**ENG 1000: Introduction to Academic Writing**

Instructor: Dr. Barclay

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Drop-in Office Hours: Monday 12-1, Wednesday 8:30-10:30 and 12-1, and Friday 12-1 (also available for appointments at other times). Additionally, I check email regularly Mon-Fri, 8-5.

**Course Description:** This course introduces students to conventions and skills of college writing and reading. Through reading a variety of texts, students will develop their own skills in writing in response to written arguments. Students will compose several short papers and revise them extensively, in order to practice and internalize the process of thinking, writing, rethinking, and revision that is central to the practice of effective writing. Students will also develop an awareness of themselves as writers, become conscious of their strengths and weaknesses, and develop strategies to improve.

**Required Materials:**

*Tracks* by Louise Erdrich

*Between the World and Me* by Ta-nehisi Coates

Moodle readings

**Learning Outcomes**

The English faculty members, along with the university’s general education program, have established the following goals for this core writing course:

1. Write with an awareness of audience, purpose, and authority.   
2. Revise meaningfully and extensively for clarity, structure, organization, and rhetorical effectiveness.   
3. Argue in support of an idea in writing and discussion   
4. Research and read secondary sources, and respond to them effectively in writing and discussion.   
5. Reflect on self-development as a writer and reader.

**Course Structure:**

All course work must be typed (unless done in class) and MLA-formatted. I will not accept work that is not. Additionally, all major essays are required for passing the course.

Drafts, Informal Writing, and Quizzes (10% of course grade): Drafts, Quizzes, Writing Center meetings, and in-class writing and group work are included in this grade. This includes attendance and preparation (ex, coming with your materials). See the schedule and Moodle for these due dates and see Moodle for the assignments. I do not accept these assignments late. If you miss class for a school-related event, you may arrange with me to turn in an assignment early.

Analysis Essay (20% of course grade): For this 3-4-page, you will write about *Tracks*, dissecting its elements in making a claim about it. We will focus on reading strategies, literary elements, structure, clarity, and evidence in preparing for this essay.

Argument Essay (25% of course grade): For this 4-5-page essay, you will agree or disagree (or a bit of both) with Coates’ argument in *Between the World and Me*. We will focus on summary, rhetorical strategies, structure, clarity, and evidence in preparing for this essay.

Researched Argument Essay (30% of course grade): For this 5-6-page essay, you will choose a research topic and conduct database research, presenting it in an argument essay. We will read several example pieces in class as we discuss how to write this type of essay.

Archival Research Outline and Presentation (10% of course grade): For this assignment, you will research in AU’s archives, outline a presentation, and formally share your findings (with visuals) in a 5-7- minute presentation.

Reflection Essay (5% of course grade): For this 3-4-page assignment, you will reflect on your reading, writing, and researching changes this semester. You will do this, referencing your summaries, responses, outlines, drafts, essays, and comments on these by both quoting and paraphrasing. This reflection will be a formal essay, which means that you should have an introduction, a thesis statement, several well developed body paragraphs to support your claims, and a conclusion.

**Tentative Schedule**

**Week 1**

Jan 6:Course introduction (why critical reading, thinking, and writing?); list 3-5 areas to work on improving this semester; basics of critical reading and writing; in-class reading and writing sample

Jan 8: MLA formatting and common grammar/ writing issues

Jan 10:Read *Tracks*, Ch. 1-2; discuss analysis, notetaking, and class discussion; in-class writing; **MLA, grammar, and syllabus quiz**

**Week 2**

Jan 13: Read *Tracks*, Ch. 3; discuss literary elements

Jan 15:Read *Tracks*, Ch. 4; discuss sentence variety, eliminating wordiness, and incorporating quotations; **quiz**

Jan 17:Read *Tracks*, Ch. 5; discuss choosing an essay topic; **Response Essay Due**

**Week 3**

Jan 20: MLK, Jr. Holiday

Jan 22:Read *Tracks*, Ch. 6-7; discuss Analysis Essay drafting and structure (thesis and topic sentences); **quiz**

Jan 24: Read *Tracks*, Ch. 8-end; discuss paragraph development (including quotations, introductions, and conclusions) and evidence; conference sign up; **Response Essay Due**

**Week 4**

Jan 27: **Analysis Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Jan 29: **Analysis Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Jan 31: **Analysis Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

**Week 5**

Feb 3: **Analysis Essay Due on Moodle by class time**; **Academic Support Center Slip Due in class**; **bring *Between the World and Me* to class**; discuss argument, audience, and rhetorical strategies; in-class reading and writing

Feb 5: Read *Between the World and Me*, p. 1-39; discuss summary and rhetorical strategies

Feb 7: Read *Between the World and Me*, p. 39-71; in-class writing; **quiz**

**Week 6**

Feb 10: Read *Between the World and Me*, p. 72-99; discuss finding credible sources and incorporating research

Feb 12: Read *Between the World and Me*, p. 99-132; **quiz**

Feb 14: Read *Between the World and Me*, p. 133-end; **Response Essay Due**; drafting

**Week 7**

Feb 17: **Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Feb 19: **Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Feb 21: **Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

**Week 8**

Feb 24: **Argument Essay Due** **on Moodle by class time; Academic Support Center Slip Due in class** in-class reading; discuss Researched Argument Essay

Feb 26: Discuss Researched Argument Essay

Feb 28: APA Style Lesson

**Week 9**

Mar 2: Spring Break

Mar 4: Spring Break

Mar 6: Spring Break

**Week 10**

Mar 9: Research topic activity

Mar 11: Pose research questions and go over library databases

Mar 13: **Response Essay on** **Preliminary Research Due**; workshop sign up

**Week 11**

Mar 16: **Outlines Due**; Workshop (half of class meets)

Mar 18: **Outlines Due**; Workshop (half of class meets)

Mar 20: Discuss and work on paragraph development

**Week 12**

Mar 23: **Researched Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Mar 25: **Researched Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

Mar 27: **Researched Argument Essay Draft Due in your meeting with me**; Individual Conferences in my office; (no whole-class meeting); See Academic Support Center for Draft

**Week 13**

Mar 30: Discuss visual presentations; presentation sign ups

Apr 1: **Researched Argument Essay Presentations**

Apr 3: **Researched Argument Essay Presentations**

**Week 14**

Apr 6: **Researched Argument Essay Due**; **Archival work** (meet on the second floor of the library)

Apr 8: **Archival work** (meet on the second floor of the library)

Apr 10: Holiday

**Week 15**

Apr 13: **Archival work** (meet on the second floor of the library)

Apr 15: **Archive Response Essay Due**; Discuss visual presentation

Apr 17: **Archive Research Presentation Draft Due**; Workshopping and revisions; Honors Convocation; No Class after 1:05 p.m.

**Week 16**

Apr 20: **Archival Research Presentations**

April 22: **Archival Research Presentations**

April 24: **Archival Research Presentations**

**Final Exam Time: Reflection Essays and** **Revision(s) Due on Moodle by the end of Exam Time (see WebAdvisor, Moodle, and below)**

**ENG 1000-03: Apr 27 11:15AM - 2:00PM**

**ENG 1000-16: Apr 30 2:30PM - 5:15PM**