

# ENG 1113

FALL 2025

Class meets: TTH

Class location: 311

DR. KARINA CAMACHO

email:

office hours:

\*\*\*\*\*

**CORE PREMISES** *Learning about how you learn is one of the most powerful practices you can cultivate Learning to write well requires genre analysis Compelling writing pursues compelling questions Writing is a process of craft; getting better involves crafting the writing process Research is formalized curiosity Persuasive writing is achieved one sentence at a time Quality feedback—both given and received is vital to becoming a stronger writer.*

## COURSE DESCRIPTION

This course strengthens your skills in analytical writing and rhetorical awareness. We approach writing as a dynamic process and mode of inquiry that includes acts of information literacy, research, analysis, and revision. Through assignments, activities, and discussion, you'll develop flexible strategies for writing across multiple genres, while attending to issues of audience, purpose, convention, and discourse community. Our curriculum emphasizes reflection and revision, particularly with respect to the learning process. This term, we'll be keeping it meta: doing a lot of writing about writing, learning about learning, and thinking critically about critical thinking. You'll be asked to read deeply, reflect regularly, revise thoughtfully, and collaborate respectfully as we engage in the work of *learning to learn how to write*.

## REQUIRED TEXTS

This course utilizes Open Education Resources (OER) and is therefore at no cost.

All learning resources will be made accessible via our Canvas course site on [www.every15weeks.org](http://www.every15weeks.org) course website.

## LEARNING OUTCOMES

*At the end of this course, successful students should be able to:*

- Analyze a range of rhetorical situations, audiences, and texts; present effective claims, evidence, and appeals; demonstrate appropriate tone, voice, and level of formality.
- Develop and reflect on flexible strategies for the writing process, including generating, revising, editing, and proofreading texts.
- Locate, analyze, evaluate, and synthesize appropriate print and online primary and secondary sources.
- Demonstrate knowledge of academic genre conventions, including MLA citation standards.
- Articulate and integrate personal ideas with those of others effectively and ethically through writing.
- Illustrate proficiency in syntax, grammar, and spelling.

## ASSIGNMENTS

You will have the opportunity to write in a variety of genres and styles this term, and do so for a range of audiences. Each project is designed to help you become a stronger writer and critical thinker, and to hone your capacity for learning. For each project you will receive a prompt that will explicate its goals, components, and expectations.

## ATTENDANCE & ENGAGEMENT

Active engagement—asking questions, participating in discussion, contributing to collaborative activities, respecting classmates, arriving prepared for class, and critical listening, for example—is central to your success in this course and your development as a writer. Engagement with the course topics, texts, and assignments is critical, and therefore regular attendance is required.

## ACADEMIC MISCONDUCT

The Student Conduct Code defines Academic Dishonesty as “an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.” Academic misconduct includes all forms of student academic misconduct wherever committed; it is illustrated by, but not limited to, cases of plagiarism. Academic misconduct is a serious offense that will not be tolerated in any form