



ENGLISH 1100: ACADEMIC WRITING & READING

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COURSE DESCRIPTION

English 1100 introduces the basic elements of critical reading and evaluation in addition to fundamental modes of academic writing. The course offers a bridge between high school English experiences and the demands of college writing. You will learn to approach writing as a process, to develop and support a thesis in an organized fashion, to interpret other written texts, and to stylize and structure writing for different purposes and audiences.

IMPORTANT NOTE: This is an online course with clear deadlines for all assignments; as long as you are attentive to these deadlines, you may work at your own pace. I am available by email and by appointment for personal consultation. Needless to say, accessing and using computer technology on a regular basis is a crucial requirement for the course. If you have an out-of-date home computer, make use of the computer labs on campus.

LEARNING OUTCOMES

English 1100 is part of the Wright State Core. The elements of the Core are the foundational skills students need in academic discourse, research and documentation in an electronic environment. In this course, students can expect to do the following: [1] adapt rhetorical processes and strategies for audience, purpose and type of task; [2] organize and produce texts that meet the demands of specific genres, purposes, audiences and stances; [3] employ appropriate mechanics, usage, grammar and spelling conventions; [4] find, analyze, evaluate, summarize and synthesize appropriate source material from both print and electronic environments; [5] present focused, logical arguments that support a thesis; [6] use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately; and [7] use electronic environments to draft, revise, edit and share or publish texts.

TEXTBOOK

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. Fourth Edition. New York: W. W. Norton & Company, 2016.

COURSE EVALUATION

Grades are based on the following points system:

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|-----------------------------------|------|
| Essay #1 (Annotated Bibliography) | 200 |
| Essay #2 (Reflection) | 100 |
| Essay #3 (Literary Analysis) | 200 |
| Essay #4 (Literacy Narrative) | 100 |
| Essay #5 (Argumentative Essay) | 200 |
| Assignments | 250 |
| | |
| Total Points | 1050 |

As I grade your work, **Pilot** tallies the points so that you may gauge your performance in the course at any time during the quarter. As you can see, your final grade will be largely based upon points received for essays, namely the annotated bibliography, literary analysis, and argumentative essay.

At the end of the quarter, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

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|------------|---|
| 90.0-100% | A |
| 80.0-89.9% | B |
| 70.0-79.9% | C |
| 60.0-69.9% | D |
| 0-59.9% | F |

ESSAYS

It is expected that the writing you do in this course will be composed in an academic, formal, expository style. Each writing assignment should possess a clear, engaging thesis that is sustained and kept in focus. Each should be substantive in thought and content, reflecting a considered view of the topic and the primary materials. The course's instruction will concentrate on: [1] basic writing mechanics and grammar usage, [2] effective sentence formulation, [3] solid paragraph construction, [4] sound thesis development, [5] basic structural organization, and [6] fundamental modes of rhetorical strategies.

There are FIVE major writing assignments, all of which must be completed and turned in to pass the course. Both major and minor writing assignments must be submitted to me via **Pilot**. In-completes are only given for serious, properly documented, extenuating circumstances. Deadlines for the entire quarter are clearly demarcated on the course website. **Pilot** will not allow you to submit late work.

Annotated Bibliography – Choose a topic and compile 8 descriptive annotations (2 books, 2 newspaper articles, 2 magazine articles, and 2 academic journal essays). These annotations must be properly organized and preceded by an introduction that states the scope of the bibliography. 100-150 words per annotation.

Reflection – Choose a person, place, thing or event and write an essay that makes explicit use of description and sensory detail while commenting on the person, place, thing or event in a thoughtful manner. 2-3 pages.

Literary Analysis – Write an essay that closely examines Charlotte Perkins Gilman’s short story “The Yellow Wallpaper” in terms of its intent, context, imagery, structure, language and/or themes. 3-4 pages.

Literacy Narrative – Write a personal story in which you explore your experience with reading and writing. 3-4 pages.

Argumentative Essay – Student loan debt has achieved historic heights in recent years. Write an essay in which you argue what steps should be taken to improve the system and reduce the debt accrued by students across the nation. 4-5 pages.

All writing assignments should be formatted according to MLA style.

WRITING STANDARDS

- A The student's writing is consistently superior and expresses independent thought with grace, clarity and force. Words are used with precision and suited to the purposes of the assignment. Writing is free of mechanical errors in grammar, spelling and punctuation.
- B The student's writing is above average in thought and expression, demonstrating a clear understanding and execution of the assignment’s directions; however, it is not consistently superior in depth of thought, effectiveness of development, and mechanical savvy.
- C The student's writing is acceptable as college work, but lacks an original, significant purpose or point-of-view. Typically, written work is characterized by inadequate support of generalizations, slipshod or hurried style, poor attention to detail, straying from directions, or mechanical errors.
- D The student's writing meets minimum standards. Work is often underwritten and/or marred by confused purpose, lack of organization, repetition of ideas, improper use of words, and frequent grammatical, spelling and punctuation errors.
- F The student's writing does not meet minimum standards.

ASSIGNMENTS

Throughout the quarter, you will be given a number of short assignments that include study guides, online discussions, summaries, and a final meditation. As with essays, directions and due dates for all assignments are clearly demarcated in **Pilot** as well as the modules for the course.

PLAGIARISM

Plagiarism occurs when a writer: [1] copies verbatim from an author without quotation or attempts to disguise the act by selective omissions or alterations; [2] paraphrases from an author without naming the source in the text of the paper or providing a list of references at the end; [3] turns in a paper written by somebody else. As a point of academic integrity, you are required to submit original material of your own creation. Plagiarism of any material is a serious offense and, if established with sufficient evidence, can result in failure of the course or dismissal from the university.

STUDENT SUCCESS CENTER (SSC)



The Student Success Center offers FREE services to help students meet their full potential. Students can find tutoring in any subject, study buddies, one-on-one technology workshops, feedback on writing assignments, and general academic skills coaching. Location: **182 Andrews**. Phone: **419.586.0333**. Web: **lake.wright.edu/ssc**.

Students who use the SSC for help on their writing assignments will be given 10 extra credit points for each visit. You may visit the SSC as many times as you like. At the end of the semester, I will tally and add all extra credit points to your final grade. In order to receive extra credit points, you must turn in all assignments for the course. Call or visit the SSC to make an appointment. If you are a student at the Dayton Campus, you may acquire the same extra credit points by using the SSC in Dunbar Library.

OFFICE OF DISABILITIES SERVICES (ODS)

If a student has a disability that will require special accommodations, it is essential that he or she discuss it with the instructor and the Office of Disability Services before or during the first week of the semester. ODS will work with these students on an individual basis to determine what services, equipment, and accommodations would be appropriate regarding their documented needs. Students who qualify for these types of service should initiate contact with the instructor and/or ODS as soon as possible to enable the university to meet their needs. Please call Deanna Springer at **419.586.0366** or email her at **deanna.springer@wright.edu**. For more information, visit the ODS in **182 Andrews**.

CLASS CALENDAR

| Module | Schedule |
|--------|--|
| 1 | Introduction to the Course Part 1: Academic Literacies Part 2: Rhetorical Situations Part 9: Handbook |
| 2 | Due: Annotated Bibliography Chp. 15: Annotated Bibliographies Chp. 33: Beginning & Ending Chp. 34: Guiding Your Reader |

Chp. 52: MLA Style

- 3 **Due:** Reflection Essay
Chp. 21: Reflections
Chp. 40: Describing
Chp. 68: Reflections (Samples)
- 4 **Due:** Literary Analysis
Chp. 11: Analyzing Texts
Chp. 64: Literary Analyses (Samples)
- 5 **Due:** Literacy Narrative
Chp. 10: Writing a Literacy Narrative
Chp. 59: Literacy Narratives (Samples)
- 6 **Due:** Argumentative Essay
Chp. 13: Arguing a Position
Chp. 62: Arguments (Samples)
- 7 **Due:** Final Meditation

(NOTE: This schedule only includes major assignments and core readings from *The Norton Field Guide*. Minor assignments and ancillary readings are specified in the course modules.)