

# ENGL 1143: Intro to Critical Reading & Academic Writing

Section	Days	Time	Place
104/151	TR	9:30 am - 10:50 pm	DB 131

## Who is my instructor and when is she available?

Instructor	Dr. Elizabeth Olaoye
Email	<a href="mailto:elizabeth.olaoye@msutexas.edu">elizabeth.olaoye@msutexas.edu</a>
Office	BW 205
Phone number	(940) 397-6307
Office Hours	Mon; 12 pm- 3 pm; Tue. & Thur. 2 pm – 3 pm; by appointment <a href="#">What is "Office Hours?"</a>

## Which text do I need for this course?

*The Writer's Loop: A Guide to College Writing*. Bedford/St. Martin's, 2020.

## What else do I need for this course?

- Note taking materials
- Two blue books
- Regular computer and internet access
- Microsoft Office or Google Suite. You may use the free Microsoft Online through MSU Portal

## What will I achieve in this course?

- 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

### Can you describe the course in a nutshell?

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 assemble an ePortfolio, 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.

### What is the ENGL 1143's 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 writing 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- (B minus) 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.

Grade	%	What it means
A	100 A+ 93-99 A 90-92 A-	<p>A superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them.</p> <p>Leaves the audience thinking well after the last word goes by.</p> <p>Error free. Was submitted on time, meets review criteria, shows evidence of revision from feedback.</p>
B	87-89 B+ 83-86 B 80-82 B-	<p>Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader.</p> <p>Almost entirely error-free. Was submitted on time, meets review criteria, shows evidence of revision from feedback.</p>
C	77-79 C+ 73-76 C 70-72 C-	<p>Adequate work. Meets all the basic requirements of the assignment.</p> <p>Clearly addresses the main issues and ideas the assignment articulates.</p> <p>Writing is readable overall with occasional lapses in conventions.</p> <p>Contains some errors, such as typos, spelling, or grammar errors. Does not meet all of the review criteria, was not revised, or was late.</p>
D	67-69 D+ 63-66 D 60-62 D -	<p>Barely meets the basic requirements of the assignment. Addresses the assignment in some way, but incompletely and largely without insight. Does not meet review criteria, was not revised, was very late.</p>
F	Everything else.	<p>Fails to meet the most basic requirements of the assignments.</p>

Fails to address important issues or ideas that are central to the assignment. Was never turned in.

**Required Tasks**

Summary + Annotated Reading	100
Rhetorical Analysis	100
Critical Conversation	100
Proposal	10
Annotated Bibliography	100
Researched Argument	150
Digital Portfolio	100
Final Exam	100
In-Class Activities & Invention Activities	240
<b>Total</b>	<b>1000</b>

Participation & In-class work: Participation is one of the key aspects in this course. Any work done and submitted during class will count toward your grade. Also, you are expected to behave as responsible adults in class. Please keep in mind the following information regarding classroom etiquette and in-class work:

- i. Arrive on time and do not leave early
- ii. Be prepared to verbally participate in class discussion
- iii. Raise your hand before speaking
- iv. Do not chatter with your neighbor when others are talking
- v. Do not text, surf the internet, or take calls during class
- vi. Do not wear headphones or earbuds in class
- vii. You may bring beverages (in containers with lids) to class, but please do *NOT* eat in the classroom unless you bring enough to share with the entire class

Which major assignments will I write and when are they due for submission?

Annotated Reading and Summary is due on September 17

FE 1: Argument response or rhetorical analysis is due on Sunday, October 1, 2023.

FE 2: Critical Conversation (Mini argument) is due on Sunday, October 22, 2023.

FE 3 (Part 1): Annotated Bibliography is due on Sunday, November 12, 2023.

FE 3 (Part 2): Researched Academic Argument is due on Sunday, November 26, 2023.

FE 3 (part 3): Digital Portfolio is due on Sunday, December 3, 2023.

### What is ENGL 1143's attendance policy?

In this course you are permitted FIVE (5) absences. Please keep in mind that these are only to be used for unforeseen events like illnesses and family emergencies. Any additional absences beyond this will lower your participation grade by 20 points each. Repeated tardiness will also affect your attendance. Coming late twice is equivalent to one absence.

Students who have more than TEN (10) absences in total (whether the absence is excused or not) **will receive an "F" for this course.**

The bottom line is that attendance is crucial to succeeding in this class. If you have scheduling conflicts with work or other obligations and find you are unable to come to class, I would strongly encourage you to reassess your schedule. Student-athletes who have to miss class to attend sporting events must talk to me at the beginning of the semester.

### How do I know my 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.

### When would I write the final exam?

Tuesday, December 12, 2023. 10:30 am – 12:30 pm. Location TBD

### How do I submit my assignments?

All formal assignments are to be typed and formatted according to MLA style. All formal papers will be uploaded into the D2L Dropbox folder in PDF or Word doc. By enrolling in this class, the student expressly grants MSU a "limited right" to 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.

Please **always double-check that your paper has been submitted correctly**. After each submission, it is advised that students download the file they just submitted in order to make sure it opens properly.

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.

#### Will late work be accepted?

All assignments should be turned in on the assigned due date. 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.

#### How should I maintain 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. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. We will discuss plagiarism at length in class: what it is, why it's a problem, and how to avoid it. **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. Please understand that students have the right to appeal an alleged incident of Academic Dishonesty. More information about this policy and appeal procedure can be found on page 55 of the Student Handbook <https://msutexas.edu/student-life/assets/files/handbook.pdf>

## How do I contact my instructor?

During office hours, you can find me in my office or schedule an appointment over Zoom. You can also reach me by sending an email to [elizabeth.olaoye@msutexas.edu](mailto: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 five 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]*

## What if I have a disability?

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.

### What should I expect in class interactions?

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.

### What if I need to visit the 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.

### What about the 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.

### Is there a 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.



### What is ENGL 1143 Course Schedule?

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

*WL = The Writer's Loop;*

Week	Date	Reading Schedule (complete <b>BEFORE</b> class)	<b>1143</b> Schedule (& Writing Assignments)
Week 1	8/29	<b>Read: Syllabus</b>	Course Introduction
	8/31	<b>Read:</b> WL Ch 3. "Understanding Writing as a Recursive Process" "What is Media Literacy?" Review of chapter	Syllabus Quiz in class Introduction to - Academic Summaries <b>Timed Writing:</b> Personal literacy narrative
Week 2	9/5	<b>Read:</b> WL Ch 2. "Understanding Rhetoric"	<b>Discuss:</b> Defining rhetoric, components of rhetoric <b>Discuss: FE 1:</b> Rhetorical Analysis of a Text.
	9/7	<b>Read:</b> Sample rhetorical Analyses/Assigned reading for the week. On D2L	<b>Reading Response 1- practice rhetorical analysis</b>
Week 3	9/12	<b>Read: WL Ch 5</b> "Reading Actively and Critically to Create Meaning"  <b>Read:</b> D2L "7 Compelling Reasons Why You Should Go to College"	<b>Discuss:</b> Active & Critical Reading <b>Discuss:</b> Revision process Avoiding Plagiarism
	9/14	<b>Review:</b> WL Ch 5. "Reading Actively and Critically WL Ch 1 "Being an Academic Writer"	Discuss: Developing Ethos, Thesis, Argument Structure

		WL Ch 9, Pg 242- 245 "Summarize sources to use in your writing	Practice academic summaries in class and submit on D2L on Sunday night. FE 1 Planning activities & drafting, work on composition
4	9/19	<b>Read:</b> WL Ch 4. Improving the draft using feedback/ revision	<b>Discuss:</b> The Writing Process FE 1 Drafting
	9/21	<b>Read</b> MJ's revised draft on page 85 of the WL Read assigned reading for the week	Discuss: The Writing Process: Revision <b>Reading Response 2</b> /Continue to draft FE 1
5	9/26	Bring two print copies of FE2 to class for peer review	<b>Discuss:</b> The Writing Process: Revision continued
	9/28	<b>Read:</b> WL Ch 8. Planning Your Research and Evaluating Sources Read: WL Appendix - Understanding Academic Citation Styles	Workshop FE 1: Rhetorical Analysis due on Sunday night Introduce FE 2: prepare first draft of Formal Essay 2
6	10/3	<b>Read:</b> WL Ch 9- "Managing, Annotating, & Summarizing	<b>Discuss:</b> Research project
	10/5	<b>Read:</b> Appendix 1- Understanding Academic Citation Styles <b>Revise: Formal Essay 2</b> <b>Read:</b> Assigned reading for the week	<b>Discuss:</b> Finding and citing sources, Evaluating sources Reading Response 3
7	10/10	<b>Read:</b> WL Ch 10- Crafting a Thesis for a Substantial Writing Project	<b>Discuss:</b> Building and supporting an original thesis
	10/12	Read: WL Ch 11 "Tightening your argument" Project Work on FE 3	<b>Discuss:</b> Writing the conclusion

		<b>Read:</b> Assigned reading on D2L	
8	10/17	Introduce the Annotated Bibliography	Practice: The MLA Style
	10/19	<b>Read:</b> WL Appendix – Understanding Academic Citation Styles <b>Peer Review:</b> FE 2 in Class	Practice: The APA Style FE 2 due on Sunday Night
9	10/24	Prepare for Individual Conference	Individual Conference
	10/26	Prepare for Individual Conference	Individual Conference
10	10/31	Introduce Digital Portfolio, Discuss the Annotated Bibliography	(10/30)Last Day for “W”, 4:00pm
	11/2	In-class practice/Peer Review: Annotated Bibliography	In-class practice: Annotated Bibliography
11	11/7	Introduce Researched Academic Arguments/ Re-read part of Chapter 10	<b>Discuss:</b> Researched Academic Argument <b>Continue</b> working on Annotated Bibliography
	11/9	Read: Sample Academic Argument on D2L (2)	Start drafting Academic Argument (Part of FE3) in class <b>Submit Annotated Bibliography on Sunday night</b>
12	11/15	Peer-review researched academic essay (bring draft to class)	<b>Discuss</b> Digital Portfolio.
	11/17	Researched Academic Argument continued Revisit Digital Portfolio	<b>Writing workshop:</b> Peer Review Researched Academic Argument

13	11/21 - 11/26	THANKSGIVING BREAK	<b>NO CLASS</b>  <b>Researched Academic Essay Due on Sunday Night</b>
14	11/28	Read: WL "Pulling it All Together in a Final Portfolio	<b>Workshop</b>
	11/30	<b>Draft: Opening Statement</b> <b>Draft: ePortfolio</b>	<b>Workshop</b> <b>eP Workshop &amp; Troubleshooting Digital portfolio due Sunday Night.</b>
11	12/5	Prepare for the final exam	Workshop
	12/7	Prepare for the final exam	<b>Workshop</b>
16	12/12	<b>Final Examination</b>	