

ENGLISH 358
WRITING IN
THE
HUMANITIES
AND SOCIAL
SCIENCES

Fall 2020

3 credits

Course
Description

General
Education
Outcomes

Course Goals



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ENGL 358. Writing in the Humanities and Social Sciences. 3 Credits.

Theory and practice for writing multiple genres in the humanities and social sciences. Prereq: ENGL 120, Junior standing.

Students will be expected to have the necessary background/course work to read cultural documents, as well as write professional documents. We will examine a variety of critical lenses and learn to apply them to texts. In the process we will consider the ways meaning is made through text and visuals among varied writers, audiences, and contexts, looking for complex layers of meaning in text, and understanding other perspectives as you write or read. This course has been approved for the General Education category Communication, and is organized around Gen Ed Outcome C: Communicate effectively in a variety of contexts and genres, using a variety of communication skills to:

- Effectively communicate analysis, knowledge, understanding, expression and/or conclusions
- Skillfully choose high-quality, credible, relevant sources
- Use appropriate conventions in a variety of communication situations
- Demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

Advanced course: As an integral part of your degree, strive to meet the tenets of the liberal arts education that NDSU offers, and the “improvement, discipline, or free development of the mind or spirit” by studying and practicing language and written conventions for public, academic, and professional audiences.

English Department’s Upper Division Writing Goals

- Students will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.
- Develop professionalism in self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.
- Become well-versed in the discourse and generic conventions of writing in the humanities and social sciences.

Writing development

By the conclusion of the course, students need to:

- Demonstrate the writing process through inventing, organizing, drafting, editing, presenting, and revising.
- Participate effectively in groups with active listening, critical and reflective thinking, and audience-centered responding.
- Locate, evaluate, and synthesize diverse academic sources.
- Construct logical and coherent arguments.
- Respond critically via discussion and writing.
- Employ syntax appropriate to academic disciplines.
- Select appropriate communication choices for specific audiences.
- Use appropriate style to responsibly document information.

Policies

Anti-Discrimination Policy: "North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, (701) 231-7708."

Plagiarism

The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Academic Dishonesty Defined: All work must "respect the intellectual rights of others. Statements lifted verbatim from publications must be cited as quotations. Ideas, summaries or paraphrased material, and other information taken from the literature must be properly referenced" (Guidelines for the Presentation of Disquisitions, 4).

English Department Policy about Plagiarism: Instructors in the English department try to distinguish between inadvertent and deliberate plagiarism. Initial instances of inadvertent plagiarism will be pointed out and revision will be expected; deliberate plagiarism may result in zero for an assignment, and possibly an F for the course. For more details: <http://www.ndsu.edu/ndsu/english/view.php?ArtID=165>

Specific student populations

Veterans and Students in the Military: If you find you are needing assistance with anything pertaining to the course or your academic pursuits, I encourage you to get in touch with me or go to www.minnesota.edu/veterans

Americans with Disabilities Act for students with special needs: Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the [Disability Services Office \(www.ndsu.edu/disabilityservices\)](http://www.ndsu.edu/disabilityservices) as soon as possible.

Staying in communication

Email Responses: You can expect me to answer email M-F; I will check my email at least once a day during the workweek, but I might not on holidays or weekends.

Participation

Paying careful attention to Bb announcements will be the most efficient way to find updates and answers to your questions.

Classroom conduct: Upper Division Writing classes are pre-professional classes; a significant amount of the work you do will be about learning to communicate as a professional. To further emphasize this point: treat the course as a professional environment, so act as you would in such situations and keep cell phones put away, communication civil, and emails formal.

Attendance

According to NDSU Policy 333 attendance in classes is expected (www.ndsu.edu/fileadmin/policy/333.pdf). If class is missed it is the student's responsibility to get caught up on notes with the help of other students and/or by reviewing the content posted on Blackboard.

Writing Program Attendance Policy

Attendance is required in all NDSU writing program classes. All sections adhere to the following policy regarding attendance:

- A student may not miss more than 3 weeks of unexcused absences.
- A student may not miss more than 4 weeks of class total, due to a combination of unexcused and excused absences.
- If a student exceeds the limits delineated above, they will automatically fail the class.

In this section of English 325, the above policy translates to missing no more than 3 days of class for unexcused reasons, and no more than 4 days of class for a combination of excused and unexcused reasons. Exceeding these limits will result in automatic failure for this course. If you anticipate that absenteeism will be a problem for you, please consider taking a section of this course that will better work for your schedule, i.e., a section with a different daily schedule, an online section, or a section in a later semester.

Attendance Breakdown

Until the 4th excused absence, there is no penalty for excused absences. In addition to the previous requirements, a student's final grade will be affected as follows for unexcused absences:

Perfect attendance	+10 bonus points
1 st unexcused absence	-5 points
2 nd unexcused absence	-10 points
3 rd unexcused absence	Automatic failure
4 th excused absence	Automatic failure

Excused vs. Unexcused Absences

The writing program differentiates between excused and unexcused absences as follows:

- Unexcused absences include all other absences. Work missed during an unexcused absence may not be made up.
- Excused absences are covered by NDSU University Senate Policy, [Section 333: Class Attendance and Policy and Procedure](#). These absences include university sanctioned events, pregnancy, religious observations, and legal or military/veteran obligations or duties. Work missed during an excused absence may be made up within a reasonable amount of time.

Procedure for Excused Absences

For excused absences:

- Students must notify me of known excused absences within the first 3 weeks of the semester. If unexpected excused absences occur, students must notify me as soon as possible prior to the absence.
- In the case of all excused absences, students must establish with me, as soon as possible, amended due dates for missed coursework. While I will provide accommodations whenever possible, please note that the university policy recognizes that “sometimes an assignment is impossible to make-up.”

If you have an unexcused absence:

I encourage you to contact me or your peers to find out about what you must do to stay caught up in the course. While some coursework may not be made up, I will still do my best to help ensure that you are on track to succeed in this course if you reach out to me. No matter your reason for missing class, communicating with me (in person or via email) is always the best way to stay engaged in the course and increase your success.

For an absence to be excused, you must follow this process:

- You must notify me of an excused absence (or set of absences) within the first 3 weeks of the semester, or as soon as you know about the absence. If notification does not occur in advance and was foreseeable, the absence will be counted as unexcused.
- You must notify me of your absence in person when documentation is required, and also via email. I will reply to confirm that I received your notification and to provide instructions/deadlines for missed work. If you do not receive a reply, please resend your email.
- For excused absences based on university-sanctioned events/activities, legally mandated activities, and military/veteran duties or requirements, you must provide documentation to me in advance in order to verify your participation.
- To receive credit for in-class writing/process work during excused absences, you must email me or meet with me at least one class day prior to your absence to determine the work you must complete and how it should be submitted.
- To receive credit for all other course requirements, you must email me or meet with me at least one week prior to your absence to determine how and what work you must complete.
- In general, all work for this course must be submitted on the day when it is due for the rest of the class. Some exceptions may be made on a case-by-case basis.
- If work is not completed according to the deadline we agreed upon, penalties will be applied as described elsewhere in this syllabus.

Attendance Matters

Why the Writing Program Values Attendance:

You may wonder why the NDSU writing program places so much value on attendance, so please note that regular attendance:

- Correlates positively with student success in our courses.
- Helps students achieve the goals of our courses.

Is a first step for true participation and engagement in our courses.

Fosters a positive classroom community, particularly in small classes such as ours where regular interaction with one’s peers is expected.

Develops professionalism. Students who attend class regularly are adopting habits of mind that enable them to succeed professionally.

In addition, research has shown that writing is a process-based, social activity. Our classes aim to create the kind of learning environment that will provide students the benefits of going through a writing process to produce larger written texts and interacting with peers to learn from one another, understanding that:

- Writing is a process. Writing development occurs, in part, through regular writing practice—and all acts of writing are not the same, so it's important to practice different writing concepts or skills over time. We provide many opportunities for writing practice in class. Subsequent homework, essays, or later class activities will presume that you have had that initial in-class practice with a key concept or skill. Missing class can set you back or confuse you when you are asked to draw upon previous in-class practice. Final written texts may not be as strong without knowledge of, and practice in, the key writing concepts or skills introduced in previous class sessions.
- Writing is a social act. Writing development occurs, in part, through interaction with others. Talking through ideas for writing can help one develop ideas, identify new avenues for exploration, and recognize the benefits or limits of a particular line of thinking. Students in a writing class learn from each other and gain practice at being thoughtful readers of writing. Our classes include many small-group activities and opportunities for peer review, which cannot easily be replicated outside of class. Missing class can affect the overall quality of final written texts, because they do not benefit from developing in response to the perspectives of other readers/writers.

Phone Use

Cell phone use: Among other courtesies, practice professionalism and keep your phones turned to vibrate or silent, put it out of sight during class meetings, and refrain from texting or using social media on your other digital tools, unless I have specifically given you time to complete class work on your computer. Consequences for failing to adhere to this policy may include being marked absent for that day.

Bb Use

Logging onto Bb: I also expect you to log onto Bb daily M-F, at least once a day during the workweek, but you don't necessarily have to on holidays or weekends. You should at least be checking announcements each day, and although you might not see anything new, you will know you are not missing any important content, directions, or updates.

Use approved
formats; make
sure to
complete your
posts

Submitting Assignments: All assignments need to be submitted to Bb.

- All assignments must be submitted in either .doc, or .docx.
- You will not receive credit for on-time submission if the file format is not approved by Blackboard. When you post, you can see what I will see and know if I won't be able to access the document. You are responsible for submitting correctly.

Turn in work on
time

Late Work: Late work is not accepted. **Plan ahead to meet the deadlines.** If you miss a due date, you earn a zero for that assignment. Please note you automatically earn a D in the course if you fail to submit the major projects.

Follow the
extension
procedures

Extensions: You may request an extension and you do not have to wait to hear back from me—if it is **not** a DB or GDB assignment, I will approve your extension for up to one week. Please make the request:

- via email,
- at least one day prior to the due date,
- and include the projected submission date (no later than 1 week)
- **copy and paste our email exchange into the comments on Bb.**

Once you have sent the email, you can consider your request approved. Please note that submitting work past the due date means that you will get feedback and grades later than students who turned in their work on time. If I notice that you are asking for several extensions, I might deny your request. Work to keep up with the schedule of the course.

Revision is
assigned; be
prepared for
the time-
consuming work
it requires

Students can sometimes get caught up *editing* (trying to fix surface errors like commas), when they should be *revising* (focusing on things like including missing content or creating better transitions between ideas). Work to revise content first; only *after* completing global work should you look at editing.

All writers need to get good at taking feedback from readers and applying those responses by adjusting their work. In this course, you will have several opportunities to get feedback both from me and your peers before your work is graded. Please note: although it is time-consuming and challenging, posting revisions does not guarantee additional points; grades are for achievement.

Expectations

In addition, I expect that you will

- Save and back up ALL of your work; practice knowledge management.
- **Show respect for your classmates, their ideas, and writing. Learning to protect diverse perspectives is an important outcome.**
- Take responsibility for your learning. I am happy to clarify assignments with you, so ask for what you need.
- Take responsibility for your progress. It's my responsibility to provide you feedback. You are responsible to keep track of that feedback and improve your skills by making the adjustments.
- Work hard at giving and receiving constructive feedback. Classmates will appreciate your respectful criticism.
- Be observant, thoughtful, and curious. Practice thinking more deeply about issues that matter to you, developing your intellectual curiosity.
- Be prepared to revise, and revise again. Revision is one of the most useful ways to grow as a writer.
- If you are confused or having trouble keeping up talk to me. I want you to succeed, so I need to know how to help.

Required
Texts and
Materials

Course texts:

- *Writer/Designer* Ball, Sheppard, Arola (2018)
- Course specific readings and lessons available on Blackboard
- All announcements I send via Bb
- Schedule and Due Dates: Please keep track of due dates for yourself.

Fixed Grading
Scale

Assignments

Course total:
1000

Course materials:

- Computer with internet
- Email access
- Netflix access
- Microsoft Word for all assignments (free to NDSU students)

You are earning your grade each day, not just at the end of the semester.

A 900-1000; **B** 800-899; **C** 700-799; **D** 600-699; **F** 599 and below

A=complete in content, perfected in editing, citation, and presentation.

B=complete in content, working on editing/citation and/or presentation.

C=partial content, working on editing/citation/ and/or presentation.

D=completely missing at least one element.

F=failure to attempt assignment or complete on time. Not revisable.

Please focus on writing about and reflecting on the process of writing. This semester, I will be interested in your process of working through the course, as much as the writing you produce.

Full credit upon completion:

Syllabus guide (20)

Email assignment (15)

Playlist Project assignment sheet annotation (20)

Song Saga assignment sheet annotation (20)

(8) Lessons (80)

Playlist tracks rough draft (RD) (20)

Playlist Cover art (RD) (20)

Playlist Reflection (RD) (20)

Song Saga Presentation (initial grade) (50)

Song Saga Presentation for The Showcase of Student Writing (50)

Credit for achievement:

Class participation (150)

(3) Discussion board (DB) posts (60)

(3) Group discussion board (GDB) / peer review (PR) (45)—no extensions

(7) Blackboard (Bb) Journal (70)

Playlist revision for peer review (25)

Song Saga Proposal (50)

Final Playlist (50)

Final Song Saga (100)

Final Portfolio (60) and Final Assessment Letter (75)

358 Fall Session Schedule

Assignments due before you come to class on the specified day.

Week One Wednesday, 8.28 By Friday 8.30	Class begins. Complete the syllabus guide to help orient yourself in the course. Send the email assignment.
Week Two Monday, 9.2 By Wednesday, 9.4 By Friday 9.6	No NDSU Study: Lesson 1: Implicit bias, privilege, oppression. Read chapter 1, and Alynda Segarra's "Call to Folk Singers: Fall in Love with Justice" Catch up on reading from Wednesday. Quiz on "Folk Singers"
Week Three By Monday 9.9 By Wednesday 9.11 Friday, 9.13	Read Dorian Lynskey "Strange Fruit: the first great protest song." Research lynching. Read, annotate, and upload the Playlist assignment sheet. Read chapter 4 of the textbook. Respond in your Bb journal 1. Study: Lesson 2: Purpose. Begin the Playlist: steps one-two of the assignment; gather sources. Respond in Bb journal 2.
Week Four By Monday 9.16 Wednesday, 9.18 By Friday 9.20	Watch "We Shall Remain Wounded Knee" (PBS): https://www.youtube.com/watch?v=Opbxnuw0Dw0 Post on DB 1, answering the directed questions. Reply on DB 1. Study: Lesson 3: Genre. Read chapter 3. Research "civil rights" + specific population from DB list. Respond on DB 2, answering the directed questions.
Week Five By Monday 9.23 Wednesday, 9.25 By Friday 9.27	Reply on DB 2. Study: Lesson 4: Audience. Read chapter 5. Research, compile, and upload your best draft of the track list. Research, compile, and upload your best draft your cover art.

<p>Week Six By Monday, 9.30</p> <p>By Wednesday, 10.2</p> <p>By Friday, 10.4</p>	<p>Research, compile, and upload your best draft of the reflection.</p> <p>Study: Lesson 5: Revision, editing, proofreading.</p> <p>Respond in your Bb Journal 3. Introduce yourself on the group discussion board (GDB). Revise your Playlist Project, based on my feedback.</p>
<p>Week Seven By Monday 10.7</p> <p>By Wednesday 10.9</p> <p>By Friday, 10.11</p>	<p>Post the complete Playlist Project to the GDB. Bring a hard copy to class.</p> <p>Study: Lesson 6: Effective peer review.</p> <p>Post your peer reviews of the GDB Playlists.</p>
<p>Week Eight By Monday 10.14</p> <p>By Wednesday 10.16</p> <p>By Friday, 10.18</p>	<p>Respond in your Bb journal 4. Begin editing your complete Playlist.</p> <p>Complete the mid-term course evaluation.</p> <p>Revise and post your Playlist Project for a grade.</p>
<p>Week Nine By Monday 10.21</p> <p>By Wednesday, 10.23</p> <p>By Friday, 10.25</p>	<p>Read, annotate, and upload the Sound Saga assignment sheet. Read chapter 2.</p> <p>Study: Lesson 7: Style.</p> <p>Respond in your Bb journal 5. Begin the Sound Saga, completing steps one and two.</p>
<p>Week 10 By Monday, 10.28</p> <p>By Wednesday 10.30</p> <p>Friday, 11.1</p>	<p>Read Chapter three of the textbook, and Todd Craig “Jackin’ for Beats.”</p> <p>Study: Lesson 8: Reading with and against the grain. Read chapter 6.</p> <p>Compile research for step three.</p>
<p>Week 11 By Monday, 11.4</p> <p>By Wednesday, 11.6</p> <p>Friday, 11.8</p>	<p>Watch “Homecoming” (Beyoncé) on Netflix. Respond on DB 3, answering the directed questions.</p> <p>Reply on DB 3. Read chapter 7 and Rickford and Rickford “Singers, Toasters, and Rappers.”</p> <p>Read Alexander Billet “Rough Theses on to Pimp a Butterfly.”</p>

<p>Week 12 Monday, 11.11</p> <p>By Wednesday, 11.13</p> <p>By Friday, 11.15</p>	<p>No NDSU</p> <p>Research, compile and upload your Sound Saga Proposal.</p> <p>Work on the Sound Saga.</p>
<p>Week 13 By Monday, 11.18</p> <p>Wednesday, 11.20</p> <p>Friday, 11.22</p>	<p>Respond in your Bb journal 6.</p> <p>Work on your Song Saga.</p> <p>Work on your Song Saga.</p>
<p>Week 14 By Monday, 11.25</p> <p>Wednesday, 11.27</p> <p>Friday, 11.29</p>	<p>Work on your Song Saga.</p> <p>No NDSU Happy Thanksgiving 😊</p> <p>No NDSU</p>
<p>Week 15 By Monday, 12.2</p> <p>Wednesday, 12. 4</p> <p>Friday, 12.6</p>	<p>Respond in your Bb journal 7. Revise Sound Saga</p> <p>Optional sign up for conferences during Dead Week. Prepare your Song Saga for the showcase.</p> <p>Prepare your Song Saga for the showcase.</p>
<p>Week 16 By Monday, 12.9</p> <p>Wednesday, 12. 11</p> <p>Friday, 12.13</p>	<p>Revise and post your Song Saga for a grade. Present Song Saga at The Showcase of Student Writing.</p> <p>No class, optional conferences</p> <p>No class</p>
<p>Week 17 Monday, 12.16, by</p>	<p>Submit your final portfolio by 3pm. No late portfolios will be accepted. *Leave a note if you want your portfolio returned next semester. Complete the formal course evaluation through the link in your email.</p>