

DEREE COLLEGE SYLLABUS FOR: **WP 1111 INTEGRATED ACADEMIC WRITING & ETHICS**

(Spring 2022)

US Credit Hours: 3/0/3**PREREQUISITES:**

WP 1010 Introduction to Academic Writing

CATALOG DESCRIPTION:

Practice and expansion of academic writing skills acquired in WP 1010, including summarizing, analyzing, comparing, and synthesizing material from multiple sources. Exposure to lectures and readings on ethical issues as well as a variety of texts such as fiction, non-fiction, visual, and web-based. Frequent informal writing exercises in addition to formal revised writing assignments. Sections may vary in theme.

RATIONALE:

As the second of three required courses in the Writing Program, WP 1111 helps to consolidate and extend knowledge and skills gained in WP 1010 while preparing students for WP 1212. WP 1111 students will continue to develop rhetorical knowledge and critical thinking skills while practicing a flexible writing process. Students attend a series of lectures on basic ethical issues connected to relevant readings which inform class discussions and writing assignments. They are also exposed to a diverse range of discursive texts, including written, visual and oral (e.g., nonfiction, informational, visual web-based, and imaginative / literary). Students hone their reading, writing, rhetorical, and critical thinking skills through analyzing and responding to texts that require more rigorous reading skills than in WP 1010. They improve their ability to engage with various modes of expression through written assignments that emphasize sequenced intellectual tasks from analysis to synthesis, which also engage with an ethical dimension of the subject being explored. In preparation for WP 1212, students perform limited research, such as finding an article in a particular database.

LEARNING OUTCOMES:

As a result of taking this course, students should be able to:

1. Utilize the multiple strategies involved in writing as a process to produce coherent essays of varying lengths and types (prewriting, drafting, sharing, revising);
2. Define the rhetorical features of a given writing situation in which they read or write texts (e.g., context, genre, audience, purpose for writing);
3. Distinguish between different kinds of writing (e.g., informational vs interpretive) and recognize the conventions that define the appropriateness and effectiveness of such writing from surface (e.g., style, language, mechanics) to core (e.g., tone, organization, evidence);
4. Develop and demonstrate critical reading and thinking skills; annotate, and summarize texts with clarity of expression;
5. Develop argumentative writing characterized by reasoning, appropriate examples, diverse perspectives that shape, challenge or support the ethical dimensions of a topic;
6. Demonstrate ability to appropriately choose, frame, integrate and cite opinions and facts from valid sources and according to the rules of academic honesty.

METHOD OF TEACHING AND LEARNING:

In congruence with the teaching and learning strategy of the college, the following tools are used:
* structured and focused small- and large-group discussion of texts;

- * structured and focused writing activities in which students produce, share, and submit writing individually or collaboratively;
- * close reading of texts for rhetorical and content features;
- * analysis of exemplary models of student writing;
- * peer feedback workshops;
- * individual and group presentations;
- * short take-home writing exercises (preparatory work for the assessed coursework);
- * regular conferences with instructor;
- * conference with DERE Student Academic Support Services facilitator to respond to specific, prioritized instructor feedback in writing assignments.

ASSESSMENT:

Essay assignments in WP 1111 are sequenced to build on students' writing skills in longer, more sophisticated writing tasks. Assignments develop students' ability to critically evaluate texts as they progress from analysis to synthesis and include an ethical dimension.

Each writing assignment constitutes a multi-week unit leading up to and including all drafts of the writing assignment. Students must complete all stages of an assignment by submitting work (in-class and take-home informal and formal writing as well as critical reading assignments), to receive a grade. All work submitted must be word-processed and presented in portfolio form at the end of the term.

Student performance is assessed as follows:

Analysis Essay (1200-1300 words) (final revised version)	35%
Synthesis Essay (1300-1500 words) (final revised version)	45%
Preparation & Participation (in-class written and oral work; take-home informal pre-writing as well as critical reading assignments)	20%

Learning Outcomes 1,2,3,4, 5, 6 are assessed in the Analysis Essay. Learning Outcomes 1,2,3,4,5,6 are assessed in the Synthesis Essay.

Students may compromise their final grade if they miss more than 2 class sessions in a TTh or MW course; more than 3 class sessions in a MWF course.

Students must submit all summative assessments to receive a grade for the course (A-F). If they receive a failing grade on one of the papers, they will need to perform sufficiently well on other assessments to achieve the Learning Outcomes of the course and receive a passing grade.

The final grade for this course will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not eligible to resit failed assessments in this course. Failure to pass the course results in course repeat.

INDICATIVE READING:

REQUIRED READING:
 Blackburn, Simon. *Ethics – A Very Short Introduction*. Oxford: OUP, 2003. JSB Library eBook Collection (EBSCOhost).

	<p>Graff, Gerald and Cathy Birkenstein. <i>They Say / I Say: The Moves That Matter in Academic Writing</i>. 3rd edition. Norton, 2014. E-Book.</p> <p>Ruszkiewicz, John, Christy Friend, and Maxine Hairston. <i>The Scott Foresman Handbook for Writers</i>. 9th Int'l. ed. Pearson, 2014.</p> <p>Additional Readings will be provided by the professor(s).</p>
INDICATIVE MATERIAL:	REQUIRED MATERIAL: Supplemental text recommendation: 2-4 readings addressing ethical matters, 3-4 non-fiction works, 1-3 literary works.
COMMUNICATION REQUIREMENTS:	<p>acg.edu email account</p> <p>Blackboard</p> <p>With the exception of in-class writing, all written work submitted to the instructor must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.</p>
SOFTWARE REQUIREMENTS:	Word, Blackboard
WWW RESOURCES:	J.S. Bailey Library resources www.acg.edu/academics/library
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Academic Writing as Practice <ol style="list-style-type: none"> 1.1. Creating a community of writers in the classroom <ol style="list-style-type: none"> 1.1.1. Writing as authentic rhetorical situation 1.1.2. Writing as communication act 2. Reviewing WP 1010 skills <ol style="list-style-type: none"> 2.1. Argumentative writing / Writing as dialogue 2.2. They Say / I Say 2.3. Reading to Write <ol style="list-style-type: none"> 2.3.1. Annotating texts 2.3.2. Analyzing texts 2.3.3. Evaluating arguments 2.3.4. Understanding rhetorical features 2.4. Summarizing an Argument <ol style="list-style-type: none"> 2.4.1. Understanding and practicing thematic summary 2.4.2. Using sources appropriately (MLA style) 2.4.3. Developing focused paragraphs / essay 3. Understanding the Ethical Dimensions of an Issue <ol style="list-style-type: none"> 3.1. Attending lectures introducing ethical issues 3.2. Participating in class discussions on ethical issues 3.3. Reading texts related to a specific moral issue 3.4. Writing and analyzing critically a specific moral topic 4. Writing an Analysis Essay <ol style="list-style-type: none"> 4.1. Breaking down the text 4.2. Understanding the relationship of parts to each other and to overall purpose or design 4.3. Identifying concepts in readings 4.4. Applying such concepts as interpretive strategy 4.5. Explaining / Interpreting the meaning revealed 4.6. Structuring an organized, thesis-driven essay that explicates the meaning discovered 5. Writing a Synthesis Essay <ol style="list-style-type: none"> 5.1. Summarizing texts

	<ul style="list-style-type: none">5.2. Identifying relationships among readings5.3. Putting the various texts into dialogue with one another5.4. Creating and advancing an argumentative thesis5.5. Combining texts as evidence for support of argument5.6. Identifying, evaluating, and making use of a source from student's own research effort5.7. Developing focused and coherent paragraphs / essay
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