

Professor: Dr. Melissa Nivens
Class Time: TR 11:00am
Location: DB 175
Office: BeaWood 220
Email: melissa.nivens@msutexas.edu
Office hours: MW 9:00am-12:00pm
TR and afternoons by appointment

ENGL 1143.104: Academic Research and Writing

Syllabus

Texts:

- Ingraham, Lauren and Jeanne Law Bohannon. *The Writer's Loop: A Guide to College Writing*. Bedford/St. Martins. 2020.

Required Materials:

- Note-taking materials
- Journal (composition book, spiral, or digital file)
- 2 Blue Books
- D2L/Achieve Access
- Webcam/microphone (for Zoom meetings when necessary)

Course Goals:

- 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
- Additional information about course objectives can be found on the department webpage, <https://msutexas.edu/academics/libarts/english/index.php>.

Course Requirements:

- 10% 2 Peer Review Workshops/ 1 Instructor Conference
- 10% 2 Timed In-Class Essays (350-word min. each)
- 30% 2 Formal, Revised Essays (750-word min. each)
- 20% Researched Academic Argument (1500-word min.) and Annotated Bibliography
- 10% Grammar and Journal Exercises
- 10% Final Portfolio Project
- 10% Final Exam Essay

Final Exam:

- The final exam will be submitted electronically through D2L. It is scheduled for Monday, December 7 at 1:00pm, but I will have the exam window available from Monday, December 7 at 8am through 10pm.

Grading Policy: This class will not use the plus/minus grading system. In this class, the following numerical equivalents for final grades are used:

A = 100-90%;
 B = 89-80%;
 C = 79-70%;
 D = 69-60%;
 F = 59-0

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.

Submission Format and Policy: All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. All formal papers will be uploaded into the D2L Dropbox folder.

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 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.

Late Assignment Policy: Late assignments, defined as work not submitted by the start of class on the designated due date, will be accepted, but they will lose 10% of the final grade. Additionally, no late work will be accepted more than 48 hours after the original deadline. If you are unable to come to class on the day an assignment is due, you should still upload it into the D2L Dropbox folder on time to avoid late paper deductions.

Academic Dishonesty: 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 on the Works Cited page)—whether you use that material in a quote, paraphrase, or summary. 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 and/or the Director of Student Conduct.

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, 940-397-4140

Safe Zone Statement: 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.

Contacting Your Instructor: Email is the best way to contact me. Please note that I will not always reply over the weekend.

Attendance Policy: It is important that you attend class and arrive on time, whether in person or remotely via Zoom. If you have a total of more than two weeks' worth (TR 4 classes) of absences (excused or not) the missed instruction will make it difficult for you to excel in the class. Students who miss class will not be directly penalized, but they will miss out on opportunities for participation and explanations of assignments that could impact the final grade. If you need to miss several classes because of personal reasons, you should alert the Dean of Students office and provide them with the necessary documentation so that they can verify the situation for all of your instructors. Please see the [MSU Texas Return to Campus](#) webpage for more information should you begin to experience COVID-19 symptoms.

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.

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 either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website at <https://msutexas.edu/academics/wpr/> or call 397-4131.

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](#).

Daily Schedule of Readings and Assignments: See Table 1.

Table 1. Course Calendar

Week	Dates	Do This BEFORE Class	Do This IN Class
Week 1	T 8/25		Review Syllabus Introduction to the Course Fake News & Media Literacy
	R 8/27	Read: <i>WL</i> Ch 5.1 and 5.2 Active and Critical Reading Strategies	Discuss: Critical Reading and Writing Process Introduce: In Class Essay (ICE#1) Literacy Narrative
Week 2	T 9/1	Read: <i>WL</i> Ch 1 Being an Academic Writer	Discuss: Developing ethos Building a thesis Writing expectations Literacy Narrative examples Paragraph structure
	R 9/3	Complete: ICE#1 Plans	ICE#1 Literacy Narrative
Week 3	T 9/8	Read: <i>WL</i> Ch 2 Understanding Rhetoric	Discuss: Defining rhetoric Components of rhetoric Rhetorical situation Introduce: Formal Essay #1 (FE#1) Revised Literacy Narrative – digital text Portfolio Assignment
	R 9/10	Read: <i>WL</i> Ch 5.3 Rhetorical Appeals and 5.4 Rhetorical fallacies	Discuss: Analyzing visual arguments

Week 4	T 9/15	<p>Read: WL Ch 7 Writing for Public Digital Spaces</p> <p>Write: Journal entry #1 – social media</p>	<p>Discuss: Visual tools Social media</p>
	R 9/17	<p>Read: WL Ch 6.1 & 6.2 Writing Academic Arguments</p>	<p>Discuss: Argument Structure Writing Introductions</p> <p>Introduce: ICE#2 Position Essay</p>
Week 5	T 9/22	<p>Complete: FE#1 Digital Text</p>	<p>FE#1 DUE TODAY – submit to D2L by 11:00am</p> <p>Digital text showcase</p>
	R 9/24	<p>Read: WL Ch 6.3 & 6.4 Writing Arguments</p> <p>Write: Journal entry #2: reflect on LN</p>	<p>Discuss: Developing paragraphs Writing conclusions</p>
Week 6	R 9/29	<p>Read: TBD – Article in D2L</p> <p>Write: Journal entry – response to reading</p>	<p>Discuss: Article’s rhetorical strategies</p> <p>Introduce: ICE#2 Position Essay</p>
	T 10/1	<p>Write: ICE#2 Plans</p>	<p>ICE#2 Position Essay</p>

Week 7	T 10/6	<p>Read: WL Ch 8.2 Finding and Evaluating Sources</p> <p>Write: Journal entry #3 – research ideas</p>	<p>Discuss: Finding and evaluating sources Library Workshop (virtual)</p> <p>Introduce: Formal Essay #2 Argument Response</p>
	R 10/8	<p>Read: WL Chapter 4 Using Feedback</p>	<p>Discuss: Peer review process Clear & concise sentences Editing for common errors</p>
Week 8	T 10/13	<p>Complete: FE#2 Rough Draft (bring 2 copies to class)</p>	<p>Peer Review Workshop #1</p>
	R 10/15	<p>Read: TBD – Article(s) in D2L</p> <p>Write: Journal entry #4 - response to article</p>	<p>Discuss: Article(s)</p>
Week 9	T 10/20	<p>Read: WL Ch 8 Planning Your Research</p> <p>Complete: FE#2 Final Draft</p>	<p>FE#2 DUE TODAY – submit to D2L by 11:00am</p> <p>Discuss: Research questions Potential topics</p> <p>Review: Finding and Evaluating Sources</p> <p>Introduce: Research Paper Annotated Bibliography</p>
	R 10/22	<p>Read: 1 Source for Research Paper WL 9 Managing & Annotating sources</p> <p>Write: Journal entry #5 - Research question and potential thesis</p>	<p>Discuss: Annotating sources</p> <p>Annotated Bib Workshop</p>

Week 10	T 10/27	Read: WL Ch 11 Integrating Ideas from Sources	Discuss: Integrating sources Templates
	R 10/29	Read: Sources WL Ch 12 Tightening Your Argument	Research Workshop – from research to drafting
Week 11	T 11/3	Write: Research paper outline/rough Draft Journal entry #6 – research process	NO CLASS – Schedule Instructor Conference (Zoom or BW 220)
	R 11/5		
Week 12	T 11/10	Complete: Research Paper Rough Draft (bring 2 copies to class)	Peer Response Workshop
	R 11/12	Read: WL Ch 13 Pulling It All Together Write: Journal entry #7 – portfolio opening statement draft	Review: Portfolio Project
Week 13	T 11/17	Complete: Research Paper Final Draft	RESEARCH PAPER DUE – submit to D2L by 11:00am Discuss: Reflective & Descriptive Writing
	R 11/19	Work on portfolio	Portfolio Workshop
Week 14	T 11/24	Work on portfolio project	Portfolio Workshop
	R 11/26	NO CLASS THANKSGIVING	

<p>Week 15</p> <p>CLASS MOVES ENTIRELY ONLINE</p> <p>Last day to drop with a "W" 12/4</p>	<p>T 12/1</p>	<p>Work on portfolio project</p>	<p>PORTFOLIO DUE – submit to D2L by 11:00am</p>
	<p>R 12/3</p>		<p>Final Exam Prep</p>
<p>Week 16</p>	<p style="text-align: center;">MONDAY, 12/7 AVAILABLE IN D2L FROM 8:00AM TO 10:00PM</p>		