

**ENG 100 Writing I**  
**Caudill College of Arts, Humanities and Social Sciences**  
**Morehead State University**

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**COURSE MATERIALS/TEXTBOOKS:**

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's An Argument*. 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010. ISBN (with readings): 978-0-312-53861-3/ISBN (without readings): 978-0-312-53862-6

**PURPOSE OF COURSE/CATALOG DESCRIPTION**

*Prerequisite: 18 ACT English subscore or successful completion of ENG 099.* The course is designed to develop students' skills in reading introductory college-level texts with comprehension and critical awareness; writing effective academic prose; making use of current technologies to locate information relevant to select topics; and making effective and appropriate use of a modest number of sources in expository and persuasive/argumentative essays. *This course satisfies the Core Writing I for general education.*

**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 in the process of locating, analyzing, and evaluating and using information (2a).

**LEARNER OUTCOMES: Students will be assessed according to their ability to produce papers that**

1. synthesize information from two or more sources dealing with a common topic;
2. demonstrate critical thinking in analyzing and constructing arguments;
3. demonstrate facility with information literacy skills, including library research methods; Internet research techniques, or field research techniques;
4. make fair and appropriate use of work of others in illustrating and supporting claims;
5. document their use of sources according to MLA conventions;
6. demonstrate an understanding of the rhetorical skills related to discovery, arrangement, and style;
7. demonstrate awareness of audience and employ appropriate tone, diction, vocabulary according to the targeted audience and purpose;
8. adhere to the conventions appropriate to academic discourse, including standard grammar, mechanics, and usage;
9. demonstrate the ability to produce a coherent piece of writing shaped by a controlling idea; and
10. demonstrate the ability to write for different purposes, target different audiences, and employ a range of tactics (including appeals to ethos, pathos, and logos).

## **CLASSROOM POLICIES:**

**Attendance/Participation Policy:** Because of the participatory nature of this course, students are expected to prepare for and attend all classes. Failure to complete an assignment for a class meeting will count as an absence. **Five missed classes** will result in the lowering of the student's grade by one letter. **Six missed classes will result in a failing grade.** There are no "excused" absences—you are simply allowed four misses. This is not negotiable! Students who arrive after quizzes or in-class exercises are underway may not be allowed to make up the work.

**Tardy Policy:** Being responsible for your work includes arriving to class on time. If tardiness is a problem (after four), the following rule will be enforced: **two tardies constitute one absence.**

**Late/Makeup Work: Late work is not accepted.** This goes for homework exercises as well as for essays. Major assignments are announced in advance and must be submitted on the scheduled due-date. If you anticipate a problem or absence, make arrangements with me before the work is due.

**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 (Evangeline Day, [e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)) in the Enrollment Services Center Room 109-J (former Rowan County Board of Education building on the western edge of campus) or call 606-783-5188. See [www.moreheadstate.edu/acs/](http://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:** Any essay containing plagiarized material will receive a failing grade and may result in the student failing the course. Each of the following behaviors constitutes plagiarism:

1. Copying all or part of another paper.
2. Copying from a magazine, newspaper, book, online source or other printed material as if in your own words.
3. Changing only a few minor words in a quotation and presenting the material as if in your own words.
4. Allowing someone to write any portion of your paper.
5. Allowing someone to revise or correct your paper for you.

**Academic Honesty:** Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at

[www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf](http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf) (pages 11 & 39). Please also reference chapters eighteen (“Intellectual Property, Academic Integrity, & Avoiding Plagiarism”), nineteen (“Evaluating and Using Sources”), and twenty (“Documenting Sources”) in our textbook for additional information on how to avoid plagiarism.

### **CLASSROOM ETIQUETTE:**

Please turn off cell phones and keep them out of sight during class, unless instructed otherwise.

Please do not bring food, drink, or tobacco products to class.

Please show respect to others in the class by listening carefully and responding thoughtfully when others are speaking.

### **ASSESSMENT:**

#### **Required Components for General Education Assessment Across All Sections:**

- Four distinct writing assignments shaped by a controlling claim, of which at least one must be research based (to be completed late in the term and submitted for assessment), including the following: Three argumentative essays (Factual or Definitional, Evaluative or Proposal, and Causal) informed by research: an essay shaped by a controlling claim that integrates matter from a range of credible sources. A completed rough draft will be submitted for each essay, with the final copies of each essay (excluding the final research essay) being a minimum of 3 pages in length, not counting the works cited page.
- The final research essay (one of the four distinct writing assignments) should be a minimum of 4 pages (or 1000 words) in length and no more than 6 pages (or 1500 words) in length, not counting the works cited page. The essay should state a claim that reasonable people could disagree about. The essay should employ 3 to 5 credible sources at a minimum; these should be library resources located and selected with their appropriateness and authoritativeness in mind rather than readings from the course textbook. The sources should include, but not be limited to, a minimum of 3 periodical articles. Articles from sources such as *Time* and *Newsweek* could be appropriate, while scholarly, peer-reviewed sources should not be emphasized in ENG 100. A strong reliance on websites alone should be highly discouraged, and only those that can be verified as credible (i.e. .gov, .edu, .mil, .org) should be considered. Students should consult hard-copy (“print”) sources as part of a legitimate research process. A consistently used citation form should be in evidence, preferably M LA. This essay is to be weighted no less than 10% and no more than 30% of the final course grade.
- Students will complete a timed library research quiz to be administered on Blackboard during the three full weeks before Thanksgiving and the three full weeks after spring break (2a)—To be weighted 5% of the final grade.
- Students will complete a final examination consisting of a reading comprehension quiz administered on Blackboard (1b) and a response to an in-class prompt, both based on a common reading across all sections supplied by the department (1c), but not the same reading for each part of the final exam—To be weighted no less than 10% of the final grade.

#### **Additional Required Components**

- Coursework (including summaries, critical analyses, and syntheses; daily writing and class discussion based on reading assignments)
- Workshops (including responses to classmates’ writing and individual writing progress conferences with instructor)

## **GRADING POLICIES:**

<u>Assignments</u>	<u>Percentage of Final Grade</u>	<u>Grading Scale</u>
Coursework/Workshop	10%	90 – 100% is an A
Factual or Definitional Argument (Essay 1)	10%	80-89 % is a B
Evaluative or Proposal Argument (Essay 2)	10%	70-79% is a C
Causal Argument (Essay 3)	20%	60-69% is a D
Research-Based Argument (Essay 4)	30%	59% & below is an E
Timed Library Research Quiz	5%	
Final Exam (Parts 1&2)	15%	

### **Criteria for Grading Essays:**

An **A** essay demonstrates full understanding of researched academic writing; it possesses measurable excellence of thinking and writing in a particular genre (the piece of writing demonstrates complete understanding of the rhetorical requirements of a chosen genre, fully and coherently develops an interesting thesis, and is stylistically adept and grammatically appropriate); and it shows complete control of research conventions appropriate to a chosen topic (e.g., the ability to gather and summarize, effectively analyze and synthesize, and properly document information from primary and secondary sources that are relevant).

A **B** essay demonstrates significant progress towards full understanding of researched academic writing; it shows measurable development in thinking and writing in a particular genre (the piece demonstrates strong understanding of rhetorical requirements, coherently--though not always fully--develops an interesting thesis, and is stylistically adept in most areas and grammatically appropriate); and it shows significant progress towards control of research conventions (e.g., information may be gathered, summarized, and documented appropriately, but not always effectively analyzed or synthesized).

A **C** essay demonstrates some progress towards full understanding of researched academic writing; it contains merely competent writing and thinking (the piece demonstrates incomplete understanding rhetorical requirements, is somewhat focused and coherent [though the thesis is often trite or self-evident or significantly underdeveloped], and is stylistically unsophisticated and may have some grammatical problems); and it indicates limited control of research conventions (e.g., a general ability to gather, summarize, and document information, though not all sources are appropriate or relevant, and sources are frequently not analyzed and synthesized effectively).

A **D** essay demonstrates little progress towards understanding of researched academic writing; it contains less than competent writing and thinking (the piece fails to demonstrate understanding of many rhetorical conventions and lacks some combination of focus, coherence, development, and/or clear expression of ideas, as well as being marred by recurrent, serious usage problems); and it indicates very limited ability to employ research conventions (e.g., struggling to gather and summarize appropriate information, analyze and synthesize information effectively, or document sources properly).

An **E** essay demonstrates no understanding of researched academic writing, no development in writing and thinking, and no ability to employ research conventions (e.g., lack of appropriate information or plagiarism).

### **SCHEDULE OF ASSIGNMENTS:**

**ENG 100 Writing 1**  
**Morehead State University**

**Course Outline:** The following schedule is *tentative*: every class has its own pace and needs. All chapter references are to *Everything's An Argument*. Additional literature will be added to the course to coincide with materials in the course textbook and to assist with the composition of essays.

- Aug 15-17: Course Introduction  
Chapter 1—Types of Arguments  
Persuasive Appeals: Chapters 2, 3, 4 *“A Modest Proposal”*
- Aug 20-24: Position Essay—Take a position on a subject and argue for the credibility  
of your position  
Chapter 7—Structure  
Chapter 8—Argument of Fact  
Chapter 9—Argument of Definition  
Essay 1: Fact/Definition (Begin drafting stages)
- Aug 27-31: MLA Format  
Chapter 18  
Chapter 20  
Essay 1: Factual/Definitional (Finalize draft; edit MLA formatting)
- Sept. 3-7: *In-Class Writing Workshop*  
Essay 1 Revised Draft Due
- Sept. 10-14: MLA & Use of Sources  
Chapter 19  
**Essay 1 Due (Polished & Final)**
- Sept. 17-21: Multiple Source Essay—Identify a problem and propose a solution  
Chapter 10—Evaluative Argument  
Chapter 12—Proposal Argument  
Essay 2: Evaluative/Proposal (Begin drafting stages)
- Sept. 24-28: Research Sources  
Annotate and incorporate evidence into draft  
Essay 2: Evaluative/Proposal (Finalize draft; edit MLA formatting; submit draft)
- Oct. 1-5: *In-Class Writing Workshop*  
**Essay 2 Due (Polished & Final)**
- Oct. 8-12: ***Fall Break for East Jessamine High School***
- Oct. 15-19: Causal Argument Essay—Select a topic and defend your stance,  
synthesizing multiple sources  
Chapter 11—Causal Arguments  
Chapter 13—Style

Essay 3: Causal Argument (Begin drafting stages)

Oct. 22-26: Research sources for evidence (including counterevidence)  
Annotate and incorporate evidence into draft  
*\*Individual Writing Conferences (outline stage)*

Oct. 29- Nov. 2: **Timed Library Research Quiz**  
Essay 3: Causal Argument (Finalize draft; edit MLA formatting; submit draft)

Nov. 5-9: *In-Class Writing Workshop*  
**Essay 3 Due (Polished & Final)**

Nov. 12-16: Research-Based Argumentative Essay—synthesizing all writing elements learned throughout the semester, and following guidelines listed in the Required Components section of this syllabus.  
Chapter 6—Academic Arguments  
State a claim and begin research; *Individual writing conferences over proposals*

Nov. 19-23: **No Class—Thanksgiving Break**

Nov 26-30: Essay 4: LIBRARY RESEARCH WEEK  
Continue researching and annotating gathered sources  
Begin drafting stages of final research essay

### **Final Exam Period:**

Dec. 3-7: *In-Class Writing Workshop*  
Essay 4: Research Argument (Finalize draft; edit MLA formatting; submit draft)

**Final Exam** Parts 1&2—Reading Comprehension & Written Critical Analysis

*\* Bring blue exam book*

Dec. 10-14: **Essay 4 Due (Polished & Final)**