



ENG 100 Writing I Fall 2023
School of English, Communications, Media, and Languages
Caudill College of Arts, Humanities and Social Sciences
Morehead State University

Instructor: Tasha Bowlin
Office: Room 901
Office Hours: 8:00am - 8:50am
Phone: 859-885-7240, Ext. 3195
Email: tasha.bowlin@jessamine.kyschools.us
Webpage URL: <https://www.moreheadstate.edu/blackboard>

COURSE MATERIALS/TEXTBOOKS:

REQUIRED:

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's An Argument*. 7th ed. Bedford/St. Martin's, 2016. ISBN (with readings): 978-1-319-02129-0

(Available through MSU bookstore: <http://www.bookstore.moreheadstate.edu/home.aspx>)

RECOMMENDED:

Portable storage device per your instructor's requirements.

PURPOSE OF COURSE/CATALOG DESCRIPTION
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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 (SLO)

1. Read college-level critical, creative and technical texts for comprehension (1b). (Final Exam reading quiz.)
2. Write effectively for a variety of target audiences using conventions associated with standard English (1c). (Written Final Exam in response to a prompt.)
3. Employ current technologies to locate, analyze, evaluate and use information in multiple contexts and for a variety of purposes (2a). (Library Research Quiz.)

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 unexcused absences** will result in the lowering of the student's grade by one letter. **Six unexcused absences will result in a failing grade.** This course will follow the [official University attendance policy regarding excused and unexcused absences](#).

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.

Electronic Devices:

Cell phones are not permitted in plain sight in the classroom. Phones should be tucked away and either turned off or silenced (NOT set on vibrate!). Repeated classroom phone violations will result in a student being asked to leave class and receiving an absence for the day. (Note: If an actual emergency or serious situation demands a student have access to his or her phone, please inform me PRIOR to the start of class so that suitable arrangements may be made.)

Americans with Disabilities Act (ADA)

Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services in ADUC Suite 202 coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at: www.moreheadstate.edu/disability.

[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>.

ACADEMIC HONESTY:

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog. Further, please read the MSU policy on academic dishonesty at: <https://www.moreheadstate.edu/MSU/media/Dean-of-Students/20180801-Student-Conduct-Codes.pdf>

Chapter 20 of the Andrea Lunsford text provides additional information on avoiding plagiarism. In addition, online information on this issue can be found via the Purdue Online Writing Lab site at: <https://owl.english.purdue.edu/owl/resource/589/01/>.

EVALUATIONS:

Daily participation in class discussions, lectures, online discussion forums, and readings is expected. The following is a brief description of major assignments on which students will be assessed during this course:

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 MLA. 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 POLICY/SCALE:

GRADING POLICIES:

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

SCHEDULE OF ASSIGNMENTS:

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 9-11:	Course Introduction Chapter 1—Types of Arguments Persuasive Appeals: Chapters 2, 3, 4	<i>"A Modest Proposal"</i>
Aug 14-18:	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 21-25: MLA Format
Chapter 18
Chapter 20
Essay 1: Factual/Definitional (Finalize draft; edit MLA formatting)
- Aug 28- Sept. 1: *In-Class Writing Workshop*
Essay 1 Revised Draft Due
- Sept. 4-8: MLA & Use of Sources
Chapter 19
Essay 1 Due (Polished & Final)
- Sept. 11-15: 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. 18-22: Research Sources
Annotate and incorporate evidence into draft
Essay 2: Evaluative/Proposal (Finalize draft; edit MLA formatting; submit draft)
- Sept. 25-29: *In-Class Writing Workshop*
Essay 2 Due (Polished & Final)
- Oct. 2-6: ***Fall Break for East Jessamine High School***
- Oct. 9-13: 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. 16-20: Research sources for evidence (including counterevidence)
Annotate and incorporate evidence into draft
**Individual Writing Conferences (outline stage)*
- Oct. 23- 27: **Timed Library Research Quiz**
Essay 3: Causal Argument (Finalize draft; edit MLA formatting; submit draft)
- Oct. 30-Nov.3: *In-Class Writing Workshop*
Essay 3 Due (Polished & Final)
- Nov. 6-10: 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. 13-17: Essay 4: LIBRARY RESEARCH WEEK
Continue researching and annotating gathered sources
Begin drafting stages of final research essay

Nov. 20-24: *No Class—Thanksgiving Break*

Final Exam Period:

Nov. 27-Dec. 1: *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

Dec. 4-8: **Essay 4 Due (Polished & Final)**