

ENG 1100, Academic Writing and Reading

Approved by Eng. Dept. Writing Programs Committee, 1/4/10

Catalog 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. Students may use any of the following course to satisfy the requirements of the Core, but only one may count: ENG 1100, ENG 1110, ENG 1130, or ENG 1140.

1. Unit Offering the Course

College/School:	Liberal Arts
Department:	English

2. Course Information

Title:	Academic Writing
Prefix and Number:	ENG 1100
Credit Hours:	3
Cross Listing(s):	None

3. Course Preparation

Prerequisites:	Placement by English Department
Co-requisites:	None
Restrictions:	None

4. Student Learning Outcomes

Applicable WSU Core Objectives:

- a. communicate effectively
- b. evaluate arguments and evidence critically
- c. apply the methods of inquiry of the natural sciences, social sciences, and 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. 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 texts

- 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

5. 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 and Materials:

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

6. Method of Instruction

Lecture, Discussion, Workshop, Distance Learning, Web-Based, Hybrid, Small-Group Activities, Individual Conferences

7. Evaluation and Policy

A collection of writing drafted, revised, and edited during the course is required. 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 1100 students will achieve the following outcomes:

- a. a variety of texts with opportunities for response and revision
- b. a minimum of 5000 total words (roughly 20 pages) The primary focus must be composing formal written work, but electronic or other projects of equivalent rigor may be included

Other considerations:

- c. A minimum of 2 extended formal papers
- d. At least 70% of the course grade will be based on evaluation of the formal writing

Grading Policy: A-F

Attendance: Required

8. Course Outline

Wk 1: Introduction to syllabus, course policies, expected outcomes and familiarization with classroom and electronic environments for composing. Introductory writing assignments and reading exercises.

Wk 2: Introduction to **Summary assignment**. In-class workshops on reading comprehension and writing summaries. 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 3rd person voice, present tense and assertive verbs; avoiding personal judgment and documenting text.

Wk 3: Revisions of summary assignment and review of reading comprehension and conventions of academic language. Introduction to **Text Analysis assignment**: Lessons on articulating and assessing author's thesis, purposes, audiences, contexts, bias, and credibility.

Wk 4: Continued lessons, discussion, and exercises on text analysis. Exercises on drawing conclusions about the effectiveness of author's writing strategies. Supporting analysis with textual evidence. Preliminary writing: proposal, outline, or other development exercises. Drafting the analysis assignment.

Wk 5: *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. Introduction to self-assessment.

Wk 6: Introduction to **Researched Analysis assignment**: Lessons on MLA documentation and citation; practice integrating basic paraphrases, quotes, and summarized ideas, and avoiding plagiarism.

- Wk 7: Discussion and exercises on analysis and supporting conclusions with examples, details, research, and reasoning. Preliminary writing: proposal, outline, or other development exercises.
- Wk 8: Locating and distinguishing academic and professional sources from other information, evaluating Web resources. Librarians to class to help students research topics. Drafting essay. Review of signal phrasing and integrating paraphrases, quotes, and summarized ideas.
- 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**