

English 300, Advanced Writing / Connect
Semester & Year

Instructor:

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University Studies Program Website: <http://www.uwosh.edu/usp>

Required Handbook:

Reading List

UNIT ONE: Readings on Liberal Education, including

- UWO's statement of core values;
- UWO's list of Essential Learning Outcomes;
- AAC&U's description of liberal education;
- Three texts and/or videos from the shared list of texts for this unit created by the Connect Committee.

UNIT TWO: Nonfiction Selection

Statement about how the Signature Questions offer lenses on this reading:

Course Description

English 300, Advanced Writing / Connect will use the three signature questions of UWO's University Studies Program (USP) as tools for analyzing, researching, and composing arguments about contemporary public issues:

- How do people understand and engage in community life?
- How do people understand and create a more sustainable world?
- How do people understand and bridge cultural differences?

Writing will be your primary mode of inquiry in this course. You will undertake multiple, interconnected writing tasks to critically examine issues in liberal education; and you will connect educational experiences to your future roles as a citizen and professional.

The first unit of this course will engage you in a broad discussion of the purpose of a liberal education through shared readings, class discussion, and reflective writing. We will examine historical and contemporary perspectives about the function and value of liberal education, particularly in relation to colleges and universities' efforts to promote responsible global citizenship.

The course's second unit will apply a number of perspectives to local, national, and global public issues. Through shared readings, class discussion, and analytical writing, you will compare diverse perspectives on local, national, and global issues. At this point, you also will begin your own research, assembling a multi-disciplinary annotated bibliography with a critical analysis of the way that the sources approach the issue similarly and differently.

You will compose a minimum of 6000 words during the semester, of which at least 2500 will be based on sustained analysis and researched of a significant topic or issue. Researching, writing, and revising multiple drafts of a final 1800-word researched essay will comprise the final unit of the course. This essay will explore an answer to a specific research question about a particular public issue of local, national, or global importance and make an argument for a specific perspective about the issue based on your research. These relationships will be established through your interdisciplinary investigation of the issue, which may include participant observation, interviews, and study of published popular and scholarly sources.

Learning Outcomes

To accomplish these broad goals, you will focus on:

1. **Understanding** the knowledge, skills, and attitudes central to UWO's essential learning outcomes and the University Studies Program's three signature questions.
2. **Adapting** skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.
3. **Evaluating** the effectiveness of the signature questions as lenses for investigating topics of local, national, or global importance.
4. **Developing** a researched essay that connects and differentiates between perspectives from multiple fields of study.

The Value of Integrative Learning

English 300 will involve actively synthesizing connections between multiple written perspectives and human experiences to deepen understanding of select common issues. Writing is focused on identifying and solving problems.

To provide a common language for this central course endeavor, the following rubric will be helpful:

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Integrative Learning Value Rubric: <http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf>



All sections of English 300, Advanced Writing / Connect will include common required, graded writing assignments. However, individual instructors develop their own written, digital, visual, oral, and researched activities to complement and connect to these assignments. The schedule of all assignments varies by section.

Common Assignments for all Sections of English 300

Unit One: Reflecting on Liberal Education

This unit has two parts

1. Liberal Learning: Reader's Response

To begin synthesizing connections between multiple written perspectives, human experiences, and common issues, you will create a 500-word response essay about your liberal education. This essay will select from and address issues raised by one or more of the initial course readings.

As a capstone of your general education at UW Oshkosh, English 300 will invite you to critically consider the notion of liberal education and debates about liberal education's value, form, purpose, and relation to responsible citizenship. According to the Association of American Colleges and Universities, "liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides you with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps you develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

Through short readings, you will be provided with an overview of contemporary perspectives on the purpose and value of a liberal education. This overview will lead us to discuss particular, sometimes competing, views about the function of higher education and problems within it. These discussions will provide a context for reflecting on your own experiences with liberal education. The primary purpose of this reflection will be to examine how (or whether) liberal education has prepared you for lifelong responsibilities as a global citizen, particularly UWO's core responsibilities of sustainability, civic knowledge, and intercultural knowledge and competence.

2. Narrative Discovery Essay: Unit One

The context for this essay is the previous unit on liberal education. The purpose of this essay is to reflect honestly on a moment of conflict or self-doubt from your college career to this point, and connect that conflict to a solution that required the consideration of weighing options and possible outcomes, be they moral, ethical, personal, or professional.

Identify an educational conflict that has arisen during the time that you have been enrolled in the university. Conflicts are personal and internal, involving individual choices, uncomfortable decisions, and self-realizations that lead to consequences. Be honest. The purpose is not to make yourself look good, but to make yourself look human. This conflict will serve as your guiding question for the piece. You will be writing to discover what you do not yet understand about this conflict.

You will write an essay that describes the moment of conflict and reveals your personal journey toward self-realization. The essay is both personal and public: your readers are seeking insights about who you are as a person, and how you have integrated and interpreted your experiences of liberal education as a student at UW Oshkosh.

Once you have isolated a single experience or critical moment that you can describe thoroughly, create a narrative around it that critically examines the importance of this educational moment and aligns it with your educational growth. Describe how you resolved the conflict (or set it aside to deal with later) and how you continue to grow. Questions that you might bring to bear on the moment are: What realizations about your educational experiences did you come to as a result of the event or the moment in your life? What were the consequences of the realizations that you made? What skills or abilities have you learned that help resolve the conflict? How did work, volunteer, or classroom experiences enable you to gain new perspectives and deepen your understanding of a problem? Are there campus, community, extra-curricular, or work experiences that contributed to your insights?

While this is a narrative essay, it should make a point. The essay should be about something specific and have a meaning that the readers can understand.

Your essay will be evaluated with the *Integrative Learning Value Rubric*. Integrative Learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Integrative Learning Value Rubric: <http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf>

Unit Two: Discovery & Synthesis

This unit has two parts

For Unit Two, your instructor has selected a common text for study and response. Research and writing are a conversation, and thus this reading will suggest topics for you to investigate through further research and writing. It is the departure point for independent inquiry.

1. **Annotated Bibliography.** Prepare an annotated bibliography of peer-reviewed, multi-disciplinary, published sources related to a local, national, or global issue of your choice.

- A. Select a topic that applies to your reading in Unit Two, and one that will propel you to continue investigating through Unit Three.
- B. Seek a minimum of 6 reliable resources that demonstrate multiple perspectives on the topic, drawing from databases and reference works that offer perspectives on as many of the following areas as possible:
 - Economy
 - Society, including populations and social institutions
 - Environment
 - Culture, including arts, music, and humanities
 - Technology
 - Information and communication
 - Government and laws
- C. Annotate each source in a paragraph of four to five sentences.

2. **Analytic Cover Essay** (700 words). After carefully reading your source material in full so that you know the extent to which the authors explore the topic, evaluate the effectiveness of the different perspectives. Compare and contrast the sources from the annotated bibliography to examine how they approach your chosen issue similarly and differently. The essay should open with a statement of your research topic and purpose.

Evaluation of Unit Two

- Your annotated bibliographies will be evaluated on the depth, breadth and appropriateness of their sources; the detail and clarity of their annotations; and the correctness of their citations.
- Your analytic cover essay will be evaluated on its use of a clear main idea about the sources, its use of detailed supporting examples, its clarity, and its organization.

Unit Three: Researched Essay (1800 word minimum)

The researched essay will provide you with the opportunity to articulate a perspective on an issue of local, national, or global importance. Your essay will be developed through a process of evaluating resources, differentiating between multiple perspectives, and synthesizing your research.

Evidence for your perspective should be supported by secondary sources that address the multiple perspectives represented by UW Oshkosh's essential learning outcomes: sustainability, civic knowledge, and intercultural knowledge. These include investigating:

- Economy
- Society, including populations and social institutions
- Environment
- Culture, including arts, music, and humanities
- Technology
- Information and communication
- Government and laws

This essay will be evaluated on your engagement in the research, drafting, and revision process, as well as on textual criteria that the class determines together.

ePortfolio

English 300 will conclude by priming your ePortfolio to become an ePortfolio Presentation. The steps involved in this process are:

1. Upload Narrative Discovery Essay (English 300)
2. Upload Unit Three Research Essay (English 300)
3. Create a Presentation in ePortfolio using the template provided.
4. Connect to the Presentation: Narrative Discovery Essay, Unit Three Research Essay, and 'artifacts' from other (performances, essays, photographs, webpages, recordings, and reflections).
5. Compose a short introduction that explains why you selected the material for the Presentation.

Your final course grade will also reflect your work in the following areas:

Class participation will include vocal contributions to large-group and small-group discussions, written and vocal comments during peer review of writing, an informal presentation of your researched argument synthesis essay, and in-class writing exercises. An 'A' class participation grade cannot be earned by just attending all classes. You should aim to contribute vocally to every class session. If you don't volunteer contributions, I will prompt you to. Exemplary class participation involves coming to class prepared to share your questions and ideas about the assigned readings; making connections between the readings and your life and other texts and contemporary culture; and prompting class discussions.

Attendance & Late Work: Since this is a discussion-based course, your attendance at every class meeting is crucial. If you miss class, you will inevitably miss valuable information and insights that will help you succeed in your coursework. In-class reading responses and writing exercises cannot be made up unless you inform me of your absence ahead of time. In addition, your final course grade will be negatively affected by every absence over two. Anyone with more than six absences will automatically fail the class, regardless of your written and classroom performance. Since you are allowed two absences without penalty, there are no excused absences for this class. Please communicate with me ASAP if for reasons of medical or family crisis you must miss more than two classes. Otherwise, you do not need to communicate reasons for absences. Please sign-in at the beginning of every class. If you arrive in class late, it is your responsibility to sign-in after class. If you come more than 10 minutes late, you will not be allowed to sign-in.



The Writing Center and Campus Resources: The Writing Center is a free tutoring service for all UWO students who would like help with university writing assignments. Staffed by undergraduate peer tutors and a graduate student intern, the Writing Center helps writers of all levels of expertise work through their writing process. Tutors can help clients understand and interpret assignments, generate ideas for their papers, organize their ideas effectively, express their ideas clearly, understand style and primary materials, and identify and correct errors. I strongly encourage you, no matter how confident you are with your writing, to take advantage of The Writing Center. Tutoring time slots fill up quickly. To schedule an appointment, see: <http://www.uwosh.edu/wcenter>.

Academic Honesty Policy: All written work for this course must be your own. The ethical use of source material—including scholarly and non-scholarly written sources, as well as interviews—is required for all forms of student writing in this course. Students will use in-text citations and a works cited page in MLA format to credit all written sources. If human sources are quoted or referenced, the writer must have permission to use their names or changes their names and note this. Plagiarism, whether intentional or unintentional, will result in a failing grade for student writing.