

## ENGL 101: Composition Studio

Instructor:

Email:

Office/Hours:

Phone:

**Required Text:** The ENGL 110 textbook and various readings as PDF files and/or internet links posted for printing or distributed as digital handouts, available via the course schedule and Blackboard.

**Materials:** ODU MIDAS account, Google folder, and reliable daily Internet access

**Prerequisite:** A score of 1 on the Writing Success Placement Tool (WSPT) or an override from an academic advisor.

**Corequisite:** ENGL 110 (English 101 pairs with English 110)

**Brief description:** English 101 Composition Studio is an immersive study of writing, rhetoric, and composing concepts and strategies designed to complement and extend the English 110 curriculum.

**Longer description:** English 101 Composition Studio is an immersive study of writing, rhetoric, and composing concepts and strategies designed to extend the English 110 curriculum. English 101 provides additional instruction, guided practice, and support as writers learn to successfully compose and revise in multiple genres for multiple purposes and audiences and navigate university literacy expectations.

### Standardized Student Learning Outcomes:

- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Develop composing processes for a variety of technologies and modalities
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Gain experience composing multiple genres for various purposes and audiences
- Gain experience reading multiple genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Learn to give and to act on productive feedback to works in progress

- Reflect on the development of composing practices and how those practices influence their work

**Writing Requirement:** Students are required to write a minimum of 2500 words over the course of the semester beyond the 5000 word requirement of ENGL 110. Up to 500 of the 2500 word requirement may come from log or journal entries, preliminary writing, and in-class work.

### **Assignments**

Major assignments include the Writer's Progress Plan, Writer's Workbook, Writer's ePortfolio, and Writers' Resource. The remaining curriculum will be aligned with the ENGL 110 curriculum and responsive to the real-time needs of the students in the class.

**Writer's Progress Plan:** For the Writer's Progress Plan, students will work with the instructor to isolate manageable and specific goals to work on throughout the semester, such as those needed to successfully complete ENGL 110, ENGL 2--, and writing further in their academic career and beyond. These goals and the students' progress toward improvement will be revisited, reflected on, and revised throughout the semester.

**Writer's Workbook:** For the Writer's Workbook, students will respond to prompts that ask students to summarize and respond to course readings, analyze different rhetorical situations, explore campus resources and information literacy, and reflect on various writing processes as they experiment with purposeful shifts in voice, tone, level of formality, and structure.

**Writer's ePortfolio:** A writing portfolio is required for ENGL 101. Students must submit the Writer's ePortfolio in order to pass the course. The Writer's ePortfolio will include: a Table of Contents that clearly lists the specific goals and objectives the student intends to discuss and demonstrate; all drafts of and responses to the Writer's Progress Plan; each goal or objective stated clearly accompanied by a micro-essay and a relevant sample of their writing; a culminating macro-essay, that reflects on their overall progress as writers and students over the course of the semester and makes plans for success beyond the class, such as utilizing specific campus resources, forming study groups, and attending faculty office hours.

Over the course of the semester, students will collect, annotate, and reflect on representative writing that illustrates improvement in 8-10 areas outlined in the Writer's Progress Plan. These annotated artifacts will be submitted in the Writer's ePortfolio along with corresponding reflective micro-essays (150-250 words each) that explain how the highlighted passages demonstrate progress and/or the acquisition of the goals outlined in their Writer's Progress Plan and

the course's Student Learning Objectives. The reflective macro-essay may be written as the final exam for 101. Students will submit their portfolios to folders on Google Drive for evaluation. Instructors will share access to this drive with the director of writing support at the end of the term.

**Writers' Resource:** Over the course of the semester, the class will work together to compose a digital resource designed to help the next cohort of ENGL 101 students be successful.

Students must electronically save all written work. Students should maintain backup copies of all work. Students must submit all major assignments, including the electronic portfolio, in Google Drive during the course of the semester. Technological tutorials will be provided.

**Final Exam:** A final examination is required. There may be also be a mid-term if the instructor wishes, but any test in this course should focus on composition. The final, which should be comprehensive, may count between 10% and 25% of the total grade, but no more. Instructors may use the students' group presentation of their resource or the reflective introduction to the writing portfolio as a final exam. Instructors must use the final exam period constructively, in accordance with university policy.

**Readings:** Selections will be posted to the course schedule and portfolio as PDFs or as links to websites; others may be distributed via email. You should bring your readings to class on those days that readings are assigned, having carefully read the assigned selections. You should be prepared to contribute to classroom discussions and small group activities that address the readings.

**Participation:** Your class participation grade will be assessed 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; your performance on quizzes and homework; and your preparedness for and professionalism in class, which includes bringing in hard copies of drafts when assigned to do so, appropriate phone usage (little to none), being respectful during class conversations, and staying on task.

**Conferences:** At least twice this semester, you will be required to meet with your instructor for an individual conference meeting.

**Class Google Folder:** In your 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 101. 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 your instructor and make sure you choose the option for them to have editing access (represented by the pencil icon). The first document you should create is your Writer’s Workbook. Title your Workbook with your first and last name and Workbook. 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.

**Evaluation and Grades:**

Writer’s Progress Plan 20%	Final Exam 10%	
Writer’s Workbook 20%	Participation 20%	
Writers’ Resource 10%	Writer’s ePortfolio 20%	
		Total 100%

**Policies and Procedures:**

**Dropping/ Withdrawal:** Please note that because ENGL 101 and ENGL 110 are co-enrollment courses, once enrolled, students cannot drop or withdraw from one course without also dropping or withdrawing from the other. Should you find yourself needing to drop or withdraw from these courses, be sure to speak with your advisor right away to discuss how this might impact your scholarships, financial aid, and full-time status.

**Grading Policies for ENGL 101:** Students who earn a D or higher in ENGL 101 will have earned a passing grade. They will earn three credits for the course, and their GPAs will be impacted accordingly. Students should keep in mind, however, that the co-enrollment course, ENGL 110, must be passed with a C or higher in order to move on to the required 200-level composition course. There are also some classes that require a grade of C or better in ENGL 110 as a prerequisite to enrollment.

More information about grades in ENGL 101 and ENGL 110:

- Students who fail both ENGL 101 and ENGL 110 are required to retake ENGL 110 but are strongly recommended to retake ENGL 101.
- Students who earn a passing grade in ENGL 101 but do not pass ENGL 110C with a C or better are required to retake ENGL 110 but are not required to retake ENGL 101.
- Students who do not earn a passing grade in ENGL 101 but pass ENGL 110 with a C or better are not required to retake ENGL 101 but can opt to retake the course to improve their GPA.

The university will offer a standalone, permission only section of ENGL 101 about once per year or as needed for students who wish to retake ENGL 101. If you find yourself in this situation, please contact the Director of Writing Support, Mary Beth Pennington at [mpenning@odu.edu](mailto:mpenning@odu.edu), so she can help you best choose when to take the course. Students who plan to retake the course should do so the same semester they are taking a writing

intensive course, such as ENGL 211C, 221C, or 231C or a writing-intensive course in their major.

**Mandatory Attendance Policy:**

Missing class meetings will negatively affect the quality of the work students produce. A great deal of ENGL 1\*\* and 2\*\* level course work requires student interaction (discussion, peer review, conferences). Therefore, these courses have a mandatory attendance policy: students should miss no more than one week of class time (3 contact hours) without penalty. Students who are absent for more two weeks of class time (6 classes for MWF sections, 4 classes for T/R sections, and 2 classes for sections meeting once a week), will receive an F for the course. In accordance with University Policy reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member. Missed conferences may be counted as absences.

**Tardiness:** Students are expected to arrive on time. In the case of late arrival, students should enter the class without disruption, see the instructor after class to make sure attendance is notated, and obtain notes and other information from a classmate or from the instructor outside of class time. Graded activities missed due to tardiness cannot be made up. A tardy may count as half an absence.

**Late Policy:** Late work will be received **only** if the student informs the instructor before the due date of unusual circumstances that caused the delay. **If** an extension is granted a letter grade may be taken off for each day the paper is late. Late work due to a documented emergency will be received without penalty within a reasonable time frame. (Regardless, all essays must be turned in in order to pass the course.)

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

What is plagiarism? 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."

**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/>

**The Writing Center:**

The Old Dominion University Writing Center 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. The WC offers supplemental instruction to help students improve their writing strategies. We offer writing consulting sessions that assist students in learning to proofread their own work, in getting projects started, and in developing the writing process for a paper.

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.

To get the most out of your Writing Center session, please

- Start early. Students who visit us early in the writing process typically do better than those who wait. Appointments are often booked several days in advance.

- Come prepared. Whenever possible, bring a description of your assignment from your professor as well as the readings for your class. Bring a list of specific questions.
- Work with our Consultants during your appointment and take notes. Aim to come away from your session having skills to become a better writer.

**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.

**Course Outline:**

Week 1:	Tuesday: Introduction to Course
	Thursday: Introduction to Writer's Progress Plan & Deciphering Writing Assignments
Week 2:	Tuesday: Diagnostic, Invention, & Goal Setting
	Thursday: Introduction to Writing Processes + Arrangement & Style
Week 3:	Tuesday: Conferences
	Thursday: Conferences
Week 4:	Tuesday: Polished Draft of Writer's Progress Plan Due, In-Class Reflection, + Real-Time Responsive (RTR) Mini-Lesson
	Thursday: Introduce Writer's Workbook & Analysis + RTR Mini-Lesson
Week 5:	Tuesday: Writer's Workbook & Close Reading Strategies + RTR Mini-Lesson
	Thursday: Writer's Workbook & Notetaking + RTR Mini-Lesson
Week 6:	Tuesday: Writer's Workbook & Outlining + RTR Mini-Lesson
	Thursday: How to Analyze and Annotate Our Writing + RTR Mini-Lesson
Week 7:	Tuesday: Writer's Workbook & Introduction to Micro-essays + RTR Mini-Lesson
	Thursday: Drafting Micro-essays + RTR Mini-Lesson

Week 8:	Tuesday: Conferences
	Thursday: Conferences
Week 9:	Tuesday: Polished Draft of Revised Writer's Progress Plan with 3+ Micro-essays & Reflection + RTR Mini-Lesson
	Thursday: Writer's Workbook + RTR Mini-Lesson
Week 10:	Tuesday: Writer's Workbook + RTR Mini-Lesson
	Thursday: Writer's Workbook + RTR Mini-Lesson
Week 11:	Tuesday: Introduce Writers' Resource Project + RTR Mini-Lesson
	Thursday: Invention for Writers' Resource Project
Week 12:	Tuesday: Style and Arrangement for Writers' Resource Project
	Thursday: Drafting Writers' Resource Project and Conferences
Week 13:	Tuesday: Drafting Writers' Resource Project and Conferences
	Thursday: Present Writers' Resource Project & ePortfolio Demo
Week 14:	Tuesday: Presenting of Final Writers' Resource Project
	Thursday: Fall Break; Classes are not in session
Week 15:	Tuesday: Drafting Micro-essays & Compiling eP+ RTR Mini-Lesson
	Thursday: Drafting Micro-essays & Compiling eP+ RTR Mini-Lesson
Week 16:	Final Exam: In-Class Reflective Macro-Essay; Final ePortfolio Due to Google Folder.