

ENG 200 Writing II
Sections 302 & 305
Caudill College of Arts, Humanities and Social Sciences
Morehead State University

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COURSE MATERIALS/TEXTBOOKS:

Austin, Michael. *Reading the World: Ideas That Matter*. 2nd ed. New York: W.W. Norton & Co., 2010. ISBN: 978-0-393-93349-9. **Required.**

PURPOSE OF COURSE/CATALOG DESCRIPTION

Prerequisite: successful completion of Writing I. An exploration of diverse texts with an emphasis on articulating written responses to these works from interdisciplinary perspectives. Building on information-literacy skills developed in Writing I and other general education courses, students read, analyze, and evaluate diverse cultural texts from different perspectives to find connections across the natural sciences, the social and behavioral sciences, and the humanities.

This course satisfies the Core Writing II general education requirement.

APPROVED UNIVERSITY GENERAL EDUCATION STUDENT LEARNER OUTCOMES

1. Read college-level critical, creative and technical texts for comprehension (1b).
2. Write effectively for a variety of target audiences using conventions associated with standard English (1c).
3. Employ current technologies to locate, analyze, evaluate and use information in multiple contexts and for a variety of purposes (2a).
4. Thoughtfully analyze and evaluate diverse points of view (2c).

LEARNER OUTCOMES: Students will at the completion of the course be able to:

1. produce a sustained piece of writing related to a specific text that maintains a clear focus with all parts working together to achieve a definite purpose or to develop a single dominant idea;
2. locate through library resources and current technology peer-reviewed sources appropriate to their exploration of a given topic;
3. write a summary of published research on a specific text;
4. integrate source material within an essay of their own, keeping the borrowed content clearly subordinate to their distinctive purpose and line of reasoning and using discipline-appropriate source citations;
5. produce written texts that conform to standard academic English;
6. read and apply critical reasoning to texts from the world cultural heritage;
7. articulate ethical positions in response to texts from the world cultural heritage; and
8. analyze the use of inductive and deductive reasoning in an argumentative text.

INSTRUCTOR LEARNER OUTCOMES

1. Develop genre awareness
2. Become a more reflective communicator
3. Increase understanding of the process of joining a discourse community

CLASSROOM POLICIES:

Attendance/Participation Policy: All assignments are due by posted date. Late work will be accepted but grade will drop by a letter grade for each week an assignment is late.

ADA Compliance Statement: Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/. [NOTE: It is the student's responsibility to inform the instructor of any special needs before the end of the second week of classes and to provide appropriate documentation.]

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.

PLAGIARISM: Plagiarism is the act of claiming the work of another as your own which includes not properly documenting sources and inspirations. Penalties will vary depending on the severity of the violation as determined by the instructor and include failing the assignment and the course.

ASSESSMENT:

Assignment	Min. Words	Weight	Work Schedule	Due
Literacy Reflect. (Pt. 1)	500	5%	Weeks 1-2	Aug. 31
Class Ann. Bib.	100	5%	Weeks 1-3	Sept. 7
Proposal	500	5%	Weeks 3&4	Sept. 14
Class Reading				
Disc. Leader		5%	Weeks 4&5	Sept. 21
Disc. Part.		5%	Weeks 6&7	Oct. 5
Literature review	500	15%	Weeks 6-8	Oct. 12
Midterm	500	5%	Week 9	Oct. 19
Report	1000	15%	Weeks 9-11	Nov. 2
Library Quiz		5%	Weeks 11-13	
Analysis	1000	15%	Weeks 12-14	Nov. 23
Blog	750	10%	Weeks 15&16	Dec. 7
Literacy Reflect. (Pt. 2)	1000	5%	Weeks 3-17	Dec. 14
Final	500	5%	Week 17	Dec. 14

GRADING POLICIES: 90 – 100% is an A, 80-89 % is a B, 70-79% is a C, 60-69% is a D, and 59% and below is an E.