

## ENG 1110, Academic Writing and Reading—Repeat

Catalog Description: Repeat course for students who earned grades of “D” or “F” in their first attempt at 101. Special curriculum offers strategies for addressing issues that cause students to be unsuccessful in ENG 1100. Students may use any of the following courses to satisfy the requirements of the Core, but only one may count: ENG 1100, ENG 1110, ENG 1130, or ENG 1140.

Enrollment limit: 15.

Department permission

I. Unit Offering the Course

College: Liberal Arts

Department: English

II. Course Information

Title: Academic Reading and Writing—Repeat

Prefix and Number: ENG 1110

Credit Hours: 3

Cross Listings: None

Check (“x”) all that apply: Wright State Core  Integrated Writing  Multicultural Competence  Service Learning  Laboratory Course  Ohio TAG (Transfer Assurance Guide)  Ohio Transfer Module  Others(specify) \_\_\_\_\_

III. Course Registration

Prerequisites: Grade of D or F in ENG 1100.

Co-Requisites:

Restrictions: No students with grades of A, B, C, X, or I admitted

IV. Student Learning Outcomes

### Applicable WSU Core Objectives:

- a. communicate effectively
- b. evaluate evidence critically
- c. apply the methods of inquiry of the arts and humanities
- d. demonstrate understanding of contemporary social and ethical issues
- e. participate in democratic society as informed and civically engaged citizens

### WSU Core Element 1 (Communication) Learning Objectives:

- a. Adapt writing processes and strategies for audience, purpose, and type of task
- b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- c. Employ appropriate mechanics, usage, grammar, and spelling conventions
- d. Find, analyze, summarize, and synthesize appropriate source material from both print and electronic environments
- e. Use reliable evidence to support claims

- f. Use electronic environments to draft, revise, edit, and share or publish texts use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.

### **Course and Writing Program Objectives and Learning Outcomes:**

#### *Academic reading*

- Identify author's main claims and supporting points
- Distinguish voices and viewpoints
- Discriminate between examples/illustrations and main points

#### *Summary*

- Restate author's thesis and support points in own words
- Reduce text to main ideas in logical, fluent paragraphs with transitional elements
- Use third person, present tense, and assertive verbs
- Avoid personal judgment and ascribe ideas to author
- Document texts

#### *Analysis*

- Articulate and assess author's thesis, purposes, audiences, contexts, bias, and credibility
- Draw conclusions about the effectiveness of author's writing strategies and support conclusions with textual evidence

#### *Research*

- Locate, evaluate, and use academic sources
- Signal and integrate basic quotes, paraphrases, and summarized ideas
- Document and cite accurately in MLA format

#### *Facility with language and writing*

- Write clear and appropriate thesis statements
- Organize and adapt writing appropriately for genre, purpose and audience
- Observe appropriate mechanics, usage, grammar, and spelling
- Write readily understood text for a general reader
- Use electronic environments to draft, revise, edit, and share or publish texts

### V. Suggested Course Materials (required and recommended)

#### Primary Texts:

*The Norton Field Guide to Writing*, by Richard Bullock; or  
*The St. Martin's Guide to Writing*, by Rise Axelrod and Charles Cooper; or  
*The Allyn and Bacon Guide to Writing*, by John Ramage and John Bean; or  
*The Call to Write*, by John Trimbur;

AND

Secondary Texts:

*They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein;

Essays and articles supplied by instructor and class members.

*A Writer's Reference*, by Diana Hacker (or equivalent)

Access to computers with Microsoft Word 2007 required

VI.Method of Instruction: Lecture

VII.Suggested Evaluation and Policy (Tests, Reports, Literature Reviews, Presentations, Attendance)

A collection of writing that is drafted, revised, and edited during the course is required, including a minimum of 2 extended formal papers of at least 3 pages each. Rubrics to evaluate student writing will be derived from the outcomes listed above.

VIII.Suggested Grading Policy: At least 70% of the course grade will be based on evaluation of the formal writing. Tests; quizzes; and various brief, formal and informal writing assignments may also be required. As mandated by the University System of Ohio's Transfer Module "Outcomes for English Composition First Course," ENG 1110 students will produce the following:

- a. A variety of texts with opportunities for response and revision.
- b. A minimum of 5,000 total words (roughly 20 pages). Electronic or other projects of equivalent rigor may be included.

*Attendance:* Required. 2 absences permitted.

IX.Suggested Assignments and Course Outline

Wk 1: Introduction to syllabus, course policies, expected outcomes and familiarization with courseware such as Course Studio. Definition of plagiarism and clarification of academic integrity. Introduction to WSU Code of Conduct and familiarization with various forms of academic dishonesty. Socialize classroom and clarify consequences for disruptive behavior, which will not be tolerated.

Wk 2: Introduction of **Explaining a Concept** assignment. Topic selection. May include individual conferences. Introduction to MLA system of documentation. Avoiding plagiarism. In-class workshops on signal phrasing, quoting, paraphrasing, summarizing and creating a Works Cited page. *Summary assignment:* In-class workshops on completed drafts. Lessons on restating author's thesis in own words; recapping in own words author's support points; reducing the original text to main ideas in logical, fluent paragraphs with transitional elements; using 3<sup>rd</sup> person voice, present tense and assertive verbs; avoiding personal judgment and documenting text.

Wk 3: Invention and drafting of **Explaining a Concept**. Readings from textbooks on developing and organizing information for explaining a concept. May include fieldwork and interviews. Lessons on MLA continued. Schedule visit with WSU Library assistants, providing in-class research orientation and lessons on accessing authoritative academic sources via online databases.

- Wk 4: Drafting and revising of **Explaining a Concept**. In-class workshops on completed drafts, lessons on organization, development, coherence, and sentence structure, accompanied by student models and text assignments on same topics.
- Wk 5: Revising and editing of **Explaining a Concept**. In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer; demonstrating MLA documentation and citation; integrating basic quotes, paraphrases, and summarized ideas accurately and smoothly; and avoiding plagiarism.
- Wk 6: Introduction of **Self-Assessment** and compiling of **Midterm Portfolio**, with text assignments as appropriate
- Wk 7: Introduction of **Critical Analysis** essay assignment. Principles of academic reading and textual analysis. Sample essays analyzed in class and out, with text assignments, lecture and in-class workshops as appropriate. Lessons on academic reading: annotating for specific purposes; outlining structure of a text; skimming for general overview; scanning for specific information; identifying author's main claim and enumerating supporting points; distinguishing author's voice from other viewpoints in discussion; distinguishing examples, illustrations and anecdotes from main points.
- Wk 8: Principles of **Critical Analysis** continued. Essay to be analyzed by students introduced, and analysis begins with text assignments as appropriate. Lessons on articulating author's thesis, purpose, and target audience; determining context of discussion; assessing credibility of author and text; recognizing bias and its possible influence on message.
- Wk 9: **Critical Analysis** essay continues; assignments may include **several brief analyses** using a single method in each, with text assignments as appropriate. Lessons on identifying and articulating strategies of persuasion; drawing conclusions about the effectiveness of the text; and supporting conclusions with textual evidence and sound reasoning.
- Wk 10: Complete draft of **Critical Analysis** due for in-class workshops. Draft may be revised several times. In-class workshops on completed drafts, lessons on organization, development, coherence, and sentence structure, accompanied by student models and text assignments on same topics.
- Wk 11: **Critical Analysis** revision and editing continue, in class and out, with text assignments as appropriate. In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer; demonstrating MLA documentation and citation; integrating basic quotes, paraphrases, and summarized ideas accurately and smoothly; and avoiding plagiarism. Introduction of **Proposing a Solution** assignment: *3-page argumentative letter*. Topic selection and choosing and engaging target audience that includes skeptical readers.
- Wk 12: Invention and drafting of **Proposing a Solution** assignment. May include individual conferences between Instructor and students. Readings from textbooks on developing and organizing information for proposing a solution. Lessons on choosing and evaluating sources for authority, accuracy, objectivity, currency and relevance; establishing connections, references, and relationships between sources; interpreting evidence. Introduction of the academic aims of argument. Lessons on writing an arguable thesis statement; using reasonable tone that establishes common ground; avoiding personal attacks; recognizing emotional appeals and logical fallacies; sustaining progressive, focused, and logical argument that supports thesis;

acknowledging, accommodating, and refuting counter arguments logically and ethically; avoiding stereotyping and over-simplification.

Wk 13: Complete draft of **Proposing a Solution** assignment due for in-class workshops. Draft may be revised several times. In-class workshops on completed drafts, lessons on organization, development, coherence, and sentence structure, accompanied by student models and text assignments on same topics.

Wk 14: Editing and proofreading of **Explaining a Concept, Critical Analysis** and **Proposing a Solution** assignment. In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer; demonstrating MLA documentation and citation; integrating basic quotes, paraphrases, and summarized ideas accurately and smoothly; and avoiding plagiarism. Final portfolio and its **Comprehensive Self-Assessment** introduced, with text assignments as appropriate. Final revisions of student work, course evaluations. May include individual conferences between Instructor and students.

Wk 15: **Finals Week:** Final portfolio or collection of work due.

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This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.