**ENGL 1143 Syllabus and Course Schedule**

**Class:** Academic Research and Writing

**Section:** 106

**Place:** Bea Wood 210

**Time:** 12:00-12:50

**Instructor:** Dr. John Schulze

**Office:** Bea Wood 200

**Office Phone:** 397-6249  **email:** john.schulze@mwsu.edu

**Office Hours:** MWF-10:00-12:00; TR-12:30-3:00; or by appt.

**Required Text:** *The Writer's Presence* 7th Edition by Donald McQuade & Robert Atwan

**Recommended:** *LB Brief*. 6th ed. Jane Aaron

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

**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 class will explore different forms of rhetoric as it relates to argument. 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. Exploring these topics will helps 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 last take-home assignment is a brief self-evaluation letter that reconciles the course objectives with the actual work you completed for this class. The final exam for this course will be an in-class argumentative essay designed to prepare you for the writing proficiency exam. Finally, class discussions, the exchange of ideas and interpretations of the texts we read, will make up a significant portion of the class period. It is vital you read the assigned essays and come to class prepared to share your perspective. Class participation points are not a given if you do not participate in the discussion.

**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 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.

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 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.

**Reading Quizzes** will be given at the beginning of the class. If you have read the assignment the quizzes will be very easy to pass. Scoring for the quizzes will be pass/no pass. There will be a total of five question; three correct responses will be required to earn passing credit.

**Class Participation** points will be earned through engagement in class discussions and in-class activities. These are the easiest points to earn and can make a significant difference in your final grade.

**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 |  |

Diagnostic (not graded) 5%

Project 1 10%

Project 2 10%

Project 3 15%

Project 4 20%

Final Exam 10%

Self-Evaluation Letter 10%

Quizzes - 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 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.

**My attendance policy:** The only way to pass this class is to attend the scheduled class meetings. You are allowed four (4) absences. After that, each absence will drop your final grade by a full letter grade (10 out of 100 points). If you do the math, missing seven classes will decrease your grade by thirty points. Tardiness is also unacceptable. Class begins at the scheduled time, and if you arrive after roll has been called, you will be counted absent. I will make exceptions to this rule when the weather or other extenuating circumstances may affect your punctuality. **Note:** There are no excused absences, so use your allotment wisely.

**Decorum:**

* Silence all ringers and alarms. No texting. I will ask you to leave the class and count you absent if I see you using your phone during class. If there is a compelling reason that you need to be accessible via your phone during the class period, speak to me about it before you text or before your phone rings.
* Be respectful of your peers' opinions. You do not have to agree with your classmates' statements, but be courteous in the way you express your perspective.
* Please do not eat in class, however, beverages are acceptable.
* No laptops should be open during lectures or class discussions. However, they could be very valuable for your small group drafting sessions.

**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.

**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 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. Therefore, be sure to bring it to every class meeting to notate any changes.

**Week 1**

8/26- Introductions

 Distribution of syllabus and course schedule

8/28- Diagnostic Writing Exercise

8/30- Elements of persuasion **– The Classical Appeals**

Small groups

**Week 2**

9/2- **No Class- Labor Day**

9/4- Visual Texts and Rhetoric- **How do images speak to us?**

**Writing Center Visit**

9/6- **No Class-** I’ll be at the *Langdon Review* Weekend

**Week 3**

9/9- **The language of visual texts- terms and their meanings**

 **Read:** "The Life of Images" - Charles Simic

9/11- **Read:** "The Boston Photographs"- Nora Ephron

 **Assigned:** Bring at least three related images to class on Friday

9/13- **Assigned:** A Sense of Place, a Sense of Self

 Small Group Workshop

**Week 4**

9/16- **Read:** “A Question of Class” by Dorothy Allison

**Read:** “A Clack of Tiny Sparks: Remembrances of a Gay Boyhood”

 by Bernard Cooper

9/18- **Read:** “What’s Your Name, Girl?” by Maya Angelou

 **Read:** “Silent Dancing” by Judith Ortiz Cofer

9/20 **Peer Review**- Bring two copies of a draft of your essay to class

**Week 5**

9/23- **Due:** A Sense of Place, a Sense of Self Essay

**Read:** “Weasel Words” by William Lutz (handout)

**Assigned:** Find a striking magazine ad or commercial with text and a compelling images. Bring it to our next class meeting

9/25- **Class discussion about advertisement** (Be sure to bring your ad to class)

 **Assigned:** Project 2- Ad Analysis

 **Eureka: Invention Strategies-** How to get started on your ad analysis

9/27- **No Class-** I’ll be at the TACWT Conference in Houston

**Week 6**

9/30- **Analysis- What does it Mean?**

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

10/2- **Read:** “What Isn’t For Sale” by Michael Sandel

10/4- **Peer Review**- Bring two copies of a draft of your essay to class. Failure to participate in this process by not bringing a draft to class or

 missing this class meeting will result in a 5 pt. grade reduction for the paper.

**Week 7**

10/7- **Expository Writing**

 **Due:** Project 2- Ad Analysis

 **Assigned:** Project 3- Expository Writing

10/9- **Read**: “Our Place in the Universe” by Alan Lightman

 **Read:** “Why Boys Don’t Play with Dolls” by Katha Pollitt

10/11- **Read**: “This is the Life” by Annie Dillard  **Read**: “Small Change: Why the Revolution Will Not be Tweeted" by Malcom Gladwell

**Week 8**

10/14- **Read:** "A Note on Mascots" by Brian Doyle

**Read**: “On Dumpster Diving” by Lars Eighner

**Due:** Outline of Project 3

10/16- **Read:** "Me Talk Pretty One Day" by David Sedaris

 Evaluated outlines returned with suggestions/comments

 Small group meeting-drafting session for Project 3

10/18- **Peer Review**- Bring **two copies** of a draft of your essay to class. Failure to participate in this process by not bringing a draft to class or missing this class meeting will result in a 5 pt. grade reduction for the paper. **One copy of your draft will be turned into me and will be the subject of our conference.**

**Week 9**

10/21-10/23-Conferences

10/25- **Logical and Emotional Fallacies**

 **Assigned:** Project 4- Making the Case

 **Due:** Project 3- Expository Writing

**Week 10**

10/28- **Read**: "Is Google Making Us Stupid?" - Nicholas Carr

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

 **Last day to drop a course**

 10/30- **Reasoning in Inductive and Deductive Arguments**

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

11/1- **Library Visit- Research Methods**

**Week 11**

11/4- **Forms of Argument- The Toulmin Model and The Rogerian Model**

 Small group meeting-Brainstorming session for Project 4

11/6**- Integrating Research into your paper and MLA Style**

 **Due:** Outline of Project 4

11/8- **No Class-** I’ll be in Huntsville for ASAT Conference

**Week 12**

11/11- **Wax On, Wax Off: Learning To Polish Your Prose**

 Evaluated outlines returned with suggestions/comments

11/13- **Read:** "Our Wall" by Charles Bowden

 Small group meeting-drafting session for Project 4

11/15- **Read:** “The Trouble with Self-Esteem” by Lauren Slater

**Week 13**

11/18**- Read:** *“*Let Them Eat Dog” by Jonathan Safran Foer

11/20- **Assigned:** Self Evaluation Letter

11/22 **Peer Review**- Bring two copies of a draft of your essay to class. Failure to participate in this process by not bringing a draft to class or missing this class meeting will result in a 5 pt. grade reduction for the paper.

**Week 14**

11/25- **Read:** “Get Happy” byWalter Mosley

11/27-29- **Thanksgiving Break-- No Class**

**Week 15**

 12/2- Preparation for Final Exam- Position Essay

**Due:** Project 4

12/4- Preparation for Final Exam- Position Essay

12/6- **Course Evaluations**

**Due:** Self Evaluation Letter

**Final Exam Wednesday December 11, 3:30 – 5:30 Room TBA**

**\*\*Bring a Blue Book\*\***