lead to disciplinary action and/or removal from class as specified in university policies, including the Student Code of Conduct, which is available here: [http://www.ecu.edu/cs-studentlife/policyhub/conduct_code.cfm](http://www.ecu.edu/cs-studentlife/policyhub/conduct_code.cfm).

**GRADING**

Percentages of assignments are given above. Number grades will be given on each major assignment so students will have an idea of their grades throughout the semester. Rubrics for grading will be given out for each major assignment. If you are concerned about your grade in this class, schedule a conference with me ASAP. Do not come to me after your final class grade has been given.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>10-Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>.7</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

10-point Grading Scale:
UNIVERSITY WRITING CENTER
I encourage you to make use of the writing assistance provided by the University Writing Center. It is a good idea to make an appointment ahead of time at https://ecu.mywconline.com or call 252.328.2820. Appointments begin on the hour and last about 45 minutes. Bring your assignment description and any other material you think will help the consultant understand the assignment.

ACCOMMODATION for SPECIAL NEEDS
East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Slay 138, to verify the disability before any accommodations can occur. Their telephone number is 737-1016, and their email is dssdept@ecu.edu.

OFFICIAL UNIVERSITY CLOSINGS
In case of adverse weather, or other campus emergency, critical information will be posted on the campus website and announced on the campus hotline: (252) 328-0062.

CONTINUITY of INSTRUCTION
During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will take place through ECU email and Blackboard. In the event of such an emergency, check your ECU email account for instructions.

PLAGIARISM and ACADEMIC INTEGRITY
The ECU student handbook defines plagiarism as “Copying the language, structure, ideas, and/or thoughts of another and adopting same as one’s own original work.” You may access the student handbook definition at http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm.

Be aware that the writing you do for this course must be your work and, primarily, your words. It is OK to incorporate the words or ideas of others in support of your ideas, but when you do so, you should be sure to cite the source appropriately. We will talk about citation during the course.

Penalties for plagiarism are severe—if I become aware of any intentional attempt to plagiarize (e.g. knowingly submitting someone else’s work as your own, downloading a paper from the internet, etc.), you will be given an “F” for the course and a report will be filed with the Office of Student Rights and Responsibilities, the office which maintains reports from all university faculty and staff regarding academic integrity violations. Be sure to see me if you have any questions about plagiarism before you turn in an assignment.

Academic integrity is a fundamental value of higher education and East Carolina University; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should I determine that an academic integrity violation has taken place, I reserve the right either to assign a grade penalty or to refer the case to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. I will assign a grade penalty up to an F for the assignment or course. Should it come to my attention that you have had a prior academic integrity violation, or if there are other aggravating circumstances, I will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that you committed an academic integrity violation, you may be assigned a grade penalty and/or any other sanction allowed in the student Code of Conduct, up to and including suspension from the University.

This Syllabus is a binding contract. As a member of this class, you are expected to abide by all rules stated in this document. Any failure to do so will result in course grade penalties and a possible withdrawal from the course without course credit.