**Betty Carroll**

**Class Time:** TR 9:30 – 10:50

**Location:** BW 122

**Office**: BeaWood 201

**Email**: betty.carroll@mwsu.edu

**Office** **hours**: W 10:00am-11:00am

(8-10 am by appointment only)

TR 11:00am-12:00pm

(12:00 – 12:30 by appointment only)

3:30 – 4:30 pm

(4:30 – 5:30 by appointment only)

Afternoons by appointment

ENGL 1143 1R3 & 1R4: Academic Research and Writing

(coordinates with 0043)

# Syllabus

## Texts:

* Miller-Cochran, Susan, Roy Stamper, & Stacey Cochran. *An Insider’s Guide to Academic Writing: A Rhetoric and Reader* 2nd ed. Bedford/St. Martin’s, 2019.

## Required Materials:

* Folder with pockets
* Note-taking materials/highlighters
* 3 blue books

## Course Goals:

* 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
* Additional information about course objectives can be found on the department webpage, <https://msutexas.edu/academics/libarts/english/index.php>.

## Course Requirements:

* 10% 3 Peer Review Workshops with Worksheets
* 15% 2 In-Class Essays (350-word min. each) 1 literary/1 position
* 30% 2 Formal, Revised Essays (750-word min. each)
* 20% Researched and Annotated Bib (1500-word min.)
* 10% Why Music Moves Us Presentation/Kate Chopin
* 15% Final Exam Essay

## **Final Exam:**

### Monday, December 7 1-3 p.m. (room to be announced/possible on-line with Lockdown Browser and Respondus)

### Grading Policy: This class will not use the plus/minus grading system. In this class, the following numerical equivalents for final grades are used:

### A = 100-90%;

### B = 89-80%;

### C = 79-70%;

### D = 69-60%;

### F = 59-0

Midterm Grades: In order to help students keep track of their progress toward course objectives, I will provide a Midterm Progress Report through each student’s WebWorld account. I will submit a grade for all students, not just those in danger of failing the course.  Midterm grades will not be reported on the students’ transcript; nor will they be calculated in the cumulative GPA. They simply give you an idea of where you stand at the midpoint of the semester.  Students earning below a C at the midway point should make an appointment with me and consider visiting the Writing Center.

Submission Format and Policy: All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. Additionally, all formal papers must be printed and submitted in your folder and uploaded into the D2L Dropbox folder.

By enrolling in this class, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Note: You may not submit a paper for a grade in this class that already has 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.

Late Assignment Policy: Late assignments will not be accepted. Additionally, no late work will be accepted more than 48 hours after the original deadline if special considerations are considered. If you are unable to come to class on the day an assignment is due, you should still upload it into the D2L Dropbox folder on time to avoid late paper deductions.

Academic Dishonesty: 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 on the Works Cited page)–whether you use that material in a quote, paraphrase, or summary. All formal papers will run through the Turnitin for an originality report. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Conduct.

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, 940-397-4140

Safe Zone Statement: The professor considers this 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 the professor’s expectation that ALL students consider the classroom a safe environment**.**

Contacting Your Instructor: Calling me during office hours is the best way to contact me.

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| Attendance Policy: It is the same as 0043’s policy. You must attend class regularly and arrive on time whether we are in class or in Zoom or working in D2L. One absence can set you back – please stay on task. It is your responsibility to be present, physically or virtually, to be prepared, and to succeed. Coming to class provides you with the tools you need to meet the objectives and requirements of this course. It helps your participation grade as well. Contact me if you cannot attend or join us in Zoom. Please make sure you are in your assigned seat as I will take roll each class day and enforce the following:  You are allowed 4 absences – excused or not. You will lose ten points for each absence off your participation grade as well.  **Each tardy counts as a ½ absence**. Again, for every absence you have, 10 points will be deducted from your participation grade as well. In case of hospitalization or death of a family member, or other reasons for the need of absences, please contact the dean of students at 397-7500.  “Authorized Absences” (see MSU Student Bulletin) will not be counted in this total. Such absences, though, do not excuse students from turning in required work on time. Please be aware that instructors may drop students from class rolls for lack of appropriate participation (See MSU Student Bulletin and Student Handbook). You may also see the Dean of Students.  If you miss work for whatever reason, it will be your responsibility to find out what you have missed and how **or if** it can be made up. Missing work will be averaged as a zero. Being absent will not be considered sufficient reason to excuse you from completing required work.  Dropping this course with a W can only be done the week preceding the university’s official extended drop date, **December 4th, 2020 by 4 p.m..** You may drop the course with a grade of W at that time if you have not exceeded the number of absences allowed in the course and if reducing your course load does not affect your enrollment at MSU. Remember this is a 3 hour course.  If you are enrolled in this course on the basis of required remediation, you will not be permitted to drop the course unless you are enrolled in another developmental course. A student in need of developmental education must be enrolled in developmental education each semester.  The MSU Undergraduate Catalog states, “An instructor may drop a student anytime during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct.” MSU’s policy for developmental education requires an instructor to drop a student with an F. Students who withdraw themselves from the course or who are dropped by the instructor or who do not pass the course with a grade of C/70 or better must repeat the course. |

Writing Center:

***Tutoring and Academic Support Programs (TASP****) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, TASP's Learning Center provides tutoring support in a number of core courses and subject areas. Writing tutors are available Monday through Thursday from 11:00am to 6:00pm and Sunday 2:00pm to 9:00pm. Remember that you don't need an appointment to utilize these services.*

*For Distance Education students, TASP has partnered with Thinkingstorm, an online tutoring company that provides you with high-quality, 24/7 tutoring support. Located at the top of your D2L course page, select the tutoring tab to book an appointment with a tutor.*

Writing Proficiency Requirement: All students seeking a Bachelor’s degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website at https://msutexas.edu/academics/wpr/, or call 397-4131.

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 MSU Texas’s [Campus Carry page](https://msutexas.edu/campus-carry/).

### Daily Schedule of Readings and Assignments: See Table 1.

### Table 1. Course Calendar: I reserve the right to modify this course as I see necessary. Please have it with you daily to note any changes as we progress.

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| **Week** | **Date** | **Do This Before Class** | **Do This In Class** |
| 1 | T  Aug./25 |  | Introductions  Syllabus  Diagnostic writing sample - MLA |
| R  Aug./27 | **Read:**  *AW* Ch 1 Inside Colleges and Universities p. 3 – 18 & Ch 2 p. 19 – 44 Writing Process FOCUS: 2 Vowels Together…Literacy p. 32-36 | **Discuss:**  Academic disciplines  Writing process  **Introduce:**  Writing #1 (W1) **Literacy Narrative – Read the Writing Project on p. 38 (bottom)**  **In MLA format, answer the ?’s on p. 38 1-5.** Answer in complete sentences. |
| 2 | T  Sept. /1 | Bring homework to class  Read p. 43 Discussion ?’s #5 | **Literacy Narrative W1 –**  **MY OWN LITERACY build a thesis off he ? #5 on p. 43 to build a 4 par. Essay** Intro & Body par. 1 and how to cite |
| R  Sept. /3 – trip to library \*\*\* | **Read:**  **Finish 1st body paragraph**  *AW* Ch 3 p. 45-58 Reading & Writing Rhetorically | **Discuss: how to go on with the paper - Outline**  Rhetorical context (audience, genre, topic, purpose)  Follow W1 based on outline. |
| 3 | T  Sept./8 | **Read:**  *Add par. 2 & a conclusion and finish W1. Bring 2 copies to class .* | **Discuss:**  Turn in **W 1** papers.  Rhetorical Appeals: ethos, logos, pathos, and kairos. These are used to appeal to an audience.  Workshop – peer review |
| R  Sept./10 | Continue to read…  AW Ch. 4 p. 59-80  Developing Arguments  Looking for Love on Craigslist…” p. 398After feedback – type Formal Essay W1Literary Narrative | **Discuss:**  Practice Analyzing Arguments  **Introduce:**  **Rhetorical Position Analysis W2** and Worksheet **WS** for  Craigslist – Online Dating: Good or Bad? |
| **Week** | **Date** | **Do This Before Class** | **Do This In Class** |
| 4 | T  Sept./15 | Come prepared! | Work on **W2** |
| R  Sept. /17 | **Write:**  Rough draft – bring 2 copies of your rough draft to class | **Peer Review Workshop #2**  **W2** |

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| 5 | T  Sept. /22 | **Write:**  Work on Revisions W2 | **W2** Revision Workshop |
| R  Sept. /24 | **Write:**  Final draft | **W2 DUE TODAY**  Catch up/Questions? |
| 6 | T  Sept./29 | **Read:**  *AW* “The Myth of the Helicopter Parent” p. 348  **Write:**  2 Discussion Questions | **Discuss:**  Argument Structure  Parenting articles (2)  **Introduce:**  **W3** Argument Response ‘’Defining Family” p. 350 |
| R  Oct. /1 | Plan W3 | **W3 Position Paper**  **Come up with thesis** |
|  | T  Oct. /6 | **Read:**  **Work on W3**  *AW* Ch 7 p. 139 – 182 Writing in the Humanities | **Discuss:**  Academic Disciplines  Humanities  Work on **W3** - How to write an annotated bibliography |
| **Date** | **Do This Before Class** | **Do This In Class** |
| R  Oct. /8 | **Read:**  “Changing Counts, Counting Change: Toward a More Inclusive Definition of Family” p. 350  **Write:**  Finish rough draft W3  Bring 2 copies | **Discuss:**  Definitions of “Family”  Workshop **W3** |
| 8 | T  Oct. /13 | **Write:**  Rough draft – **bring your 2 copies of your rough draft and workshop feedback to class** | **W3 DICUSSION AND PEER REVIEW** |
| R  Oct. /15 | **Write:**  Final draft | **W3 DUE TODAY**  *Catch-up Day/Questions?*  October 19th – Last Day to Drop with a “W” by 4pm |
| 9 | T  Oct. /20 | **Read:** *AW* Ch 5 p. 81 – 115 Academic Research | **Discuss:**  Research Questions  Finding sources  Evaluating sources  **Introduce:**  Academic Researched Argument  Topic Career |
| R  Oct. /22 | **Write:**  A research question and thesis statement – given in class  **Review:**  *AW* Ch 4 p. 59-80 | **Discuss:**  Summarizing, paraphrasing, quoting  Avoiding plagiarism |
| **Week** | **Date** | **Do This Before Class** | **Do This In Class** |
| 10 | T  Oct. /27 | Work on drafts | **Discuss:** Integrating Sources  Templates  Practice |
| R  Oct. /29 | Work on drafts | Research Paper Workshop  Work on papers |
| 11 | T  Nov. /3 | Work on revisions | Schedule Instructor Conference in my office |
| R  Nov. /5 | Work on revisions | Schedule Instructor Conference in my office |
| 12 | T  Nov. /10 | **Write:**  Rough draft – **bring 2 copies of your rough draft to class** | Work continues on research paper |
| R  Nov. /12 | Work on final drafts | **Questions and Discussions on**  **Research paper** |
| 13 | T  Nov. /17 | Work on final drafts | **RESEARCH PAPER DUE TODAY**  **Introduce:**  Group Project – Why Music Moves Us |
| R  Nov. /19 | Work on projects | Work on Projects |
| 14  Thanks-giving 11/25 – 11/29 | T  Nov. /24 | Thanksgiving 25-29th –  Have a happy and safe one! | Presentations |
| T  Dec. /1 | Presentations | |
| 15 | R  Dec./3 | **Read:**  *AW p. 154 & “The Story of an Hour”* | Discuss story, worksheet, and  Questions p.163 – 3 ?’s  Final Exam Prep. Thesis? |
|  | Plan your outline | **Continue Prep** |
| 16  Exam Week | 12/5 | Plan your essay | **Monday, December 7th**  **FINAL EXAM 1 - 3 PM** |