**English 358: Writing in the Humanities and Social Sciences (3 Credits)**

**Fall 2012**

**North Dakota State University**

**Class meeting times and location:**

11-11:50 MWF EML 378

12:12-50 MWF EML 370

**Instructor Information**

**Name:** Jessica Jorgenson

**Instructor email (for questions):** [Jessica.R.Jorgenson@my.ndsu.edu](mailto:Jessica.R.Jorgenson@my.ndsu.edu)

**Course email (for assignments):** [english358ndsu@gmail.com](mailto:english358ndsu@gmail.com)

**Office Hours:** M and W 2pm-3pm & by appointment

**Office:** Morrill 203D

**Required Readings:**

Print:

Rossenwasser David and Jill Stephen. *Writing Analytically*. 5th edition. Boston, MA: Thomson Wadsworth, 2008. Print.

Thoreau, Henry David. *Civil Disobedience and Other Essays.* New York: Dover Publications, 1993. Print.

Allison, Dorothy. *Bastard out of Carolina.* New York: Penguin, 1993. Print.

\*Tyson, Lois. *Critical Theory Today: A User Friendly Guide.* 2nd edition. New York, Routledge, 2006. Print. ISBN 0-415-97410-0

\*(The Tyson book is not at the bookstore, so you can order via bookfinder.com or on amazon.com)

Electronic:

You can OWL at Purdue for MLA or APA citation guides and styles:

MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>, or

APA: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Course Description and Objectives**:

*Catalog Description*: Theory and practice for writing multiple genres in the humanities and social sciences. Prerequisites: English 120 and junior standing.

*Course Description:*

Thegoals of this course include:

* Students develop a job packet illustrating an understanding of professionalism
* Students understand the concept of genre.
* Students understand theory and how to apply theories to a given text
* Students leave knowing how to effectively complete a larger project
* Students leave with a professional portfolio of their work.

***Summary:*** This class is divided into three units. In unit one,students will learn aspects of professionalism in creation of a job packet that includes a professional narrative, resume, cover letter, job ad, and a memo. Unit two will focus on literature where students understand how to analyze a work of literature through various literary theories and write a short paper using one of these theories. Unit three includes the final project where students will independently or in collaboration create a final project that is either research based, community based or educational. This project will be a research-based or analytical paper and include a proposal with working bibliography and a final paper or project that the writer could bring into a professional arena, such as to an academic conference. Students will all give a short presentation on their final project at the end of the semester.

***General Education Outcomes & Information*:** As a course fulfilling General Education requirements for Category 1 (Communication), the course fulfills several General Education Outcomes, which will be met through a combination of lectures, presentations, and discussions, and will be evaluated through course writing assignments:

* Outcome 1: The ability to communicate effectively in a variety of contexts and genres.
* Outcome 6: The ability to integrate knowledge and ideas in a coherent and meaningful manner.

***Department Outcomes*:**

This course meets two English Department Outcomes for English major courses, which will be met through a combination of lectures, presentations, and discussions, and will be evaluated through course writing assignments:

* Outcome 4: Students will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on-time and within the constraints of the project.
* Outcome 7: Students will develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.

***English Education Standards***

This course meets the following English Education Standards:

* Outcome 1: English majors will be able to write and speak effectively for a variety of purposes and audiences in a variety of genres and media.
* Outcome 4: English majors will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.
* Outcome 7: English majors will develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.

**Grading**:

Professional Narrative 100 points

Memo, cover letter, and resume 100 points

Literary analysis 100 points

Proposal with working bibliography 100 points

Course portfolio (35 pts) with final project (100 pts) 135 points

Peer Review 100 points

Attendance (50 pts) & Participation (50pts) 100 points

Total points possible for the course 735 points

**Grading Scale for the course** (to figure out your grade, add up your total points and divide by 735, the total points possible for the course.)

90%-100%= A

80%-89%= B

70%-79% = C

60%-69%= D

59% and below = F

**List of Items to be included in the Course Portfolio**

Title Page

Table of contents

Cover Letter (for portfolio. Different from job packet cover letter)

Unit 1—Job Packet including memo, cover letter, and resume, along with a professional narrative

Unit 2—Literary analysis paper

Unit 3—Final project that includes proposal and paper or project

**Attendance Policy**

Each class day I will have a sign in sheet for attendance. You are allowed three (3) absences during the semester, so use them wisely. If you will be absent for reasons relating to university activities, please provide a note from your instructor or coach. Note that English Department policy for all English classes states that if a student misses four weeks of class (12 days), the student will automatically fail the course regardless of whatever grade the student may have achieved as a final grade in the course.

**Course Conduct**

As a student and as an individual, you are responsible for your own behavior in class and any consequences that behavior carries. If your behavior is disruptive (coming to class late on a regular basis or disrupting the learning of others in any way), you will be considered absent for that day and this will be added to any other absences you have already accumulated for the course. If disruptive behavior continues, I may ask you to leave the class.Please be respectful of all others so this class can flourish as a community. As the instructor, I assume that all interactions in this course will be civil and show respect for others. Student conduct at NDSU is governed by Code of Student Behavior, Policy 601.

**Email**

As you know, email is usually the best way to contact an instructor. I do ask that you give me 24 hours on a weekday to respond to an email. If you email me during the weekend, and this includes Friday afternoon, I may not respond to it until Monday. When it comes to discussing grades or grade disputes, I would prefer you email me only to set up a time to meet and we can discuss the problem in person.

**Course Grades**

The student is responsible for keeping track of his or her grade on Blackboard. I ask that you make sure to check your grade in Blackboard after each assignment has been graded, as I will notify you that all grades have been posted in class and in the announcements in Blackboard. (For more info, see “late work policy” in this syllabus). I also have a *72-hour grade policy*, which states that a student must wait 72-hours before talking to me about a grade he or she received on an assignment or as a course grade.

**Late Work Policy**

You must adhere to all deadlines posted in the syllabus and any due dates given in class or via email and/or the course website. If changes in due dates arise, I will notify you in class, via email and through blackboard**. I reserve the right to refuse to grade any late assignments. Also note that I will not accept any work after the portfolio has been due.** I do this out of fairness to students who hand in their work on time and to build a sense of responsibility for the work you do or do not do. Handing in work on time also exhibits professionalism, which is a criterion for this course.

**Papers and projects**

All papers and projects are due in class on the assigned due date. If final assignments are not stapled you will lose five points. You may turn these in hard copy or email to the course email address at [english358ndsu@gmail.com](mailto:english358ndsu@gmail.com)

I do not require rough drafts for assignments (outside of the proposal with working bibliography, but that exists so we can talk about your project in the class), but if you wish you may send me a rough draft to look over. Please make sure you send me a draft at least 48-72 hours prior to the due date so that you can get the feedback and revise the assignment in time. Note that you can only submit one (1) draft per assignment, so make it count.

**Please keep your final drafts.** Students are responsible for all copies of all assignments so that each final draft can be included in the Final Portfolio. I suggest setting up a dropbox, a googledoc site, or emailing yourself your drafts to avoid losing these drafts to a technological error.

**Electronic copies**

If a student chooses to turn in an electronic copy, that student must make sure he/she uses one of the following extensions: .**doc, docx, .rtf, .pdf, or .odt** (open office doc). **If I cannot open the document, I may consider it not turned in**. A student may turn in both an electronic copy and hard copy or just a hard copy if he or she wishes.

**Revision Policy**

A student may revise one (1) assignment that he/she received a C or below on during the course of the semester. This revision is due on the last day we meet as a class and no later (though you can submit it earlier in the semester). When a student submits a revision that student must submit a memo with their revision that discusses the following:

* The grade received on the first draft of the assignment
* A couple paragraphs discussing the revisions the student has made to the work and why these revisions were made. Be detailed! If this is not detailed, I will not grade the revision.
* Make sure to include with the memo the following: a copy of your assignment with rubric, grade, and any comments I left.

If a memo that includes these details is not with the revised version of the assignment, the revision will not be graded. Also realize that just because a student revises an assignment does NOT guarantee an A or even a better grade on the revision.

**Plagiarism Policy (taken from English Department Policy on Plagiarism)**

Any evidence of **intentional plagiarism** will result in a grade of F on that assignment. Intentional plagiarism includes such things as a student copying and pasting information directly from a source without giving that source proper citation. If a student’s paper is found to contain evidence of intentional plagiarism, that student will not be allowed to rewrite and resubmit the assignment.

If **unintentional plagiarism** is found on a student paper, a grade will be withheld until student rewrites the assignment. If unintentional plagiarism is discovered a second time, the instructor reserves the right to give a zero for that assignment if the instructor chooses not to let the student rewrite it. If unintentional plagiarism is discovered a third time for an individual student, that student will receive an F on that assignment.

**NDSU Policy on Academic Honesty and Plagiarism**

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at <http://www.ndsu.edu/academichonesty>

**Students in the military and veterans**

Veterans and students who are soldiers on active duty should know the instructor know of any special circumstances.

**Students with Disabilities**

Students with disabilities or other special needs are encouraged to notify the instructor.

**Course Schedule**

*I reserve the right to amend this schedule at any time. Changes made to this schedule will be made available verbally in class and on Blackboard. When reading Writing Analytically, feel free to skim and read through what you will benefit from most.*

Week 1

W 8/22—Introductions, what to expect, goals and expectations

F 8/24—Syllabus scavenger hunt, introduction to professional narrative. What do you expect from discussion? Note that Thoreau’s *Civil Disobedience* needs to be read for Wednesday’s class.

Week 2

M 8/27—Genre discussion and activity **Homework: Read Thoreau’s *Civil Disobedience* for Wed. Read chapters 1 and 2 in *Writing Analytically***

W 8/29—Tips for professional narrative, purpose of narrative, peer review set up (anyone you do not want to work with?) discuss Thoreau and genre.

F 8/31—Information on peer review, purposes, list of questions. Practice peer review as a class.

Week 3

M 9/3—NO CLASS—LABOR DAY HOLIDAY

W 9/5—**Peer review professional narrative draft in class.** Read chapters 3 and 4 in *Writing Analytically* ***Homework: bring in a piece of writing you did in another class. Note your professional narrative is due on Monday.***

F 9/7--- TED Talk.

Week 4

M 9/10—12pm EML 370 **Professional narrative due**. Introduction to job packet. talk about writing genres from other classes. **Homework for Wednesday: Find a job ad for a job you want to apply for. Start to research the company.** Professionalism discussion and job information, how to prepare for an interview, common interview questions.

W 9/12—Go over homework in class. What have you found? Introduction to memo format, what I am looking for in your memo, questions, Review sample resumes, cover letters, and job ads.

F 9/14—No class—Instructor at Assessment

Week 5

M 9/17—continue design discussion briefly, Introduction to cover letter= the voice/personality of the application materials. Talk about roles a person takes on.

W 9/19—Introduction to resume = a list of facts. Look at samples. Critique design from design principles we discussed.

F 9/21—Informal **peer review of drafts of application materials.** Reflection on what you need to change.

Week 6

M 9/24—**Rest of Unit 1 due: Research Memo, Resume and cover letter due**. Make sure to have job ad in the packet. Discussion and feedback on unit done in class.

and

Introduction to Unit 2. Start reading *Bastard out of Carolina*. Read chapters 6 and 7 in *Writing Analytically* and Chapter 1 in Tyson. In class rumor activity for source use.

W 9/26—Introduction to theory and research methods. What, why, how? Why do we use theory anyway?

F 9/28—discussion of reading—Bastard out of Carolina. **Homework: Read Feminist Criticism for Monday in Tyson (see also: links on Bb)**

Week 7

M 10/1—Discussion of Feminist criticism. continue reading bastard out of Carolina. **Read Psychoanalytic criticism in chapter 2 of Tyson (see also: links in Bb).** Apply Feminist criticism to a selected text in class.

W 10/3—Theory discussion of Psychoanalytic criticism and apply criticism to a selected text

F 10/5---Discussion of *Bastard out of Carolina*. **Finish book for next week. Read Queer criticism for Monday in Chapter 10 of Tyson (see also: links in Bb)**

Week 8

M 10/8—Discussion of queer criticism and apply criticism to a selected text. **Read Marxist criticism for wed in Tyson (see also: links in Bb)**

W 10/10—Discussion of Marxist criticism and apply to selected text. **Read reader response criticism for Monday in Tyson. (see also: links in Bb)**

F 10/12—No class. Instructor at assessment

Week 9

M 10/15—Discuss and practice reader response criticism in class. Discuss Allison’s *Bastard out of Carolina* (whole book discussion) **Draft of paper due on Friday**

W 10/17—Work on thesis statements and talk about paper. National Day of writing

F 10/19---**Peer review of drafts for Unit two.** Use this time to conference with me if you have questions on your paper.

Week 10

M 10/22—**Unit 2 paper due.** Introduction to unit three: Go over proposal assignment. **Make sure to read Chapter 5 and chapter 7 this week in *Writing Analytically***

W 10/24—Discussion of possible final projects, planning a project. What are goals you have for your project? Create proposal rubric in class.

F 10/26—Sarah, from Career Services, to talk about interview process and what career services can offer.

Week 11

M 10/29— Send draft of your proposal to me for review by Wednesday, discussion of conferences and sign up for conferences. In class questions and workshop about proposals. Review of MLA. **Read chapters 8 and 9 in *Writing Analytically***

W 10/31—No class meeting. Instructor out of town.

F 11/2—NO CLASS, CONFERENCES

Week 12

M 11/5---NO CLASS, CONFERENCES

W 11/7—NO CLASS, CONFERENCES

F 11/9—NO CLASS, CONFERENCES

Week 13

M 11/12—NO CLASS—HOLIDAY

W 11/14—NO CLASS, CONFERENCES

F 11/16—. **Proposal with working bibliography due.** Touch base on projects to this point. Social media. Read chapters 15, 16 and pick and choose topics from Unit IV in Grammar and Style to read in *Writing Analytically* Hand out peer review rubric and introduce peer review memo

Week 14

M 11/19---Portfolio instructions and cover letter instructions for the course portfolio.

W 11/21---Travel day. No class.

F 11/23---Happy Thanksgiving! No class!

Week 15

M 11/26—Discuss conferences on final project drafts and sign up for a time if you wish. Peer Review rubric is discussed.

W 11/28—**Peer review drafts of final projects in class.** Feel free to consult with me on any questions you have. Sign up for conferences. If meeting me for conferences, please send me a copy of your draft today by five pm.

F 11/30—**Early bird due date for portfolios**. **Peer review memo due via email.** Presentation day for those of you doing presentations in class. Feedback on assignment. In class reflections on the class.

Week 16 (dead week)—we will meet as a class to fill out SROI forms. We will discuss what day to meet as a class. The rest of this week will be devoted to conferences on your final projects, if needed.

M 12/3--- Evaluation of Instruction via SROI in class.

W 12/5—NO CLASS, CONFERENCES (voluntary)

F 12/7---. NO CLASS, CONFERENCES (voluntary)

Week 17 (final exam week)

Final exam time: **Course Portfolios with final projects due via email** [**english358ndsu@gmail.com**](mailto:english358ndsu@gmail.com) **Make sure to email TWO (2) electronic copies. This will be due during the scheduled final exam time and no later.**

**Final exam dates and times:**

**Final exam date for 11am----Thursday, December 13th, 8am-10am. Any portfolios and other assignments received after 10am on Thursday, Dec 13th will receive a grade of “0”**

**Final exam date for 12pm-Wednesday, December 12th 1pm-3pm. Any portfolios and other assignments received after 3pm on Wednesday, December 12th will receive a grade of “0.”**