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English 1143: Academic Research and Writing
Section L13
Fall 2021

Texts
- *The Writer's Loop* with Achieve Access. Custom book for MSU.

  Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. Any students who wish to opt-out of the Program and purchase the required course materials on their own must do so prior to 09/07/21. Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process.

Required Materials
- 2 blue books for in-class essays
- Note-taking materials
- D2L/Achieve access (internet and computer)

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

Assessment of THECB Core Objectives for COMMUNICATION

- **Critical Thinking skills**
  - To assess the student's critical thinking skills, the Researched Academic Argument rubric will be applied to the Final Research Paper.
- **Communication skills**
  - To assess the student's written communication skills, the Researched Academic Argument rubric will be applied to the Final Research Paper.
- **Personal Responsibility**
  - To assess ethical use of sources as a measure of personal responsibility, the Researched Academic Argument rubric will be applied to the Final Research Paper.
- **Teamwork**
  - To assess the student's teamwork, the Peer Review Teamwork rubric will be used to assess each student's preparation for and participation in peer review workshops.

Course Requirements

Assignments

In Class Essay #1	5 points
Formal Essay #1	10 points
In Class Essay #2	5 points
Formal Essay #2	10 points
Peer Review #1	5 points
Annotated bibliography	10 points
Peer Review #2	5 points
Research Essay	15 points
Portfolio	10 points
Exam Essay	10 points
Achieve Grammar Exercises	5 points
Daybook	10 points

Writing assignments should require students to produce approximately 5000 words of **graded** writing and count for at least 80% of the final grade.

Grading Policies **IMPORTANT:** A grade of **C** or higher in ENGL 1143 is required for graduation from Midwestern.[2]

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%.

According to MSU's Undergraduate Catalogue, "letter grades have the following significance:
- A indicates excellent work
- B indicates good work
- C indicates satisfactory work
- D indicates passing work
- F indicates failing work" (73).

Consequently, essays that meet the basic requirements earn a C, not an A or B. If you wish to earn As and Bs, you will have to work harder to produce better than satisfactory, or average, writing.

Submission Format and Policy   All formal assignments are to be typed and formatted - and outside sources documented - according to MLA style, including an MLA header.

Formal assignments are to be submitted to the appropriate Assignment Dropbox on D2L *before* class begins on the due date. Sometimes a physical copy may *also* be required to bring to class, but those times will be specified.

Informal writing (including reading notes, in-class notes, and in-class activities) are to be completed in your composition notebook as part of your daybook grade.

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 Paper/ 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.

Plagiarism Policy   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 in "Works Cited")–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/or the Director of Student Conduct.

Students with Disabilities	Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.
Safe Zones 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	The best way to contact me is by email (shelby.ragan@msutexas.edu). Please allow 24 hours for a response (48 hours on the weekends).
Attendance Policy	It is important that you attend class and arrive on time. If you have a total of more than two weeks' worth (MWF 6 classes/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.
Other Policies	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 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.
Daily Schedule of Readings and Assignments	See attached calendar.
	When reading is assigned, it should be completed *before* class.

Dates where class is not meeting are marked as "no class," but empty cells indicate only that there is nothing you need to read or complete beforehand.

Semester Calendar

Week 1	**8/24** Introduction to course	**8/26** Read: syllabus and calendar *Writer's Loop* MSU 1-6, MSU 8-14
Week 2	**8/31** Read: *WL* 3.1 (50-56) and 3.2 (62-63) Introduction to ICE #1	**9/2** Read *WL* 1.1 (1-3) and 1.3 (13-15) ==**ICE #1**== **[need blue book]**
Week 3	**9/7** Read: *WL* 2.1 (25-29) and 2.2 (32-39)	**9/9** Read: *WL* 2.3 (42-48) Introduction to FE #1
Week 4	**9/14** Read: *WL* 5.1 (104-08), 5.2 (122-24), 5.3 (128-30), and 5.4 (132-40) Introduction to ICE #2	**9/16** **Library Instruction Day – meet at the 2nd floor lab in Moffett** ==**FE #1 due**==
Week 5	**9/21** Read: *WL* 6.1 (147-64) and 6.2 (165-69) ==**ICE #2**== **[need blue book]** Introduction to FE #2	**9/23** Read: *WL* 6.3 (170-72) and 6.4 (178-80)
Week 6	**9/28** Read: *WL* 4.1 (71-74), 4.2 (76-94), 4.3 (95-100)	**9/30** ==**Peer Review Workshop #1**== **[draft required]**
Week 7	**10/5** Read: *WL* 8.1 (204-08) **FE #2 due** Introduction to annotated bibliography and research essay	**10/7** Read: *WL* 8.2 (209-17) ==**Achieve Sentence Grammar modules due 10/8**==
Week 8	**10/12** Read: *WL* 9.1 (221-27), 9.2 (233-40), and 9.3 (241-47)	**10/14** Workday
Week 9	**10/19** ==**Annotated bibliography due**==	**10/21** Read: *WL* 10.1 (251-56), 10.2 (257-64), 10.3 (265-67) Thesis workshop

Week 10	**10/26** one-on-one check-ins	**10/28** one-on-one check-ins
Week 11	**11/2** Read: *WL* 11.1 (270-71), 11.2 (274-80), and 11.3 (282-850)	**11/4** Read: *WL* 11.4 (285-88) and 11.5 (289-91) Work day
Week 12	**11/9** Read: *WL* 12.1 (294-95), 12.2 (297-300), 12.3 (306-12)	**11/11** **Peer Review Workshop #2** **[draft required]**
Week 13	**11/16** **Research Essay due** Introduction to portfolio	**11/18** Portfolio workshop
Week 14	**11/23** Portfolio workshop	**11/25** **Holiday break**
Week 15	**11/30** Introduction to timed final exam essay Work day	**12/2** **Last day of class** **Portfolio due** **Achieve Punctuation etc. modules due 12/3**

Researched Academic Argument rubric

Name: _____ Grade: _____

CRITERION*	EXCELLENT	GOOD	SATISFACTORY	PASSING	FAILING
Context of and Purpose for Writing (_Communication Skills_**)** Does the essay present an argument regarding a specific issue? Does the essay use at least 4 sources, 3 from peer-reviewed journals?					
Content Development (_Critical Thinking Skills_) Does the essay present a clear position? Does the essay provide a thorough analysis of the issue/problem? Does the essay fairly acknowledge other views?					
Genre and Disciplinary Conventions (_Communication Skills_) Does the essay assert a position with a thesis statement placed at the end of the introduction? Does the essay provide body paragraphs that focus on one idea and support it with several examples and details? Does the essay present an organized discussion? (_Personal Responsibility Skills_) Does the essay follow MLA for in-text citations and the Works Cited page? Does the essay use sources in ethical and contextually appropriate ways?					
Sources and Evidence (_Communication Skills_) Does the essay provide specific examples and/or explanation? Does the essay use signal phrases to introduce source information?					
Control of Syntax and Mechanics (_Communication Skills_) Is it stylistically appropriate for an academic reader? Does the essay demonstrate proficiency in standard written English?					
Comments:					

*Adapted from the _Critical Thinking, Written Communication, and Ethical Decision-making Value Rubrics_ published by Association of American Colleges and Universities (AACU).

Peer Review Teamwork rubric

Name:_____ Grade:_____

CRITERION*	EXCELLENT	GOOD	SATISFACTORY	PASSING	FAILING
Individual Contributions Outside of Team Meetings *(Preparation)* Does the team member prepare for the peer review workshops by reviewing the drafts in advance? Does the team member provide drafts for his/her team members?					
Fosters Constructive Team Climate *(Workshop participation and discussion)* Does the team member invite and allow other members to contribute to the conversation? Does the team member participate during the workshop by providing constructive feedback and deepening the group's understanding of the rhetorical task?					
Contributes to Peers' Development as Writers *(Peer Review Forms)* Does the team member complete the peer review form for his/her peers? Does the team member's feedback demonstrate a genuine commitment to helping the writer improve his/her essay?					
Comments:					

*Adapted from the *Teamwork Value Rubric* published by Association of American Colleges and Universities (AACU).