# ENGL 1143: Intro To Critical Reading & Academic Writing
## Fall 2023 | Midwestern State University | Dr. Coenen

| Sec. | Days | Time | Place |
|------|------|------|-------|
| 1R5 | T/R | 12:30 - 1:50 PM | BW 117 |
| 1R6 | T/R | 2:00 - 3:20 PM | BW 117 |

## Contact

**Professor**: Dr. Hillary Coenen | **Email**: hillary.coenen@msutexas.edu
**Phone**: 940-397-4058 | **Office**: BW 203
**Office Hours**:  Mon-Thurs: 11 AM-Noon | Mon 1:30-2:30 PM | Appointments Available
**Email** is the best way to contact me.

## Course Materials

**Required Text:**

- **EA** - Lunsford, Andrea, et al.  *Everyone's an Author with Readings*, Norton, 2023. (Provided as an ebook; Inclusive Access in D2L).

**Other Resources:**

- Access to D2L/Brightspace and Norton ebook 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 Microsoft Online free through MSU Portal.

## 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

## 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 community & literacy this semester, and you'll practice and reflect on your own literacy in timed and revised writing tasks, including a synthesis paper and a remix. You'll plan, draft, exchange feedback, and revise writing, 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 Tasks | Points | Description |
|---|---|---|
| TW (Timed Writing) 1: Community Literacy Narrative (CLN) | 75 | In a timed essay, describe a personal experience that relates to community & literacy. |
| Analytical Review (AR) | 100 | Plan, draft, and revise this essay, which will review and analyze a piece of media for credibility and effectiveness. |
| TW 2: Position Essay | 75 | Identify an important problem & use evidence to argue for a solution. |
| Synthesis Matrix | 100 | Summarize, evaluate, & compare sources for the Synthesis Essay. |
| Synthesis Essay (SE) | 200 | Plan, draft, and revise this essay exploring various perspectives on a topic of your choosing. You'll cite and show source connections. |
| Remix & Reflection | 200 | Revise, remix, and reflect on a piece from this course in a new medium of your choice. |
| Final Exam | 100 | Compose a multi-paragraph essay that takes a stance on a specific prompt. |
| Investment Tasks (See p. 7) | 150 | Throughout the semester, you'll record your ungraded work 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. | **Letter** | **Numerical** |
| | | A | 895-100 |
| | | B | 795-894 |
| | | C | 695-794 |
| | | D | 595-694 |
| | | F | 0-594 |

*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, 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)/Needs revision (N)/Unsatisfactory(U) basis. If your submission meets the basic expectations for the assignment, you'll earn an S and full credit for the assignment (100%).  If you earn an *N* (75%) or a *U* (50%), you will earn the corresponding portion of the points available for that task. You may request the opportunity to revise and resubmit ANY assignment so that it meets assignment expectations and earns an S. (See the "Assessment & Revision" section above for more info.)

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 substantive revision and the Investment Tasks shown below. If you don't earn all of the points for a major assignment, you may revise and make up for it in Investment Tasks. 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.

# Course Practices & Policies

*On Language Assessment*

You might 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*

Punctual, engaged attendance is crucial to your success in this class and in college. More than two weeks' worth of absences, excused or not (MW/TR: 4 classes), will affect your performance and grade. Absences are not directly penalized in this course, but missing class means lost opportunities to learn and earn points for activities. Email in advance if you will not be able to make class. It is your responsibility to be present and prepared for class to maximize your learning. If you must miss multiple sessions for personal/health reasons, alert the Dean of Students office and provide information so they can verify the situation for your instructors.

*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*

Deadlines are staggered in this class so that assignments build upon one another, which means that assignments should be completed according to the schedule to ensure your success. If you anticipate you may have difficulty meeting a deadline, request an extension at least 24 hours in advance. Late assignments, defined as work not submitted to the designated site within 6 hours of the deadline, may be accepted for credit if you consult with me within two business days of the deadline, at the discretion of the instructor. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached.

*Use of AI or Writing Technologies*

The use of AI is highly discouraged in this class. Turnitin does have an AI detector, but it is not 100% accurate, and thus leaves room for "reasonable doubt." Therefore, if you do use AI at any stage in the writing process, you must state in the comments section of your submission how you used it (in detail). If an originality checker indicates that your response is more than 30% AI-generated, I will investigate further, and if your response and other evidence indicates that the work you submitted is not more than 70% original, you will not receive full credit for the assignment. **Note that there is no uniform policy on AI use at MSU. Make efforts to understand the policy for each course you are taking.**

*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. 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](https://msutexas.edu/student-life/_assets/files/handbook.pdf)

### D2L & Google Drive

We will use D2L to access most course materials including the syllabus, textbook, announcements, schedule updates, assignment sheets, PowerPoints, your feedback and grades, and other materials. You will also submit formal assignments and discussion board posts on D2L, so please check it daily, especially before our class meets. Google Drive will also be used as a collaborative space and to store class resources.

### 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. If you prefer to "opt out", the instructions will be in your my.msutexas.edu email on the second day of class.  The last day to "opt- out" of this program is 9/13/2023. Contact the MSU Bookstore at [jenny.denning@msutexas.edu](mailto:jenny.denning@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](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](https://msutexas.edu/academics/tasp/on-campus.php) for more info.

### University Computer Labs

The University provides four open computer labs that provide Microsoft Office and internet access.

| 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*

| Characteristics | Students will… | Professor will… |
|---|---|---|
| *Communicative* | Stay focused on the speaker; check for understanding | Enthusiastic, nice, & connected; set the tone |
| *Accountable* | Pushing through, Prioritizing, planning, and being responsible | Timely response & feedback, being knowledgeable; clear grading standards |
| *Respectful* | Attentive listening, respectful of time; not wasting time | Nonverbal affirmations and cues; not taking someone's talk time |
| *Engaged* | Being responsive (verbal & nonverbal); keep trying, and find the motive | |
| | | |
| | | |

*Learning with Equity & Generosity*

As a class community, we have diverse bodies, experiences, and needs. Our differences are strengths and 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 access and equity for all requires us to do more than reject discrimination. It 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. The 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 and accessible.

This course encourages discussion and consideration of uncomfortable topics. We can work through discomfort and create a brave space for learning and exploration by showing respect for others and consideration of different perspectives. 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.

## *Investment Tasks*

This class works better, is more fun, and generates more learning when everyone participates. Tracking your Investment Tasks allows you to earn credit for the work you do beyond what is required. Record ungraded work 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 | 3 | 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, volunteer to read aloud or report group work, activities on D2L, and others. About one per week will keep you on track. |
| Homework & Tasks (HT) | 10 | 7 | HTs will be indicated when they are assigned and may include homework, brainstorming, work on major writing assignments (including planning, drafting, revision, and editing), and other engagement activities as announced (like attending relevant events). There will be many opportunities to complete homework or tasks; strive to do as many as possible. |
| Peer Review (PR) | 3 | 10 | PRFs summarize the feedback you provided a classmate on 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. |
| Writing Conference (WC) | 2 | 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). |