

DEREE COLLEGE SYLLABUS FOR: WP 1111 INTEGRATED ACADEMIC WRITING AND ETHICS US Credit Hours: 3/0/3/

(Previously: WP 1111 INTEGRATED ACADEMIC WRITING AND ETHICS)

(Updated: Fall 2025)

PREREQUISITES:

None.

**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 non-fiction texts. Frequent writing and critical reading activities in addition to revised writing assignments.

RATIONALE:

The course consolidates and extends rhetorical knowledge and critical thinking skills gained in WP 1010 while preparing students for WP 1212.

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. Students attend a series of lectures on basic ethical issues connected to relevant readings which inform class discussions and writing assignments. They improve their ability to engage with the writing process 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, the student 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:	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> • 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 models of student writing; • peer feedback workshops; • individual and group presentations; • regular conferences with instructor; • conference with Student Academic Support Services (SASS) facilitator to respond to specific, prioritized instructor feedback in writing assignments. • Use of library facilities for further study and preparation for the assignments. • Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments. 								
ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td>1st assessment: Preparation & Participation Activities (in-class written and oral work; take-home writing assignments; critical reading assignments)</td><td>20%</td></tr> <tr> <td>2nd assessment (take home): Analysis Essay (800-1000 words)</td><td>25%</td></tr> <tr> <td>3rd assessment (take home): Synthesis Essay (1000-1200 words) (final revised version)</td><td>30%</td></tr> <tr> <td>Final assessment (in class): Exam (1 hour) Extended Paragraph Responses</td><td>25%</td></tr> </table> <p>The 1st assessment tests Learning Outcomes 1,2,3,4,5,6. The 2nd assessment tests Learning Outcomes 1,2,3,4,5,6. The 3rd assessment tests Learning Outcomes 1,2,3,4,5,6. The Final Exam tests Learning Outcomes 2,3,5,6.</p>	1 st assessment: Preparation & Participation Activities (in-class written and oral work; take-home writing assignments; critical reading assignments)	20%	2 nd assessment (take home): Analysis Essay (800-1000 words)	25%	3 rd assessment (take home): Synthesis Essay (1000-1200 words) (final revised version)	30%	Final assessment (in class): Exam (1 hour) Extended Paragraph Responses	25%
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	<p>Students must submit all summative assessments to receive a grade for the course (A-F). The final grade for this course will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment.</p> <p>If the average grade is 40 and above, students pass the module. If they receive a failing grade on one of the assessments, they will need to perform sufficiently well on the other assessments to achieve the Learning Outcomes of the course and receive a passing grade.</p> <p>No resits for non-validated modules. Failure to pass the course results in course repeat.</p> <p>All work submitted must be word-processed and submitted on Blackboard and Turnitin.</p>
INDICATIVE READING:	<p>REQUIRED READING:</p> <ul style="list-style-type: none"> • Van Rys, J., Meyer, V., VanderMey, R. and Sebranek, P. (2021) <i>The college writer: A guide to thinking, writing, and researching</i> ((w/ MLA9E Update). Cengage. [ISBN 9780357505953 available on BB as e-book through Perlego] • Long, L., Minervini, A. & Gladd, J. (Eds.). (2020). <i>Write what matters: Your guide to college writing</i>. https://idaho.pressbooks.pub/write/ • Mills, A. (n.d.). <i>How arguments work: A guide to writing and analyzing texts in college</i>. http://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills) • Blackburn, Simon. <i>Ethics – A Very Short Introduction</i>. Oxford: OUP, 2003. JSB Library eBook Collection (EBSCOhost).
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: Selected argumentative readings that require more rigorous reading skills that WP1010 readings (to be posted on BlackBoard). Recommended number: 5-6 non-fiction readings.</p> <p>RECOMMENDED MATERIAL: Other material, incl. journal and newspaper articles, research papers etc. recommended by the instructor throughout the semester.</p>
COMMUNICATION REQUIREMENTS:	<p>acg.edu email account Blackboard LMS MS Teams With the exception of in-class writing, all written work submitted to the</p>

	instructor must be word-processed on Word and adhere to specified guidelines for manuscript format and documentation.
SOFTWARE REQUIREMENTS:	MS Office and Blackboard CMS, MS Teams
WWW RESOURCES:	J.S. Bailey Library resources HYPERLINK "https://library.acg.edu/home" https://library.acg.edu/home
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. Reading to Write <ol style="list-style-type: none"> 2.2.1. Annotating texts 2.2.2. Analyzing texts 2.2.3. Evaluating arguments 2.2.4. Understanding rhetorical features 2.3. Summarizing an Argument <ol style="list-style-type: none"> 2.3.1. Understanding and practicing thematic summary 2.3.2. Using sources appropriately (APA style) 2.3.3. 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 5.2. Identifying relationships among readings 5.3. Putting the various texts into dialogue with one another 5.4. Creating and advancing an argumentative thesis 5.5. Combining texts as evidence for support of argument

	<p>5.6. Identifying, evaluating, and making use of a source from student's own research effort</p> <p>5.7. Developing focused and coherent paragraphs / essay</p>
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