

## ENGL 1143: Intro to Critical Reading & Academic Writing

(205/2Q2)

**Meetings: Mondays, Wednesdays, and Fridays.**

**Venue: BW 210**

**1:00 pm - 1:50 pm**

**Hang-Out Hours: Mon: 8 am-10:30 am**

**Tues & Thurs: 8 am to 9:15 am and by appointment.**

**Instructor: Elizabeth Olaoye**  
([elizabeth.olaoye@msutexas.edu](mailto:elizabeth.olaoye@msutexas.edu))

**Office: BW 205**

### Course Materials:

**Text:** *The Writer's Loop: A Guide to College Writing*. Bedford/St. Martin's, 2020. This ebook comes with online access to *Achieve*. PDFs of other relevant materials will be made available on



D2L.

### Note Taking Materials:

1. Two blue books
2. Regular computer and internet access

### Course Description:

Enrolling in this course presents an exciting opportunity to nurture your critical reading, thinking, and evidence-based writing skills. The insights gained here will undoubtedly find resonance in various spheres of your life, influencing the subjects you explore and articulate. Additionally, you'll be encouraged to embrace diverse viewpoints, fostering an enriched intellectual journey.

The instructional approach involves the engaging inquiry method, a collaborative means to explore facets of critical reading and evidence-based writing during the entire term. As the term draws to a close, you'll have the chance to write a reflection letter, proudly exhibiting your accomplishments while also providing a platform to reflect upon your writing odyssey throughout this period. Your unique experiences and growth are highly valued and eagerly anticipated. Since the process of writing itself is epistemological- a way of coming to know, we examine writing as a process of self-expression, self-reflection, and as a means of communication.

### **Student Learning Objectives:**

At the end of ENGL 1143, students will be able to:

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

Life is full of new writing situations that call for writing as a response. Repeated practice, thinking about one's knowledge, and peer learning help people develop successful strategies for approaching new writing situations. In ENGL 1143, we will repeatedly practice responding to some of the more common situations in academic writing to help you develop flexible writing processes.

### **Course Content and Instructor's Expectations:**

Assignments for this course will include reading assignments, random quizzes, in-class writing assignments, homework assignments, and four major composition assignments. My primary expectation is that you will come prepared to each class, ready to participate in class discussions, and having read any assigned readings and completed any homework assignments. Readings that are not found in the course texts will be posted on our course D2L page. You should bring a copy of each reading to class on the day it is discussed. Quizzes will occur randomly and without notice. They will cover assigned reading or material from the previous class. Detailed instructions for each major composition assignment will be provided when it is assigned.

Required readings for each class, homework assignments, and major due dates are outlined in the schedule posted to our course D2L page. This schedule is subject to change with notice, so make sure you check your MSU email and D2L news regularly.

## Communicating with the Instructor:

During office hours, you can find me in my office or schedule an appointment over Zoom. It is helpful to set up an appointment in advance. You can also reach me by sending an email to elizabeth.olaoye@msutexas.edu. Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Graded assignments should be returned within ten business days of the assignment's due date. Discussion forum grading and response will be completed within two days of the end of the instructional week.

Since we are all university students here, it's a great idea to keep our emails formal and professional when communicating with instructors and professors. It's worth noting that emails have a different tone than texting a friend. When composing your emails, consider including a descriptive subject line, addressing the instructor respectfully, and stating your reason for contacting them clearly. Here's a helpful example for reference:

*Subject: ENGL 1143 Section [XXX]: Question about [X]*

*Dear [instructor's name],*

*My name is [student's name], and I am currently a student in your [Course#;Section#; Date Class Meeting Times] this semester. I am writing to you [explain the issue].*

*Thank you,  
[student's name]  
[M. number]*

## Grading Policy

The grades I assign to your work this semester are only one measure of how successfully you have completed a task—an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after having carefully considered my comments on your work, please ask me.

This course will be graded paying attention to the course objectives listed in your course outline. Your writings will be graded based on how well you have expressed your ideas and how well you have responded to the requirements of the assignment. If you are able to turn in your work on time, revise it promptly, and address the requirements of the assignment, you can earn a B grade.

To move beyond that however, you will have to be able to use the English language creatively in such a way that your essay makes an exceptionally good reading. The following numerical equivalents for final grades are used:

A = 100-90%;

B = 89-80%;

C = 79-70%;

D = 69-60%;

F = 59-0

## Assignments

You will complete the following assignments this semester, each aiming to familiarize you with a key part of academic writing. The course assignments are as follows:

| S/N | Assignment                           | Weight | Deadline                  |
|-----|--------------------------------------|--------|---------------------------|
| 1   | The Rhetorical Self Essay            | 100    | Sunday, February 11       |
| 2   | Annotated Reading+ Summary           | 150    | Sunday, February 17       |
| 3   | Rhetorical Analysis                  | 100    | Sunday, March 3           |
| 4   | Short position paper (in class)      | 100    | Monday, March 4           |
| 5   | Annotated Bibliography               | 100    | Sunday, March 24/April 14 |
| 6   | The Synthesis Essay                  | 150    | Sunday, April 28          |
| 7   | Achieve/ Invention/ Class Activities | 200    | Varies                    |
|     | Total                                | 1000   |                           |

## Attendance/Participation:

In order to receive full credit for attendance and participation, you must attend and actively participate in each class session. Active participation means contributing regularly to class

discussions and engaging in group activities. More than three absences will hurt your grade, and nine absences will be considered grounds for failure, regardless of progress toward the other requirements of the course. Potentially extenuating circumstances are subject to my discretion and must be brought to my attention immediately. Frequent and/or conspicuous late arrivals or departures may be considered absences.

### Required Work:

You must complete all course requirements in order to pass this course, meaning you must submit final drafts of all major assignments, regardless of lateness and/or a failing grade.

### Late Work Policy:

Assignments are due by the date and time listed on the course schedule. Major assignments submitted up to a week late will lose one letter grade. Except in cases of a documented and severe emergency, assignments more than a week late will receive a grade of "F." No other assignments, including in-class assignments, quizzes, rough drafts, peer reviews, and homework assignments, will be accepted late. You will not receive credit for any work you miss when you are not in class.

### Academic Integrity:

Do not plagiarize. It ruins your reputation and your grade. All work for this class must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. If it is not, that will be considered plagiarism. Plagiarism is passing the words, ideas, and work of other people as your own. Plagiarism is a serious breach of ethics and integrity and will be handled as such, usually resulting in a failing grade for the assignment at the least. We will discuss plagiarism at length in class: what it is, why it's a problem, and how to avoid it. Source citation conventions differ widely but remain united by a logic of giving credit; we will explore that logic. Please see me if you have any questions about source documentation or plagiarism in general. For more detailed information on penalties for academic dishonesty, please refer to page 55 of the Student Handbook <https://msutexas.edu/student-life/assets/files/handbook.pdf>

### Disability Support Services

If you have a **disability** or think you have a disability (physical, learning disability, hearing, vision, psychiatric) which may need a reasonable accommodation, please contact the **Disability Support Services** as early as possible in Room 168 of the Clark Student Center, by phone at 940-397-4140, or by email at [disabilityservices@msutexas.edu](mailto:disabilityservices@msutexas.edu). Accommodations may include extra time on assignments, a flexible attendance policy, access to assistive technology, access to a note-taker, and more.





### Access to Microsoft 365:

You are eligible for a free Office 365 Education with your MSU email account, which includes Word, Excel, PowerPoint, OneNote, and Microsoft Teams.

### University Computer Labs:

The University provides four open computer labs throughout the week. These four labs feature access to Microsoft Office Suite for writing and internet access for research. You can find these labs in:



| Location             | Hours   |
|----------------------|---|
| Clark Student Center | 24 hours (Mon-Sun)  |
| Dillard 146          | Mon-Thurs 6:00 am – 7:00 pm   |
| Moffett Library      | Mon-Thurs 8:00 am – 10:00 pm; Fri. 8-5; Sat: 10 pm-6 pm; Sun: 2:00 pm-10 pm |
| Legacy Hall          | 24 hours (Mon-Sun)  |

### Tutoring Services:

The Tutoring Center provides tutoring services to assist students in every aspect of their writing. Located in the Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. It's a myth that only bad writers use the Writing/Tutoring Center. In fact, experienced writers know that they need feedback early and often to improve their writing. Your tuition and fees already pay for these tutoring services: use the service! Make an appointment for an in-person or online visit with the Tutoring Center.

**Final Exam:**

Your final essay will be the last assessment for this course. There will be no formal sit-in examination.

**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 MSU Texas's Campus Carry page (<https://msutexas.edu/campus-carry/>).

**Course Schedule ENGL 1143 Spring 2024**

The following is the weekly schedule for the course. The schedule may change as necessary.

| Topics, assignments, class activities, and quizzes.                         |   |
|---|---|
| <b>Week 1</b><br><br><b>Complete by Wednesday, January 17 before class.</b> | Class Mixer: Introductions<br><br>Fill survey in class<br><br>Course expectations discussion.   |
| <b>Complete by Friday, January 19 before class</b>                          | <b>Topics:</b> Laying the Foundation for Active Course Engagement.<br><b>Read:</b> Read the syllabus and prepare for a quiz in class<br><b>Read:</b> Martin Luther King's "I Have a Dream" (Available in D2L. Print a copy and come to class with it).<br><b>Assignment:</b> Send the introduction email to your instructor by Sunday night.<br><b>Quiz:</b> Complete the syllabus scavenger hunt in class. |

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| <p><b>Week 2</b></p> <p>Complete by Monday, January 22 before class</p> | <p><b>Topics:</b> What it Means to Become Rhetorical.</p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing: Ch. 2 "Understanding Rhetoric" pp 25-31</i></p>  |
| <p>Complete by Wednesday, January 24</p>                                | <p><b>Watch:</b> "I Have a Dream" Speech on Youtube</p> <p><b>Class Practice:</b> Evidence-based writing (one paragraph) with citation practice. Making Adjustments for Audience</p>   |
| <p>Complete by Friday, January 26</p>                                   | <p><b>Read:</b> Assignment 1 prompt (Apply on Page 31, plan a rhetorically effective message)</p> <p><b>Read:</b> About MLA Formatting</p> <p>In-Class Writing: My Comfort Level with Academic Writing</p> <p><b>Assignment: Start thinking on Assignment #1: The Rhetorical Self</b></p>  |
| <p><b>Week 3</b></p> <p>Complete by Monday, January 29</p>              | <p>Topic(s): Rhetorical Reading</p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing: Ch. 2 "Understanding Rhetoric," pp 32-39</i></p> <p><b>Class Practice:</b> MLA format</p>  |
| <p>Complete by Wednesday, January 31</p>                                | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing: Ch. 5: "Reading Actively and Critically to Create Meaning," pp 104- 132</i></p> <p>Watch: "The Dangers of a Single Story" speech by Ngozi Chimamanda Adichie on Youtube.</p> <p><b>Class Activity:</b> Identifying patterns of development</p> <p>Circumstances of Communication</p> |



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| <p>Complete by Friday,<br/>February 2</p>                       | <p><b>Reread:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 5: "Reading Actively and Critically to Create Meaning," pp 104- 132</p> <p><b>Read:</b> Sharon Cohen's "Today's Protests Rely on the Masses", pp 39 -42</p> <p><b>Assignment #1:</b> The Rhetorical Self Assignment (100 marks) first draft is due in class for peer review.</p> <p><b>Start Working on Assignment #2:</b> Annotated Reading and Summary due in Week 5</p> |
| <p><b>Week 4</b></p> <p>Complete by Monday,<br/>February 5</p>  | <p><b>Topics:</b> The Writing Process/ Academic Writing</p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 1 "Being an Academic Writer" pp 1-12</p>   |
| <p>Complete by Wednesday,<br/>February 7</p>                    | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 1 "Being an Academic Writer" pp 12-24</p> <p>In-class practice: Basics of MLA in-text citation, Writing a thesis.</p>  |
| <p>Complete by Friday,<br/>February 9</p>                       | <p><b>Read:</b> "Everything You Need to Know About Writing Successfully" by Stephen King. (Available in D2L)</p> <p><b>Assignment #1:</b> The Rhetorical Self Assignment (100 marks) is due on Sunday night.</p> <p><b>Continue working on Assignment #2:</b> Annotated Reading and Summary</p>  |
| <p><b>Week 5</b></p> <p>Complete by Monday,<br/>February 12</p> | <p><b>Topics:</b> Recognizing Rhetorical Fallacies</p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 5.4 "Recognize Rhetorical Fallacies" pp 132- 146</p>  |
| <p>Complete by Wednesday<br/>February 13</p>                    | <p><b>Class Practice:</b> Logical appeals</p>  |

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| Complete by<br>Friday, February<br>15                                   | <p><b>Read:</b> Christopher Hitchen's "Believe Me, It's Torture"</p> <p><b>Submit Assignment #2:</b> Annotated Reading and Summary (February 17)</p> <p><b>Start Assignment #3:</b> Rhetorical Analysis (Start brainstorming with the prompt in D2L)</p> |
| <p><b>Week 6</b></p> <p>Complete<br/>before Monday,<br/>February 19</p> | <p><b>Topic: Constructing Effective Academic Arguments (1)</b></p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 6.1, 6.2, "Writing Academic Arguments" pp 147- 178</p>  |
| Complete<br>before<br>Wednesday,<br>February 21                         | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 4.1, "Improving Your Draft Using Feedback and Revision" pp 147- 178</p> <p>Jill Lepore's "What's Wrong with the Way We Work?"</p>  |
| Complete from<br>Friday, February<br>23                                 | <p><b>Class Activity:</b> Draft the introduction to rhetorical analysis</p> <p><b>Assignment:</b> Continue working on Assignment #3 Rhetorical Analysis (Introduction and body paragraphs)</p>   |
| <p><b>Week 7</b></p> <p>Complete by<br/>Monday,<br/>February 26</p>     | <p><b>Topic: Constructing Effective Academic Arguments (2)</b></p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 6.4, "Write a Persuasive Conclusion" pp 147- 178</p>  |
| Complete by<br>Wednesday,<br>February 28                                | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 4.2, 4.3, "Using peer feedback to help you revise your draft" pp 76- 103</p> <p><b>Class Work:</b> Drafting a Rhetorical Analysis</p>  |
| Complete from<br>Friday, March 1  | <p><b>Practice Peer Review:</b> Come to class with your draft of rhetorical analysis.</p> <p><b>Assignment:</b> Submit your rhetorical analysis by Sunday Night</p>  |

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|   | <b>Assignment:</b> Prepare to write a short argument on Monday (Prepare outline before class)   |
| Week 8<br>Complete by Monday, March 4   | <b>Topic: The Research Process</b><br><b>In-Class Writing:</b> A short position argument  |
| Complete by Wednesday March, 6          | <b>Read</b> <i>The Writer's Loop: A Guide to College Writing</i> . Ch. 8.1, 8.2, "Compose a Research Question, Find and Evaluate Credible Sources" pp 204-220<br><b>Activity:</b> Asking questions about a topic  |
| Complete by Friday, March 8             | <b>In-Class Library Instruction:</b> Finding and Evaluating Credible Sources<br><b>Assignment:</b> The Annotated Bibliography Assignment (Start thinking about a topic to research. Research starts on Friday)  |
| Week 9<br>Complete by Monday, March 11  | <b>Spring Break</b>   |
| Complete by Wednesday, March 13         | <b>Spring Break</b>   |
| Complete by Friday, March 15            | <b>Spring Break</b>   |
| Week 10<br>Complete by Monday, March 18 | <b>Topic: Working with Sources: The Annotated Bibliography</b><br><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i> . Ch. 9.1, 9.2, "Managing, Annotating and Summarizing Sources" pp 221-240<br><b>Class Activity:</b> Practice CRAAP Test, Draft the List of Works Cited (MLA). |

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| Complete by<br>Wednesday,<br>March 20             | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 9.3, "Summarize sources to use in your writing" pp 241-250</p> <p><b>Visit:</b> The Purdue OWL website on MLA citation for revision</p> <p><b>Class Activity:</b> Practice summarizing, paraphrasing, and quoting from sources.</p>      |
| Complete by<br>Friday, March<br>22                | <p><b>Class Activity:</b> Start annotating your bibliography.</p> <p><b>Assignment:</b> Continue working on Assignment #4 Annotated Bibliography</p>   |
| Week 11<br><br>Complete by<br>Monday, March<br>25 | <p><b>Topic: Crafting a Thesis for a Substantial Writing Project</b></p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch 10, "Crafting a Thesis for a Substantial Writing Project" pp 251-268</p> <p><b>Assignment:</b> Sign up for individual conferences. Start drafting a proposal</p> |
| Complete by<br>Wednesday,<br>March 27             | <b>Easter Holiday</b>  |
| Complete by<br>Friday, March<br>29                | <b>Easter Holiday</b>  |
| Week 12<br><br>Complete by<br>Monday, April<br>1  | <p><b>Topic: Integrating Ideas from Sources</b></p> <p>Individual Conferences</p>  |
| Complete<br>before<br>Wednesday,<br>April 3       | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 11.1, 11.2, 11.4 "Managing, Annotating and Summarizing Sources &amp; Focus on your own ideas as you synthesize sources" pp 270-285</p> <p><b>Class Work:</b> Apply (Page 272)</p>  |

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| Complete before Friday, April 5         | <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 11.5, "Use the summary to condense ideas from a source" pp 270-281</p> <p><b>Assignment:</b> First draft of annotated bibliography due on Sunday night.</p> |
| Week 13<br>Complete by Monday, April 8  | <p><b>Topics:</b> Writing the Synthesis Essay (1)</p> <p><b>Read:</b> Sample synthesis essay on D2L (Print and bring your copy to class)</p>  |
| Complete by Wednesday, April 10         | <b>Class Work:</b> Work on draft of the synthesis paper   |
| Complete by Friday, April 12            | <p><b>Submit:</b> The second draft of Assignment #4: Annotated Bibliography on Sunday night.</p> <p><b>Assignment:</b> Draft One of synthesis for review (Print a copy, and bring it to class)</p>                                    |
| Week 14<br>Complete by Monday, April 15 | <p><b>Topics:</b> Writing the Synthesis Essay II)</p> <p><b>Read:</b> <i>The Writer's Loop: A Guide to College Writing</i>: Ch. 12, "Tightening Your Argument" pp 295-313</p>   |
| Complete by Wednesday, April 17         | <b>Read:</b> Sample 2 of the synthesis essay on D2L (Print and bring your copy to class)  |
| Complete by Friday April 19             | <b>Assignment:</b> Come to class with a full draft of your essay for the final peer review  |
| Week 15<br>Complete by Monday, April 22 | <b>Topics:</b> The Synthesis Essay (Citation Review)  |

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| Complete by<br>Wednesday,<br>April 24      | Read: Article on project presentations in D2L (Print a copy, and bring it to class)                              |
| Complete by<br>Friday, April 26            | <b>Assignment:</b> Sign up for presentations<br><b>Assignment:</b> Submit your synthesis essays by Sunday night. |
| Week 16<br>Complete by<br>Monday, April 28 | Students' presentations  |
| Complete by<br>Wednesday,<br>May 1         | Students' presentations  |
| Complete by<br>Friday, May 3               | Students' presentations  |