Catalogue Course Description: Introduces students to principles of effective written communication and critical reading. Stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating. Prereq: C or above in ENG 1120. 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.

I. College/School: Liberal Arts
   Department: English Language and Literatures

II. Course Information
    Course Title: Academic Writing and Reading
    Course Abbreviation and Number: ENG 1130
    Course Credit Hours: 3
    Course Cross Listing(s) Abbreviation and Number:
    Check (“x”) all applicable:
    Check (“x”) all that apply:
    Wright State Core ___X__ Integrated Writing ___ Multicultural Competence ___ Service Learning ____
    Laboratory Course ___ Ohio TAG (Transfer Assurance Guide) ___ Ohio Transfer Module _X__
    Others (specify)______________________________

III. Course Registration
    Prerequisites: C or better in ENG 1120
    Corequisites:
    Restrictions:
    Other:

IV. Student Learning Outcomes
    What students are expected to know or be able to do or demonstrate upon completing the course. For example, students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.

Applicable WSU Core Objectives:
    • communicate effectively
    • evaluate arguments and evidence critically
    • apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
    • demonstrate understanding of contemporary social and ethical issues
    • 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. Present focused, logical arguments that support a thesis
    f. Use reliable and varied evidence to support claims, incorporate sources from others appropriately, and acknowledge and document the works of others appropriately
    g. 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
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;  
*A Writer’s Reference*, by Diana Hacker or similar handbook  
Essays and articles supplied by instructor and class members.  
Access to computers with word-processing software

VI. Suggested Method of Instruction.

Lecture

VII. Suggested Evaluation and Policy

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 outcomes for English composition first course, ENG 1130 students will produce the following:

a. A variety of texts, including at least one researched essay, 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.

Sample: Preliminary Research Portfolio: 25%
Critical Presentation: 20%
Final Portfolio: 45%
Daily work: 10%

Students must earn grades of C or higher in ENG 1130 to enroll in ENG 2100, 2110, 2120, or 2130.

Attendance: Required. More than 1 week’s worth of absences may lower final grade.

IX. Suggested Assignments and Course Outline

**Suggested Weekly Course Outline Including Typical Assignments** (bolded)

**Wk 1:** Introduction to syllabus, course policies, expected outcomes and familiarization with classroom and electronic environments for composing. Review of concepts and ideas from ENG 1120, including summarizing and analyzing.

**Wk 2:** Introduction to Preliminary Research assignment (such as annotated bibliography, report, I-search, or similar assignment). Discuss topic selection and focus.

**Wk 3:** Locating and distinguishing academic and professional sources from other information, evaluating Web resources. Librarians to class to help students research topics.

**Wk 4:** Lessons on MLA documentation and citation; practice integrating basic paraphrases, quotes, and summarized ideas, and avoiding plagiarism. Preliminary writing: proposal, outline, or other development exercises.

**Wk 5:** Drafting the Preliminary Research assignment

**Wk 6:** Revision, editing, MUGS, conventions, and peer review: In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer. Preliminary Research Portfolio due: include copies of all sources and 2-3 page assessment of your work.

**Wk 7:** Introduction to Researched Analysis assignment. Review of signal phrasing and integrating paraphrases, quotes, and summarized ideas. Preliminary writing: proposal, outline, or other development exercises.

**Wk 8:** Drafting the Researched Analysis assignment.

**Wk 9:** Revision, editing, MUGS, conventions, and peer review: In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer. In-depth self-assessment.

**Wk 10:** Introduction to Critical Presentation: Lessons on collaborating, presenting information, selecting media, analyzing and accommodating audience, and incorporating technology.

**Wk 11:** In-class drafting, practicing, continued collaboration, and gathering information. Revision, editing, MUGS, conventions, and peer review of Critical Presentation assignment. May include individual conferences between Instructor and students.
Wk 12: Finish and deliver **Critical Presentations**

Wk 13: **Portfolio** or collection of students’ work. Self-evaluation with course outcome assessment workshop

Wk 14: **Portfolio or final collection** prep: Final revisions of student work and course evaluations. May include individual conferences between Instructor and students

Wk 15: **Finals Week: Final Portfolio Due**

X. Other Information

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.