**ENGL 1143 Syllabus and Course Schedule**

**Class:** Academic Research and Writing

**Section:** X17

**Place:** Online

**Instructor:** Dr. John Schulze

**Office:** Bea Wood 200

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

**Office Hours:** MW- Noon -1:00; TR- 11:00 -2:00; or by appointment

**Required Text:** Essays that are located on our D2L page

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

**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 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 (e.g. BLM, Fracking, Social Media, etc.). 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 final assignment is a brief self-evaluation letter that reconciles the course objectives with the actual work you 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 prepared to share your perspective in the discussion forum on D2L.

**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.

**Class Participation** points will be earned through engagement on the class discussion boards in D2L. 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 |  |

Project 1 10%

Project 2 15%

Project 3 20%

Project 4 25%

Self-Evaluation Letter 10%

Class Participation - 20%

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 express your 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.

**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**

Introductions- Introduce yourself to the class on D2L

**Read:** the syllabus and course schedule

**View:** Elements of persuasion **– The Classical Appeals**

**Week 2**

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

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

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

**Respond:** Discussion questions on D2L

**Week 3**

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

**Respond:** Discussion questions on D2L

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

**Assigned:** Self Portrait Essay

**Week 4**

**Read:** “A Question of Class” by Dorothy Allison

**Respond:** Discussion questions on D2L

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

by Bernard Cooper

**Respond:** Discussion questions on D2L

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

**Respond:** Discussion questions on D2L

**Peer Review**- Submit a draft of your essay on D2L by Friday night for peer review. In turn, you will receive one essay draft to read and comment on. A worksheet will be provided to help guide your response. Reviews are **Due on D2L by midnight Sunday.**

**Week 5**

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

**Assigned:** Find a striking magazine ad or commercial with text and compelling images. Post the advertisement on D2L.

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

**Assigned:** Project 2- Ad Analysis

**Due:** Self Portrait Essay(Check D2L for details)

**Week 6**

**Analysis- What does it Mean?**

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

**Respond:** Discussion questions on D2L

**Read:** “What Isn’t For Sale” by Michael Sandel

**Respond:** Discussion questions on D2L

**Peer Review**- Submit a draft of your essay on D2L by Friday night for peer review. In turn, you will receive one essay draft to read and comment on. A worksheet will be provided to help guide your response. Reviews are **Due on D2L by midnight Sunday.**

**Week 7- Expository Writing**

**Assigned:** Project 3- Expository Writing

**Read**: “Our Place in the Universe” by Alan Lightman

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

**Due:** Project 2- Ad Analysis

**Week 8**

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

**Respond:** Discussion questions on D2L

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

**Respond:** Discussion questions on D2L

**Due:** Outline of Project 3

**Week 9**

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

**Respond:** Discussion questions on D2L

**View: Logical and Emotional Fallacies**

**Peer Review**- Submit a draft of your essay on D2L by Friday night for peer review. In turn, you will receive one essay draft to read and comment on. A worksheet will be provided to help guide your response. Reviews are **Due on D2L by midnight Sunday.**

**Week 10**

**Assigned:** Project 4- Making theCase

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

**Respond:** Discussion questions on D2L

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

**View:** Video of Christopher Hitchens being water boarded (D2L)

**Respond:** Discussion questions on D2L

**Due:** Project 3- Expository Writing

**Week 11**

**View:** Reasoning in Inductive and Deductive Arguments

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

**View:** The Toulmin Model and The Rogerian Model of Argument

**Due:** Outline of Project 4

**Week 12**

**View:** Integrating Research into your paper and MLA Style

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

**Respond:** Discussion questions on D2L

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

**Respond:** Discussion questions on D2L

**Week 13**

**Assigned:** Self Evaluation Letter

**Peer Review**- Submit a draft of your essay on D2L by Friday night for peer review. In turn, you will receive one essay draft to read and comment on. A worksheet will be provided to help guide your response. Reviews are **Due on D2L by midnight Sunday.**

**Week 14**

**Thanksgiving Break**

**Week 15**

**Read:** Good and Bad examples of a Self-Evaluation letter (D2L)

**Due:** Project 4- Making theCase

**Final Exam** Self-Evaluation Letter