



## **ENGLISH 1100: ACADEMIC WRITING AND 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.

You may email me with questions at any time. I always answer within 24 hours, usually sooner, on the condition that emails are written in complete sentences and free of mechanical errors. Please to not email me in textspeak. This is a college writing course. Make sure your queries are polished and professional and I will promptly address your concerns. Even better than email: visit me in my office to discuss matters in person. I want to see everybody excel and I'm here as a resource, but too frequently, students in my online courses don't contact me when they encounter difficulties. Students who do make an effort to connect with me, however, invariably get better grades.

**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 during office hours, by email, and by appointment for personal consultation. The course is run via Pilot, Wright State University's web-based learning management system.

### **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*. Fifth Edition. W. W. Norton & Company, 2019.

NOTE: This electronic textbook is integrated into the fabric of Pilot. You can access it in its entirety via **Content > Table of Contents > Textbook**.

## **COURSE EVALUATION**

Grades are based on a points system calculated throughout the semester by Pilot. Assignments include reading quizzes, grammar exercises, essays, and a final meditation.

Every **Friday at 8 a.m.**, assignments for the week are due.

As I grade your work, Pilot tallies points so that you may gauge your performance in the course at any time. Points you receive on the essays will account for most of your final grade. At the end of the semester, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

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

You are responsible for monitoring the completion and upload of all assignments. Assignments submitted after their due dates have elapsed (be it one day, ten days, or one minute) will not be accepted. All due dates are available from the beginning to the end of the course on Pilot so that you can organize and manage your time. Never wait until the last minute to submit work in case of computer glitches, personal emergencies, or other unforeseen issues. Always give yourself enough time to upload your work.

## **ESSAYS**

It is expected that the writing you do in this course will be composed in an academic, formal, expository style. All essays should possess clear, engaging thesis statements that are sustained and kept in focus. They 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 four major writing assignments, all of which must be completed and turned in to pass the course.

**Literacy Narrative:** Write a personal story in which you explore your experience with reading and writing. 500-750 words. 100 points.

**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. 500-750 words. 100 points.

**Literary Analysis:** Write an essay that closely examines Charlotte Perkins Gilman's short story "The Yellow Wallpaper" in terms of imagery, structure, language, or theme. 750-1000 words. 200 points.

**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. 750-1000 pages. 200 points.

I encourage you to email me drafts of your essays prior to their due date. I will provide extensive feedback. You may not revise and resubmit work once it has been uploaded to the Dropbox. Be sure to send me drafts at least 48 hours before the due date so that you have ample time to think about and integrate my editorial input. All writing assignments should be formatted according to MLA style. To submit essays, go to **Assessment > Dropbox**, then click on the name of the essay you want to upload. Please save your work as .doc or .pdf files.

## **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. It exhibits 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.

## READING COMPREHENSION

Most of the chapters that you read in *The Norton Field Guide* will be accompanied by a short quiz that assesses your comprehension of the material. To access the quizzes, click **Assessment > Quizzes & Exams**. Each quiz is worth 10 points.

## INQUIZITIVE

InQuizitive is a formative, adaptive program that supports *The Norton Field Guide* and develops your skills in grammar and writing mechanics. Exercises may be accessed by going to **Content > Table of Contents > InQuizitive**. There are 10 exercises interspersed throughout the course. The first is “How to Use InQuizitive,” which, as the title suggests, explains how to navigate the program.

For each exercise, you must answer a minimum number of questions before receiving a grade. You need to reach a target score of 800 points to receive 100%. Once you answer the minimum number of questions, you begin to receive a grade, which is calculated as the percentage of the points for the target score that you have accumulated. For example, if you have gained 400 out of 800 target points, your current grade is 50%.

Until the due date, you can answer as many questions as you would like to reach the target score and receive 100%. After the due date elapses, you can still answer questions, but you will no longer be able to improve your grade on that particular InQuizitive exercise.

## 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 is a serious offense. If established with sufficient evidence, it 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. Web: [lake.wright.edu/ssc](http://lake.wright.edu/ssc). Phone: **419.586.0333**. Location: **182 Andrews**.

## OFFICE OF DISABILITIES SERVICES (ODS)

If a student has a disability that requires 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**.

### **LIBRARY AND TECHNOLOGY CENTER (LTC)**

The Library and Technology Center provides free access to scholarly resources in all formats. Students can also visit the LTC for assistance with creating or editing multimedia projects (i.e., PowerPoint, Voiceovers, Website development, etc.). Phone: **419.586.8400**. Location: **197A Andrews Hall**.

### **CLASS CALENDAR**

This weekly schedule provides an overview of major assignments and core readings from *The Norton Field Guide* as well as InQuizitive exercises and reading comprehension quizzes. Refer to **Content > Table of Contents > Assignments** on Pilot for more detail.

- 1** 1: Writing in Academic Contexts  
2: Reading in Academic Contexts  
3: Summarizing & Responding  
4: Developing Academic Habits of Mind  
Plagiarism Tutorial  
**Reading Comprehension:** Chapters 1, 3 & 4  
**InQuizitive:** How to Use InQuizitive
  
- 2** 5: Purpose  
6: Audience  
7: Genre  
8: Stance  
9: Media & Design  
**Reading Comprehension:** Chapters 5-9  
**InQuizitive:** Comma Splices
  
- 3** 10: Writing a Literacy Narrative  
61: Literacy Narratives (Samples)  
**Reading Comprehension:** Chapter 10, “Mother Tongue” & “Formation of a Caribbean Illus-  
trator”  
**InQuizitive:** Sentence Fragments
  
- 4** **Due:** Literacy Narrative
  
- 5** 35: Beginning & Ending  
36: Guiding Your Reader  
**Reading Comprehension:** Chapters 35 & 36  
**InQuizitive:** Run-On Sentences
  
- 6** 42: Describing  
45: Narrating  
**Reading Comprehension:** Chapters 40 & 45

**InQuizitive:** Apostrophe Errors

- 7** 21: Reflections  
70: Reflections (Samples)  
Description & Sensory Detail  
**Reading Comprehension:** Chapter 21, “Guys vs. Men” & “American Stories Are Refugee Stories”  
**InQuizitive:** Unnecessary Commas
- 8** **Due:** Reflection Essay
- 9** 29: Generating Ideas & Text  
30: Drafting  
31: Assessing Your Own Writing  
32: Getting Response & Revising  
33: Editing & Proofreading  
**Reading Comprehension:** Chapters 29-33  
**InQuizitive:** Incorporating Quotations
- 10** 17: Literary Analyses  
66: Literary Analyses (Samples)  
Charlotte Perkins Gilman, “The Yellow Wallpaper”  
**Reading Comprehension:** Chapter 17, “Gender Roles in ‘A Rose for Emily’” & “Abuse of an Unnamed Wife”  
**InQuizitive:** Punctuating Quotations
- 11** **Due:** Literary Analysis
- 12** 11: Analyzing Texts  
38: Arguing  
**Reading Comprehension:** Chapters 11 & 38  
**InQuizitive:** Omitted Commas
- 13** 13: Arguing a Position  
64: Arguments (Samples)  
**Reading Comprehension:** Chapter 13, “Is Google Making Us Stupid?” & “An Outbreak of the Irrational”  
**InQuizitive:** Editing the Errors That Matter
- 14** THANKSGIVING BREAK
- 15** **Due:** Argumentative Essay
- E** **Due:** Final Meditation