



Worth Weller
ENG W233 – Internet
Spring 2008

IPFW Department of English

Writing Program
ENG W233 - Internet
3 credit hours

Worth Weller, Continuing lecturer of English and Linguistics

[Class Web Page](#)

(<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: please use **only** my Blackboard/WebCT e-mail account from your WebCT e-mail account. If there is a technical emergency and you can not access WebCT, please call or e-mail the IPFW ITS help desk (below).

I do not grade assignments that are sent to my IPFW mail account for these reasons:

- The spam filter may block your submission;
- I may not recognize your e-mail account name and your submission, unopened, will be deleted to protect my computer from viruses;
- Such submissions bypass the WebCT gradebook and commenting feature.

In the rare instances when WebCT is “down,” I will know that too and will adjust due dates accordingly.

Office Hours: by appointment

ITS helpdesk:

KT 206
260-481-6030
e-mail: helpdesk@ipfw.edu

Course Description:

This course assumes that students have developed their abilities to write focused, well-developed texts, for both familiar and public audiences, using a variety of informal and formal research techniques. Beginning with a focus on some of the public (academic, professional) genres, audiences, and subjects introduced in W131, this course will move students toward writing that requires thorough and sustained inquiry and analysis. Emphasis will be placed on formal research methods and documentation conventions introduced in W131. Students will be encouraged to investigate topics and issues that are both personally meaningful and publicly relevant.

Students will be able to determine their own topics, but purposes and audiences are specified.

A total of 26 pages of polished writing will be required. Critical reading will be emphasized.

Course Goals:

Upon completion of W233, students should be able to:

- Form research questions and conduct independent secondary research appropriate for answering these questions.
- Analyze, compare, contrast, and evaluate examples of different kinds of texts written for different kinds of academic and professional audiences.
- Employ the processes of inventing, drafting, revising, and editing suitable for public writing.
- Critically read written and visual arguments and respond with a rhetorical analysis of their own.
- Write researched arguments that are issue-oriented, focused, well-supported, appropriately organized, properly documented and which display a critical approach to settling an argument, solving a problem, and/or developing a solution.
- Judge the authenticity and merits of Internet sources and how to assess the value of multi-media resources.
- Utilize the resources of Helmke Library and the expertise of the professional librarians.
- Demonstrate a thorough understanding of the nature of keyword searching and use of academic databases, including Academic Search Premier (EBSCOHost)
- Demonstrate familiarity with mechanical and stylistic conventions of academic and professional discourses.
- Demonstrate an ability to assess the strengths and weaknesses of their own texts.
- Engage visual rhetorics.
- Critically review Internet resources.

Outcomes for ENG W233:

1. **Rhetorical Knowledge:** Upon completion of the course, the student should be able to focus on a purpose; define a thesis; respond to the needs of different audiences; adopt an appropriate stance toward audience and topic; understand how genres shape reading and writing; and write in several genres.
2. **Critical Thinking, Reading, and Writing:** Upon completion of the course the student should be able to use writing and reading for inquiry, learning, and thinking; understand a writing assignment as a series of tasks; understand the relationships among language, knowledge, and power; and integrate one's own ideas with those of others.
3. **Processes:** Upon completion of the course, the student should be aware that it usually takes multiple drafts to complete a successful text; develop flexible strategies for generating, revising, and editing; understand writing as a recursive process; understand the collaborative and social aspects of writing processes; learn to critique their own and others' work; and use various technologies to address a range of audiences.
4. **Knowledge of Conventions:** Upon completion of the course, the student should learn common formats for different genres of texts; develop knowledge of genre conventions; practice appropriate means of documenting one's work; and control syntax, grammar, punctuation, and spelling.

Required Texts:

Faigley, Lester, and Jaack Selzer. *Good Reasons: Researching and Writing Effective Arguments (4th ed.)*, NY: Pearson/Longman, 2009.

There will also be weekly web readings.

Assignments:

Categories	Weight	Due Dates
1. Class participation: weekly Breeze session attendance, (either live or recordings) and weekly Discussion Forum postings.	20 percent	See the Learning Modules
2. Learning Diary	15 percent	See the Learning Modules
3. rhetorical analysis (4 pages plus Works Cited list)	10 percent	Sunday night, end of Week 5
4. Major Project assignments	25 percent	
Hyperlinked annotated bib		Sunday night, end of Week 8
I-Search papers 3 & 4		Sunday night, end of Week 9

PowerPoint		Sunday night, end of Week 11
Polished Draft Research Paper		Sunday night, end of Week 14
5. Smaller Assignments (I-Step 1&2, Outline, Peer Review)	10 percent	See the Learning Modules
6. Final revised Research Paper (ten pages, plus Works Cited list with at least ten sources, eight of which must be from academic databases)	20 percent	Wednesday morning, Final Exam Week (“drop dead” deadline for all assignments)

Grading: In order to get an “A” in this class, all assignments must be turned in on time and the research paper must meet all of the criteria, including page length, number of academic sources, and general writing conventions. I will comment on each assignment to help you improve your performance for the next assignment, and you will have a chance to revise your final paper after peer review and comments from me.

The grading scale is this: A (excellent work) = 93.50 to 100 points; B (good work) = 85 to 93.49 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 Rhetorical Analysis, the Polished Draft of the Research Paper, and the Final Draft of the Research paper. I may apply any or all of the criteria, depending on the assignment. 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. analysis (does the paper interpret the research or is it just a data dump) – 10 points
9. integration of quotes (do the quotes flow smoothly into the body of the narrative) – 5 points
10. citation formats – 3 points per pattern
11. introduction/thesis statement – 5 points
12. conclusion – 5 points
13. organization (does the paper stick to the thesis statement and not repeat itself) – 5 points

14. transitions (does the paper flow sentence to sentence and paragraph to paragraph) – 5 points
15. 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 as your Polished Draft of your research paper (due at the end of Week 14).

Virtual Classroom: this class meets regularly on Tuesday evenings at 8 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 Vista class home page 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.

Attendance: If you cannot attend the lives sessions you will have an opportunity each week to view the recorded session and gain the same credit towards your Category 1 grade (see the table above). Check your e-mail weekly for the URL of the recorded session.

In order to gain class participation credit, **whether you attend the live session or view the recorded session, you must turn in a summary by Sunday night of the relevant week** – these sessions are very important for your success in the course and provide weekly guidance for that week’s assignments.

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.

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. Assignments submitted after the next major assignment is due will not be accepted, due to the sequenced nature of this course.**

If your polished draft of your research paper is more than 24 hours late you will receive little if any commentary or help with revision strategies.

Failure to turn in your I-Search papers, annotated bib, outline and/or PPT before the polished draft of the research paper results in an automatic F for the course.

Please see the references below to Discussion Forums and Learning Diaries for

details on the late policy for these gradable assignments..

Plagiarism: Students suspected of plagiarism will be referred to the Writing Program Director.

Plagiarism can be generally avoided by thorough citations, including the citing of paraphrases and summaries.

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"

Learning Diaries: this is a special area in Bb where you post weekly responses to specified prompts regarding your research and the research process. There are Learning Diary assignments weekly for the first ten weeks of class, for a total of 21 "new entries." These "entries" are viewable only by me. I will review your week periodically throughout the first ten weeks to make sure you are keeping up, but final grades on these will not be posted until Week 11. Late entries are not accepted, as they lose their value due to the sequenced nature of the learning goals of this class.

Course Structure: Begin each week by opening the Learning Module for that week. There are usually readings and writing assignments, and often there are lectures and Discussion Page postings. You may want to look ahead, as some weeks are busier than others and have longer writing assignments, so you may want to budget your time accordingly.

Also, be aware of the major assignment due dates, checking the "Assignments" page in the gray menu bar frequently to remind yourself of what the larger projects are and when they are due.

Be sure to organize the Assignments page by date due, by clicking on "Due Date."

Also, at the beginning of each week 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 assignments graded within 72 hours of submission.

Discussion posts are due by Monday morning, and you must respond to three classmates by the end of the following week.

You can see a running summary of your grades in “My Grades,” but you can not see my comments there.

Services to students:

- **CASA** (Center for Academic Support and Advancement), KT G21, 260-481-6817
- [Writing Center](#), KT G25D, 260-481-6028
- **Dean of Students** Office, Walb 111
- **Academic Counseling and Career Services** (ACCS), KT 109, 260-481-6595
- **Services for Students with Disabilities**, Walb 113, 260-481-6657
- **Registrar**, KT 107, 260-481-6815
- **Bursar**, KTG89, 260-481-6824

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 by contacting Services for Students with Disabilities, Walb 113, 260-481-6657.

Important dates:

- Last day to withdraw without an F, March 20.
- Final revision due May 6

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

Page updated: 12.16.08

[WHW](#)

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