



Course Syllabi

Course Title: Reading, Writing, And Inquiry

Instructor Email:

Course Number: ENGL 13100

Office Hours:

Instructor Name:

Office Location:

Course Description:

This course teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

Course Prerequisites:

P: Self-placement in ENGL 13100, or Completion of ENGL 12900 with a grade of C or Better, or Completion of the ESL Composition Sequence and Recommendation of the ESL Instructor.

Course Access:

Google classroom will be used as our classroom management tool.

Course Goal:

By the end of this course, students will be able to:

Analyze and interpret texts critically by reading closely, recognizing key ideas, identifying implied meanings, and evaluating the significance of authors' arguments.

Develop well-supported academic arguments by constructing original, source-based theses and using evidence, examples, and quotations effectively to support their claims.

Synthesize ideas across multiple texts by making meaningful connections among readings and integrating those connections into coherent written analyses.

Compose organized and coherent essays that feature well-developed paragraphs, logical progression of ideas, and effective overall organization.

Communicate effectively in academic writing by expressing complex ideas with clarity, precision, grammatical accuracy, and appropriate academic style.

Demonstrate independent critical thinking by engaging thoughtfully with course readings, developing original insights, and producing writing that reflects intellectual depth and analytical reasoning.

Student Learning Objectives:

1. Reading accurately, with attention to details of the assigned readings; learning to interpret the implied meanings and deeper significance of other writers' ideas.
2. Using examples effectively; summarizing examples from the readings and mobilizing them to build evidence for an argument.
3. Choosing and using quotations effectively.
4. Creating meaningful connections between readings.
5. Developing substantial paragraphs.
6. Organizing an essay so that it progresses logically and coherently from one idea to the next.
7. Constructing a thesis or argument that works from the sources, brings the writer's own original thought processes to bear, and develops in significance and intellectual engagement throughout the essay.
8. Grammatical flexibility and control; learning to express your ideas with appropriate complexity but also with the clarity and correctness that will allow your readers to understand them.

Learning Resources & Texts

- Required Textbook:
Strunk, W., Jr. (1972). *The elements of style: The Original Edition*.
- Additional Readings:
Gladwell, M. (2009). *Outliers: The Story of Success*. Penguin UK.
Miller, A. (2003). *The Crucible*. Penguin.
Westover, T. (2022). *Educated: A Memoir*. Random House Trade Paperbacks.

Assignments

This year-long course has two complementary goals: to develop you as a college writer through Purdue Fort Wayne's Dual Credit curriculum while preparing you for success on the AP English Language and Composition Exam and the SAT.

The major focus of the course is the development of your own voice as a reader, writer, and thinker. Throughout the semester, you will explore how your experiences, beliefs, and communities shape your writing while gradually expanding your work into broader academic and civic conversations. As the course progresses, you will also analyze how writers make rhetorical choices, evaluate evidence, synthesize multiple perspectives, and construct effective arguments.

The cornerstone of the course is the completion of three major Purdue Fort Wayne writing projects:

- This I Believe Essay
- Cultural Artifact Essay
- Outliers Research Paper

These assignments require multiple drafts, revision, peer review, and instructor feedback and represent the highest level of writing expected in the course. Together, they form the primary measure of your growth as a college writer.

In addition to these major writing projects, you will complete frequent AP English Language and Composition practice activities throughout the year. These include rhetorical analysis essays, argumentative essays, synthesis essays, timed writings, multiple-choice practice, Socratic seminars, rhetorical analysis of speeches and nonfiction, college admissions essays, memoir, close reading activities, and other skill-building exercises. Because these assignments are intended to provide consistent practice, feedback, and opportunities for growth, they carry less weight individually than the major writing projects.

The course will also include regular SAT Reading and Writing practice. These activities are designed to strengthen the grammar, reading comprehension, rhetorical analysis, and revision skills assessed on the SAT while reinforcing the skills developed through our coursework. Like AP practice assignments, SAT practice is intended to support your learning and will represent a smaller portion of your overall grade.

Grading Scale:

- Grading Scale: A = 90 to 100%; B = 80 to 89%; C = 70 to 79%; D = 60 to 69%; F = 59% and below.
- Regardless of your grade point average for the class, you must complete all 3 major papers to pass the class. Completing means composing every draft of every paper.
- Progress is extremely important to 13100. I will look carefully at your work as we move through the semester to see if you are improving in crucial areas of the writing process. I will use a grading rubric for the 3 major writing assignments. Review them as you write each paper.
- Because this is a Dual Credit college composition course, the greatest emphasis is placed on the development of polished, college-level writing. Your overall grade reflects both the quality of your final writing and your engagement in the writing process through drafting, revision, peer review, and reflection. AP English Language and Composition and SAT practice—including timed writing, multiple-choice practice, Socratic seminars, presentations, and other skill-building activities—are incorporated throughout the course to strengthen your reading, writing, and analytical skills. These assignments are valuable opportunities for practice and growth and therefore carry less weight individually than the major writing projects.
- If there is an instance when you cannot access Google Classroom for technical reasons, email your work to me via my PFW email (martinam@westview.k12.in.us), but only do so as a last resort. (When emailing drafts for feedback, include specific questions you have so that I can give you specific feedback.)

Category	Weight
Major Writing Projects	55%
Writing Process: drafts, writer's memos, peer review, conferences, revisions, plans, reflections etc.	20%
Skills Practice/ Assessments: timed essays, rhetorical analysis, synthesis, argument, multiple choice, grammar, vocabulary etc.	15%
Discussion/ Communication: Socratic Seminars, presentations, reading, discussions, participation etc.	10%

Course Evaluation:

At the end of the semester, you will have an opportunity to evaluate this course and your instructor. The Department of English & Linguistics will send you the information and link to the online evaluations via Google Classroom. Your participation is an integral part of the course, and your feedback is vital to improving education at PFW. I strongly urge you to participate in the evaluation system.

I will also include self-reflection and evaluation as part of your final reflection response for the course.

Academic Misconduct / Plagiarism / AI:

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of the instructor, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) If caught cheating or plagiarizing, a student may receive no credit on the assignment and may result in an F for the course. Any instances of academic dishonesty will be reported to the Office of Student Conduct and Care and your Department Chair and may result in expulsion from the University. Additional potential consequences can be found under: potential consequences (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

Academic integrity is essential to this course. The purpose of every assignment is to help you develop your own reading, writing, critical thinking, and communication skills. While artificial intelligence (AI) can be a valuable learning tool, it should support your learning; not replace your thinking.

Throughout this course, we will occasionally use MagicSchool AI Student Rooms and other instructor-approved AI tools to brainstorm ideas, review concepts, practice rhetorical analysis, receive feedback on drafts, or prepare for assessments. When AI is used appropriately, it can help you become a stronger reader and writer.

Appropriate Uses of AI:

When specifically permitted by the instructor, you may use MagicSchool AI or other approved AI tools to:

- Brainstorm topics or ideas before writing.
- Ask questions about readings or writing concepts.
- Practice rhetorical analysis or AP-style multiple-choice questions.
- Receive feedback on organization, clarity, grammar, or style.
- Generate study guides, review materials, or quiz questions.
- Help understand vocabulary or difficult passages.
- Reflect on your writing through guided questions.

Using AI in these ways is intended to support your learning process; not to complete assignments for you.

Unless explicitly authorized, you may not use AI to:

- Generate complete or partial essays, discussion posts, or written assignments that you submit as your own work.
- Copy, paraphrase, or lightly edit AI-generated text and present it as your original writing.
- Complete quizzes, tests, in-class writing, or other assessments.
- Create citations or research without verifying their accuracy.
- Replace your own analysis, ideas, or critical thinking with AI-generated responses.

All final writing submitted in this course must represent your own thinking, voice, and writing. You are responsible for every sentence you submit. The goal of this policy is not to discourage the use of AI but to ensure that you continue to develop the independent reading, writing, and thinking skills that this course is designed to teach. When you are unsure whether AI is appropriate for an assignment, ask before using it.

Student Support Services

Purdue University Fort Wayne is committed to your academic and personal success. Visit the Student Support Services page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices. For help with technology, including Brightspace, visit the IT Services Student Technology Support page.

If you observe and/or are made aware of student behavior that leaves you feeling concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Please note that this form is not for emergencies. If you know of a student who is injured, is injuring themselves or others, or is threatening injuries to themselves or others, please call 911 immediately.

Your emotional wellness and mental health are important. If you have a mental health disorder, are struggling with your mental health, your stress overwhelms your ability to cope with it, or you find yourself needing emotional support, please talk to someone. If you or someone you know is in a mental health crisis situation, call 911 or go to the local emergency room. Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email csc@pfw.edu.

Course Schedule

Assignments/ Units

Memoir Connections: In this unit, you will read *Educated* by Tara Westover and examine how memoir writers use storytelling, reflection, and rhetorical choices to communicate their experiences and shape their identities. Throughout the reading, you will compose several short memoir pieces that connect your own experiences to themes from the text. These writing assignments will focus on developing your confidence as a writer while practicing narrative techniques, purposeful organization, vivid detail, and reflective analysis. Rather than simply telling a story, you will consider how your rhetorical choices influence your audience's understanding of your experiences.

Rhetorical Analysis and Argument: In this unit, you will examine how writers and speakers use rhetorical choices to persuade audiences during significant historical and contemporary moments. Through speeches, letters, testimony, and other nonfiction texts—including selections such as Olympic Contradictions, Kirsty Coventry's Olympic speech, a Union soldier's letter, President George W. Bush's 9/11 addresses, Andrew Jackson's address to Congress and Chief John Ross's response, Florence Kelley's child labor speech, and Jelly Roll's testimony on the fentanyl crisis—you will analyze how authors develop arguments for specific audiences and purposes. You will write rhetorical analyses, argumentative responses, and timed AP-style essays that demonstrate your ability to evaluate evidence, explain rhetorical choices, and construct effective arguments of your own.

This I Believe Narrative: In this assignment, you will write an essay that explains one of your personal beliefs that illustrates your connection to a local “community” in which you belong. That could include the following: family; work; religion; culture; ethnicity; school; language; club; special interest group, etc. You will include insights about how you reached that belief and how that specific principle guides your everyday life. In sharing this belief, you will incorporate narrative strategies and details, focusing on one particular scene that illustrates this belief. This philosophy should be an affirmation, or positive belief. We will use the NPR’s model: www.thisibelieve.org.

The Crucible: In this unit, you will read *The Crucible*, examining how literature reflects the historical, cultural, and moral questions of its time. Through discussion, close reading, and analytical writing, you will develop evidence-based literary arguments that demonstrate your ability to interpret texts thoughtfully and support your claims with textual evidence.

Synthesis Writing: In this unit, you will examine a contemporary issue by reading, evaluating, and synthesizing multiple sources that present a variety of perspectives. Using these sources, you will develop your own position while integrating evidence effectively and acknowledging differing viewpoints. Throughout the unit, you will practice evaluating source credibility, incorporating evidence smoothly, constructing a line of reasoning, and developing a well-supported argument. The emphasis will be on using sources to strengthen your own thinking rather than allowing the sources to speak for you.

Outliers Research Project: In this assignment, you will read the first five chapters of *Outliers* by Malcolm Gladwell and explore the factors that contribute to individual success. You will then select a person whose achievements interest you and conduct research to determine how that individual's experiences compare with or challenge Gladwell's claims. Using information from *Outliers* and a variety of credible sources, you will develop a research-based argument that synthesizes multiple perspectives while supporting your own analysis. Throughout the writing process, you will practice research skills, source evaluation, MLA documentation, synthesis writing, and academic argumentation.

Cultural Artifact Essay: In this assignment, you will select a tangible artifact (an everyday manufactured object or item) that represents a community to which you belong or one you are interested in exploring. You will explain the artifact's origin, purpose, and significance to an audience unfamiliar with its meaning. Your essay should describe what the artifact is, how it is used, what it represents, and why it is important within its community. You will also examine how the artifact reflects broader cultural values, traditions, or practices. To support your analysis, you will incorporate at least two credible sources using MLA documentation while balancing research with your own observations and interpretation.

College Admissions Essay: In this assignment, you will write a personal narrative modeled after the Common Application essay prompts. Your goal is to communicate something meaningful about yourself to a college admissions audience through thoughtful reflection, specific experiences, and authentic storytelling. Rather than simply describing an event, you will explain its significance and demonstrate how it has influenced your values, perspectives, or personal growth. Throughout the writing process, you will draft, revise, and refine your essay with an emphasis on voice, organization, clarity, and reflection, creating a polished piece that could be submitted as part of a college application.

Writer's Portfolio and Reflective Essay: In this assignment, you will create a portfolio that demonstrates your growth as a reader, writer, and critical thinker throughout the course. You will revisit the major writing projects you completed during the year—including your *This I Believe* Essay, Cultural Artifact Essay, and *Outliers* Research Paper—as well as selected AP writing samples, reflections, and other pieces that represent your development.

Accompanying your portfolio, you will write a reflective essay that analyzes your growth as a writer by examining the rhetorical choices, writing strategies, and revision processes you developed throughout the course. Rather than simply describing what you completed, you will explain how your writing evolved, the challenges you faced, the feedback you incorporated, and the goals you have for your future writing. You should support your reflection with specific examples from your own work, demonstrating how your writing has become more purposeful, organized, analytical, and effective over time.

Your portfolio should illustrate not only what you have accomplished but also who you have become as a writer, thinker, and communicator. This final reflection serves as the culmination of both your Dual Credit writing experience and your preparation for college-level writing beyond this course.

Reflections: All reflections will be typed, approximately 1½ double-spaced pages, including reading responses, proposals for major papers, or other course principles. I will evaluate them based on your complete responses, quality of content, and use of supportive information and

details.

Miscellaneous/ Participation: In addition to the writing assignments and reflections, I will evaluate your work in the following areas: Writer's Memos, Peer Responses, Discussions, Conferences. Class Participation, Attendance, & Progress

A Note of Encouragement: Writing is a process, and becoming a stronger writer takes time, practice, patience, and persistence. This course will challenge you to read more closely, think more deeply, and communicate your ideas with greater purpose and clarity. You will not be expected to be a perfect writer when you enter this class; you will be expected to be willing to learn, take risks, revise, and grow.

Some assignments may feel challenging, and there may be moments when your writing does not yet reflect what you hope to accomplish. Those moments are an important part of the learning process. The strongest writers are not those who never struggle; they are the ones who continue to ask questions, seek feedback, and revise their work.

Throughout this course, I encourage you to take ownership of your growth as a writer and thinker. Your experiences, perspectives, and ideas matter, and this class is an opportunity to develop your voice while gaining the skills needed for college, career, and beyond. I am here to support you, challenge you, and help you recognize the progress you make along the way.