ENG 1140, Intensive Academic Writing and Reading

Catalog Description:

Introduces students needing additional instruction in writing to principles of effective written communication and critical reading. Stresses invention, drafting, revising, editing, and self-assessment, along with effective critiquing and collaborating. 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
   Title: Intensive Academic Writing and Reading
   Prefix and Number: ENG 1140
   Credit Hours: 4
   Cross Listing(s): none
   Check ("x") all that apply:
   - Wright State Core _X_ Integrated Writing __ Multicultural Competence __
   - Service Learning ___
   - Laboratory Course _X_ Ohio TAG (Transfer Assurance Guide) __ Ohio Transfer Module _X__
   - Others
   - (specify)_______________________________________________________________

III. Course Preparation
   Prerequisites: Placement
   Corequisites: None
   Restrictions: None
   Other: Course meets 5 hours weekly: 3 hours class, 2 hours lab.

IV. Student Learning Outcomes

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

Summarize text
- 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

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

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

Facility with language and writing
- Write clear and appropriate thesis statements
- Organize and adapt texts 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. 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 and Internet access
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 second course, ENG 2110 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:  
Self-Portrait: 10%  
Summary Assignment: 10%  
Issue Analysis: 20%  
Final Portfolio: 50%  
Daily work: 10%  

Students must earn grades of C or higher in ENG 1140 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. Introductory writing assignments and reading exercises. Introduction to **Self-Portrait assignment**.

Wk 2:  Continue Self-Portrait assignment. In-class workshops on reading comprehension, metaphors, description, narration, diary note taking, and multiple points of view/genres.

Wk 3:  Drafting Self-Portrait assignment. In-class workshops on drafting, description, word choice, peer reviewing, revising and visual analysis.

Wk 4:  Self-Portrait revisions due. In-class workshops on thesis statements, transitional elements, editing, and publication for audience and purpose. Avoiding plagiarism. Introduction of **Summary assignment**.

Wk 5:  Drafting summary assignment. In-class workshops on writing summaries and reading academic sources. Lessons on restating author’s thesis in own words; recapping in own words author’s support points; outlining; reducing the original text to main ideas in logical, fluent paragraphs with transitional elements; using 3rd person voice, present
tense and assertive verbs; avoiding personal judgment; documenting text, and deconstructing scholarly journals. Librarians will come to class to help students find academic journals.

Wk 6: Revisions. In-class workshops on peer reviewing and revisions; Revisions of summary assignment and review of reading comprehension and conventions of academic language. Introduction to **Issue Analysis assignment**:

Wk 7: Lessons on articulating and assessing author’s thesis, purposes, audiences, contexts, bias, and credibility. Continued lessons, discussion, and exercises on Issue Analysis. Exercises on drawing conclusions about the effectiveness of author’s writing strategies with supporting lessons on finding and evaluating sources and supporting analysis with textual evidence. Preliminary writing: proposal, outline, or other development exercises. Introduction to field research and STAC guest speaker. Drafting the analysis assignment.

Wk 8: Revision of Issue Analysis assignment, editing, genre 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-class lessons on and practice with MLA documentation and citation; practice integrating basic paraphrases, quotes, and summarized ideas; also workshop on introductions and conclusions. Introduction to **Critical Presentation** assignment.

Wk 9: Discussion about and exercises preparing for orally presented information. Such exercises may include storyboarding, PowerPoint presentations, memos, and emails, among others. Preliminary writing: proposal, outline, or other development exercises. practice with rubric development, writing to the rubric and to target audiences. Drafting Critical Presentation.

Wk10: Lessons on collaborating, presenting information, selecting media, analyzing and accommodating audience, and incorporating technology. Revising oral presentations. In-class workshop on observing sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text In-depth self-assessment; peer review of Critical Presentation:

Wk 11: Delivering oral presentations and lessons on debriefing/self evaluations

Wk 12: Finish Critical Presentations and introduce **Portfolio assignment**.

Wk 13: Portfolio or collection of students’ work. Lessons in Portfolio construction and self-evaluations; course-outcome-assessment workshop. May include individual conferences between Instructor and students

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**

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.