

“Research is creating new knowledge.” – Neil Armstrong

GSW 1120: Academic Writing

Section 2011

Spring 2018

MWF 9:30-10:20

College Park 120

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Office Hour: Monday 12:00-1:00 PM and by
appointment

*“Research is the highest form of adoration.” – Pierre
Teilhard de Chardin*

Course Description

Catalogue Description: In GSW 1120: Academic Writing students engage 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.

Themed Description: Both within and outside academia, we engage with popular culture through multiple forms (film, music, mythology, games, etc.) In our connections to media, we each offer unique interpretations and reactions, shaped by history, culture, gender, and other means of identification. The following course enables students to connect personal interests with various approaches of writing and research. In critically reflecting and research popular culture, we further our understanding of a media driven world and our places in it.

Required Materials

- ★ A fully charged laptop (if preferable to computers in lab)
- ★ Access to our Canvas page
 - Note: All readings are found on Canvas
- ★ Other materials you prefer (notebook, pen, etc.)



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.

<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

<p>ECOC 1. Formulate effective written and/or oral arguments that are based upon appropriate, credible research.</p>	<p>Source-supported writing demonstrates appropriate attention to sustained argument and/or credible, relevant research.</p>	<p>Source-supported writing demonstrates basic attention to sustained argument and/or credible, relevant research.</p>	<p>Source-supported writing lacks a sustained argument and/or credible, relevant research.</p>
<p>ECOC 2. Construct materials that respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.</p>	<p>Source-supported writing demonstrates appropriate attention to context, audience, and assigned task.</p>	<p>Source-supported writing demonstrates basic attention to context, audience, and assigned task.</p>	<p>Source-supported writing lacks minimal attention to context, audience, and assigned task.</p>
<p>ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication.</p>	<p>Source-supported writing demonstrates appropriate attention to purpose and to connecting various rhetorical elements into a whole project.</p>	<p>Source-supported writing demonstrates basic attention to purpose and to connecting various rhetorical elements into a whole project.</p>	<p>Source-supported writing does not demonstrate basic attention to purpose or to connecting various rhetorical elements into a whole project.</p>

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.

University Procedures

Personal Safety and Comfort: If the subject matter of a specific presentation or assignment makes you uncomfortable, see me immediately and we can work out alternative arrangements. Your safety and comfort should always be a priority. If ever concerned about your mental health, contact BGSU's Counseling Services at 419-372-2081.

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: While our class will include peer review, collaboration, and sharing ideas, all writing must be done by you alone. Plagiarism, including buying papers, stealing another student's work, and/or failure to cite sources, is strictly forbidden. Sources used in papers must be properly cited in APA style citation. All cases of intentional plagiarism will, at the very least, result in a failure of the assignment and will be reported to the school. Please refer to BGSU's current *Student Affairs Handbook* and to your GSW portfolio materials for information regarding BGSU's academic honesty policies.

(Dis)Abilities Statement: If you have a documented disability which requires accommodations to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Disability Services at <http://www.bgsu.edu/disability-services.html>.

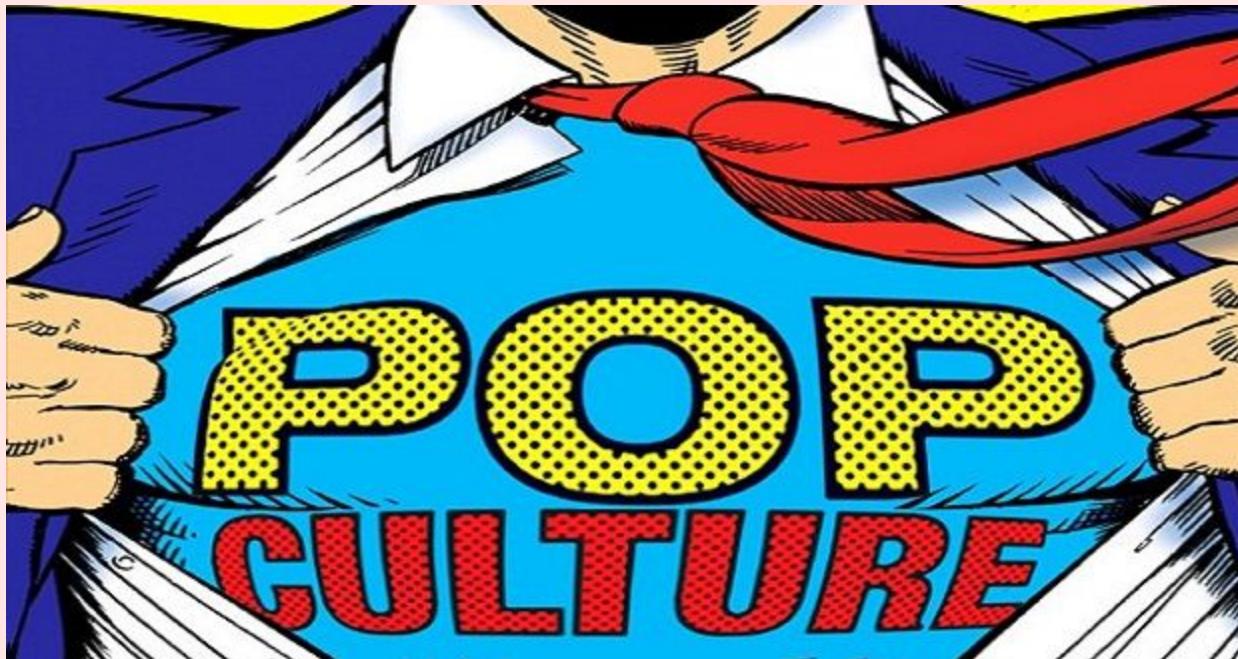
Student Veteran-Friendly Campus: BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

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.



Policies and Expectations

Attendance: The success of our course hinges upon engaged participation, classroom workshops, and the sharing of ideas. I understand illness and family emergencies occur. If you must miss class, please inform me (hopefully ahead of time) so we can strategize how to catch you up. **Six absences will result in a non-pass for the course and seven or more result in an ATN grade.**

Three late arrivals results in an absence. If you are more than ten minutes late to class, you will earn an absence.

You are responsible for completing work for all missed classes. This includes submitting major projects and completing work on Canvas (forum posts, group discussions). Assignments due on a day missed will be considered late unless previously discussed with me.

Late Assignments: All major projects are to be posted on Canvas by the start of class or they will be considered late. Projects late due to corrupted files, locks on the file, or incorrect submissions will not be accepted as on time. You can submit one major project (except the portfolio) up to 48 hours late, and I will accept it with a penalty. A second late assignment will result in an automatic F. I do not accept late homework.

Incomplete portfolios will not be evaluated; students without portfolios will not pass the course.

Professor Absence: If I cancel class unexpectedly and cannot find a substitute professor, check our Canvas page and your emails for alternative assignments and how this will affect the plans for the following course. Not checking the Canvas page is no excuse for not having work for the following class.

Etiquette: While our opinions may differ, we will conduct ourselves respectfully and with understanding. Disrespect will not be tolerated and any number of penalties may result due to improper behavior. You are expected to have all work completed by the assigned date; this includes the readings and smaller writing assignments. If group discussions suffer due to a collective failure to complete readings, quizzes and extra writing projects will be assigned.

Online Class: In late March and early April, I will be presenting at conferences and not on campus. Because of my absence, I will host online classes. We will discuss the work and your responsibilities in advance. Failure to complete the reading discussions and submit writing in relation to the online assignments will result in an absence.

Submissions: Submit work as a word document, google doc that allows me to edit, or as a PDF. **Do not submit projects as Pages.** If creating and submitting a multimodal project, discuss with me in advance how you want to submit it.

Writing Conferences: Because college-level writing can be frustrating at times, it is important to get encouraging and specific feedback from not only other members of the class, but also from me. To ensure that you are getting the encouragement and feedback you need in your writing, it is required that you attend at least two scheduled

conferences in my office so that I can give you personalized help and assistance. Failure to attend a conference will result in an absence

Professor Communication: Please do not contact me through myBGSU or Canvas messages. **Email is the preferred method of contact.** If you email me something, I will email you back, ordinarily within 24 hours. However, if you don't receive my email reply, this means that I did not receive your message and that you should discuss the content of your email with me personally.

Projects

During the semester, you will complete five projects: an open letter, a research project proposal with annotated bibliography, an argumentative research paper, an ethnography, and an e-portfolio.

Open Letter (Topic Exploration) (3-5 pages or digital equivalent)

In this project, you are tasked with writing an open letter, a critical letter that addresses a specific individual/group but is published for a wider audience. Using both library and internet searches, you will craft a thoughtful analysis of an issue relating to a piece of pop culture. This project will prepare you to discuss popular media using research tools and begin exploring potential research topics.

Researched Project Proposal (4-5 pages + Annotated Bibliography)¹

For the researched project proposal and annotated bibliography you will come up with a plan for researching your topic/question for your researched project. This will include designing a plan for your library research, which you will conduct in order to address your research question for the researched project. You will also compose an annotated bibliography of 6-8 sources that you will likely 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 responsible research given the context and scope of GSW 1120.

Researched Project (8-10 pages)

For the researched project you will conduct the research you proposed in your researched project proposal (or a revised version) and compose an academic argument that addresses your research question. You must conduct library research for this project, including citing both book and database sources.

¹ Special thanks to Kelly Moreland for her descriptions of the Researched Project Proposal, Researched Project, Autoethnography Project, and ePortfolio.

Autoethnography Project (5-7 pages or digital equivalent)

The autoethnography project asks you to make a digital representation/documentation of your process for conducting a research project. Using data collected from how you created your research paper, you will compose a digital representation of your process. 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 (Final Project, 20 pages or 5000 words)

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.

Other Assignments: To further our understanding and abilities, we will craft shorter pieces during the semester, such as forum posts, collaborative group work assignments, and short reflections. These projects will count towards your participation grade.

Project	Weight
Open Letter	15%
Proposal and Annotated Bib	20%
Research Project	30%
Autoethnography	15%
E-Portfolio	5% Note: You must complete this project to pass the course.
Participation (Attendance, Short Writing Assignments, Quizzes, Engagement in Class)	15%

Assessment and Revision

Drafts: Throughout the term, I will collect and comment upon first drafts (and perhaps on some intermediate drafts) of every project you complete, and I will give them back to you within a three days time so that you can use my comments as guidelines for revision. Your first drafts will not receive a grade.

Project Grades: When you submit final drafts of your projects, I will provide you with both written comments and a grade. As well, I will fill out an evaluation sheet (called a “rubric”) for each final draft to indicate the project’s strengths and weaknesses; like commentary on early drafts, your evaluated final drafts will be returned to you within two weeks’ time. The grade for each project will be an A-F.

Revision Policy: Knowing how to revise your work is an important aspect of being a successful writer; therefore, you will be required to create multiple drafts of your projects, and we will work hard on the development of your personal revision and editing skills. One goal of this class is for you to learn to determine when a project has been revised to the point where you can submit it as a “polished draft” that will earn a “passing” evaluation. Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the “passing” level. Sometimes, though, even with hard work polished drafts may still not be at a passing level. If you encounter this situation you may choose to revise **ONE** project once more after their original final evaluation – but only if you first schedule a conference with me within 48 hours of receiving the final grade to discuss your revision strategy. Revised projects are due within one week after we meet to discuss a revision plan.

Grades

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	
These are passing scores for 1120	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.
	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.
	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.
These are non-passing scores.	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.
	F - ATN 7 or more non-participation days or fails to submit a final portfolio.

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.

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.