

**ENG 100 Writing I Syllabus
Morehead State University
Spring 2013**

Instructor: Tasha A. Bowlin
Office: Room 901
Office Hours: 1:30-3:30
Phone: 859-885-7240, Ext. 3195
Email: tasha.bowlin@jessamine.kyschools.us
Webpage URL: <http://mrsbowlin.weebly.com>

COURSE MATERIALS/TEXTBOOKS:

Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's An Argument*. 5th ed. Boston: Bedford/St. Martin's, 2010. 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 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 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).

COURSE OBJECTIVES:

1. To communicate accurately and effectively.
2. To locate, select, organize and present information effectively.
3. To think and reason analytically.
4. To improve individual writing style.
5. To practice appropriate documentation of sources.

METHOD OF INSTRUCTION AND ESSAYS:

We will discuss various styles and methods of argumentative writing, examining and discussing textbook readings in terms of both content and technique. For class discussions, **all** students are encouraged and expected to participate. Students will develop their critical reading and argumentative skills through the process of refining early drafts into improved final form. Students **must** hand in work at all stages of the writing process: topic exploration, initial drafts, revisions and final draft. The essays we write will be argumentative academic papers, grounded upon a clear position/thesis, logical supporting points and organization, and fully developed through the use of rational argument, audience appeals and supportive and effectively integrated researched information. Final drafts will be in proper MLA format, typed, and four to six pages in length. This course uses lecture, discussion, reading and writing assignments as well as peer reviews.

CLASSROOM POLICIES:

Attendance and Late Work Policies: 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. If tardiness is a problem (after four), the following rule will be enforced: **two tardies constitute one absence.**

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.

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 (pages 11 & 39).

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>.

CLASSROOM ETIQUETTE:

Please turn off cell phones and keep them out of sight during class.

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:

- Argumentative essay informed by research: an essay shaped by a controlling claim that integrates matter from a range of credible sources (1b, 1c, 2a, 2c).
- A timed computer-mediated research quiz upon completion of instruction in use of the online library catalog, library databases, and Internet search engines and the submission of at least one research-based writing assignment (2a).
- A final exam to be weighted no less than 10% of the course grade; and to be completed during the final exam period in on-campus/face-to-face courses. In Part I of the final,

students will respond to a series of objective questions over a brief reading and then write a response to that reading. In Part 2 of the final, students will write a critical analysis of the reading from Part I (Various parts meet 1b, 1c, 2c).

Additional Required Components

- Summaries, critical analyses, and syntheses
- Narrative, factual or definition, and evaluative or proposal arguments
- Daily writing based on reading assignments
- Workshops: responses to classmates' writing

GRADING POLICIES:

<u>Assignments</u>	<u>Percentage of Final Grade</u>	<u>Grading Scale</u>
Summaries	10%	90 – 100% is an A
Critical Analyses	10%	80-89 % is a B
Syntheses	10%	70-79% is a C
Factual or Definition Argument (Essay 1)	10%	60-69% is a D
Evaluative or Proposal Argument (Essay 2)	10%	59% & below is an E
Researched Argument (Essay 3)	20%	
Timed Library Research Quiz	5%	
Final Exam	15%	
Workshop Responses	10%	

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).

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.

- Jan 14-18: Course Introduction
Chapter 1
- Jan 21-25: Chapter 2
Chapter 3
Chapter 4
- Jan 28-Feb 1: Structure & MLA Format
Writing a Summary
- Feb 4-8: Writing a Summary
Summary Draft Due
- Feb 11-15: **In-Class Summary**
- Feb 18-22: MLA & Use of Sources; Chapter 19
Chapter 20
- Feb 25-Mar 1: Multiple Source Essay—Identify a problem and propose a solution
- Mar 4-8: Multiple Source Essay—Identify a problem and propose a solution
- Mar 11-15: **Essay 1 Due**; Begin Chapter 8
- Mar 18-22: ***Spring Break for Morehead State University***
- Mar 25-29: Chapter 8: Position Essay—Take a position on a subject and argue for the credibility of your position

- Apr 1-5: Chapter 8: Position Essay—Take a position on a subject and argue for the credibility of your position
- Apr 8-12: Chapter 8: Position Essay—Take a position on a subject and argue for the credibility of your position
- Apr 15-19: **Essay 2 due**; Begin Chapter 10
Chapter 10: Evaluation Essay
- Apr 22-26: Chapter 10: Evaluation Essay
- Apr 29-May 3: Chapter 10: Evaluation Essay
- May 6: **Final Exam and Essay 3 Due**
Bring blue exam book