**English 3000-01H: Writing for Education and the Social Sciences**

**Spring 2018 M 8-9:15am LIA 109**

Dr. Jennifer Randall, Associate Professor of English

*Office*: Lorberbaum Room (LIA) # 227

*Office Hours*: **M 10:45-12:15am and 1:40-3:40pm; T 11:15-12:15 and 1:40-2:40; W 7-8pm Online Office Hours; TH 7-8pm Online Office Hours; F 7-8pm Online Office Hours**

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**Course Description and Requirement**

Prerequisite: English 1102 with a C or better

English 3000 focuses on principles, practices, and strategies for writing clear, effective, audience-driven communications in a variety of academic and professional situations in the real world. APA formatting will be stressed, and students may be asked to create and conduct their own primary research. Assignments include bibliographies, literature reviews, proposals, studies, and research papers.

B.A. English majors should take this course only if they wish to learn how to use and prepare documents in APA style.

**Textbook**

Various Google Books online

Purdue Online Writing Lab: <https://owl.english.purdue.edu>

American Psychological Association. (2009). *Publication Manual of the American Psychological*

*Association.* Washington, DC: APA Books. ISBN13: 978-1433805615

**Course Objectives**

This course is designed to help you write clearly, accurately and effectively in both an academic and a professional environment. Students are introduced to the various social science disciplines and their approaches, while also learning how to become critical consumers of social science research. Students will develop their own independent research project in the social science field of their choosing, developing a viable research question; learning how to find, analyze, and interpret resources appropriately; and, finally, developing and refining an original argument in a final paper. Students who are required to take English 3000 must pass the course with a “C” or better to graduate in their major field of study.

Students will also learn to make effective presentations supported by documented evidence and visual aids. The course explores more advanced rhetorical forms and methods in the development of writing for academic and professional audiences. Emphasis is placed on the conventions of grammar, writing mechanics, discourse situations, invention of ideas, clear arrangement of data and research using APA style, sentence style, revision of drafts, editing skills, and visual aids with PowerPoint.

 In class, we will often read one another's work. I will sometimes use your sentences as examples to work on because revising your own writing is an effective teaching tool. I may or may not identify you as the writer.

 A major purpose of this course is to introduce students to the wealth of information the library holds

 and to give students experience in unlocking this information.

 Another major purpose of the course is to strengthen each students' ability to organize, plan outline,

 write, correct, and revise essays of various types. Hence, essays should demonstrate a mastery

 of conventional English grammar and usage and avoid the Type I errors.

**TYPE I ERRORS:**

Type-I errors are considered serious errors in writing because they are errors at the basic sentence level. There are 4 serious errors:

* Fragments
* Comma Splices
* Fused Sentences
* Subject-verb Agreement Errors

**Student Learning Outcomes**

By the end of the class, you should be able to demonstrate mastery in:

1. **Outcome 1:** Students will demonstrate understanding of rhetorical skills by writing effective and accurate documents.
	1. **Assessment**: 80% of students will make an 80 or higher on their final exam
2. **Outcome 2:** Students will demonstrate the ability to evaluate and include sources from research using American Psychological Association (APA) style in their written works.
	1. **Assessment:** 80% of students will make an 80 or higher on their final exam
3. **Outcome 3:** Students will demonstrate understanding of audience awareness and context sensitivity in their oral presentation(s).
	1. **Assessment:** 80% of students will make an 80 or higher on their final exam

**Course Policies**

 *Attendance and Tardiness*

 I expect all students to attend class regularly and on time. You are allowed **five absences** with no questions asked, but every subsequent absence will result in **a deduction of 5 points from your final grade**. In addition, I will take attendance at the beginning of every class. If you arrive after I have called the roll, you will be marked absent. I DO NOT MARK TARDIES. **Exceptions will be made for properly documented absences and extenuating circumstances (student-athletes, university sponsored travel teams, accidents, death, etc)**

*Officially Approved DSC Groups and Activities*

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

* + - Notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available)
		- Estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class schedule after the return trip)
		- Contact information for the person or organization sponsoring/authorizing the student’s participation in the event

 The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arraignments to make up any assignments, tests, presentations, etc. that were schedule on that date.

*Class Expectations and Behavior*

 I expect students to refrain from using disruptive electronics and devices in class such as cellphones, Ipads and earphones. Students are also expected to participate in all class and group activities, to treat classmates and the professor with respect, and to refrain from rude comments, abusive language, yelling, and other forms of verbal and/or physically inappropriate behavior. The instructor reserves the right to dismiss from class any student who is not in compliance with the class syllabus or DSC’s regulations. Consistent Disruptive Behavior will result in appropriate letter grade deductions**, namely a 5 point deduction from the student’s final grade for each occurrence,** and/or an F as the final grade. Let’s have a positive learning environment. Treat others respectfully and professionally at all times.

*Late Assignment Policy*

 I do not accept late work. All work is due on the date and time listed in this syllabus and/or discussed in class. All assignments and essays need to be submitted via hard copy, through email to jrandall@daltonstate.edu or through GeorgiaView via email or the dropbox link. Late work will not be accepted unless you experience extenuating circumstances, and then it is up to my discretion in setting deadlines and deducting late points. Communicate with me immediately if you anticipate or experience conflicts.

*Learning Disability Requirement*

 **Students with disabilities or special needs are encouraged to contact the Disability Access office.**  In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Access Library Guide at <http://libguides.daltonstate.edu/c.php?g=24716&p=149667>  or contact the Disability Access office. **Contact information:    Andrea Roberson, Associate Director of Disability Access and Student Support Services**

**Pope Student Center, upper level, dean of student’s office**

**706/272-2524**

**aroberson@daltonstate.edu**

*Plagiarism and Academic Dishonesty Policies*

 Plagiarism and Cheating are serious academic offenses. I expect you to adhere to DSC’s Plagiarism and Academic Honesty Policies. Cite anything that does not come from your own head, and do not copy or take credit for the work of others. The first offense will result in an F on the assignment and an incident report will be completed and placed in your file. The second offense will result in an F in the class and turning you into DSC’s Academic Conduct Committee, which may result in expulsion. Don’t do it! However, please do avail yourself of the help (and computers) offered by the Writing Lab.

**Ethical Conduct**

**Academic Dishonesty:** Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at <https://www.daltonstate.edu/campus_life/code-of-conduct.cms>. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Borrowing another students’ work or collaborating on an assignment not designated as collaborative is unacceptable.Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process.

**Classroom Behavior:** Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit <https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms>.

 “I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating

 others the way they want to be treated and by thinking about others first before making decisions that

 might affect them.”

**Drop/Withdrawal Policy**

 Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) “The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. *All students* must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process.  After meeting with the staff member, students will then finalize the withdrawal process in the **Enrollment Services** Office.” The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **The instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility**. The last day to drop classes without penalty is *Friday, March 23rd.*

**Complete Course Withdrawal**

 “The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**.  *All students* must meet with a staff member at the Dean of Students office in the upper level Pope Student Center to initiate the withdrawal process and complete an exit interview.  After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

**TITLE IX INFORMATION: Sex Discrimination, Harassment, & Assault**

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

# 4.1.7 [Student Sexual Misconduct Policy](http://www.usg.edu/policymanual/section4/policy/C327/)

(Last Modified on August 9, 2017)

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.

# [How to Report](https://www.daltonstate.edu/about/title-ix-report.cms)

Please note that although you have the option to make a report anonymous, doing so may limit the College’s options for response.

**Call 911 if you are in an emergency situation**

If you would like to report to a Police Agency:
Dalton State Public Safety
Health Professions Building- Upper Level
706-272-4461
Online Sexual Assault Report [HERE](https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51)

If you would like to report to Dalton State Administration:
[DSC Online Reporting Form](https://publicdocs.maxient.com/reportingform.php?DaltonStateCollege&layout_id=3)

Title IX Coordinator
Lori McCarty
Director of Human Resources
Phone: 706-272-2034
Email: lmccarty@daltonstate.edu

### Deputy Title IX Coordinator

Bobby Whitehead

Assistant Director for Student Conduct

Phone: 706-272-2999

Email: bwhitehead@daltonstate.edu

## If you would like to talk with someone confidentially:

[The Counseling Center](https://www.daltonstate.edu/campus_life/counseling-services.cms)
Health Professions 266 (Inside Health Center)
Phone: 706-272-4430

**House Bill 280**

House Bill 280, commonly known as the “campus carry” legislation, is effective as of July 1, 2017. Here are guidelines developed by the Office of Legal Affairs for the implementation of House Bill 280 that must be followed on all University System campuses on and after that date.

While current law already allows license-holders to keep weapons secured in motor vehicles, beginning on July 1, House Bill 280 will allow anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus; nor will it allow handguns to be carried openly. (House Bill 280 does not apply, however, to institution-sponsored events or excursions away from campus on property not owned or leased by a University System institution.) The statute defines concealed as “carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others.”

A license-holder therefore may carry a handgun while it is substantially (“but not necessarily completely”) covered by an article of clothing he or she is wearing, or contained 2 within a bag (“of a nondescript nature”) he or she is carrying, or in another similar manner that generally keeps it out of the view of others. There are a number of exceptions to the new law that limit the places on campus where handguns may be carried. Even license-holders may not carry a handgun into the following locations on college/university-owned or leased property:

Buildings and property used for athletic sporting events. This exception includes stadiums, gymnasiums and similar facilities in which intercollegiate games are staged (but does not extend to so-called “tailgating” areas where fans may congregate outside the gates of the sports facility). It does not extend to student recreation centers and similar facilities that are not used for intercollegiate games.

Student housing facilities including residence halls and similar buildings where students live such as fraternity and sorority houses. (Note that any housing that is not on property owned or leased by a University System institution is not covered by House Bill 280.)

Spaces – including any room, continuous collection of rooms or outdoor facility – that are used for preschool or childcare. In order to qualify, preschool and childcare spaces must have controlled access (meaning access via personnel stationed at the door or an electronic mechanism) limited to authorized people.

Rooms and other spaces during the times when they are being used for classes in which high school students are enrolled, whether through dual enrollment and programs such as Move On When Ready or through college and career academies or other specialized programs such as Early College. License-holders who want to carry handguns to class will need to visit the institution’s registrar or other designated employee, who after verifying their enrollment status will tell them which of their classes, if any, have high school students enrolled. Institutions shall not, however, keep any listing of those who inquire. (Note also that the names of enrolled high school students may not be revealed in accordance with applicable privacy laws.) It is the responsibility of license-holders to seek out this information and make themselves aware of which classrooms fall within this exception.

Faculty, staff and administrative offices. This exception includes offices and office suites occupied by faculty, staff and administrators but does not include more general public common spaces outside of those areas. · Rooms during the times when they are being used for disciplinary proceedings of any kind, including those regarding students, faculty or staff. These would include any meetings or hearings that are part of the University System’s or the institution’s sexual misconduct, student conduct, dispute resolution, grievance, appeals or similar processes.

Under the new law, it is a misdemeanor crime for a license-holder to carry a handgun “in a manner or in a building, property, room, or space in violation of” these provisions. Doing so also may be a violation of the institution’s student code of conduct and personnel rules. It will be the responsibility of those license holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying. Institutions will not provide gun storage facilities or erect signs outside restricted areas.

Each institution will need to review its campus conduct and weapons policies to ensure that they comply with these changes to the law. While House Bill 280 provides for specific exceptions where handguns may not go, it does not give individual institutions discretion to bar or further limit handguns on their campuses. Institutions therefore may not place additional restrictions or prohibitions on the carrying of handguns beyond those contained in the law. Neither should anyone else attempt to interfere with the ability of license-holders to carry concealed handguns on campus.

It is incumbent upon each of us to follow the law. Students, faculty and staff should not attempt themselves to monitor or to enforce compliance with the statute by those who do carry handguns. Only law enforcement personnel, including the University System’s more than 800 POST-certified officers, will be responsible for enforcing the law. If others have concerns or questions, they should contact their campus law enforcement departments. In the coming weeks, the University System Office of Safety and Security will be providing training to campus law enforcement officers.

**Grades and Assessment/Evaluation Method**

## EVALUATION:

Four to six written assignments equaling 4,000 words, including a research paper that

is a minimum of 1,000 words and one oral report: 65% of the course grade.

 Essay grades are either Pass or Fail. An essay that has more than 20 mistakes of any kind (comma, spelling, organization, thesis, citation, or formatting errors) will fail, and each student **is expected to** revise any failing essay as many times as needed – until the last day of class – in order to receive a passing score for a failing essay\*\*\*. Feel free to visit the writing lab or schedule a meeting with me to go over your essay(s).

 Passing Grades:

 A (90-100%) – up to **8 errors**

 B (80-89%) – up to **15 errors**

 C (70-79%) – up to **20 errors**

 Failing Grades

 D (60-69%) *Student MUST repeat the course*

 F (Below 60) *Student MUST repeat the course*

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| --- | --- |
| Grade | Explanation |
| Pass | **A**: Exceeds Expectations and Guidelines. Nearly flawless work (**8 or less errors**)**B:** Meets most guidelines; some wording, formatting, content and grammar issues (**15 or less errors**) **C:** Does not meet many guidelines; numerous wording, content, grammar issues **(15-20 errors)** |
| Fail | **D, F**: Does not meet guidelines; unacceptable. Grammatical, formatting, and content errors overpower the work **(more than 20 errors)** |

**\*Late work cannot be revised**

**\*\*Essays that barely meet the guidelines can also not be revised (1 page when the assignment asked for 5)**

**\*\*\*If you fail at least two essays, you MUST make an appointment to come see me outside of class**

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| --- | --- |
| Grade | Explanation |
| A | Exceeds Expectations and Guidelines. Nearly flawless work – reading responses, papers, paragraphs, essays, quizzes, group work, handouts, homework… Evidence of higher thought, logic, study, and revision. An A Essay will have a clear thesis, subtopics and/or supporting points, organization, coherent paragraphs that provide concrete examples and specific details, accurately and effectively employ and rely upon all sentences and words, maintain consistent and appropriate tone and voice, and does not contain any severe Type I, II, or III errors that hinders the intended meaning. |
| B | Meets most or all of guidelines but Type I, II, or III errors hinder meaning and where answers, writing, arguments, formatting, organization, content, thesis, points, tone, voice, and grammar contain several errors. |
| C | Does not meet many guideline requirements and contains numerous and significant errors in such areas as content, organization, thought, and format. |
| D | Barely meets any guidelines or expectations and is riddled with grammatical, content, form, and organizational errors. |
| F | Unacceptable in every way. Does not meet guidelines or expectations. Is unintelligible and in-cohesive. The grammatical, formatting, and content errors overpower the work. An F essay lacks a thesis statement with a central idea, does not relate to the assigned topic, paragraphs lack a clear organization plan, sub-points and subtopics are not clearly developed, there are at least 3 Type I errors (an Automatic Failure), the essay contains numerous Type II and/or Type III errors, a limited vocabulary is employed and/or words and sentences are used incorrectly, inaccurately, and unidiomatically, the essay lacks consistent voice and appropriate tone, sentence structure is rudimentary, monotonous, or tangled, and the essay is brief. |

**Course Components/Class Work**

APA title page and abstract page assignment 2%

APA Quiz 5%

Survey Questions (4X) 4%

Primary Source Mini-Study Essay 10%

Find an APA study, post it or a picture, and format the study in APA on a reference page 2%

Bibliography 5%

Literature Review Essay 8%

Personal Research Essay 10%

Analytical Research Essay 15%

Group Essay Outline, Primary Sources Described; Group Survey Questions 2%

Argumentative Essay 15%

Post Secondary Sources on a References page in APA 2%

IMRAD Research Essay 15%

 IMRAD PowerPoint Presentation 5%

**Disclaimer:** While the required formatting for all final essays is APA, many professors in Criminal Justice, Social Sciences, and Nursing have their own formatting preferences beyond those of standard APA requirements. When taking other classes and relying upon APA or any other formatting, be sure to check with each professor so you understand their personal preferences and guidelines (two spaces after each period, extra space between paragraphs, no running header, no introduction of sources, etc).

**Calendar**

M 1/8 – Introduction; GAVIEW; Assignments; Research Tips; Thesis

F 1/12 – **Post** **APA title page and abstract page assignment to GAVIEW by 5pm**

M 1/15 – MLK Jr holiday

F 1/19 – **Complete** **APA Quiz on GAVIEW by 5pm**

M 1/22 – Primary Research Assignment; citing primary sources; creating survey questions on Surveymonkey (use two surveys if need be = more than 10 questions)

F 1/26 – **Survey Questions Round One due by 5pm** (10-15)

M 1/29 – In class surveys; review assignment

F 2/2 – **Primary Study Essay Due by 5pm**

M 2/5 – Bibliography and Literature Review Assignments; References

F 2/9 – **Find a study for final exam essay topic, post the document/picture to GAVIEW, and format the source correctly in APA on a References page by 5pm**

M 2/12 – Meet in library

F 2/16 – **Bibliography due by 5pm**

M 2/19 – Discuss Literature Reviews

F 2/23 – **Literature Review due by 5pm**

M 2/26 – Personal Research Essay; References; Citing primary and secondary sources

F 3/2 – **Survey Questions Round Two due by 5pm**

M 3/5 – In class surveys: review Personal Research assignment

F 3/9 – **Personal Research Essay due by 5pm**

*M 3/12 – F 3/16 Spring Break*

M 3/19 – Analytical Research Essay Assignment

F 3/23 – **Survey Questions Round Three due by 5pm**

*Friday March 23rd – last day to drop*

M 3/26 – In class surveys; review Analytical Research assignment

F 3/30 – **Analytical Research Essay due by 5pm**

M 4/2 – Argumentative Research Assignment; working with others; form groups

F 4/6 – **Group Essay Outline, Primary Sources Described; Group Survey Questions due by 5pm**

M 4/9 – Argumentative Research essay groups meet; in-class essays

F 4/13 – **Argumentative Research Group Essays due by 5pm (one post per group)**

M 4/16 – IMRAD Study Assignment

F 4/20 – **Survey Questions Round Four due by 5pm**

M 4/23 – In class surveys; final IMRAD review

F 4/27 – **Post Secondary Sources on a References page to GAVIEW due by 5pm**

M 4/30 – Last day of class – Finish Surveys; Work on essays and presentations

**IMRAD Essay and PowerPoint presentation due Monday, May 7th from 7:30-9:30am**

# I**. IMRAD Research Essay** (3 primary sources, 3 secondary sources,

# APA, title page, 1500 words, graph and/or chart)

**II. 2-3 minute PowerPoint Presentation on IMRAD Report Due**:

1. Title slide
2. Introduce topic, why you chose your topic, and the topic’s relevance (1-2 slides)
3. Present what scholars have said (1-2 slides)
4. Present your significant questions and findings (2-3 slides)
5. Analyze you findings (1-2 slides)
6. References (1 slide)

**Emergency Instructional Plan**

If the college is closed for inclement weather or other conditions – and if we do not physically meet as a class, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings and assignments. Then, check your email, GAVIEW, and/or the DSC Portal for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments/comments or post links to GAVIEW because of loss of power, please continue to follow the assigned readings and activities, complete *all* exercises and assignments, and bring written activities and proof of assignment completion to the next class meeting. If conditions allow, I will load PowerPoints and documents of missed lecture to GAVIEW, and I will be available to answer questions through email and phone. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

**Keep in mind that this syllabus is a contract of class expectations, and, by staying in the course, you agree to abide by the dictates laid out in the syllabus. The class basics and expectations are subject to change based on the needs of the course.**