

# ENGL 1143Syllabus and Course Schedule

Class: Intro Critical Reading& Academic Writing  
Section: 206  
Place: DB342  
Time: TR 9:30am - 10:50pm

Instructor: Dr. John Schulze  
Office: Bea Wood 212  
Office Phone: 397-6249  
email:john.schulze@msutexas.edu

Office Hours: TR- 11:00- 12:30; W- 11:00-1:00; or by appointment

Required Text: Essays are located on our D2L page

Recommended: *LB Brief* 7<sup>th</sup> ed. Jane Aaron or other writing handbook

Required Material: A notebook for in-class assignments and access to a computer

## Course Objectives:

- Apply knowledge of rhetoric to make decisions about written communication
- Engage in a writing process that includes invention, drafting, and revision
- Write thesis-based academic arguments that provide strong support and specific details
- Find, evaluate, and synthesize credible sources in support of a research paper
- Use sources ethically and in contextually appropriate ways and follow a designated style guide
- Demonstrate proficient use of Standard Written English

## The course:

This course provides training in critical reading and academic writing. It focuses on the writing process and rhetorical concepts while requiring students to read and write a variety of texts. Students will be required to prepare a synthesis paper of moderate length demonstrating critical reading and academic writing skills, including selection, evaluation, analysis, integration, and documentation of sources. To begin, we will compose a personal essay that ties ourselves to a place. How does where we are from influence us as people? This essay will be anchored by three photographs of your choosing. Secondly, our world is saturated with marketing campaigns designed to persuade us to spend our money in particular ways. Therefore, our second project will examine how rhetoric is used in the marketplace. How do companies convince us to purchase their products or services utilizing classical appeals and images? As we know, the media is a purveyor of truth and myth; only an informed and educated audience can tell the difference. For our third project we will be reading and writing about popular contemporary issues (e.g. Justice, Homelessness, Social Media, etc.). Exploring these topics will help us to understand how rhetoric is used to convince an audience who is reading expository writing. The fourth writing project will involve modern forms of argumentation (Toulmin and Rogerian), and you will learn how to apply these models to your own argument. This project will require research on an approved topic, incorporation of that research that is eloquent and readable, and proper MLA citations of source material. Additionally, students must earn a D or above on this paper in order to pass this course. Your final assignment is a brief self-evaluation letter that reconciles the course objectives with the actual work you've completed for this class. Finally, class discussions, the exchange of ideas and interpretations of the texts we read, will make up a significant portion of your class participation grade. It is vital you read the assigned essays and be prepared to share your perspective during our in-class discussions.

### Formatting:

All written work turned in to me for a grade must follow a specific format. I will only accept double-spaced typed work that uses a 12 pt. Times New Roman font, and the margins must be standard width and height (1" all around). Every assignment must have a title centered above the text, your name, class and section, date, and my name (in that order) in the upper left-hand corner of the first page.

Assignments that are longer than one page are expected to have page numbers in the lower right-hand corner, beginning on the second page. Assignments that do not follow these guidelines will lose 5 pts.

**Note:** You may not submit a paper for a grade in this class that has already been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved *in advance*.

### How you will be graded on your work:

**Each of the four major projects** will be graded using a holistic rubric. Each paper will be initiated with an assignment sheet that will have the grading rubric attached. You will have the opportunity to revise one of the first two papers. Revising a paper will never lower your score, so take advantage of this chance to better your grade. Who knows, you might even learn something about your writing strategies.

**Your self-evaluation letter** will be graded on tone, style, and how well you address the assignment by reconciling course objectives with your written work and class participation.

**Class Participation** points will be earned through engagement in class discussions. These are the easiest points to earn and can make a significant difference in your final grade. If, however, discussions fail because not enough people have read the material, reading quizzes will become the primary source of your class participation grade.

### THECB Core Course Objectives

- Critical Thinking Skills: to assess the student's critical thinking skills, the Synthesis rubric will be applied to the Synthesis Paper.
- Communication Skills: to assess the student's written communication skills, the Synthesis rubric will be applied to the Synthesis Paper.
- Personal Responsibility: to assess ethical use of sources as a measure of personal responsibility, the Synthesis rubric will be applied to the Synthesis Paper.
- Teamwork: to assess the student's teamwork, the Peer Review Teamwork rubric will be used to assess each student's preparation for and participation in peer review workshops.

### How your final grade will be determined:

Letter-grade system: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59.

Project 1	10%
Project 2	15%
Project 3	20%
Project 4(Synthesis Paper)	25%
Self-Evaluation Letter	10%
Reading/Grammar Q's	10%
Class Participation -	10%
Total –	100%

### Late Work:

Assignments marked **Read** or **Due** are due on the date they are listed. Failure to complete written assignments can have an unpleasant result on your final grade. Major writing assignments will only be accepted after the **Due** date if prior arrangements have been made with me. In other words, **late work will not be accepted**. Exceptions to this rule will only be made in cases of verifiable emergencies.

### Decorum:

- Be respectful of your peers' opinions. You do not have to agree with your classmates' statements, but be courteous in the way you respond and in the way you express your own perspective. We all come from different backgrounds and have different views, but that does not mean that we cannot come together and have a meaningful discussion. The point of effective rhetoric is to persuade, not to antagonize.

### Academic Integrity/Intellectual Property/ Plagiarism Policy:

Any student found submitting work other than his or her own will fail the course. There are no exceptions to this policy. Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited") whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not.

### No Use of Generative AI Permitted

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

### Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

-- *Written and adopted by the 2002-2003 MSU Student Senate.*

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.

### Safe Zones Statement

I consider this virtual classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

### Campus Carry Statement

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <https://mwsu.edu/campus-carry/rules-policies>.

## Class Schedule

I reserve the right to modify any aspect of this course schedule if I deem it necessary.

### Week 1

**Jan 20**

Introductions

**Read:** syllabus and course schedule

**Jan 22**

Elements of persuasion– **The Classical Appeals**

Visual Texts and Rhetoric- **How do images speak to us?**

### Week 2

**Jan 27**

**The language of visual texts- terms and their meanings**

**Read:** "Liar, Liar, Pants on Fire" by Errol Morris

Class discussion

**Jan 29**

**Read:** "The Boston Photographs"- Nora Ephron

Class Discussion

Brainstorming- generative techniques

### Week 3

**Feb 3**

**Read:** "A Question of Class" by Dorothy Allison

Class discussion

**Assigned:** Bring three related images that you hope to use in your essay

**Assigned:** Self Portrait Essay

**Feb 5**

**Read:** "What's Your Name, Girl?" by Maya Angelou

Class Discussion

**Read:** "Learning to Read and Write" by Frederick Douglass

Class discussion

### Week 4

**Feb 10**

**Peer Review-** bring two copies of your draft to class for peer review. A worksheet will be provided to help guide your responses. By participating in peer reviews you will earn participation points that will impact your final grade.

**Feb 12**

**Due:** Project 1- Self Portrait Essay- hard copy in class and a digital copy on D2L

**Assigned:** Find a striking magazine ad or commercial with text and compelling images and bring it to class.

Week 5

**Feb 17**

**Read:** "Weasel Words" by William Lutz (pdf posted on D2L)

**Class Discussion**

**Assigned:** Project 2- Ad analysis

**Feb 19**

**Analysis- What does it Mean?**

**Read:** "Analyze, Don't Summarize" by Michael Berube

Week 6

**Feb 24**

**Read:** "What Isn't For Sale" by Michael Sandel

Class discussion

**Feb 26**

**Peer Review-** bring two copies of your draft to class for peer review. A worksheet will be provided to help guide your responses. By participating in peer reviews you will earn participation points that will impact your final grade.

Week 7

**March 3**

**Read:** "Our Place in the Universe" by Alan Lightman

Class Discussion

**Assigned:** Project 3- Expository Writing

**Due:** Project 2- Ad Analysis- hard copy in class and a digital copy on D2L

**March 5**

**Read:** "On Dumpster Diving" by Lars Eighner

Class Discussion

Week 8

Spring Break- No Class 3/9 – 3/14

Week 9

**March 17**

**Read:** "Small Change: Why the Revolution Will Not be Tweeted" by Malcolm Gladwell

Class discussion

**March 19**

**Read:** "Me Talk Pretty One Day" by David Sedaris

**View:** "Stadium Pal" by David Sedaris

Week 10

**March 24**

**Peer Review**- bring two copies of your draft to class for peer review. A worksheet will be provided to help guide your responses. By participating in peer reviews you will earn participation points that will impact your final grade.

**March 26**

**Reasoning: Inductive and Deductive Arguments**

**The Toulmin Model and the Rogerian Model of Argument**

**Due:** Project 3- Expository Writing- hard copy in class and a digital copy on D2L.

Week 11

**March 31**

**Logical and Emotional Fallacies**

**Read:** "Believe Me, It's Torture" - Christopher Hitchens

**View:** Video of Christopher Hitchens being water boarded

Class discussion

**April 2- No Class- Easter Break**

Week 12

**April 7**

**Integrating Research into your paper**

**MLA/APA Style**

**Assigned:** Project 4- Synthesis Paper

**April 9**

**Read:** "Our Wall" by Charles Bowden

Class discussion

**Read:** "Letter from Birmingham Jail"- Martin Luther King Jr.

Class discussion

Week 13

**April 14- Library Research Day**

**April 16- Conferences**

9:30 \_\_\_\_\_

9:45 \_\_\_\_\_

10:00 \_\_\_\_\_

10:15 \_\_\_\_\_

10:30 \_\_\_\_\_

## Week 14

### April 21- Conferences

9:30 \_\_\_\_\_  
9:45 \_\_\_\_\_  
10:00 \_\_\_\_\_  
10:15 \_\_\_\_\_  
10:30 \_\_\_\_\_

### April 23- Conferences

9:30 \_\_\_\_\_  
9:45 \_\_\_\_\_  
10:00 \_\_\_\_\_  
10:15 \_\_\_\_\_  
10:30 \_\_\_\_\_

## Week 15

### April 28

**Peer Review-** bring two copies of your draft to class for peer review. A worksheet will be provided to help guide your responses. By participating in peer reviews you will earn participation points that will impact your final grade.

### April 30

**Due:** Project 4-Synthesis Paper-hard copy in class and a digital copy on D2L

## Week 16

### May 5

**Assigned:** Self Evaluation Letter  
Good and Bad examples of a Self-Evaluation letter

### May 7

**Final words**  
**Course Evaluations**  
**Due:** Self Evaluation Letter