

## ENGL1001-031

## ENGLISH COMPOSITION

In order to protect the health and safety of our Bearcats community, our Summer 2021 course offerings have been modified after careful consideration from our faculty to include more online as well as hybrid classes. Please know that computer access, a reliable internet connection, and a webcam may be required to successfully complete each course. It is an expectation from the College as well as faculty that you have planned for this requirement prior to the first day of classes. Electronic proctoring of exams may also be used in courses. Please read your syllabus carefully and seek guidance from instructors teaching the course for details and clarification.

### Instructor Information

#### Instructor

- Name: Valerie Malott
- Email: <mailto:malottvj@ucmail.uc.edu>
- Phone: (513 )266-4308
- Office Hour: Wed. 9-10:30am or by appointment (via Zoom)

#### Communication Expectation

Your official UC email is your primary mode of communication between you, the university, and your instructors. Because most instructors teach more than one course/section, it is important that you give your emails appropriate subject headings, including your course number and section, followed by a brief indicator of the message content.

I check email twice daily at 8am and 5pm; my goal is to reply within 24 hours (Mondays through Thursdays) and within 72 hours on weekends (Fridays through Sundays), though I usually respond promptly.

When using Canvas please use polite netiquette on Discussion Boards; appropriate conduct will be explained in Discussion Board assignments. I expect students to log into the class online module at least twice a week, as you would attend in-person classes at least twice a week. I can monitor your login times through the instructor module, so I will know whether you're "attending" class or not.

## Course Overview

### Course Description

English Composition 1001 is a writing-centered course that emphasizes the careful reading, analytical thinking, and persuasive strategies inherent in researching and writing within an academic community. Students learn that rhetorical knowledge is the basis of composing while learning to write with purpose, audience, context, and conventions in mind. Students develop rigorous academic research practices: how to locate and evaluate primary and secondary sources relevant to their line of inquiry and position their own ideas in conversation with public writing. Students also engage in regular self-reflection: articulating what they know, what they can do, and how to apply their knowledge and skills in various contexts

### Purpose

This course emphasizes critical reading, writing, and textual analysis with particular focus on argument and research-based writing. Upon successful completion of this course, students should be comfortable finding and analyzing sources to create source-based arguments in multiple genres and for multiple audiences, using electronic media to compose and publish their texts. Additionally, ENGL 1001 contributes to your developing competency in Effective Communication, Critical Thinking, and Information Literacy which are three of the General Education Competencies for all baccalaureate programs at UC.

### Course Learning Outcomes

By the end of ENGL 1001, students will be able to:

- Analyze rhetorical situation by examining audience, purpose, and context.
- Compose multiple genres for a variety of audiences and purposes, using sources as a foundation for writing in most projects, and adopting appropriate composing processes and conventions.
- Use inquiry-based research practices to identify potential gaps, conflicts, or new ideas in an existing conversation about a topic.
- Locate, evaluate, and synthesize source material appropriate to research inquiry that reflects a range of perspectives.
- Articulate what they know about reading, research, and writing processes and how they can apply that knowledge in various contexts.

### Course Format

This section of ENGL 1001 will be delivered asynchronously online only. Nevertheless, you will be expected to “show up” online multiple times per week as you would for an in-person class, and you may be assigned group work which may meet synchronously online (if desired).

## Pre-requisites/co-requisites

To take this course you must: Have taken the following Courses ENGL0099 min grade C-, or ENGL1000 min grade C-. Taken one of these tests ACT EW min score of 18, or ACT WR min score of 18, or ACT ENGL min score of 18, or ACT ELA1 min score of 18, or SAT EBRW min score of 480, or SAT VERB min score of 430, or SAT WR min score of 430, or UCPT ENGL min score of 5.

## Materials & Technology

Because this is an asynchronous online class, I have chosen to use an eBook for our required textbook. Both texts are available through the [campus bookstore](#) (Links to an external site.), or you can purchase/rent online through Amazon, Macmillan, or another retailer. If you wish to have a physical copy of a used text, you may substitute earlier editions (2019 and 8<sup>th</sup> ed. respectively). Assignments will be listed by chapter/section numbers, rather than pages.

### Textbooks

- Title, edition: *The Writer's Loop* with 2020 APA Update
- Author name: Jeanne Bohannon and Lauren Ingraham
- Publisher: Bedford/St. Martin's
- Date Published: 2020
- [Macmillan ISBN: 9781319368869 \(Links to an external site.\)](#)
- [Amazon ISBN: 978-1319361549](#)

### Resources

Additional resources, including videos, websites, and learning materials will be available in each weekly module on our course Canvas page.

### Required Technology

You will be using Canvas (including but not limited to the online meeting platform Zoom), [No Red Ink \(Links to an external site.\)](#) (online grammar instruction software), and word processing software like Microsoft Word or Google Docs. An additional editing software like Grammarly may be useful but is not required. All these applications are free.

### Required Technical Skills

- Using the Learning Management System (Canvas)
- Using the Canvas student phone app
- Using an eReader to access your eBook and take notes
- Creating files in commonly used word processing software
- Saving files as .pdf

- Using Zoom (video software in Canvas)
- Accessing/Downloading and installing software (all MS Office apps are available through the app launcher on the Bearcats landing page)
- Using the Clermont website and library website to research using databases
- Using the Clermont Writing Center/Learning Commons website to make appointments
- Using spreadsheet, presentation, graphic programs

## Assessments & Activities

### Course Schedule

- Weeks 1-2 (October 13-27): Rhetorical Analysis Essay (3-4 pages)
- Weeks 3-4 (October 27-November 10): Synthesis Essay (3-4 pages)
- Week 5 (November 10-17): Research Argument Paper Proposal & Annotated Bibliography
- Weeks 6-7 (November 17-December 1): Research Argument Essay (8-10 pages)
- Finals Week (December 1-8): Final Portfolio with Reflective Opening Statement (2 pages, plus 2 previously revised and graded pieces)

### Grading

#### Grading Criteria

Please note that all rough drafts and peer reviews are factored into the final weighted percentage of each major paper. If you fail to submit a draft and/or peer review, your weighted essay grade will be diminished.

**Unit 1:** Rhetorical Analysis Essay: 20%

**Unit 2:** Synthesis Essay: 20%

**Unit 3:** Research Essay w/ Paper Proposal and Annotated Bibliography: 40%

**End of Course Portfolio with Reflective Writing:** 10%

**Discussions/Quizzes:** 10%

#### Grading Policy

**Late Work:** Because of the pacing of this course and how assignments are scaffolded, it is vital that you complete and submit your work on time. There are mid-week due dates for readings, quizzes, and discussions, with written drafts and revisions due on Wednesday mornings. I realize that life sometimes happens, so if you communicate with me via email, I am open to making arrangements to accommodate your needs.

**Revisions:** You will write and submit at least two drafts (a first/rough draft and a final draft) for each essay, save for the final reflective essay. I will look over your first drafts and give you written feedback/responses for you to use for your final revision. We may also have discussion board workshops for each essay to read others' essays and provide feedback. Rough drafts are graded on a complete/incomplete basis. However, revision is a significant part of the writing process, so if you do not submit a rough draft on the day it is due, you will receive a 5%

reduction off your final essay grade. **Online Course Participation policy:** Since the 7-week session begins on a Wednesday, each new week will begin on a Wednesday at 8am ET. To satisfy weekly attendance requirements, online students must demonstrate active weekly attendance by completing one of the following actions as directed by the instructor: (1) submit an academic assignment; (2) submit a quiz or an exam; (3) participate in a posted online academic discussion. Logging into the online class without active participation (as described above) does not constitute official weekly attendance. Participation must be within the class-specific online learning management system (Canvas). Work completed outside of the learning management system does not count toward attendance.

**Canvas:** We will be using Canvas for this class, and I will post assignments and other information there. You are responsible for checking Canvas regularly; in fact, it is a good idea to get in the habit of checking Canvas each day.

## Grading Scale

The following grading scale is to be used in this course.

A (4.0)	92 - 100%	B (3.0)	86 - 82%	C (2.0)	76 - 72%	D (1.0)	66 - 62%
A- (3.67)	91 - 89%	B- (2.67)	81 - 79%	C- (1.67)	71 - 69%	D- (0.67)	61 - 59%
B+ (3.3)	88 - 87%	C+ (2.3)	78 - 77%	D+ (1.3)	68 - 67%	F (0.0)	58% - 0%

## Dates & Deadlines

### Fall 2021 Semester Schedules

- Second Half Session (Session E): Wednesday, October 13, 2021–Saturday, December 4, 2021
- Class Ends: Friday, December 3, 2021
- Examinations: December 6–December 11, 2021
- Semester Ends: Saturday, December 11, 2021

### Course Withdrawals

Last day to drop (no entry to academic record):

- Second Half Session (Session E): October 19, 2021

Last day to withdraw from classes:

- Second Half Session (Session E): November 19, 2021

### Holidays

- Labor Day Holiday: Monday, September 6, 2021
- Veterans Day Holiday: Thursday, November 11, 2021
- Thanksgiving Weekend Holiday: Thursday, November 25–Sunday, November 28, 2021