

EXAMPLE SYLLABUS: ENGLISH 300

ENGLISH 300– Writing in the Disciplines (3 credit hours)

Instructor Information [Removed from example syllabus]

English 300 gives students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

Texts: Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading across the Curriculum*. 8th edition. NY: Longman, 2003.
Troyka and Hesse. *Quick Access Compact*. Pearson, 2010.

Catalog Description: An interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging essays in a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field. **Prerequisite:** English 200 or equivalent.

Goals and Objectives: This course fulfills the A.1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives: 1. The capacity for critical and logical thinking, and 2. Proficiency in reading, writing, speaking

Learning Outcomes

Upon completion of this course, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

Important Dates: [Removed from example syllabus]

Assignments: You will write several assignments that build a foundation for your final 3000+ word argumentative essay. Those assignments are listed below. Additionally, students will write frequent response or informal writings and will conduct a rhetorical analysis of the professional scholarship in their discipline. Reading assignments must be completed on time so that students can engage constructively in class discussion. There may be quizzes on the reading assignments.

Summaries (150-250 words each X 3)	100 points (15, 35, and 50 points)
Proposal + Annotated Bibliography	150 points
Synthesis/Literature Review (1200+ words)	150 points
Researched Argument (3000+ words)	300 points
Response Journals, Quizzes, and Part.	150 points
Rhetorical Analysis of Disciplinary Scholarship	150 points

Assignment Descriptions

Summaries: To read actively and identify the main points of selected scholarly sources (articles, chapters of books, entire books, or credible electronic/web sources); to summarize the sources concisely; to write a correct bibliographic entry for each source. The summaries will be due on different dates, not all at once. You will write three of them: The first will be for a source read by the entire class. The second and third will be on sources that are related to a debatable topic in your discipline.

Proposal + Annotated Bibliography: The purpose of this *essay proposal plus annotated bibliography* is to propose a topic, research question(s), focus, and tentative *annotated bibliography* of source material **that will guide you as you draft and revise your researched argumentative essay**. The annotated bibliography section of this assignment will identify and annotate (summarize) a sufficient number of credible scholarly and professional sources (articles, books, and occasional government documents or credible websites) that will provide a context and background for your research related to a current effort/issue in or related to your major/discipline/future profession. This assignment will facilitate your final researched argument essay for this course. **Minimum sources to be used: 20 for annotated bibliography, most of which must be scholarly or appropriate professional alternatives.**

Synthesis Essay/Literature Review: The purpose of this assignment is to synthesize twenty or more sources about a specific debatable issue related to the subject of your larger argumentative essay (written in the second half of the semester). The broad purpose of a literature review, or synthesis essay is to identify trends and commonalities in a body of literature (journal articles, books, and other scholarship) on a particular subject. In a synthesis essay, according to Behrens and Rosen, the writer “infer[s] relationships among sources” (87). Synthesis essays usually survey a large number of scholarly texts—fifty, a hundred, or more. In this synthesis essay, you will survey a much smaller sample—twenty sources.

Researched Argument Essay: The purpose of this assignment is to advance an argument, evidenced by credible, current, relevant scholarly research, about a topic relevant to your major/discipline/future profession. This is a standard research-based academic argument.

Grading: All formal written essays and exams will receive numerical grades and comments from the teacher. Journal assignments will receive either full credit, half credit, or no credit. **Students must complete all major assignments (all formal essays) in the course to receive a passing grade.** Final grades are non-negotiable and are based strictly on the student’s earned points. 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 000=599=F. **Do not throw away returned, graded assignments** or first drafts because you will need all these papers to construct your portfolio.

Course Policies [Removed from example syllabus]