

**Professor:** Dr. Melissa Nivens  
**Class Time:** TR 9:30am  
**Location:** PY 205  
**Office:** BeaWood 220  
**Email:** [melissa.nivens@msutexas.edu](mailto:melissa.nivens@msutexas.edu)  
**Office hours:** MW 9:00am-12:00pm  
TR and afternoons by appointment

# ENGL 1143: Academic Research and Writing

## Syllabus

### Texts:

- Bullock, Richard et al. *The Little Seagull Handbook with Readings*. Norton, 2017. (ebook is acceptable)
- Miller-Cochran, Susan, Roy Stamper, & Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader* 2<sup>nd</sup> ed. Bedford/St. Martin's, 2019.

### Required Materials:

- Folder with pockets
- Note-taking materials
- 3 blue books

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

**Final Exam:**

- Saturday, May 9 at 10:30am

**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. Additionally, all formal papers must be printed and submitted in your folder and 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.

**Attendance Policy:** It is important that you attend class and be on time. If you have more than six (6) absences excused or not, you will likely fail the class. When you miss class meetings, you miss out on the instruction for which you pay tuition. In the unfortunate event that you accrue six or more absences before the last day to withdraw, you have the responsibility of withdrawing from the class. Please don't feel you have to explain or justify absences to me; I respect your privacy, but you must accept the consequences. If you miss class, you miss any writing assignment or group work done during that period, and you miss any announcements regarding future assignments. Notify me in advance if you will not be able to make class; you may leave an email message. As stated above, if you miss class on a due date for an assignment, upload the assignment to the Dropbox or it will lose points. Consider it your responsibility to be here, prepared for class, or you will not do as well as you wish, nor gain as much as you could.

**Writing Center:** Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9am to 4pm. You can also find a tutor at the satellite location in Clark Student Center Commuter Lounge, Sunday and Thursday from 6pm to 9pm. 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.

**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**

<b>Week</b>	<b>Dates</b>	<b>Do This BEFORE Class</b>	<b>Do This IN Class</b>
Week 1	1/21		Review Syllabus Introduction to the Course
	1/23	<b>Read:</b> <i>IGAW</i> Ch 1 Inside Colleges and Universities Ch 2 Writing Process	<b>Discuss:</b> Academic Disciplines Writing Process  <b>Introduce:</b> InQuizitive Exercises
Week 2	1/28	<b>Read:</b> <i>LSH</i> W-4 (17-29)	<b>Discuss:</b> Developing Paragraphs  <b>Introduce:</b> In-Class Essay #1 Reading Exercises (sign up for dates)
	1/30	<b>Complete:</b> Plan ICE#1	<b>In-Class Essay #1</b>
Week 3	2/4	<b>Read:</b> <i>IGAW</i> Ch 3 Reading & Writing Rhetorically	<b>Discuss:</b> Rhetorical context (audience, genre, topic, purpose)
	2/6	<b>Read:</b> <i>IGAW</i> “How American Family Life is Different” (342)  <i>LSH</i> S-1 & 2 Sentences & Fragments (314-319)  <b>Complete:</b> IQ Exercise 1	<b>Discuss:</b> “How American Family Life is Different” pg. 342 Reading Exercise 1  Sentences and Fragments
Week 4	2/11	<b>Read:</b> <i>IGAW</i> Ch 4 Developing Arguments <b>Find:</b> advertisement	<b>Discuss:</b> Rhetorical Appeals Analyzing Arguments  <b>Introduce:</b> Formal Essay #1

	2/13	<p><b>Read:</b> <i>LSH</i> S-3 Comma Splices &amp; Fused Sentences (320-321)</p> <p><b>Complete:</b> IQ Exercise #2 FE#1 Rough Draft (bring 2 copies to class)</p>	<p><b>Discuss:</b> Comma Splices and Fused Sentences</p> <p><b>Peer Review #1</b></p>
Week 5	2/18	<p><b>Read:</b> <i>IGAW</i> “Looking for Love on Craigslist...” (398)</p> <p><i>LSH</i> S-4 Verbs (322-334)</p>	<p><b>Discuss:</b> “Looking for Love on Craigslist...” (398) Reading Exercise 2</p> <p>Verbs</p>
	2/20	<p><b>Complete:</b> IQ Exercise 3 Formal Essay #1</p>	<p>Meet in Moffett Library for Database Lesson</p> <p><b>Formal Essay #1 Due</b></p>
Week 6	2/25	<p><b>Read:</b> D2L “The Miseducation of the American Boy”</p>	<p><b>Discuss:</b> “The Miseducation of the American Boy” Reading Exercise 3</p> <p>Introduce In-Class Essay #2</p>
	2/27	<p><b>Read:</b> <i>LSH</i> S-5 Sub/Verb Agreement (334-339)</p> <p><b>Complete:</b> Plan ICE#2 IQ #4</p>	<p><b>In-Class Essay #2</b></p>
Week 7	3/3	<p><b>Read:</b> <i>IGAW</i> Ch 7 Reading and Writing in the Humanities</p>	<p><b>Discuss:</b> Writing in the Humanities “In Strangers’ Glance at Family, Tensions Linger” (364) Reading Exercise 4</p>

		<p>“In Strangers’ Glance at Family, Tensions Linger” (364)</p> <p>“The Strategies of Forbidden Love...” (368)</p>	<p>“The Strategies of Forbidden Love...” (368)</p> <p>Reading Exercise 5</p> <p><b>Introduce:</b> Formal Essay #2</p>
	3/5		<b>NO CLASS – Out of town for conference</b>
Week 8	3/10	<b>Complete:</b> Plan FE#2	<b>FE# 2 Writing Workshop</b>
	3/12	<p><b>Read:</b> <i>LSH</i> S-6 Pronoun Agreement (339-344)</p> <p><b>Complete:</b> FE#2 Rough Draft (bring 2 copies to class) IQ #5</p>	<p><b>Discuss:</b> Pronouns</p> <p><b>Peer Review #2</b></p>
<b>SPRING BREAK</b>			
Week 9	3/24	<p><b>Read:</b> <i>IGAW</i> Ch 5 Academic Research</p> <p><b>Complete:</b> FE#2 Final Draft</p>	<p><b>Formal Essay #2 Due</b></p> <p><b>Discuss:</b> Research Questions Finding and Evaluating Sources</p> <p><b>Introduce:</b> Research Paper Annotated Bibliography</p>
	3/26	<p><b>Read:</b> 1 Source for Research Paper</p> <p><b>Complete:</b> Write a research question and potential thesis statement</p>	<p><b>Check:</b> Research Questions and Thesis Statements</p> <p><b>Ann Bib Workshop</b></p>
Week 10	3/31	<p><b>Read:</b> <i>LSH</i> R 1-4 Research (90) P-1 Commas (386-392)</p>	<p><b>Discuss:</b> Integrating Sources Avoiding Plagiarism</p>

		P-4 Quotations (395-399) <b>Complete:</b> IQ 6 & 7	MLA Exercises
	4/2	<b>Read:</b> Sources	<b>Research Workshop</b>
Week 11	4/7	<b>Read:</b> <i>IGAW</i> “The Myth of the Helicopter Parent” (348)  D2L “In No Hurry: Growing Up Slowly”  <i>LSH</i> R-4 Integrating Sources (107-118) MLA Style (119-169)	<b>Discuss:</b> “The Myth of the Helicopter Parent” (348) Reading Exercise 6  “In No Hurry: Growing Up Slowly” Reading Exercise 7  <b>Review:</b> MLA
	4/9	<b>Complete:</b> IQ 8 & 9 Annotated Bib	<b>NO CLASS – Easter Holiday</b>  <b>Submit Ann Bib in Dropbox</b>
Week 12	4/14	<b>Complete:</b> Research Paper Rough Draft	<b>NO CLASS – Instructor Conferences (sign up for time)</b>
	4/16	<b>Read:</b> <i>LSH</i> P-5 Apostrophes (399-402)  <b>Complete:</b> IQ 10	<b>NO CLASS – Instructor Conferences (sign up for time)</b>
Week 13	4/21	<b>Complete:</b> Research Paper Rough Draft	<b>Peer Review Workshop #3</b>
	4/23	<b>Complete:</b> Research Paper Final Draft	<b>Research Paper Due</b>  <b>Introduce:</b> Group Project
Week 14	4/28		Work on Project
	4/30		Work on Project

Week 15	5/5		Presentations
	5/7	<b>Read:</b> "Changing Counts, Counting Change: Toward a More Inclusive Definition of Family" (350)	Final Exam Prep
Week 16	<b>SATURDAY, 5/9</b> <b>10:30am FINAL EXAM</b>		