

ENGL 110C: English Composition

Spring 2020

CRN 21301, TR 11-12:15, BAL 3066

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Welcome to ENGL 110! I look forward to working with you to help you become better, more thoughtful writers and readers. In this course you will practice writing, develop your writing processes, begin to think of yourself as a writer (if you don't already), and learn to make and critique the moves successful writers make.

Required Texts and Materials:

Text:

- *Everyone's An Author*

Materials

- ODU MIDAS account and reliable daily Internet access;
- A means of writing whether it be paper and pen or an electronic device;
- A Google Folder linked to your ODU email and shared with your instructor (don't worry, we'll discuss how to this);
- Access to a black and white printer well-supplied with ink for the duration of the semester.

Suggestions:

- You should check your email and access our course calendar at least once between each class meeting for course information.
- Come to class with an open mind and a readiness to learn. This class and your experience herein will be what you make of it.

Course Description:

ENGL 110C. English Composition. 3 Credits. The principal objective of the course is to prepare students to be effective writers of the kinds of compositions they will be called on to produce during their college careers. By the end of the course, students should be more mature in their understanding and use of language, should develop efficient writing processes, and should know and demonstrate the qualities of effective composition in a given rhetorical situation and should be able to demonstrate those qualities in their own writing. Prerequisites: A passing grade on the Writing Sample Placement Test.

Written Communication Student Learning Outcomes

In accordance with the WPA Outcomes statement, students successfully completing English 110C with a grade level of C or above will:

Develop rhetorical knowledge by:

- Analyzing and composing multiple forms of writing to understand how genre conventions shape readers' and writers' practices and purposes,
- Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation.

Develop critical thinking, reading, and information literacy skills by:

- Composing and reading for inquiry, learning, critical thinking, and communicating,
- Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign,
- Incorporating outside materials through quotations, paraphrase, and summary.

Develop effective strategies for drafting texts by:

- Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process,
- Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences,
- Critically reflecting on how they may further develop and apply writing skills in the future.

Develop knowledge of conventions by:

- Demonstrating competency in grammar, punctuation, and spelling,
- Practicing genre conventions for structure, paragraphing, tone and mechanics,
- Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles

Assignments and Evaluation:

Writing: All students who take ENGL 110 are required to write a minimum of 5000 words (approximately 20 typed pages) over the course of the semester. To this end, in this class, we will write in-class and out-of-class Writer's Notebook entries, formal papers, and reflections, including one at the end of each unit. Though you may associate writing with just words on a page, over the course of the semester, we will expand definitions of what it means to write as we compose multimodal and digital projects, such as the ePortfolio.

Formal Papers and Projects: Every student who takes ENGL 110 will complete at least one in-class paper, three formal papers (writing that results from invention, drafting, response, revision, and editing), an ePortfolio, and a reflection. In *this* class, you can expect to write the papers and compose the projects described below. Students will be provided assignment sheets that outline each assignment in more detail.

Unit 1: We Are ALL Writers: This unit is composed of two papers: a short in-class essay about your experiences with writing and a second, more developed literacy narrative that investigates, analyzes, and reflects on who you are as a writer, reader, learner, or student, and, more importantly, why, through telling a story.

Unit 2, Writing Influences: In Unit 2, you will write a rhetorical analysis, which will explore the rhetorical choices made in a text to better understand how and why texts are

produced, what makes them effective within a context for a particular audience, and how they persuade (or don't persuade) their audience.

Unit 3: Writing Empowers: In Unit 3, you will choose an issue of importance to you on campus about which you want to make an impact, research what has been said and done about this issue, and compose two texts addressing this issue in two different genres-- one primarily alphabetic (an op-ed) and another primarily visual, audio, or performative media (such as an infographic, commercial, podcast, radio commercial, one-act play, etc.)-- that you believe, based on what you know about the interrelatedness of genres, audience, and purpose in effective writing, will best meet the needs of your purpose and audience. We will go through examples together in class. You will also share your work with your peers.

Unit 4, Writers Reflect, Showcase, and Share: This unit is composed of three components: 1) an ePortfolio that includes all of your major assignments from this term (see below); 2) a 1-2 page letter, which introduces your portfolio and the pieces therein, reflects on your development as a writer, and examines the impact ENGL 110 has had on this trajectory; and 3) a short 2-4 minute presentation during the final exam about one lesson learned this semester.

ePortfolio Requirement: Students must electronically save their formal writing assignments. Students will be expected to collect and submit clean, revised versions (no grades or comments) of *representative writing that demonstrates all written communication learning outcomes for ENGL 110C*. These artifacts will be submitted along with a reflective essay, which together constitute the student's **ePortfolio (eP)**. Not only is developing an eP an important learning experience and milestone, but students' portfolios will be used for program assessment.

Revisions: For each paper, you will create: an early draft or a proposal, a peer review draft, and a polished draft. I will provide you feedback and a grade on the polished draft, and then you will have yet another opportunity to revise each paper for a potentially better grade. If graded higher, the new grade will replace your old grade. However, all revised essays must be accompanied by a revision statement: a clear, concise paragraph or two describing the changes you made, why you made them, and why you think those changes improved your essay. To submit a "Revise and Resubmit," send me an email letting me know that you have revised your paper and a link to the revised paper from your Google Drive. Include the revision statement on the first page with a traditional MLA heading and begin the paper (with its full, original heading) on the second page. **You can continue to revise each paper until the day the early draft or proposal of the following paper is due.** Since the Unit 3 essay is due close to the end of the semester, you will have the opportunity to include the final draft of that paper in your ePortfolio. However, if you prefer, instead of submitting a final revised copy of your Unit 3 essay, you can choose to revise and resubmit any one paper or project in your ePortfolio from over the course of the semester. Just be sure to specify in your reflection and in the paper heading if you are submitting a Revise and Resubmit (See ePortfolio template in class Google Drive folder). Given the short turnaround on final grades, please keep in mind that I can only re-grade ONE paper in your ePortfolio.

Final Exam: A final examination is required of all ENGL 110 classes. During our final exam period, students will share a short, focused 2-4 minute presentation about one lesson learned

this semester (see above). Please note that the ePortfolio and Reflection Essay are due at the time of the final exam.

Class Google Folder: In your personal or ODU gmail account, you will need to enter Google Drive and create a folder designated for this course. Once you are in Google Drive, go to “New” in the upper left corner of the screen and choose “Folder.” This will take you to an empty folder. Name the Folder with your first and last name and ENGL 110 (ex. *Kristi Costello ENGL 110*). At the top of the screen you will see “My Drive > Folder” and it will have an arrow pointing down. Click this arrow and choose “Share+.” Share your folder with me (kmurraycostelloodu@gmail.com) and make sure you choose the option for me to have editing access (represented by the pencil icon).

Writer’s (Digital) Notebook: You will be asked to keep a “notebook” in Google Drive (see below for how to create it). You need not edit or polish your Writer's Notebook entries; I am more interested in your ideas. Writer's Notebook entries will not be graded every week though I may periodically (and randomly) check in to see how and to what extent you are engaging with the class material and assess them. Most entries will be informal and assigned for homework and will not exceed 30 minutes or two pages. Entries written outside of class should be typed in Google Docs and included in your Writer’s Notebook. You will need to have your most recent Writer's Notebook entry with you and accessible every class, whether in paper or electronic form because we will frequently use them as springboards for class discussion and activities. You are welcome to personalize your Writer’s Notebook, such as using different fonts, colors, and images.

If you do not have access to an electronic device conducive to writing on any given day or simply prefer to write rather than type while in class, you are welcome to do so (please do keep in mind, however, that all writing done outside of class should be typed). If you do write (rather than type) in class, it will be your responsibility to ensure that each entry is included in your notebook. To do this, you can take a picture of your entry (make sure it is legible and readable) and embed it into your streaming document OR you can include a placeholder in your typed Writer's Notebook (ex. “Notebook Entry 7 has been included in this folder as a photo and is titled: Literacy Narrative Brainstorming”) and then upload a photo into your individual Google Drive class folder OR, of course, you can simply type it up after class.

Create your Writer’s Notebook in your Google Drive. Go to “New” and choose “Google Doc.” Title your Writer's Notebook with your first and last name (ex. Kristi Costello Writer's Notebook). For each new entry, add the date, entry number, and title. Please insert a “Page Break” between each entry; do not create a new document for each entry. The Writer’s Notebook should be ONE document.

Homework and Deadlines: Again, you should **check your email and access our course calendar at least once between each of our meetings for course information.** Major assignment due-dates have already been added to our class calendar. However, homework will be added to the Google Calendar in our class Google Drive (accessible also by Blackboard) prior to the class period it will be assigned (that is-- the homework assigned on Thursday and due the following Tuesday will be added before class on that Thursday). If you need to know about homework assignments more than a class period ahead of time, please contact me and I

will get you that information. Please do not contact me asking about homework without first checking our class Google Calendar.

Readings: You will be assigned reading from your textbook and in other forms. Selections may be posted to Blackboard as PDFs or as links to websites; others may be distributed via email. Occasionally, there will be pop quizzes to provide accountability. You should bring your book to class on those days that readings have been assigned, having carefully read the assigned selections, and be prepared to contribute to classroom discussions and small group activities that address the readings. Though I will do my best to upload the readings to our class Google Drive, the **readings are your responsibility**. This means that if a link isn't working or a page is cut off, it will be your obligation to secure the reading in another way. If you aren't in class or forget to write down the reading assignment, check the calendar, which is revised in real-time, in our class Google Folder.

Participation: Your class participation grade will be assessed holistically at midterm and finals based on a variety of factors: your contributions to class discussion; your engagement in workshops, small group work, and conferences; your focus and efforts during in-class writing and drafting; and your preparedness for and professionalism in class, which includes bringing in drafts when assigned to do so, appropriate phone usage (little to none; see technology policy), being respectful during class conversations, and staying on task. As you can see, there are many ways to participate in class. If you find that any one of these is overwhelming for you, I encourage you to come talk to me, so we can work together to develop a plan of participation individually suited to you and your needs. If you do not meet with me to create a plan of participation, your participation will be assessed using the participation heuristic below. We will go over the rubric together during the first week of class. It is also accessible to you at any time through our class Google Drive Folder and Blackboard. You will also have an opportunity to explain to me what grade you have earned and why, which I will take into account as I calculate your participation points.

Conferences: At least twice this semester, you will be required to meet with your instructor for an individual conference meeting. If you fail to come to a scheduled conference meeting, you will be marked as absent. Though you may choose to reschedule the meeting, you will not be able to redeem credit unless you have contacted me with at least an hour's notice. I also encourage you to visit me during office hours, especially if you are confused or experiencing difficulty. I am happy to meet with you in person or over Zoom. Remember: I can't help you if I don't know that you need help.

Peer review workshops: On the day of a peer review workshop, everyone should come with a relatively complete first draft of an essay. Bring three hard copies of your essay and also make sure your essay is saved in your Google Drive folder. If you come to class (5 points) with your hard copy drafts (5 points; you can get two points for having your full draft in your Google Folder) and engage in the process (5 points), you earn full points. These are easy points. Take advantage of them. If you are unable to come to class on a peer review day, you can make up half of the points by taking your draft to the Writing Center. Please note that even if you do not have a draft ready, you can and should still come to class to review others' work. If you're struggling with your paper, reading other students' papers might help you figure out what to do on your draft. Peer reviews are for your benefit, and you get out of them what you put into them.

Please do not do your classmates a disservice by shirking peer review responsibility. They are depending on you to help them improve their essays (and point out what is working).

Evaluation: Anticipated percentages and points for grading are as follows though do keep in mind that the points assigned to Low-Stakes Writing may fluctuate slightly:

Unit 1, We Are ALL Writers (145 points): in-class draft, peer review, polished draft, final draft, reflection

Unit 2, Writing Influences (140 points): early draft, peer review, polished draft, final draft , reflection

Unit 3, Writing Empowers (225 points) early draft proposal/ mock-up, peer reviews, polished drafts, final draft, presentation, reflection

Unit 4, Writers Reflect/ Final Exam (150 points): ePortfolio, which includes Final Drafts of ALL essays and Major Projects (All three final essays, multimodal project, and Writer's Notebook) and a reflective essay with points for cover, design, consistency, and adherence to directions and final presentation

Low-Stakes Writing (140 points): Writer's Notebook, Quizzes, and Homework

Participation (100 points or 10% of final grade): *See above for a description for what constitutes participation*

Grade Breakdown:

93.6%-100% = A, 89.5%-93.5% = A-

86.5%-89.4% = B+, 83.5%-86.4% = B, 79.5%-83.4% = B-

76.5%-79.4% = C+, 73.5%-76.4% = C, 69.5%-73.6% = C-

67.5%-69.6% = D+, 65.5%-67.4% = D 59.5-65.4= D-

Below 59.4% = F

To pass this class, you must achieve a grade of C or better. Based on the progression of the course, the grade distribution for any assignment may change. However, if changes are made, I will notify students in a timely manner and in writing.

Policies and Procedures:

Mandatory Attendance Policy: It matters that you come to class on time, every day. However, in accordance with University Policy, reasonable provisions will be made by the instructor for documented representation at university-sponsored athletic or academic functions, mandatory military training, and documented illness. If you know you will be absent, turn in work in advance or make arrangements with me. If you have a university-sanctioned event or experience a crisis that prevents you from attending class, ask an appropriate campus official to document your situation. Instructors may not accept doctors' or parents' notes to excuse absences; only an appropriate campus official can document extenuating health or family circumstances.

Recognizing that unexpected things do happen, your final grade will not be lowered for up to two absences (though you may miss points that cannot be made up, like quizzes); no questions asked. Your final grade will be lowered 5 points for every additional absence after two (i.e., you will lose five points beginning with the third absence). Students automatically fail the course after they miss a fifth class. Every third instance of tardiness, early departure, or lack of preparation will add up to an absence. Attendance does not only mean physical attendance, you are also expected to be mentally present. To this end, sleeping in class or being off task (i.e., engaged in something other than class) will result in being marked absent. If

you believe attendance is going to be an ongoing issue for you, I encourage you to contact Student Outreach and Support Services.

Late Work: Unless you have appropriate documentation from an appropriate campus official, I will not accept small-stakes late work for credit (25 points or fewer). If you will be absent but do have documentation from an appropriate campus official, you and I will set a reasonable deadline for your work (typically the following class period). High stakes assignments (26 points+) will be accepted with a five point reduction for every class period it is late. To receive full credit for work due on the day of an absence or submit a paper after the deadline, upload the assignment to your class Google Drive folder and notify me through email (link to the work is appreciated). If you anticipate needing an extension for a major assignment, talk to me before the due date.

Civility Policy: Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. In our structured and unstructured discussions and dialogues, we will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always, we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions (adapted from Alisse Portnoy, University of Michigan).

Technology Policy (cell phones, laptops, etc.): You need consistent access to technology, including a working computer and printer, for this course. Whether you use your private computer and printer or public ones, you alone are responsible for saving and backing up all of your written work: if you fail to do so, you risk missing course deadlines, which can lead to a lowered grade.

This course utilizes a polite technology policy, meaning that you are allowed to use your devices for in-class note taking, free-writing, and other appropriate activities as long as you are on task and not distracting others. However, please note that there are times in which it is simply not appropriate to have your devices out, including earbuds. To be sure, routinely ask permission before using your devices and be prepared to put them away when asked by the instructor. Students who are texting, talking on the phone, listening to music, searching the web, obsessively checking the time, etc. can expect to lose participation points off their overall participation grade each time or may be asked to leave the classroom.

Manuscript Preparation and Submission: Most assignments will be turned in via your Google Drive folder; others may need to be printed and brought to class. While there will be some exceptions, it is in your best interest that, when in doubt, bring a paper copy with you to class. Unless I specify otherwise, ALL written assignments with the exception of your Writer's Notebook should:

- be typed using 12-point font, black ink;
- have 1-inch margins on every side of the paper;
- double space the entire paper, ensuring there aren't extra spaces between paragraphs;
- contain on the first page in the upper left corner, your name, the instructor's last name, the course number and assignment, and the date;
- include a unique title that is centered and the same size text as the rest of the paper;
- include your last name and the page number in the upper right corner of every page after the first.

Email Policy: Remember that writing an email is a rhetorical act. Thus, when you email me (and your other professors):

- begin with a salutation;
- give me the information I need to answer your question (what class and section are you in and, if I am likely to need to look up information, what is your ID number?);
- write in a polite and professional voice even if you are upset (ask, don't demand);
- end with a salutation.

I try to respond to ALL emails in a timely manner. However, I am unlikely to answer emails after 8 p.m. during week nights. Also expect that I check email periodically on weekends, but often will not respond until Monday. Please allow up to 24 hours for a response to emails. Please do not send a follow-up email unless at least 48 hours have passed.

Plagiarism:

Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. Failure to give credit is plagiarism, a violation of the ODU Honor Code that almost certainly will lead to failing the course and could lead to expulsion from ODU. The ODU Catalog defines plagiarism as follows:

A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.

If the quality of your in-class and out-of class writing varies dramatically or arouses suspicion, the instructor has the right to ask questions about your work and writing process, request to see early drafts, and/or ask you to write under supervision. If you have questions about how and when to acknowledge sources, please refer to your textbooks and see the instructor for advice.

Statement on Educational Accessibility for Students with Disabilities: Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you. If

you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary. The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655.

Additional information is available at the OEA website:

<http://www.odu.edu/educationalaccessibility/>

Writing Success Placement Tool (WSPT): ALL students are required to use and successfully complete the WSPT before being admitted to English 110C. Instructors should explain to students that if they have not used the WSPT, they will be administratively dropped from English 110C and will not receive credit for the course. Students may contact the Student Success Center at: 757-683-3699 to register.

The Writing Center: The Old Dominion University Writing Center (WC) offers free appointments and walk-in writing consultations to all currently-enrolled students on campus. Students may seek help with their writing projects for a variety of courses and meet with a consultant to discuss anything from brainstorming to learning how to proofread their own work. Appointments are approximately 45-minutes (shorter for walk-ins after 20 minutes past the top of the hour). WC graduate student consultants work with individual students or groups. Most tutoring sessions are by appointment; walk-in appointments are provided when tutors are not in a scheduled session. For distance students, we use WOnline. The WC is located in the library, room 1208, and is open Monday through Friday. To make an appointment call 757.683.4013 during open hours or book an appointment online at odu.mywconline.com.

Library Instruction: Subject specialist librarians are available to meet with classes for instruction in the effective use of information resources. Instructors wishing to arrange instruction for their writing and research courses should complete the request form at: <http://www.odu.edu/library/help>, giving a minimum of 2 weeks' notice. Call Megan Smith at 757-683-4182 for further information. Reference librarians welcome the opportunity to work with faculty on integrating information literacy into their courses.

FERPA: The student's academic progress up to and including the final grade will not be shared with any individual other than the student or an appropriate campus official without proper documentation allowing otherwise. This means that I cannot discuss your academic performance with your parents, guardians, or friends without a signed waiver from the Registrar's Office. However, please do know that *you* can always come talk to me if you are struggling.

Evaluation of Class Participation

To be assessed at Midterms and Finals. Participation will make up 10% of your final grade.

+10 Class Participation

- The student attends every class period (with the exception of maybe 1), prepared and on time.
- The student contributes fruitfully, appropriately, and frequently to class discussions.
- The student completes all assignments-- even low stakes-- and readings superbly and on time.
- The student actively and enthusiastically participates in all class activities.
- The student always provides thoughtful and substantial feedback to peers during presentations, workshops, and related activities.
- The student always actively listens and responds to peers and the instructor.
- The student always engages in the practices of good classroom citizens.

+5 Class Participation

- The student attends most class periods, prepared and on time.
- The student sometimes contributes productively to class discussions.
- The student completes most assignments-- even low stakes homework assignments-- and readings satisfactorily and on time.
- The student participates in all class activities.
- The student generally provides thoughtful feedback to peers during presentations, workshops, and related activities.
- The student pays attention in class and listens to peers and the instructor.
- The student generally engages in the practices of good classroom citizens.

+0 Class Participation

- The student is routinely late and/or arrives unprepared to class (3 or more times).
- The student rarely and/or inconsistently contributes to class discussions.
- The student completes some assignments and readings well and on time, but routinely illustrates that he/she has not completed assigned tasks.
- The student participates in class activities though perhaps without full ambition or attention.
- The student seldom provides appropriately thoughtful and substantial feedback to peers during presentations, workshops, and related activities.
- The student routinely seems distracted during class and/or occasionally distracts others.
- The student typically engages in the practices of good classroom citizens, but lapses.