



**MIDWESTERN
STATE UNIVERSITY**

A Member of the Texas Tech University System

Course Syllabus: Intro to Critical Reading & Academic Writing
College of Humanities & Social Sciences
ENGL 1143 Sections 1R3 & 1R6
Fall 2024

Contact Information

Instructor: Dr. Hillary Coenen

Office: BW 203

Office Phone: (940) 397-4058

E-mail: Hillary.coenen@msutexas.edu

Office Hours: Mon & Wed 10-11 AM; Tue & Thurs 11AM-12:30 PM; and by Appt.

Course Description

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 media literacy, and you'll practice critical and analytical thinking in two major assignment units. You'll create a portfolio that documents your writing process, which will include planning, drafting, exchanging feedback, and revising, and you'll have opportunities to improve drafts before and after submitting.

Textbook & Instructional Materials

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

Core Learning Objectives

This course fulfills a core requirement for Communication. As such, the course will assess the following learning objectives:

- Critical Thinking, Communication, & Personal Responsibility - To assess these skills, the Synthesis rubric will be applied to the Synthesis Essay.
- 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 a peer review workshop.

Course Goals

Upon completing this course, students will be able to

- 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 & composing for inquiry, learning, thinking, & 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 & in contextually appropriate ways & follow a designated style guide

- Demonstrate proficient use of linguistic structures, including grammar and mechanics, through practice in composing and revising

Grading System & Policies

Portfolio Grading System

This course uses a portfolio grading system, which aims to emphasize the writing process, foster a collaborative, supportive environment, and relieve some writing anxiety. You'll get feedback which you can use to improve, but you won't get traditional grades on individual tasks. Instead, they'll be marked as Satisfactory or Unsatisfactory in your portfolio, which will be assessed based on your drafting and revision process. For each stage of the portfolio, you will receive a checklist indicating criteria for each component. If you receive an "Unsatisfactory" mark on any component, you may request the opportunity to revise any component to meet expectations.

Table 1: Points allocated to each assignment

Assignments	Points	Description
Unit 1 Portfolio	300	Demonstrate your writing process on the rhetorical analysis essay by sharing the materials you used to plan, draft, and revise the essay, including a final draft, which will analyze a persuasive essay.
Comprehensive Portfolio	600	Demonstrate your writing process on a three-part Synthesis unit by sharing the materials you used to plan, draft, and revise each component, including the final drafts: the Synthesis Matrix, Synthesis Essay, & Infographic, which investigate a problem and present research findings.
eJournal	100+	Throughout the semester, use your eJournal to document your writing process and log your ungraded work for the class in order to earn credit.
Total Points	1000	

Table 2: Total points for final grade.

Grade	Points
A	895-1000
B	795-894
C	695-794
D	595-694
F	0-594

Late Assignments

Deadlines are staggered in this class so that assignments build on 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 2 hours after 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 and explain the issue.

Final Exam

This course will not have a final exam.

Revision

You may revise and resubmit any coursework within 2 weeks of receiving feedback 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.

Academic Misconduct Policy & Procedures

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. Find more information about the policy and appeal procedure on page 55 of [the Student Handbook](#).

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. Therefore, if you use AI at any stage in the writing process, you **MUST** state in the comment 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 take.

Mid-Term Progress Report

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.

Extra Credit/eJournal

You can earn credit for additional, ungraded activities by including them in your eJournal, which should have a dedicated page on your ePortfolio.

Instructor Class Policies

Attendance

Punctual, engaged attendance is crucial to your success in this class and in college. More than two weeks' worth of unresolved absences (MW/TR: 4 classes) will be grounds for the instructor to drop you from the course. Any absences are likely to affect your performance in the course, and it's your responsibility to be present and prepared for class to maximize your learning. If you must miss class for any reason, you may resolve absences by communicating with your instructor. If you must miss multiple sessions for any reason, alert the Dean of Students office so they can verify for instructors.

***Unresolved Absence:** Absences about which you did not communicate to the instructor prior to or within two days of its occurrence.

***Resolved Absence:** Absences about which you have email your instructor prior to or within two business days. Emails should explain what you will do to stay on track.

CARE for Class Community

Together, we'll decide what it means to show that we CARE about our own education and that of our classmates. CARE stands for Communicative, Accountable, Respectful, and Engaged. As a class, we'll describe specific behaviors and practices that correspond with those characteristics:

1R6

- Communicative: Appropriate notice for schedule changes (1 day); GroupMe for whole-class issues; Email for individual issues; Proactive & Transparency communication about needs or adjustments, make time (after or **before class** or in office hours) to discuss challenges
- Accountable: Doing something about an issue & getting help if needed; Requesting accommodations in advance; Completing & submitting assignments according to instructions
 - Teaching & helping everyone based on their needs and concerns; Assess material and skills that are adequately addressed in class
- Respectful: Being open-minded; acknowledging other perspectives; Avoid speaking over others; wait for pauses to jump in; use hand raise to request a turn to speak; calm voice (avoid yelling); use appropriate language, and avoid using derogatory language or directing curse words at any person; respects others' boundaries (personal space, not forcing topics if someone expresses discomfort; moving on if needed; not forcing the conversation); Avoid criticizing, instead offer feedback (compliment sandwich)
- Engaged: Give eye contact between speaker & listener, gestures indicating understanding (nodding, etc.); be responsive (verbally or non-verbally); ask questions (early & often); attend class regularly; avoid distractions (like phones when they're not needed, homework for other classes, meals; come to class prepared: having completed homework & readings, and have the materials you need

1R3

Learning with Generosity

As a class community, we have diverse bodies, experiences, and needs. Our differences are strengths and something we should strive to learn from. To learn in a safe environment, we must ardently reject language and behaviors that denigrate others based on identity. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated.

This course encourages discussion and consideration of uncomfortable topics. We 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! 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.

Course & Campus Resources

Study Hours and Tutoring Assistance

- TASP's Learning Center is located on the first floor of the Moffett Library, and tutors are available for one-on-one sessions Monday-Thursday from 11 AM-7 PM. 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 TASP's Webpage for more information.](#)

- English 1143 has two dedicated TAs who are familiar with your course resources. Their office is Bea Wood 202, and their [hours will be posted here](#) and on D2L.

eBook Access

This course'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 your my.msutexas.edu email on the second day of class. Contact the MSU Bookstore at jenny.denning@msutexas.edu if you have questions about opting out.

University Computer Labs

The University provides four open computer labs with Microsoft Office & internet access.

- 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)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Explore resources on [Moffett Library's webpage](#) to learn how to best utilize the library.

Email & GroupMe

All emails you send for academic purposes should be revised and edited, including a greeting, body paragraph(s), and closing, to meet professional expectations for emails. For courses, you should indicate your name and the course you're enrolled in. 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.

D2L & Google Drive

You will use D2L to access most course materials including the syllabus, textbook, announcements, schedule updates, assignment sheets, slideshows, feedback on writing, 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.

Access to Microsoft 365

All students can download Microsoft Office 365 free of charge using their MSU Texas student email address. To acquire Office 365, [visit MSU's Student Resources.](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact your instructor.

College Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Important Dates

Last day for term schedule changes: August 29, 2024

Deadline to file for graduation: September 23, 2024

Last Day to drop with a grade of "W:" November 25, 2024

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from MSU may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. For information about refunds, refer to [Drops, Withdrawals & Void](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

I also 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

This version of the schedule is a projection. Some items will change throughout the semester, and more details are provided in the [Live Class Schedule on D2L](#). Any changes will be discussed in class and posted to D2L. D2L also houses details for tasks and assignments not listed here.

Weeks	Topics/Activities/Assignments	All Deadlines: 10 PM in D2L
Wk 1: 8/26-9/1	Understanding Rhetorical Situations, Media Literacy - Introduce Rhetorical Analysis and ePortfolio Assignments	
Wk 2: 9/2-9/8	Reading Rhetorically & Example ePortfolios	
Wk 3: 9/9-9/15	Writing Process, Analysis, & Arguments - Introduce Essay Annotation & Reverse Outline Tasks	9/10: ePortfolio Draft Due
Wk 4: 9/16-9/22	Genre, Style, Documentation, & Editing - Edit Rhetorical Analysis	
Wk 5: 9/23-9/29	Reflecting on Writing - ePortfolio Workshops - Introduce Synthesis Unit: Matrix, Essay, Infographic	9/24: Rhetorical Analysis Draft Due
Wk 6: 9/30-10/6	Research Skills: Finding, Evaluating, & Documenting Sources - Workshopping Research Questions & Matrix Entries	9/30: Unit 1 ePortfolio Due
Wk 7: 10/7-10/13	Incorporating Research - Synthesis Matrix & Practice	
Wk 8: 10/14-10/20	Complementing Research - Complete & Revise Synthesis Matrix	
Wk 9: 10/21-10/27	Drafting Synthesis Essay - Introduce Synthesis Reverse Outline	10/21: Synthesis Matrix Due
Wk 10: 10/28-11/3	Developing Synthesis Essay	
Wk 11: 11/4-11/10	Revising Synthesis Essay	
Wk 12: 11/11-11/17	New Media, Design, & Public Audiences - Sketch & Plan Infographic	11/11: Synthesis Essay Due
Wk 13: 11/18-11/24	Draft & Troubleshoot Infographic	
Wk 14: 11/25-12/01	Peer Review Infographic	11/26: Infographic Remix Due
Wk 15: 12/2-12/6	Reflect and Demonstrate Learning - Troubleshoot ePortfolio	12/5: Comprehensive ePortfolio Due

