



Worth Weller
ENG W131 – Internet

IPFW Department of English

Writing Program
W131 - Internet
3 credit hours

Worth Weller

[Class Web Page](http://users.ipfw.edu/wellerw)

(<http://users.ipfw.edu/wellerw>)

Phone: 260-982-2613 (**never** on weekends and never after 5 p.m. except class nights; I do not return phone calls, but I do respond promptly to e-mail)

e-mail: use the Blackboard/Vista mail to contact me. (I check my Blackboard/Vista mail several times daily except on weekends, when I **never** check it)

Office Hours: by appointment

IPFW ITS helpdesk: the help desk can help you with computer issues such as the attachment buttons not showing up, but they can not teach you how to use WebCT/Blackboard or explain the assignments to you.

But before you call the help desk, go to the “Welcome” folder on the class WebCT home page where you will find help with technical details and well as with navigating WebCT.

Helpdesk phone: 260-481-6030.

e-mail: helpdesk@ipfw.edu

Course Description:

This course assumes that students have had regular practice writing various kinds of texts (e.g., journals, letters, essays, stories, poems) for both familiar and public audiences. The course attempts to bridge high school and college contexts by beginning with a focus on the most familiar genres (journals, letters, memoirs, free-verse poems, stories, e-mails), audiences (family, friends, local community), research strategies (reflection, observation, interviews), and subject matter (personal interest, pop culture, local topics). The course gradually moves students toward less-familiar, more public genres (essays, reviews, reports, position papers, annotated bibliographies, fiction, plays, books), audiences

(colleagues, fellow club members, scholars), research strategies (library, Internet, film, TV, radio), and subject matter (civic and cultural issues, disciplinary topics). Students will be able to determine their own topics, but purposes and audiences are specified.

A total of 15-20 pages of “final” polished writing will be required. Critical reading will be emphasized.

Course Goals:

Upon completion of W131, students should be able to:

1. Read critically and write clearly and persuasively in various rhetorical contexts. To achieve this goal, students will:

- Read and write a variety of texts for distinct purposes and for a variety of personal, public, and academic audiences. Written work should include several out-of-class texts and some in-class writing. Most out-of-class texts will be four-to-five double-spaced, wordprocessed pages and will include some type of research. At least one longer (six-to-seven page) academic, researched project will be assigned.
- Practice the recursive stages of the writing process (e.g., inventing, drafting, organizing, revising, editing) *for each project*, and become aware of the differences in the processes required for different texts.
- Develop and support a significant and insightful main point, or thesis, in all papers.
- Compose texts that are focused and well-developed through the use of details, examples, comparisons, statistics, citation of authorities, and so forth.
- Practice summarizing and paraphrasing material from a variety of texts as a means of developing and supporting their ideas. These texts will include both mid-level (substantial) periodicals and scholarly journals.
- Practice different ways of organizing and arranging ideas and content that are appropriate for various rhetorical contexts; experiment with different document designs by manipulating spacing, fonts, graphics, colors, etc.
- Demonstrate knowledge of usage, spelling, punctuation, diction, and sentence structure conventions.
- Practice revision strategies that will lead to greater stylistic maturity.

2. Apply methods of inquiry appropriate to various rhetorical contexts. To achieve this goal, students will:

- Generate information using a variety of heuristics (e.g., freewriting, brainstorming, clustering, cubing, etc.)
- Learn to use for specific purposes computer databases and indexes, printed indexes, document delivery services, and the Internet.

- Use primary research methods such as observing and interviewing and incorporate the results in their papers.
- Synthesize materials drawn from various primary and secondary sources with their own ideas and experiences.
- Move beyond mere reporting of information to make an original contribution to knowledge.
- Document researched writing using formats appropriate for their audiences and forums (most often APA or MLA).

3. Demonstrate critical thinking through the interrelated activities of reading and writing. To achieve this goal, students will:

- Annotate, analyze, evaluate, and discuss a variety of student and professional texts, focusing primarily on rhetorical principles under study.
- Analyze problems or issues from a variety of perspectives, moving beyond either/or reasoning.
- Analyze and discuss in writing their own work through reflective memos, discussion postings, journals, mid-term and end of term self assessments and portfolio cover letters.

Required Texts:

Bullock, Richard. *The Norton Field Guide to Writing*. New York: Norton, 2006.

Assignments:

There will be a wide variety of writing projects, including weekly short reflections on the reading assignments and four formal essays, generally 2-4 pages each except the research paper which is 5 pages. You will also send e-mail, participate on a “milblog”, participate in frequent discussion forums, and create one PowerPoint presentation.

Grading:

All assignments are weighted, and the major writing projects are revisable (if turned in on time) after my input. Major writing assignments are returned to you as pdf files. To see my written comments, mouse over or doubleclick on the yellow and other colored markings; to hear my verbal summary of a proposed revision strategy, double click on the blue sound icon.

The grading scale is this: A (excellent work) = 94 to 100 points; B (good work) = 85 to 93 points; C (average work) = 77 to 84 points; D (not satisfactory but shows potential) = 70 to 76 points.

Assessment Rubric: The following criteria apply to the writing process in this class. I may apply any or all of the criteria, depending on the assignment. Because assignments are sequenced according to skill level, not all may apply on the earlier papers. The point value awarded to each criterion represents a

range of accomplishment, with 0 being the best score. These are not ranked, but only numbered so that you and I may refer to them:

1. page length – 10 points
2. topic sentences (do they describe the paragraph) – 5 points
3. paragraph focus (does the paragraph stick to the topic sentence) – 5 points
4. paragraph development (are the paragraphs adequately developed to support the topic sentence) – 5 points
5. tone and detail (is the language precise and meaningful) – 5 points
6. quality of sources (is the research appropriate to the task) – 5 points
7. critical thinking (are there logical fallacies or broad, unsubstantiated assumptions) – 10 points
8. integration of quotes (do the quotes flow smoothly into the body of the narrative) – 5 points
9. citation formats – 3 points per pattern
10. introduction/thesis statement – 5 points
11. conclusion – 5 points
12. organization (does the paper stick to the thesis statement and not repeat itself) – 5 points
13. transitions (does the paper flow sentence to sentence and paragraph to paragraph) – 5 points
14. surface features (errors, formatting) – 3 points per pattern.

In that I rarely give more than 10 points (a full letter grade) for revisions, it is very important that you turn in your very best effort each time.

Late papers and assignments: All projects and papers are due Monday mornings at 6 a.m. except for the last project(s) of the semester which are due on Wednesday morning at 6 a.m. during final exam week (a “drop-dead” final deadline after which no more assignments are accepted).

Late material loses **ten points** within the first 24 hours and **20 points** after that. *Papers more than 24 hours late are not revisable and will not receive much guidance or commentary, if any.* **Because this course is carefully sequenced, assignments not completed before the next major project is due receive an automatic 0.**

Failure to turn in the research paper (the 4th and final major writing project) and/or its associated components results in an automatic F for the course.

Please see the references below to Discussion Forums for details on the late policy for discussions.

Paper Format: All papers are expected to be submitted in standard MLA format, including headers and proper identifying information. See p. 408 of your textbook

for an example. Font size is to be 12 point, double spaced with no extra line leading. Font style should be Arial or Times new Roman.

Virtual Classroom: this class meets regularly on Tuesday evenings at 7 p.m., using web conferencing software easily accessible from your home computer or from a lab computer. You will hear and see me, and you will be able to “chat” with me to ask questions, make comments, etc. I will not see or hear you. Check your e-mail or the *Blackboard Class Home Page>Virtual Classroom* to determine the URL (the http address) for the web conference. These sessions are fun and provide a lot of insight into the class structure and course content.

To gain class participation credit, you must write a short summary of the live session or of the recording and post it to the “Class Participation” feature in the Virtual Classroom folder.

Attendance:

Attendance in the virtual classroom sessions counts heavily towards your class participation grade. If you cannot attend the live sessions you will have an opportunity each week to view the recorded session (check your e-mail for the URL) and gain the same credit. In order to gain class participation credit you just submit a summary of the content of that session by the end of the appropriate week, whether you attended the live session or the recorded session. This is similar to taking notes in a traditional classroom.

Classroom discourse: Students are expected to be polite, to respect diversity, and to value the learning that comes from hearing a different perspective from one’s own. All discussion posts need to reflect these values.

Discussions posts that use profanity and/or that demean the backgrounds or opinions of others will receive a zero, and the writer will be referred to the Writing Program Director. You may disagree with me or with each other, but the disagreement must be respectful and civil.

Discussion Postings: All Discussion Forums require a total of four posts: one response directly to the topic itself, and three responses to peers. The initial response must be accomplished during the week assigned (by Monday morning at 6 a.m.), and the three peer responses must be completed within the following seven days.

Late posts will NOT be graded, as discussions lose their value if they are not accomplished at the same time as the other weekly course content.

Responses to the topic itself are expected to be several paragraphs in length, containing significant and thoughtful content, and free of surface errors.

Responses to peers are expected to be polite and respectful, with meaningful and helpful content.

- Example of a poor response: “That’s great – I agree with you!”
- Example of a good response: “I’ve experienced the same thing you mention, and I feel the same way because of ..., and ... , and I was also thinking that

Plagiarism:

Students suspected of plagiarism will be referred to the dean. Plagiarism can be generally avoided by thorough citations, including the citing or paraphrases and summaries.

Special needs:

The instructor will work in every way possible with special needs students, as long as that student or guardian has identified those needs adequately at the beginning of the semester. Because this is a writing class, generally the only accommodation that can be made is to extend some due dates, although that can result in failure to complete the course. Reading materials may be enlarged at the front desk. All lectures are available as PPT documents for the hearing impaired.

Course Structure:

The class adheres to a detailed weekly schedule that moves quickly. Assignments and lectures are sequenced to build appropriate knowledge skills in a timely and orderly fashion.

The major, graded assignments are submitted as attachments to WebCT. Due dates fall on Monday mornings. Check your grades and my comments by going to the Assignments page and clicking the “Graded” tab and then clicking on the name of the assignment. I try to have all writing assignments graded within 72 hours of submission.

Other services to students:

- CASA (Center for Academic Support and Advancement), KT G21
- [Writing Center](#), KT G19
- Dean of Students Office, Walb 111
- Multicultural Services. Walb 118
- Academic Counseling and Career Services (ACCS), KT 109

Important dates:

- Last day to withdraw without an F, March 20.
- Final exam (self-evaluation) due May 6

All assignments fall due on Monday mornings at 6 a.m. (except for Week 16/Final Exam Week, when ALL work must be completed by Wednesday, May 6, at 6 a.m., no exceptions) – if this conflicts with holiday plans, please get your work done ahead of time.

Class Calendar:

Details of the readings and submissions are in the Weekly Assignments folder, but an overview of the projects and due dates looks like this:

week #	week begins	due date (6 a.m.)	assignments due	grading group	page length
1	Monday, January 12, 2009	Monday, January 19, 2009	draft Literarcy Narrative	2	2
2	Monday, January 19, 2009	Monday, January 26, 2009	revised Literarcy Narrative	3	
3	Monday, January 26, 2009	Monday, February 02, 2009	PPT Bio	2	
4	Monday, February 02, 2009	Monday, February 09, 2009			
5	Monday, February 09, 2009	Monday, February 16, 2009	draft Literature Analysis	2	3
6	Monday, February 16, 2009	Monday, February 23, 2009	revised Literature Analysis	3	
7	Monday, February 23, 2009	Monday, March 02, 2009	Argument Outline	2	
8	Monday, March 02, 2009	Monday, March 09, 2009	draft Argued Position	2	3
9	Monday, March 16, 2009	Monday, March 23, 2009	revised Argued Position	3	
10	Monday, March 23, 2009	Monday, March 30, 2009			
11	Monday, March 30, 2009	Monday, April 06, 2009	Topic Paper	3	1
12	Monday, April 06, 2009	Monday, April 13, 2009	Annotated Bib	3	2
13	Monday, April 13, 2009	Monday, April 20, 2009	Outline/thesis statement	3	1 ½
14	Monday, April 20, 2009	Monday, April 27, 2009	Draft research paper/peer review	3	5 (plus Works Cited)
15 & 16	Monday, April 27, 2009	Wednesday, May 6, 2009	revised Research Paper; final exam	5,6	5/WC/2
	Weighted Group	consists of:	% of final grade		
	Group 1	attendance in the virtual classroom, either live or through the recorded session	15		
	Group 2	weekly discussions posts	20		
	Group 3	drafts, PPT bio, topic paper, Annotated Bib, Outline/thesis statement	20		
	Group 4	Revisions (except Research paper)	25		
	Group 5	Revised Research paper	15		

Group 6	Final Exam	5
		100
Grading Scale		
A (excellent work)	94 to 100	
B (good work)	85 to 93	
C (average work)	77 to 84	
D (not satisfactory)	70 to 76	
F	0 to 69	

Created: 1.02.07

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