



Fall 2022 Syllabus

ENG 1001-002: English Composition

Instructor Information

Instructor

- Name: Valerie Malott
- Email: malottvj@ucmail.uc.edu
- Phone: (513) 266-4308 (text)
- Class Time: Tuesdays and Thursdays, 9:30-10:50am
- Class Location: location TBA
- Office Hour: virtual/by appointment

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 frequently during the weekdays; 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. For quick questions, please use the class Discussion Board to get easy answers quickly, especially when your question might benefit the whole class. For longer questions or more personal information, please write me a more formal email. I can be reached by phone/text, but please reserve such communication for emergencies.

Office hours can be scheduled via Canvas. Please see instructions at the Canvas Student help website:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>

University Policies and Student Resources

For more detailed information on University of Cincinnati policies on Academic Integrity, Accessibility, and various Student Support, please access the [UC Clermont Student Resources](#) module on Canvas.

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.

What this means:

This is not a beginner course. Not really. It assumes that you have some familiarity with the reading and writing process and that you already read and write at the college level. We'll learn about genres and rhetorical concepts, but we won't spend time talking about basic forms and correctness. Those are pretty elementary, and you should have a strong comfort level with those prior to arriving in this course, as well as with writing simple paragraphs and basic essays.

You should, in fact, have a pretty good handle on some basic research skills prior to this course. You may not yet know your way around a research library, but you should be able to handle a basic research task online or in your high school or public library prior to entering this course.

You should be able to read and comprehend standard texts without too much difficulty, or to seek out the help you need to manage such tasks. And you should be able to manage your time for all of these tasks listed here and above. If you feel that you lack some of these skills, you may need to schedule some time to chat with me in the first days of the week -- you may need to work with someone in the Learning Commons/Academic Writing Center, or to make special appointments in the library for additional help. Or, honestly, you may need to take or retake English 0099.

We'll be working with complex ideas and moving rapidly in this course. It's just the nature of the course. I didn't create the chaos of forcing research in the first semester, I promise. But I will help you manage the knowledge you already know with the theories we're unearthing as we go along, provided you're honest with me about gaps in your knowledge, places where you feel shaky about what you're being asked to do and why you feel that way, etc.

If you have concerns, please contact me within the first days of class to talk about this, or within a day or two of having the concerns if it's later in the term.

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 situations 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 course is a fully face-to-face course which meets on the UC Clermont campus in Batavia, OH. Attendance is required to be successful in this course. This course is also **web enhanced**. That means that you will have a great deal of content online and a great deal of activities to complete online. Please consult the course policies for more details on what is required for this course.

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

Textbook

We will be using the text ***Hello Writer, first edition by David Starkey***. Be sure to purchase/rent the bundle with Achieve access because it has a number of tools that will assist students throughout the writing process.

- Title, edition: *Hello Writer, first edition* - Paperback + Achieve
- Author name: David Starkey
- Publisher: Bedford/St. Martin's
- Date Published: 2021
- ISBN 13: 978-1319475789

You can purchase or rent the book with Achieve access through the [Macmillan Student Store](#) or the [UC Clermont bookstore](#). I don't recommend going through Amazon, since the Achieve codes they sell tend to cause problems for students.

If you choose to get the e-text version for the class, please note that I may sometimes ask you to use your book in class, so be prepared to pull up your book on a laptop or tablet (I don't recommend phone reading).

To enroll in the Achieve course, click on [MacMillan Learning](#) in the sidebar or go to <https://achieve.macmillanlearning.com/start> and enter the course ID **b92jk6**. If you have trouble accessing the text, please let me know and I will try to help you. You may also find technical support at Macmillan's Achieve website: <https://macmillan.force.com/macmillanlearning/s/achieve>

Resources

Additional resources, including lectures, videos, websites, and supplemental readings/learning materials will be available in each weekly module on our Canvas course page as well as the Course Resources page. I will occasionally request that you print out supplemental resources that we will be using in class. Thus, you will need access to a printer (can be accessed on campus, if necessary) or a mobile device.

I attempt to keep our paper consumption to a minimum in class, so I encourage those of you with a laptop or tablet to use them in class when possible. For certain in-class assignments, you may need to have a notebook and writing utensil.

Required Technology

Even though we will be meeting in person, I will be using Canvas/Achieve to present the week's assignments. You will submit all work done outside of class through Canvas/Achieve. This means you will need to have access to a computer and/or mobile device with internet access.

You are expected to know how to use word processing software like Microsoft Word or Google Docs. I also suggest downloading the Canvas for Students app to your mobile devices so you will have access to the course materials when you are on the go. It is available for [Apple](#) and [Android](#) devices. All these applications are free.

Required Technical Skills

- Using the Learning Management System (Canvas)
- Using the Canvas student mobile app ([iOS](#) or [Android](#))
- 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 websites](#) to research using databases

- Using the [Clermont Writing Center/Learning Commons website](#) to make appointments with a tutor
- Using [Canvas Scheduler](#) to schedule a meeting with your instructor

Assessments & Activities

We will be taking a project approach to the formal writing assignments, focusing on a different topic for each unit. You will produce three papers of varying length: 1) analyzing the rhetorical effectiveness of a given text, 2) synthesizing/critiquing information from the writing of others, and 3) researching various texts to compose a final research argument.

Your essays and research paper will be evaluated on organization, ideas, originality, good thesis statements, effective argument techniques, and use of detail, correct grammar, and effective sentence structure among other criteria. Since I'm more concerned about your writing *process*, you will have multiple opportunities to receive feedback and revise your work. The more effort you put forth, the better your chances of earning the grade that you wish.

There will also be weekly opportunities to reflect upon the course readings through in-class assignments such as journal prompts, group discussion, peer review, and quizzes. Lastly, you will submit a final reflective assignment in a format of your choosing (slides presentation, video, audio, written essay, etc.) in which you will assess how well you have met the course learning outcomes (see above, under Course Overview).

Course Schedule

Below is a rough course schedule for the major writing assignments which is subject to change according to class demands. In-class assignments and activities will be added to Canvas later.

Always defer to the dates posted in Canvas/in class.

Please note that there is not a final exam for this course, and we will not meet in person during finals week. I have reserved that time for virtual student conferences. You may use finals week to finish up any past due assignments. The final submission deadline for assignments is by the end of the day on **Friday, December 9**.

We will **not** meet on the following dates: **Tuesday, November 8** (Reading Day) **and Thursday, November 24** (Thanksgiving/Native American Heritage).

Essay 1: Synthesis/Evaluation

Week	Meeting Dates	Topic/Assignments
1	Aug. 23 & 25	Read Ch. 1, Introductions, course orientation, syllabus, goal setting
2	Aug. 30 & Sept. 1	Read Ch. 2-3, Diagnostic essay
3	Sept. 6 & 8	Read Ch. 10 & 4, Prewriting
4	Sept. 13 & 15	Read Ch. 5, Thesis Statements, Organizing, quiz 1
5	Sept. 20 & 22	Read Ch. 6, Paragraphs, Essay Draft due
6	Sept. 27 & 29	Read Ch. 8, Revising, Peer Review Workshop
7	Oct. 4 & 6	Read Ch. 9 & 13, Essay #1 Synthesis/Evaluation Due (9/22)

Essay 2: Analysis

Week	Meeting Dates	Topic/Assignments
8	Oct. 11 & 13	Review Ch. 4, 5, 13, Close reading, in class prewrite/draft
9	Oct. 18 & 20	Review Ch. 8.3, Essay Draft due, Peer Review Workshop
10	Oct. 25 & 27	Read Ch. 15, Essay #2 Analysis Essay Due (10/27)

Essay 3: Researched Argument

Week	Meeting Dates	Topic/Assignments
11	Nov. 1 & 3	Read Ch. 11, Review 4-5, Research prewriting, outline
12	Nov. 10 (Th)	Read Ch. 16, 7, 18, Library, MLA, plagiarism
13	Nov. 15 & 17	Read Ch. 17, review 8, 11, rhetorical appeals, quiz 2, draft due
14	Nov. 22 (Tues)	Review Ch. 9, Peer Review Workshop, editing
15	Nov. 29 & Dec. 1	Essay #3 Research Argument Due (12/3), prepare portfolio
Finals	No F2F Meetings	Reflective essay, Last day for submissions is Fri. 12/9

Grading

Grading Criteria

Grades in ENGL 1001 are as follows: A, B, C (including + and -) or NP, F, W, UW, I. In order to progress to ENGL 2089-Intermediate Composition, you must pass ENGL 1001 with a C-. Any lower grade means you will need to retake the course.

Weighted Grades

Assignment	Percentage
Discussions and Group Work (collaborations, peer reviews, etc.)	10%
Reading journals/Annotations	10%
In-class writing (journal prompts, drafting, etc.)	10%
Synthesis/Evaluation Essay	15%
Analysis Essay	15%
Researched Argument Essay	30%
Course Reflection Essay	10%
TOTAL	100%

Course Policies

Drafts: I **highly encourage** you to submit early drafts to receive feedback. Each major writing assignment is set so that students have **unlimited submissions** for the assignment. If you wish for me to review your work-in-progress prior to the due date, you may submit your early drafts to the final submission page.

Peer Review: I will be randomly assigning each student to a peer writing group. There will be **discussion boards** set up for each group to facilitate the posting of works-in progress to collaborate with and provide valuable feedback to your peers. When we have an in-class peer review, you will be required to print out copies of your assignment to share with members of your group. Participation in peer workshops will increase your chances of improving your grade. If you forget to print out your assignment, you can still provide valuable feedback to your peers. **Every effort you put forth in the writing process** (which includes discussion, collaboration, conferencing, revision, and copy-editing) **will help you achieve the grade that you desire.**

Late Work: You are expected to meet due dates. Many of the assignments are scaffolded in a way that it is vital to complete one assignment before beginning another.

That said, we are all human, life sometimes just happens, and I am willing to work with you if you are having difficulty submitting work on time. However, **it is your responsibility** to reach out to me to ask for an extension (see example below). I do not need to know the reason why; I only ask for a "heads up" with a general idea of when I can expect your submission. If you are chronically late with work (that is, more than a day late) and fail to communicate with me, I will request a meeting to discuss ways in which I can help you.

Sample Assignment Extension Email:

Dear Professor Malott,

I am writing to request a deadline extension on my [insert name of assignment here]. I plan to submit the assignment on [proposed date here], which is [number of days] past the original deadline. To complete the assignment, I still need to [list specific tasks here]. [Number of extra days] on the assignment will help me complete these tasks. Please let me know if this extension is acceptable to you.

Sincerely,
[your name here]

Attendance policy: We have a limited number of course meetings in the next 15 weeks. If you must miss, let me know in advance if possible. Attendance and participation count a great deal in the contract grading system, as you have seen in that section. If you are going to be late, please let me know in advance if possible. I can be texted via the phone number in this syllabus. You can speak with me at break or after class to explain your circumstances.

In my experience there is a direct, positive correlation between attendance and success in a college course, so this policy is to help you develop the habits you need to be successful in college and in the world of business and work beyond. Any more than 4 absences, regardless of reason, may affect your overall grade.

Canvas/Achieve: 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. Our course textbook is linked to the Achieve system from Macmillan Learning and is accessed through Canvas. You will need to enroll in the Achieve course (see above) using the course ID code. This will give you access to the text and assignments as I have set it up.

Inclusion Statement: In this course, we refer to individuals as they prefer to be referenced. What this means is that you will be asked to tell your classmates what name you prefer to "go by" in the class, as it might not match the name that the University system displays on classroom materials for you. You will also be asked what your preferred pronouns are.

The instructor invites you to sign your work with your preferred name.

Your classmates and instructor will respect your wishes and refer to you by your preferred name and pronouns. ENGL 1001 is an inclusive and welcoming space. We seek to learn from one another through participation and discussion. We encourage all students to engage in critical thinking, reading, writing, and reflecting, and this requires that we maintain civil discussions even when we disagree with one another. This level of personal accountability is essential in today's workplace and social environments, and we expect it in our classrooms, as well. If you feel that you cannot be civil in a discussion, please step away from the discussion. Reach out to the instructor to discuss the matter.

Accessible Technology: If you find that you are struggling with accessibility for any of the content in the course, please let me know or reach out to [Access Resources](#). While I have made every effort to provide accessible content, not all PDF copies of articles from other sites are fully accessible.

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 2022 Semester Schedules

- Full Semester: August 22–December 10, 2022
- First Half Session: August 22, 2022– October 8, 2022

- Second Half Session: October 11, 2022–December 3, 2022
- Flex Sessions (Session F): Class dates vary. Log in to your Catalyst account and click “View My Schedule” and the “Deadlines” icon to verify registration dates and deadlines specific to your flex class.
- Examinations: December 4–10, 2022
- Semester Ends: December 10, 2022

Course Withdrawals

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

- **Full Semester: September 5, 2022**
- First Half Session (Session D): August 27, 2022
- Second Half Session (Session E): October 17, 2022
- Flex Sessions (Session F): Class dates vary. Log in to your Catalyst account and click “View My Schedule” and the “Deadlines” icon to verify registration dates and deadlines specific to your flex class.

Last day to **withdraw** from classes:

- **Full Semester: November 11, 2022**
- First Half Session (Session D): September 30, 2022
- Second Half Session (Session E): November 18, 2022
- Flex Sessions (Session F): Class dates vary. Log in to your Catalyst account and click “View My Schedule” and the “Deadlines” icon to verify registration dates and deadlines specific to your flex class.

Reading Days

- Monday, October 10, 2022
- Tuesday, November 8, 2022

Holidays

- Labor Day Holiday: Monday, September 5, 2022
- Veterans Day Holiday: Friday, November 11, 2022
- Thanksgiving Weekend Holiday: Thursday, November 24–Sunday, November 27, 2022