

ENG 101: COMPOSITION AND COMMUNICATION I SYLLABUS ANDERSON UNIVERSITY – SOUTH CAROLINA

ENG 101: Composition and Communication I

3 Credit Hours

Prerequisites: ENG 100 or placement

Student Target Audience: any student who has not completed foundational English

I. Courses

Class Meeting Times: Online

In College classes, there is a general expectation that students will need to spend two hours out of class for every hour in class. Therefore, in a three-credit-hour class, [such as this one] students should expect to work approximately six hours per week outside of class.

II. Contacting the Instructor

Besides before, during, and after class, *Canvas* message is the best way to contact the instructor in this course. The second best way to contact the instructor is by university email. The instructor will attempt to answer all messages and emails within 48 hours.

III. Course Purpose, Goals, and Student Learning Outcomes

Course Purpose (According to the Course Catalog): “Entry into academic discourse through topics of cultural and civic importance and introduction to the fundamentals of college composition, including the writing process, argument, critical reading and thinking skills, research methods, conventions of academic writing, use of technology in the writing process, and oral presentation skills.”

Student Learning Outcomes (According to AU CLO):

- A. Critical Thinking: Inquiry, Analysis and Creative Problem-Solving
- B. Information Literacy
- C. Written Communication Skills
- D. Oral Communication Skills
- E. Professional Preparedness, Interpersonal and Digital Communication Skills
- F. Collaboration and Teamwork Dynamics

Course Learning Goals:

1. Students will be able to articulate a central, unifying idea, thesis, or arguable claim, which is maintained throughout a text.
2. Students will be able to deliver a central message for a defined audience throughout an oral presentation.
3. Students will be able to summarize, analyze, and evaluate curated primary sources.
4. Students will be able to organize ideas according to a logical structure that complements the unifying idea, thesis, or arguable claim.
5. Students will be able to synthesize sources to understand that scholarship is a conversation among experts and professionals in any given field.

IDEA Course Objectives:

1. Developing skill in expressing myself orally or in writing
2. Learning how to find, evaluate, and use resources to explore a topic in depth
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

IV. Method(s) of Instruction/ General Operating Procedures

The instructor of this course creates activities to allow students the opportunity to practice the skills introduced in the readings. The instructor also lectures and discusses subjects covered in reading assignments and brings other reading materials such as current events and popular articles to the attention of the class to further application of the readings. The instructor facilitates peer reviews and group activities to inhibit students' ability to collaborate. The instructor may also hold individual conferences with the students to discuss each student's writing.

V. Content Outline

Essays – 30%

Low-Stakes Assignments, Oral Presentations, Participation - 10% each Final Exam - 40%

VI. Assignments; Method(s) of Assessment of Student Learning Outcomes; Student Feedback and Grading Policies and Procedures

Assignments

ESSAYS

Factual Argument Essay. This assignment requires students to develop skills in writing a persuasive argument essay by developing a factual argument based on research that examines a subtopic of environmentalism. Through this, the student will also develop skills in learning how to research and collect the necessary evidence to support arguments and gain knowledge of how to document and cite sources using MLA conventions. The aim of this project is to support a narrowed thesis and maintain focus in an argument of fact. This assignment should be formatted according to MLA standards and between 1,000 and 1,500 words.

Definition Argument Essay. This assignment requires students to develop skills in writing a persuasive argument by writing a piece that further explores the idea of environmentalism. Students should narrow this topic to create an argument of definition for a particular term from their work on the Factual Argument Essay. Students should put forth an argument using both writing and images. Through this, the student will also develop skills in learning how to research and collect the necessary evidence to support arguments and gain knowledge of how to

document and cite sources using MLA conventions. This assignment should be formatted according to MLA standards and between 1,000 and 1,500 words.

Introductory Essay/ Rhetorical Analysis. This assignment requires students to develop proficiency in rhetorical analysis. The essay also introduces the final portfolio and rhetorically analyzes the work students completed in English 101. The essay involves definition by defining for the audience what an English 101 portfolio is and including some terms from the textbook and their definitions. The essay also argues fact that the student has completed the requirements of the course including readings, assignments, and peer reviews. This essay should be a minimum of 1000-1500 words, follow MLA guidelines, and may be written in first person.

ORAL PRESENTATION

In this class, students will attain skills in translating a written text into an oral presentation. The instructor may assign multiple low-stakes speaking opportunities in class including but not limited to a personal introduction and a one-minute show-and-tell. However, the primary oral presentation will be a four to six-minute speech giving personal application to the Factual Argument Essay and the Definition Argument Essay. Students will turn in a complete preparation outline, but the speech itself should be delivered extemporaneously, which means that, except for the introduction and conclusion, students will speak from brief notes or the outline. Reading a speech in this class is unacceptable.

LOW-STAKES ASSIGNMENTS

Author Biography. Much like the author biography in a book, this assignment should be one or two paragraphs about the student in third person and fewer than 100 words and in MLA format.

Outlines. In preparation for each of the three essays and each of the speeches, students will create outlines. For the factual and definition argument essays, these outlines must be formal—including an explicit thesis statement, an introduction of at least one paragraph, at least two main points with at least two minor points each, and a conclusion of at least one paragraph. The

outline should be in complete sentences and in MLA format.

Toulmin Model. In preparation for the Factual and Definition Argument Essays, students will create a Toulmin Model including all aspects of the model, in complete sentences, and in MLA format. Toulmin models are explained in Chapter 7 of *Everything's an Argument*.

PARTICIPATION

Online students are expected to comment on each week's group discussion board with at least two full paragraphs (total of at least 10 complete sentences). First, the students should comment on the reading for the week in a paragraph on the group discussion posted by the instructor. This comment should include a question that further encourages the discussion for the class. Second, students should use the ABC guidelines of comments to reply to a peer's weekly post. The ABC guidelines are: acknowledge the classmate's idea, build on that idea with your own ideas or experience, then conclude with another open-ended question or a broad statement to further the discussion.

English 101 Written Communication				
Criteria	Ratings			
Central Idea/Thesis (SLO 1) view longer description threshold: 1.0 pts	3.0 pts Excellent: Identifiable central idea/thesis that is focused, specific, and sophisticated in thought.	2.0 pts Above Average: Identifiable central idea/thesis that is focused and specific.	1.0 pts Competent: Identifiable central idea/thesis is present.	0.0 pts Unsatisfactory: Central idea/thesis may not be identifiable or may not be present at all.
Argument Development (SLO 2) view longer description threshold: 1.0 pts	3.0 pts Excellent: Integrates and engages with significant supporting details and evidence, which are appropriate, relevant, and logical.	2.0 pts Above Average: Integrates and engages with appropriate, relevant, and logical supporting details and evidence.	1.0 pts Competent: Integrates appropriate, relevant, and logical supporting details and evidence.	0.0 pts Unsatisfactory: Supporting details and evidence may not be appropriate, relevant, and/or logical. Supporting details and evidence may not be present.
Structure & Organization (SLO 3) view longer description threshold: 1.0 pts	3.0 pts Excellent: Ideas are organized in a sophisticated, logical structure that complements the central idea/thesis, and helps advance essay development.	2.0 pts Above Average: Ideas are organized in a logical structure that complements the central idea/thesis and helps advance essay development.	1.0 pts Competent: Ideas are organized according to a logical structure that complements the central idea/thesis.	0.0 pts Unsatisfactory: Ineffective attempt or no attempt at logical, clear organization; or relies on formulaic approach, such as the five-paragraph theme.
Unity (SLO 4) view longer description threshold: 1.0 pts	3.0 pts Excellent: Essay demonstrates a strong sense of unity and flow among all of the ideas of the text.	2.0 pts Above Average: Essay demonstrates a sense of unity and flow among all of the ideas of the text.	1.0 pts Competent: Essay demonstrates a sense of unity and flow among most of the ideas of the text.	0.0 pts Unsatisfactory: Essay is marked by disparate ideas with little to no attempt to show the connections among them.
Crafting & Conventions (SLO 5) view longer description threshold: 1.0 pts	3.0 pts Excellent: Essay displays mastery of major conventions of grammar, punctuation, usage, and/or MLA documentation/citation.	2.0 pts Above Average: Essay follows major conventions of grammar, punctuation, usage, and/or MLA documentation/citation.	1.0 pts Competent: Essay follows major conventions of grammar, punctuation, usage, and/or MLA documentation/citation.	0.0 pts Unsatisfactory: Essay struggles with major conventions of grammar, punctuation, usage, and/or MLA documentation/citation. Errors interfere with reading comprehension and/or show a disregard for citation standards.

FINAL EXAM

The final exam is a portfolio of the work completed and edited in this class. The portfolio should include fully-edited versions of the following:

Introductory Reflective Essay

Process Writing Exhibit (Formal Outlines and Toulmin Models)

2 Revised Essays (Factual Argument Essay and Definition Argument Essay)

Wild Card (work from another class and an explanation of how it pertains to ENG 101) Author

Biography

Methods of Assessment of Student Learning Outcomes

The instructor uses the standard rubrics for ENG 101 and 102 as seen below.

English 101 & 102 Oral Communication				
Criteria	Ratings			
☉ Central Message (SLO 1) view longer description threshold: 1.0 pts	3.0 pts Excellent: Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	2.0 pts Above Average: Central message is clear and consistent with the supporting material.	1.0 pts Developing: Central message is basically understandable but is not often repeated and is not memorable.	0.0 pts Unsatisfactory: Central message can be deduced, but is not explicitly stated in the presentation.
☉ Organization (SLO 2) view longer description threshold: 1.0 pts	3.0 pts Excellent: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	2.0 pts Above Average: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	1.0 pts Developing: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	0.0 pts Unsatisfactory: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
☉ Language (SLO 3) view longer description threshold: 1.0 pts	3.0 pts Excellent: Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	2.0 pts Above Average: Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	1.0 pts Developing: Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	0.0 pts Unsatisfactory: Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
☉ Delivery (SLO 4) view longer description threshold: 1.0 pts	3.0 pts Excellent: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	2.0 pts Above Average: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	1.0 pts Developing: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	0.0 pts Unsatisfactory: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
☉ Supporting Materials (SLO 5) view longer description threshold: 1.0 pts	3.0 pts Excellent: A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	2.0 pts Above Average: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	1.0 pts Developing: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	0.0 pts Unsatisfactory: Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Grading Policy

Assignments help to track progress throughout the semester and indicate the student's willingness to collaborate with others in the class. The goal is to demonstrate development toward a mastery of five course strands of communication—written, oral, visual, electronic, nonverbal. These goals will be discussed throughout the course. While the final interpretation and assessment of grades remains the responsibility of the instructor, the work that earns the grade falls entirely to the student. Grades will be assigned using a holistic departmental rubric according to how well the essay demonstrates the characteristics of good essay form and style.

Students are expected to work conscientiously on all drafts. Graded essays are usually returned within a week.

Final grades will NOT be rounded.

Grading Scale

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 59%

Progress Reports

Students may set up a meeting with the instructor to discuss progress in the course. The student is responsible for inquiring about his or her grade and should not ask about grades during class.

VII. Computer and Information Technology Usage;

Required Technology

Technology Expectation: Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

Technical Support: If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

*Help Desk Website: <https://helpdesk.andersonuniversity.edu>
Help Desk Phone: (864) 231-2859*

Course Related Support: If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <http://www.aucidl.com>

CIDL Phone: (864) 231-2199

VIII. Course Policies; Attendance, Withdrawal, Academic Honesty, etc.

Disabilities and Academic Adjustments Policy

See Title IX tab in Canvas.

Withdrawal

A student who does not sign in (without prior notification and valid excuse) on the first day of class risk being dropped from the course. All other withdrawals must be initiated by the student.

Academic Honesty

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook (Academic Catalog 286). *Plagiarism* is a serious offense, which may result in receiving an F in the course. See page 45 of the Student Handbook.

Prohibition of Recording Lectures/Class Meetings

Audio or video recordings of lectures and classroom discussions are not permitted in this class. AU values the open exchange of ideas, which occurs more freely if the participants know that comments and discussions will not be recorded and shared. Recording of lectures are permitted only if permission is secured in advance from the Center for Student Success and the course instructor is notified. Recordings can be used only to assist the individual student in that class. Publishing, distributing, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

Attendance/Participation Policy

See Grading Policy.

Due Dates and Late Work

The assignment schedule in this class is structured to pace student writing for the final portfolio. Students are strongly encouraged to turn in assignments by the deadlines listed in the course schedule. Any extension requests should be documented. The instructor determines the validity of excuses for late work and may require a validated excuse (i.e. athletic schedule or other documentation) in order to accept the assignment. Otherwise, late work may receive a 0, and the instructor reserves the right to refuse to review the work. *Any assignment may be turned in early, but turning work in before the week that it is due is not advised since material pertaining to the assignment may not have been completely covered.* Periodically, the instructor revises the tentative course schedule. Students should check their *Canvas* notification settings to keep updated on document (i.e. syllabus) changes.

IX. Learning Facilities and Resources for Students Pertinent to Course

Thrift Library. Hours are posted at <https://www.andersonuniversity.edu/library> (Closed on all university holidays.)

Bunton Lab. Located in Thrift Library, 2nd floor.

The Writing and Multi-Media Center. Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com>. If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment." Instructions for setting up an account are provided on the page.

The Center for Student Success. Located in in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.