**Betty Carroll**

**Class Time:** TR 9:30 – 10:50

**Location:** PY 201

**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 2R1 & 2R2: Academic Research and Writing

(Coordinates with 0043)

# Syllabus

## Texts: The Writer’s Loop: A Guide to College Writing by Lauren Ingraham & Jeanne Law Bohannon 2020 . ISBN: 978-1-319-36154-9

## Required Materials:

* Folder with pockets
* Note-taking materials/highlighters
* 3 blue books
* Webcam/Microphone (for Zoom when needed)

## 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% 2 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% Analyze an Infographic or Meme (see page 197)
* 15% Final Exam Essay

## **Final Exam:**

### Tuesday, April 27 10:30 a.m.-12:30 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 and tell me why. Being in Zoom does not excuse you from attendance, but it may help you keep up with the class. 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, March 8th 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:

### Room: PY 205. 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 | TUES.  Jan. 12th |  | Introductions  Syllabus  Diagnostic writing sample – MLA –  Same in 0043 |
| THUR.  Jan. 14th | **Read: Ch. 1 p. 1-24**  **“Being an Academic Writer.”**  **Focus: p. 16-23**  **Note: W1 is in 0043** | **Discuss:**  Academic disciplines  Writing process  **Introduce:**  Writing #2 (W2) **Literacy Narrative** |
| 2 | TUES.  Jan. 19th | Read Ch. 3 p. 50 – 70  “Understanding Writing…Process.”  Focus: 58-68  See D2L example. | **Literacy Narrative W2 –**  **MY OWN LITERACY build a thesis to build a 4 par. Essay** Intro & Body par. 1 & 2, conclusion |
| THUR.  Jan. 21st – visit the library \*\*\* | **Write in and or during class** | **Discuss: how to go on with the paper - Outline**  Rhetorical context (audience, genre, topic, purpose)  Follow as W1 based on outline as in 0043. Continue to write and finish. Bring 2 copies of RD to class. |
| 3 | TUES.  Jan. 26th | *Be prepared for Peer Review- 2 rough draft (RD) copies* | **Discuss:**  Ch. 5 p. 128-131 Rhetorical Appeals: ethos, logos, pathos, and kairos. These are used to appeal to an audience.  Workshop – peer review #1  HW: Type Formal/Final Essay W2 Literary Narrative and upload into D2L. |
| THUR.  Jan. 28th | Read: Ch. 6 p. 147-181  “Writing Academic Arguments.”  Commercial Limits? | **Discuss:**  Practice Analyzing Arguments  **Introduce:**  **Rhetorical Position Analysis W3**  **Take a stand on commercials on media. Will need 2 articles!** |
| **Week** | **Date** | **Do This Before Class** | **Do This In Class** |
| 4 | TUES.  Feb. 2nd | Come prepared! | Work on **W3 – What’s your thesis? Topic Sentences? Create an outline – where are you going? Bring RD (2 copies) to class.** |
| THUR.  Feb. 4th | **Write:**  Rough draft – bring 2 copies of your rough draft to class | Work in class. |

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| 5 | TUES.  Feb. 9th | **Write:**  Work on Revisions W3 | **W3** Revision Workshop |
| THUR.  Feb. 11th | Catch up Day! | Catch up/Questions? |
| 6 | TUES.  Feb. 16th | **Read:**  **Ch. 12 “Tighten Your Argument.” p. 294** | **Discuss:**  Argument Structure  How can I improve? |
| THUR.  Feb. 18th | Type Final W3 | **Continues…**  **W3 – bring 2 copies to class** |
| 7 | TUES.  Feb. 23rd | **Bring 2 copies to class. Add Annot. Bib**    **Ch. 7 – “Writing for Public, Digital Spaces.” p. 183.** | **Discuss: W3**  Work on **W3** - How to write an annotated bibliography D2L AS ONE UNIT. Upload by 11 pm.  Start:  Infographic/Meme |
| **Date** | **Do This Before Class** | **Do This In Class** |
| THUR.  Feb. 25th | **Write:**  Finish rough draft W3  Bring 2 copies | **Discuss:**  Workshop **W3** |
| 8 | T UES.  Mar. 2nd | **Write:**  **Bring your 2 copies of your W1 workshop** | **W1 DICUSSION AND PEER REVIEW #2 ON Soft Addictions**  **Feed back to class.** |
| THUR.  Mar. 4th | **Write:**  Final draft on W1 Soft  Addictions | **W1 DUE TODAY – Upload in D2L by 11 p.m.** *Catch-up Day/Questions?* TBA– Last Day to Drop with a “W” by 4pm is March 8th! |
| 9 | TUES.  Mar. 9th | **Read:** Ch 8 p. 204-218 “Planning Your Research … Sources.”  Academic Research  Ch. 10 p. 251 – 269  “Crafting a Thesis for a..Project.” | **Discuss:**  Research Questions  Finding sources  Evaluating sources  **Introduce:**  Academic Researched Argument  Topic Career |
| THUR.  Mar. 11th | **Read: Ch. 11 “Integrating Ideas from Sources.” p. 270-293**  **Write:** A research question and thesis statement – given in class | **Discuss:**  Summarizing, paraphrasing, quoting  Avoiding plagiarism |
| **Week** | **Date** | **Do This Before Class** | **Do This In Class** |
| 10 | T UES.  Mar. 16th | Work on drafts | **Discuss:** Integrating Sources  Templates  Practice |
| THUR .  Mar. 18th | Work on drafts | Research Paper Workshop  Work on papers |
| 11 | TUES.  Mar. 23rd | Work on revisions | Schedule Instructor Conference in my office |
| THUR.  Mar. 25th | Work on revisions | Schedule Instructor Conference in my office |
| 12 | T UES.  Mar. 30th | **Write:**  Rough draft – **bring 2 copies of your rough draft to class – work on final drafts**  **\*\*\*Break April 1st – 4th** | Work continues on research paper  Questions and Discussions on paper  Presentations start April 6th!  Be prepared. |
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| 13 | TUES.  Apr. 6th | Work on final drafts  Presentations Start! | **RESEARCH PAPER DUE TODAY**  Presentations |
| THUR.  Apr. 8th | Presentations | Presentations |
| 14 | TUES.  Apr. 13th |  | Presentations |
| THUR.  Apr. 15th | Presentations - Begin Final  Review | |
| 15 | TUES.  Apr. 20th |  | Final Exam Prep. Thesis? Outline? |
| THUR.  April 22nd | Plan your outline  Last Day of Class! | **Continue Prep** |
| 16  Exam Week | Tuesday,  April 27th | Plan your essay | **Tuesday, April 27th**  **FINAL EXAM 10:30 AM– 12:30 PM** |