

ENG 111 College Composition I ONLINE

Spring 2012

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I am online numerous times every day. However, if you need to meet face to face instead of online, please email to make an appointment. I'd be happy to meet with you.

Remember: all assignments are due by 9 p.m. and a minimum of two (2) discussion board postings are required for each DB prompt/assignment.

The purpose of this class is to learn to write effective, coherent, unified, organized, well-developed and supported multi-paragraph essays. The class develops fluent, effective, and confident writers. It helps students practice the process of composing, generating ideas, shaping and evaluating writing. The class uses reading and language awareness to further the development of writing.

Optional Textbook: *From Critical Thinking to Argument, Third Edition* (Barnet and Bedau)

Highly recommended: a good dictionary and a good thesaurus

****There is a considerable amount of reading, writing, and posting in this class. Please keep this in mind if you are pressed with other responsibilities. Taking an online class does not lessen your responsibility as a student nor does it lessen my responsibility as a professor. You will learn the same as a student in a regular face-face-class. Be prepared to work diligently but professionally. It's tough and it's fast.**

I am always available via email to provide additional help. I try to respond to student emails in less than 24 hours. **Remember, however, that I am not your computer technician; questions about your computer should not be addressed to me—only questions about your education. The eLearning office can help you with specific D2L technology questions: contact them at elarning@delta.edu. The office can also help with D2L training for you!**

POLICIES

DISABILITIES: If you have a documented disability that affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D-102.

PLAGIARISM: Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "Students' Rights, Responsibilities, and Conduct"

section of the Delta College Catalog or the English Division home page: (www.delta.edu/english/plagiarism.html). If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet and television sources) without proper citation is also plagiarism; to check for this, I use various Internet-based tools. In this class, we will use MLA citation methods. For more on these, see the gatekeeping criteria (for all three papers) under Content in D2L.

DISRUPTIVE STUDENT POLICY: Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus (or in cyberspace) creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus. This is the College's policy.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the formal procedures will be implemented. Those can be found in the Delta College catalog.

Virtual Attendance: You must participate on the class discussion board located at the D2L Course Web Site numerous times per week and/or in accordance with the postings. You may be dropped from the course if you are not in D2L a sufficient amount of time/days when postings are due and/or if I notice you have not been into the site and you are missing assignments. Go under Discussions for those posting assignments.

Other issues of attendance in relation to discussion posts: Regular attendance is an important component of this course, and it is required. No absences are excused--you either post twice for each discussion post prompt--in a valid, on-time, reflective and thoughtful manner--or you don't. No excuses. How, when and why to post are discussed in a packet in D2L called "Discussion Posting."

Assignments: You must use the D2L site to retrieve assignments. Assignments will be found at the course site and through this syllabus. Print assignments for ease of reference. Specific assignments are all found here in the syllabus as well as online in the D2L site.

Very Important Note: The course is collaborative in nature; for this reason, **assignments will not be accepted late**. Solution? Come to the cyber classroom prepared and keep up with your work throughout the semester. Having a computer problem does not exempt you from handing your work in on time. When you send me an assignment or post on the discussion board, a date/time is posted along with it. This is

what I will use to determine if your work is on time or not.

Formal Writing Assignments: you are required to complete the writing assignments given throughout the course. These formal writing assignments are sent to me for grading via the DropBox button in D2L. These formal writing assignments consist of papers #1-3.

All formal papers must be word-processed, double-spaced, with an MLA first page heading, numbered and typed on one side only. You should use Times or Helvetica font in 10 or 12 size type. You must meet these requirements, or your paper will be returned. Gatekeeping criteria can be found in Unit “Zero.” To see an example first-page MLA heading, check out any example paper in any of Units 1-3.

Discussion Board Assignments: The graded discussion board questions, however, are **not** to be sent via the DropBox button. Put them on the discussion board only. This way, everybody sees and can read your post and respond to it, not just me.

Peer Review: for all papers, all students must participate and prove participation in peer review. For papers 1, 2, and 3 students must perform two separate peer reviews for two classmates and must have two separate peer reviews done for themselves by two separate classmates (do two...and have two done for you). Not participating in peer review means points will be taken off that paper’s grade— 10 percent will be taken off. For example, if a paper is worth 200 points, up to 20 points will be deducted from that paper’s score for that student not participating fully in peer review. You will need to use the peer review sheets found under in D2L to do peer review for one another. Groupings for each paper will be sent out accordingly via email and with more specific information. All peer reviews will be conducted on the discussion board.

IMPORTANT ADVICE: DO THE UNIT READING BEFORE POSTING ANYTHING ON THE D2L SITE. LOOK FOR THE ANSWERS TO ANY QUESTIONS IN THE SITE BEFORE POSTING THOSE QUESTIONS.

PRINT OUT THE SYLLABUS FOR THE READINGS, THE ASSIGNMENTS, AND THE DUE DATES. IT IS YOUR RESPONSIBILITY TO REMEMBER DUE DATES FOR ASSIGNMENTS. REMEMBER, NO WORK IS ACCEPTED LATE.

Please note that this schedule may not list all assignments. Be in the site to learn added assignments and activities to be completed or to learn of assignments that have been canceled or modified. This is only a working syllabus; things can and will change as the semester progresses.

A piece of advice: come into the Desire to Learn site at least once a day to see “what’s up.”

Below: *DB=Discussion Board: the majority of our work is done on the discussion board in Desire to Learn (online).

MAY 6 TO MAY 10—GETTING TO KNOW EACH OTHER

Introductions on the discussion board, reading of syllabus, assignments, course overviews
Personal introductions due on the DB (not graded) by 9 p.m. on May 10

UNIT ZERO—THE WRITING PROCESS—MAY 6 TO MAY 14

MAKE SURE TO READ THE UNIT ZERO HANDOUTS IN CONTENT IN D2L

Discussion of writing--the methods you use/your strengths and weaknesses—on the board
Getting Started

Thesis statements, paragraphs, and topic sentences

Optional Chapter Readings in the Textbook: Read chapters 1, 2, 3 and pages 146-182 of chapter 6 in *From Critical Thinking to Argument*

Unit Zero has two assignments and here are their due dates:

Writing is... (DB) Due by May 11 (*all discussion posts are worth up to 10 points and two posts are required: one is your response/answer to the prompt/question; the other is your thoughtful and detailed response to another student*)

Strengths and Weaknesses (DB) Due by May 14

UNIT ONE—PAPER #1—MAY 6 TO MAY 25

MAKE SURE TO READ THE UNIT ONE HANDOUTS IN CONTENT IN D2L

Paper #1 detailed in the syllabus

Optional Chapter Readings: Read chapters 4 and 5

Unit One has six assignments and here are their due dates:

Quiz #1 (40 points) is to be taken between May 6 and 25

Description of Cartoon or Photograph (DB) Due by May 16

Intros/conclusions (DB) Due by May 18

Peer Review for Paper #1 must be completed by May 22 (DB)

Paper #1 (100 points) Due by May 25 (Dropbox)

Reflection/Paper #1 (DB) Due by May 25

UNIT TWO—PAPER #2—MAY 25 TO JUNE 11

MAKE SURE TO READ THE UNIT TWO HANDOUTS IN CONTENT IN D2L

Arguing a Position

Proposing a Solution

Paper #2 detailed in the syllabus; example papers online

Optional Chapter Readings: Read chapters 6 (what's remaining from Unit Zero), 8, 9 and 10

Unit Two has six assignments and here are their due dates:

Please note that quiz #2 (40 points) must be completed between May 25 and June 11

Paper #2 Thesis (DB) Due by May 30

Audience/Paper #2 (DB) Due by June 1

Supporting Ideas/#2 (DB) Due by June 4

Peer Review for Paper #2 must be completed by June 8 (DB)

Paper #2 (200 points) Due by June 11 (Dropbox)

Reflection/Paper #2 (DB) Due by June 11

UNIT THREE—PAPER #3—JUNE 11 TO JUNE 24

MAKE SURE TO READ THE UNIT THREE HANDOUTS IN CONTENT IN D2L

Paper #3 detailed in the syllabus; example papers online

Optional Chapter Readings: Re-read chapters 1, 5 and 6

Unit Three has three assignments and here are their due dates:

Quiz #3 (50 points) must be completed between June 11 and 24

Purpose, Paper #3 (DB) Due by June 15

Paper #3 Thesis (DB) Due by June 18

Synopsis of Film (DB) Due by June 20

Peer review for paper #3 must be completed by June 22 (DB)

Paper #3 (200 points) Due by June 24 (Dropbox)

Breakdown of grades:

Paper #1	100 points
Paper #2	200 points
Paper #3	200 points
Discussion Board Postings	120 points
Quiz #1	40 points
Quiz #2	40 points
Quiz #3	50 points

Total	750 points
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Grading Scale

**Percentages	100-95	A	79-77	C+
	94-90	A-	76-74	C
	89-87	B+	73-70	C-
	86-84	B	69-67	D+

83-80	B-	66-64	D
		63-59	D-
		58/below	F

ENG 111 develops fluent, effective, and confident writers. Students will practice the process of composing, generating ideas, shaping, and evaluating writing. The course uses reading and language awareness to further the development of writing.

ENG 111 Course Outcomes and Objectives

Write effectively for appropriate rhetorical situations.

Objectives:

- A. Use the writing process: pre-write, write, and revise.
- B. Write with clarity.
- C. Select, organize, and present details to support a main idea.
- D. Use generalizations and details effectively.

Read effectively.

Objectives:

- A. Demonstrate the ability to derive meaning of text from multiple perspectives.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended purpose.
- C. Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

Develop critical thinking skills.

Objectives:

- A. Explore the relationships among language, knowledge, and power.
- B. Develop critical thinking skills and apply them to reading texts.
- C. Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

Paper #1—Reacting to a Political or Editorial Cartoon

Length: 500 words (minimum 2 pages, maximum 2 ½ pages)

Format: MLA style: first-page heading, double-spaced, 1" margins, etc.

You may choose (but are not limited to) a political or editorial cartoon from one of the following:

- A. <http://townhall.com/cartoons/>
- B. <http://editorialcartoonists.com/>
- C. <http://www.creators.com/editorialcartoons.html>

- D. <http://www.nytimes.com/>
- E. <http://www.chicagotribune.com/> (click on Opinion and then Stantis cartoons)
- F. <http://www.pulitzer.org/bycat/Editorial-Cartooning>
- G. or head to any major newspaper and type in the search box “editorial cartoons” or “political cartoons”)

Once you have found your visual argument (the date is not important—it doesn’t have to be recent but it might help), think critically about what message the image sends and whether or not you feel that message is something you agree with or not. This will help shape your thesis statement. Your critique of the image will expand from that main point.

This is NOT a research paper; all information and argument must come from your own knowledge and experience, so choose something you're familiar with and that you are interested in. There cannot be any borrowed material in this paper nor anything that should have been documented. The assignment asks you to consider yourself as a resource first and foremost.

COMPONENTS OF A GOOD CRITICAL ANALYSIS OF A VISUAL ARGUMENT:

- A bold, blunt thesis statement that relates directly to the point made in the visual.
- Paragraphing—introduction, support, and conclusion.
- Has a unique consideration of audience. Who is being targeted?
- Uses reasoning and solid supporting evidence.

Paper #2--Taking a Position or Offering a Proposal for Change

Length: 625 words (minimum 2 ½ pages, maximum 4 pages)

Format: same as paper #1/MLA style

Subject: write a position paper on a controversial issue. You have one of two options. 1. Examine the issue critically, take a position, and develop a reasoned argument in support of your position. Or 2. Write a proposal paper (problem/solution paper). Examine the problem, offer specific solutions, and develop a reasoned argument in support of those solutions.

This is NOT a research paper; all information and argument must come from your own knowledge and experience, so choose something you're familiar with and that you are interested in. There cannot be any borrowed material in this paper nor anything that should have been documented. The assignment asks you to consider yourself as a resource first and foremost.

COMPONENTS OF A GOOD ARGUMENTATIVE/PERSUASIVE PIECE:

- A bold, blunt thesis statement.
- Paragraphs that are organized emphatically (move in order from weakest point of support to the strongest point of support).

- Tells and shows readers.
- Uses logic and shows that logic to readers in a methodical manner, if necessary.
- Has a unique consideration of audience. Who is being targeted?
- Uses reasoning and solid supporting evidence.
- Does not use borrowed material, material that would have to be documented.
- Can use factual material (material considered common knowledge).

Paper #3--Film Criticism

Length: minimum of 750 words (minimum 3 pages, maximum 4 pages)

Format: same as before

Subject: write an aesthetic judgment in which you critique a film. Your judgment may be good or bad (or both), but it must use solid supporting evidence from the film itself to prove its aesthetic thesis statement. Must look at one but no more than three aesthetic aspects of the film.

This is NOT a research paper; all information and argument must come from your own knowledge and experience, so choose something you're familiar with and that you are interested in. There cannot be any borrowed material in this paper nor anything that should have been documented. The assignment asks you to consider yourself as a resource first and foremost.

COMPONENTS OF A GOOD FILM CRITICISM:

- A workable awareness of the film.
- A critical judgment made about the film, proven with adequate examples and put into an aesthetic thesis statement.
- A brief (5-6 sentences) synopsis of the film placed early on in the paper (either in the introduction itself or in the paragraph immediately following).
- A knowledge of the genre.
- The use of critical language in evaluation.
- The use of several writing strategies.

Quizzes (three of them)

Each is a group of short answer and true/false questions over important material studied in that area.

--Quiz #1 covers the material under The Writing Process and is worth 40 points

This quiz covers:

- Thesis statements (and the different types) and their role in the paper
- Topic sentences
- Paragraphs (all three types—introduction, supporting and conclusion)
- Prewriting techniques

- The Writing Process and specific steps in that process
- The three purposes for writing
- Consideration of audience in writing

--Quiz #2 covers the material under Argumentation and Persuasion (Unit Two) and is worth 40 points

This quiz covers:

- Position and proposal arguments
- Goals in argumentative writing
- Recognizing and refuting the opposition
- The different types of judgments
- What good, successful argumentative/persuasive writing involves
- Facts vs. statistics
- Opinion vs. judgment
- Argument as a form of persuasion

--Quiz #3 covers the material under Criticism (Unit Three) and is worth 50 points

This quiz covers:

- Aesthetic Judgments (see handout from your email)
 - Aesthetic Thesis Statements
 - Two questions about genre
 - A couple of questions about purpose
 - Organization for film criticism
 - Question on effect on the audience (immediate or latent)
 - Also, look at the paper requirements in the syllabus--there is a question about the essential elements of a film criticism.
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Good Luck this semester. If you have any questions or concerns, please let me know!