

ENGL 1143: Intro To Critical Reading & Academic Writing

Spring 2023 | Midwestern State University | Dr. Coenen

Sec.	Days	Time	Place
207	MWF	11-11:50 AM	BW 210

Contact

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Office Hours: MW: 10-11 AM & Noon-1 PM; R: 2:30-3:30 PM & by appointment

Email is the best way to contact me.

Course Materials

Required Text:

- **WL** - Ingraham, Lauren, and Jeanne Law Bohannon. *The Writer's Loop: A Guide to College Writing*, with Achieve; Bedford/St. Martin's, 2020. (Provided as an ebook; Access in D2L).

Other Resources:

- Access to D2L/Brightspace and Achieve Online to receive info and submit assignments
 - A Gmail account (like MSUTexas account) to collaborate & access digital materials
 - Regular computer and internet access
 - Microsoft Office or Google Suite. (Pages & WordPerfect will not work). You may use the free Microsoft Online through MSU Portal.
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Course Goals

- Apply key rhetorical concepts through analyzing and composing a variety of texts
 - Engage in a writing process that includes invention, drafting, collaboration, and revision
 - Use reading and composing for inquiry, learning, thinking, and communicating in various rhetorical contexts
 - Use strategies – such as interpretation, synthesis, response, critique, and design to compose texts that integrate the writer's ideas with those from appropriate sources
 - Use sources ethically and in contextually appropriate ways and follow a designated style guide
 - Demonstrate proficient use of linguistic structures, including grammar and mechanics, through practice in composing and revising
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Course Overview

This course will develop your skills in critical reading and thinking and in evidence-based, persuasive writing. These skills will be relevant in many aspects of your life. You'll choose what you research and write about, and you'll be asked to be open to new perspectives.

We'll discuss critical media literacy this semester, and you'll have opportunities to practice and reflect on your own literacy in timed writing tasks and revised writing tasks, including a synthesis paper and a digital portfolio. You'll plan, draft, exchange feedback, and revise writing assignments, and you'll have opportunities to improve drafts before and after submitting. This writing course is also designed to build informal skills related to collaboration, participation, and critical reading. You'll earn course credit for informal tasks by recording them in a labor log.

You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb 'to claim' is: to take as the rightful owner; to assert in the face of possible contradiction. 'To receive' is to come into possession of; to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon."

--Adrienne Rich

Grades & Policies

Major (Required) Tasks	Points	Description
TW (Timed Writing) 1: Critical Literacy Narrative (CLN)	75	This timed essay asks you to describe a personal experience that relates to critical media literacy.
Analytical Response (AR)	100	You'll plan, draft, and revise this essay, which will analyze an argument for credibility and effectiveness.
TW 2: Position Essay (PE)	75	This timed essay asks you to take a position on an important problem & support an argument with evidence.
Annotated Bibliography (AB)	100	You'll summarize and evaluate sources for the Synthesis Essay.
Synthesis Essay (SE)	200	You'll plan, draft, and revise this essay exploring various perspectives on a topic of your choosing. You'll cite and show source connections.
ePortfolio (eP)	150	You'll revise and reflect on your work from this course in a comprehensive website of your design.
Final Exam	100	Like the TW2, you'll compose a multi-paragraph essay that takes a stance on a specific prompt.
Labor Log (Described on p. 7)	200	Throughout the semester, you'll record your ungraded labor for the class and have the opportunity to earn extra credit.
Total	X/1000	

Midterm Grades	Revision	Grade Scheme												
To help track your progress, I'll report Midterm Grades in WebWorld. Midterm grades do not appear on transcripts or affect GPAs. They reflect your standing mid- semester. Students earning a C or below should visit with me and TASP.	You may revise and resubmit any coursework within 2 weeks of receiving a grade and prior to finals week for additional feedback and a new assessment. Grade revisions are negotiated on a case-by-case basis, and all should be preceded by a revision plan with the help of the instructor.	<table border="1"> <thead> <tr> <th>Letter</th> <th>Numerical</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>895-100</td> </tr> <tr> <td>B</td> <td>795-894</td> </tr> <tr> <td>C</td> <td>695-794</td> </tr> <tr> <td>D</td> <td>595-694</td> </tr> <tr> <td>F</td> <td>0-594</td> </tr> </tbody> </table>	Letter	Numerical	A	895-100	B	795-894	C	695-794	D	595-694	F	0-594
Letter	Numerical													
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This Course as a Contract

This course uses a labor-based grading contract adapted from that of composition scholar Asao Inoue. [Here is his original contract example](#). If you do all that is asked of you in the manner and spirit it is asked (the terms of this are laid out throughout this document), then you'll earn a B in the course. This should foster a collaborative, supportive environment and relieve some writing anxiety. You'll get feedback from me and your colleagues which you can use to improve your work and to take risks, but you won't get traditional grades on major assignments. Instead they will be marked on a Satisfactory(S)/Unsatisfactory(U) basis. If you meet the basic expectations laid out in the assignment, you'll earn full credit for it, but if you receive a "U," you may revise with additional feedback or retain a portion of the points (50 or 75%) available for that task. You should use your colleagues' and instructor's feedback and revision advice and build strategies of self-assessment.

While the default grade for the course is a B, you can improve upon your grade by doing more than is required. The primary options for doing so are outlined in the Labor Log description (p. 7) and the grade distribution chart (p. 2). If you don't earn all of the points for a major assignment, you may revise and make up for it in the labor log. If you have missed or incomplete work or work that does not meet the expectations for revision, editing, or originality, and you choose not to make that up with timely revision or additional labor, you will forfeit the default B for a lower grade, depending on the amount and quality of missing or incomplete work.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Coenen) also agree to abide by the contract, and administer it fairly and equitably.

Course Practices & Policies

On Language Assessment

You may expect to learn “proper grammar” in this class, but linguists argue that every language and dialect has a distinctive grammar and no one grammar is inherently better or more correct. American universities rely on “Standard (American) Academic English” (SAE) to determine “college readiness,” but this [“standard” is a false one rooted in intentional gatekeeping and discrimination](#) based on race, class, and citizenship status. In this class, your professor will assume that SAE is a false and flawed standard. Your language practices are relevant. You will not be chastised for using grammars other than SAE in discussion. We will discuss clarity, conciseness, and common language expectations in various professional environments, and you will be given feedback based on those expectations; these goals are more practical and inclusive than striving for an arbitrary and false notion of correctness. Grammar police be warned. (See also [CCCC’s 2020 Demand for Black Linguistic Justice](#).)

Attendance Policy

Attending class on time and in person is one of the biggest predictors of success in my classes. A total of more than two (2) weeks’ worth (MWF: 6 class sessions) of absences, excused or not, will make it difficult for you to excel. Students who miss class are not directly penalized, but they miss opportunities to learn and earn points for activities. Some activities may be made up if you make arrangements with me to do so within a week of absence. If you must miss multiple sessions for personal/health reasons, alert the Dean of Students and provide the necessary documentation so they can verify the situation for your instructors. Notify me via email in advance if you will not be able to make class or will join via Zoom. It is your responsibility to be present and prepared for class in order to succeed and maximize your learning.

Contacting Me & GroupMe

Because this is a writing course, emails sent to me must be professionally written using the standard email format. Emails not using professional standards may be ignored. In the body of your email, indicate your name and course. Allow 2 business days for a response to your email. You may also use our class GroupMe to ask questions and share resources among classmates.

Late Assignments

Late assignments (i.e. work not submitted to the proper dropbox by the designated due date and time) won’t be accepted unless negotiated with HC *in writing* prior to the due date. Assignments in this course build upon one another, and collaborators rely on each other to complete work according to agreed upon timelines. If you have difficulty submitting, email me with your work attached.

Academic Dishonesty

Plagiarism is the use of another’s thoughts, words, ideas, or lines of argument (including text written by a generation system or artificial intelligence tool) 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. 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 the Dean of Students.

D2L

We will use D2L to access most course materials including the syllabus, timeline updates, assignment sheets, PowerPoints, your grades and writing feedback, and others. You will also submit formal assignments and find announcements on D2L, so please check it daily, especially before our class meets.

eBook Access

1143's required eBook is part of MSU Texas' Courseware Access and Affordability Program. Students are charged for the course materials on their Business Office account. If you wish to opt-out of the Program and purchase the required course materials on your own, you must do so using the opt-out instructions, which will be sent to students' official my.msutexas.edu email after the first day of class. Contact the MSU Bookstore at follettaccess@msutexas.edu if you have questions about opting out.

University Resources & Policies

Accessibility & Technology

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.

I want to ensure that this course is accessible to all students. If you have problems accessing campus sites or learning materials (physical or digital), talk with me about how we might improve that. I may refer to uses of technology that are not covered during class, but I will provide one-on-one or workshop-based support for students who are unfamiliar with said platforms.

Access to Microsoft 365

All students are able to download Microsoft Office 365 free of charge using their MSU Texas student email address. To acquire Office 365, visit <https://msutexas.edu/distance/student-resources.php>.

Writing Center & Tutoring

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available most weekdays. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. See <https://msutexas.edu/academics/tasp/on-campus.php> for more info.

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.

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

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/>).

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 the Writing Proficiency Exam, passing two Writing Intensive courses, or passing English 2113. If you have any questions about the exam, visit the [Writing Proficiency Office website](#) or call 397-4131.

Course Community

Ensuring a Learning Environment

College classes should be vibrant environments that foster creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are some characteristics of a thriving learning environment. Let’s discuss what this looks like in practice:

Characteristics	Students will...	Professor will...
<i>Communicative</i>	Telling Ins when there are issues, asking questions,	Provide clear instructions, Responding to emails (timeliness); Making expectations clear
<i>Accountable</i>	Attending class; doing the work & submitting it;	Be present in class and in office; Stick w/ schedule (when changes are necessary, will be explained in advance); Honest feedback (use criteria)
<i>Receptive</i>	Taking in info, understanding, open to learning and listening; eye contact, open body language, showing that you’re listening	Taking in info, understanding, open to learning and listening
<i>Engaged</i>	Focusing on what’s happening in class; taking measures to avoid distractions	
<i>Respectful</i>	Using preferred address; Golden rule; not talking when someone is addressing the room; Conversational cues to share the floor	Using preferred address; Will grade based on agreed upon criteria

Learning with Equity & Generosity

As a class community, we have diverse bodies, experiences, and needs. Our diversity is a strength, and it’s something we should strive to learn from. In order to learn in a safe environment, we must ardently reject language and behaviors that denigrate others based on identity category. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated.

Committing to equity, inclusion, and accessibility requires us to do more than reject discrimination. Equity begins with acknowledging how our institutions (academic and otherwise) have oppressed, excluded, and marginalized people based on race, religion, sexual orientation, sex and gender expression, immigration status, language background, ethnicity, ability, socioeconomic status, age, body type, and other aspects of identity. Equity work continues with seeking to understand and resist

those failures by educating ourselves about oppression, fostering conversation and learning about those topics, developing practices that respond to the needs of historically marginalized communities, and holding our communities and leaders accountable for becoming more equitable, inclusive, and accessible.

This course encourages the discussion and consideration of uncomfortable topics. We can work through discomfort and create a brave space for learning and exploration by showing respect and consideration of perspectives that differ from our own. There is a lot we don't know about each other, and our word choice in discussing social & political issues matters a great deal. Ignorance is not an excuse for cruelty or dismissiveness, but we all make mistakes as we learn, so we should be willing to forgive & learn from these situations.

Labor Log & Reflection

This class works better, is more fun, and generates more learning when everyone participates. The Labor Log allows you to track and earn credit for the ungraded work that you do in class including participation. Record all ungraded labor related to the class in your log with the type & number, date, time spent, and a brief description. Word & Google Docs versions of the template are on D2L. See the main types below:

Type (Abr.)	Goal	Pts/	Description
Meaningful Contribution (MC)	15	2	MCs represent the everyday ways that you engage in class work, and they can take many forms: comments or questions in class or via email, relevant chat on GroupMe, excellent group work, volunteering to read aloud or report group work, activities on Achieve, and others.
Homework & Tasks (HT)	12	5	HTs will be indicated when they are assigned and may include homework, brainstorming, work on major writing assignments (including planning, drafting, revision, and editing), grammar activities in Achieve, and other engagement activities as announced. There will be many opportunities to complete homework or tasks, and you should strive to do all of them. About one per week will keep you on track.
Peer Review Feedback (PRF)	5	10	PRFs are a summary of the feedback you've provided to a classmate on their written drafts during peer review. The note should summarize the 2 or 3 main suggestions for revision that you gave your partner. These notes should also be provided to your peers in Achieve.
Writing Conference (WC)	4	15	WCs with me or the writing center should be recorded in your log and documented well in your own notes. You can meet with me during designated conference times or office hours, or use the writing center and document your visit (w/ writing & photos).

<i>Type & #:</i> MC 1	<i>Partner:</i> N/A	<i>Time spent:</i> <5 min	<i>Date:</i> 08/25
<i>Description:</i> I asked a question about the Labor Log description in the syllabus during our class meeting on Zoom.			
<i>Type & #:</i> MC 2	<i>Partner:</i> Desiree	<i>Time spent:</i> 3 min	<i>Date:</i> 08/27
<i>Description:</i> I posted a response to a question in the class GroupMe.			
<i>Type & #:</i> HT 1	<i>Partner:</i> N/A	<i>Time spent:</i> 15 min	<i>Date:</i> 08/28
<i>Description:</i> I completed the planning exercise requested in Achieve in Unit 1.			
<i>Type & #:</i> MC 3	<i>Partner:</i>	<i>Time spent:</i>	<i>Date:</i>
<i>Description:</i>			

Class Schedule Spring 2023

This version of the schedule is a projection. Some items will change throughout the semester, and they will be updated on [this Google Doc version of the schedule](#). Changes will also be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

WL = *The Writer's Loop: A Guide to College Writing* (Ingraham, Bohannon) (**Ach**)

Ach = Achieve (Online learning platform; Access through D2L)

EC = Extra Credit Option for in Achieve; must be recorded in Labor Log

TW = Timed Writing (Less formal writing assignments that you write within ~2 hours)

Wk	Date	Before Class	During Class	Due Dates
1	Wed 1/18	Complete Survey , Join GroupMe	Introductions, Syllabus & Policies, Achieve Watch "What is Media Literacy?"	
	Fri 1/20	Watch Trust Me (Kanopy, 2020)	Review Achieve, Discuss <i>Trust Me</i> Introduce: TW 1: Critical Literacy Narrative	Update Labor Log
2	Mon 1/23	Read: <i>WL</i> MSU-Texas's ENGL 1143 (Strategies for Success, Introduction to ENGL 1143, Academic Dishonesty) Ach - "Introduction to Diagnostics for Students"	Discuss: Ch. 3 & Media Literacy ; CLN Planning; Achieve Extra Credit, Diagnostic Quizzes	
	Wed 1/25	Read: <i>WL</i> Ch 3 "Understanding Writing as a Recursive Process" (Notice Nia's examples) Write: TW 1 Plans	Discuss: Ch. 3 & Media Literacy ; CLN Planning	EC/Ach: Reading Skills Practice Test (PT)
	Fri 1/27	Plan CLN Draft	CLN Planning, Workshop, and Writing time	Update Labor Log
3	Mon 1/30	Read: <i>WL</i> Ch 2, Understanding Rhetoric	Discuss: Ch. 2 Slides Introduce: Analytical Response (AR)	TW 1: CLN (D2L Quiz due 11PM)
	Wed 2/1	Read: <i>WL</i> Ch 5, Reading Actively & Critically to Create Meaning Select & Watch film for AR	Discuss: Ch. 5 Slides ; AR Planning	EC/Ach: Reading Strategies PT
	Fri 2/3	Read: <i>WL</i> Ch 1, Being an Academic Writer, <i>WL</i> A.1 & A.2, Academic Citations	Discuss: Ch. 1 Slides ; Citing Sources	Update Labor Log
4	Mon 2/6	Read: <i>WL</i> Ch 6, Writing Academic Arguments	Discuss: Ch. 6 Slides	
	Wed 2/8	Rewatch film for AR	AR Planning Workshop	EC/Ach: Sentence Grammar PT
	Fri 2/10	Read: <i>WL</i> Ch 4, Improving your Draft Using Feedback and Revision Draft AR	Discuss: Peer Review Logistics ; Troubleshoot AR; Mini-conferences	Update Labor Log
5	Mon 2/13	Submit AR Peer Review Draft	Peer Review Workshop: AR	
	2/15 - 2/17	Watch: Library Videos on YouTube	Revise: AR Draft	EC/Ach: Punctuation, Style, Mechanics PT

		Review: <i>WL</i> Ch 1, 5, & 6	<i>EC/Ach:</i> Work on chosen Study Plans	Update Labor Log
6	Mon 2/20	Read: TW 2: Position Essay, Annotated Bibliography (AB) , & Synthesis Essay (SE)	Introduce: TW 2: Position Essay, Annotated Bibliography (AB) , & Synthesis Essay (SE)	AR Due in Dropbox by 11PM
	Wed 2/22	Read: <i>WL</i> Ch 8, Planning your Research & Evaluating Sources	Discuss: Ch. 8 Slides	
	Fri 2/24	Draft: TW 2 Plans (p. 2-4)	Discuss TW 2 Plans	TW2: Position (D2L Quiz due 11PM) Update Labor Log
7	Mon 2/27	Read: <i>WL</i> Ch 9, Managing, Annotating, & Summarizing Sources	Review: Annotated Bibliography (AB) & Synthesis Essay (SE) Discuss: Ch. 9 Slides	
	Wed 3/1	Research: Find Sources Review: <i>WL</i> Ch 8 & A.1, A.2, & A.3	Research Workshop for AB	
	Fri 3/3	Read: AB Example ; Find TWO Popular Sources & bring to class.	AB Example , Annotation Workshop & Troubleshooting	Update Labor Log
8	Mon 3/6	Draft: Annotated Bibliography	Research & Writing Workshop	
	Wed 3/8	Draft: Annotated Bibliography	Research & Writing Workshop	<i>EC/Ach:</i> Complete selected Study Plans
	Fri 3/10	Draft: Annotated Bibliography	Research & Writing Workshop	Update Labor Log
SPRING BREAK! Mon 3/13 - Fri 3/17				
9	Mon 3/20	Complete: Annotated Bibliography		
	Wed 3/22	Submit AB Peer Review Draft (Ach)	AB Peer Review	
	Fri 3/24	Revise: AB Draft	AB Revision Workshop	Update Labor Log
10	Mon 3/27	Read: <i>WL</i> Ch 10, Crafting a Thesis for a Substantial Writing Project	Discuss: Ch. 10 Slides	Submit: ABP (Dropbox by 11PM)
	Wed 3/29	Read: <i>WL</i> Ch 11, Integrating Ideas from Sources	Thesis Development activity	
	Fri 3/31		Synthesis Practice	Update Labor Log
11	Mon 4/3	Read: Sample Essay 1 & Sample Essay 2	Discuss: Ch. 11 Slides , Synthesis Practice	
	Wed 4/5	Read: <i>WL</i> Ch 12, Tightening Your Argument & SE Example	Discuss: Ch. 12 Slides ; Sample Essay 1 & Sample Essay 2	
	Fri 4/7 - Holiday Break			
12	Mon 4/10	Draft: Synthesis Essay	SE Writing Workshop	
	Wed 4/12	Draft: Synthesis Essay	SE Peer Review	
	Fri 4/14	Draft: Synthesis Essay	SE Writing Workshop	Update Labor Log
13	Mon 4/17	Revise: SE Draft	Introduce: ePortfolio (w/ Revised CLN)	SE Due @11PM
	Wed 4/19	Read: <i>WL</i> Ch 13, Pulling It All Together in a Final Portfolio	Discuss: Ch. 13 & 7 & Reflection Guide	

	Fri 4/21	Read: <i>WL</i> Ch 7, Writing for Public, Digital Spaces	Discuss: eP Examples , Web-building options	Update Labor Log
14	Mon 4/24	Draft: Revised CLN	Writing workshop: CLN Peer Review & Google Folder	
	Wed 4/26	Draft: Opening Statement	Writing workshop	
	Fri 4/28	Draft ePortfolio	eP Workshop & Troubleshooting	Update Labor Log
15	Mon 5/1	Revise: eP Draft	Peer Review ePortfolio , Course Evals	eP Due @10PM
	Wed 5/3	Review: <i>WL</i> Ch 6 “Writing Academic Arguments”	Prepare for Final Exam , Practice Test	EC/Ach: Complete selected Final Tests
	Fri 5/5		ePortfolio Showcase	Labor Log Due @10PM
FINAL EXAM On D2L - Available Fri. 5/5 @ 7AM - Tues. 5/9 @ 6PM				