

**English 110 Introduction to Composition**  
**ENG 110 Online Term 3: January 18 – March 7**  
**Spring 2022**

**Professor Margaret J. Godbey**

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**Email is the best way to reach me. M-F I respond in 24 hours or less. On the weekend I respond by Sunday night.**

**Virtual Office Hours: M -TR 1:00 – 5:00 pm by appointment**

**Course Description:**

ENG 110 introduces students to the fundamentals of writing. Through several short papers and writing projects, students learn the basic process of composing: inventing, planning, drafting, revising, editing, and proofreading. Students receive instruction in the fundamentals of writing sentences and paragraphs through personalized attention, peer reviews, and mandatory conferences with the instructor and a tutor. Enrollment is limited to ten students. To complete this required class, students must have a grade of C or higher in the course and earn a grade of C- on the final exam. Students may exempt the class through standardized test scores and/or a writing placement test.

**Required Course Texts:**

Kirsznner, Laurie and Stephen R. Mandell, *Patterns for College Writing*, 15<sup>th</sup> edition  
Available as an ebook through Coker's RedShelf inclusive access program

Lunsford, Andrea. *Easy Writer*, 7<sup>th</sup> edition, 2020 APA Updated, Bedford St. Martins, 2020.

**Additional required readings, videos, and films posted on Blackboard**

**ENG 110 Outcomes**

Adapted from the Writing Program Administrators Outcomes Statement (2014)

**Rhetorical Knowledge**

*By the end of ENG 110, students should*

- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

**Critical Thinking, Reading, and Composing**

*By the end of ENG 110, students should*

- Use composing and reading for inquiry, learning, critical thinking, and communicating
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Use strategies—such as interpretation, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

## **Processes**

*By the end of ENG 110, students should*

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- 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

## **Knowledge of Conventions**

*By the end of ENG 110, students should*

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their work

## **Written assignments:**

- 4 written assignments
  - paper lengths: 2-3 pages, 3-4 pages, 4-5 pages
  - assignments will include an argument paper
  - drafts and revisions are required for each assignment
- Two timed essays required to prepare for the final exam
- Midterm portfolio and final portfolio
- Final exam
- Two required Google Meet conferences with Professor Godbey and one required online tutorial with the Writer's Studio
- **Students must complete and submit all required written assignments including the final exam to pass the class**

## **Course Policies**

### **Absences:**

Active participation is required. Online classes require student motivation and time-management skills. I can help you get organized, and so can your success coach. Successful students read all assignments thoughtfully and contribute to discussions in both the weekly tutorial and on the Blackboard discussions.

If you must miss a tutorial, it is your responsibility to find out from your classmates or me what you have missed. If an exceptional circumstance occurs during the semester, contact me to discuss the situation. I will request a meeting with any student who misses two tutorials and/or two Blackboard discussions or falls two weeks behind on assignments. This is a short semester; it is difficult to catch up if you fall behind.

If a student does not log in to Blackboard for five days or begins to skip assignments or tutorials, I will contact the student and the designated success coach.

Again, students who are successful in online classes log in daily, keep up with the readings, and complete all writing assignments. Should you become ill, seek care, and then please let me know.

**Due Dates:**

All assignments must be completed on the due date. **If it is not submitted on Blackboard it has not been turned in.** One-third of a letter grade will be deducted for each day a paper is late. This applies to drafts. Two points are deducted each day a Blackboard post is late. Requests for extensions must be made before the posted due date.

All assignments must be completed to pass the class. To be clear: if you skip assignments you will not pass the class.

As long as you are healthy, even if you are in quarantine, online participation is expected.

**Format:**

All written assignments will follow MLA format. Our email and Blackboard conversations may be casual in tone, but the writing must be Standard English; revise and edit before you post! In addition to formatting, the tutors and I will help you consider tone and correctness in professional communication. Always use 11 or 12-point type and a standard font such as Times New Roman.

**Discussion Board:**

Discussion responses are considered formal, graded, writing assignments. This means that posts and responses must be organized, spell-checked, and developed. Detailed prompts and guidelines will be posted on the Discussions Board and discussed in tutorials.

**Writer's Studio:**

Each student will set up and attend at least one online tutoring session at the Writer's Studio. This is a course requirement. A missed Writer's Studio session is equal to a missed tutorial.

**Evaluation of Writing Assignments:**

Comments on written work will consider the following aspects of writing in the context of the specific assignment: purpose, content, expression, organization, development of ideas, mechanics, and maturity of thought. Revised work demonstrates significant revision.

An **"A"** paper attempts and is successful in achieving a sophisticated and original discussion. The thesis reflects the complexity of thought and is thoroughly developed in the discussion. Style is creative and suited to the discussion.

A **"B"** paper attempts original thesis and discussion with uneven success. The essay shows some complexity of ideas, though it may not maintain the same degree of complication throughout. Overall, this is a very carefully written paper—especially mechanics.

A “C” paper meets requirements adequately—that is, there is a thesis with explanation and some support. Mechanics are sound, though there may be errors. Problems are evident in the development of explanation, use of apt examples, or other digressions.

A “D” paper fails to meet the minimum requirements of the assignment. There is an incoherent discussion and serious problems at the sentence level. Nevertheless, the writer demonstrates an attempt to fulfill the assignment.

An “F” paper fails to meet the requirements of the assignment. The writing is incoherent and there are unacceptable problems at the sentence level. The writer does not seem to have attempted fulfilling the requirements of the assignment.

“D” and “F” papers will be considered unsatisfactory for University-level writing.

### Grade Calculations:

Weekly Tutorials via Blackboard Meet	20%
• Includes one Writer’s Studio session	
Weekly Reading Responses (Blackboard)	25%
• Includes 2 timed essays	
Midterm Portfolio	15%
Final Portfolio	20%
Final Exam	20%
Total	100%

### Tutorials

In this course, I adapt aspects of the Oxford University tutorial. This means that although the class is online, students will meet with me once a week individually or in pairs to discuss the readings and written work. Tutorials will be set up during Week 2 once the drop/add period is over. I will create small groups based on student availability (school, work, family responsibilities). Tutorials are a graded activity.

If you prepare the assigned readings, contribute thoughtfully in a tutorial, and complete all writing assignments on time you will earn an A.

If you skim the readings but participate in a thoughtful and useful way, and provide complete written assignments ready for a reader, you will earn a B.

If you read or skim the assigned readings, but sit quietly and only speak when called on, and provide complete written assignments ready for a reader, you will earn a C.

If you do not demonstrate knowledge of the readings and do not participate in discussions or tutorials, and have only minimal attempts for your writing assignments, you will earn a D.

If you do not participate online or in the tutorial and/or consistently lack a draft for the tutorial or Blackboard assignments you will earn an F.

I recognize and reward students who demonstrate increased participation over the semester.

## **Plagiarism and Academic Dishonesty**

(From the *Coker University Student Handbook*)

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the university; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of Academic Affairs to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of Academic Affairs. The Office of Academic Affairs maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

**Cheating:** A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

**Plagiarism:** A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgment. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

**Source Acknowledgement:** All members of the Coker University community are expected to adhere to the strictest standards regarding the acknowledgment of the use of another person's words, ideas, opinions, or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

- o **Direct Quotation.** All verbatim quotations, regardless of length, must be appropriately footnoted or otherwise attributed to the original source.

- o Paraphrase. To avoid using extremely long quotations, paraphrasing is recommended. Any paraphrased ideas or phrases must be appropriately footnoted or otherwise cited.
- o General Acknowledgement. If a piece of academic work has been generally or specifically influenced by the words or ideas of another person, that source must be cited, even if quotation or paraphrasing of text is not employed.
- o Collaboration. Only when permitted by the instructor are students allowed to collaborate with others in their work. If collaboration is permitted, the use of another student's ideas or work must be properly cited.

What does this mean? It means that if there is evidence of plagiarism the student will fail the assignment and may fail the class. In either case, a report will be sent to Dean Andrea Coldwell and become part of the student's permanent record. If you are uncertain, ask before the assignment is due. After the fact is too late.

#### IMPORTANT REMINDERS:

- Respect and civility are critical for meaningful intellectual inquiry and debate.
- Respect for one another, for your professors, university staff, and the process of education is central to the work of the academy.
- At all times, we will be mindful of one another. We may disagree, but our writing and our conversation must remain professional, respectful, and calm.
- Tone changes when you are online or texting a message. Be thoughtful in your writing, and generous in your comments. Think before you hit Submit.

Any student unable to exhibit self-control, or who is disrespectful, insulting, or rude in the online forum will earn a 0 for Discussion and may be blocked from further Discussion. At the instructor's discretion, such a student may be removed from the Blackboard forum and marked 0 for that component of the class.

#### **Learning Support Services:**

(From the *Coker University Student Handbook*)

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning, or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation. No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

#### **Learning Environment:**

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me or Dr. Tyson Beale, VP of Student Services [tbeale@coker.edu](mailto:tbeale@coker.edu)

Coker University, in compliance with all applicable state and federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex, sexual

orientation, gender identity and expression, age, marital status, veterans or military status, or against individuals with disabilities, or other legally protected classifications in the areas of employment, admissions, financial aid or access to educational or extracurricular programs, activities, or facilities.

All people have the right to be addressed and referred to by names and pronouns that reflect their identity. I will ask students to indicate their preferred names and pronouns. I will address all students according to their preferences and expect everyone to respect how each person identifies and how they would like to be addressed.

One of my professional responsibilities is to help create a safe learning environment for my students and the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence, or discrimination with a confidential employee who does not have this reporting responsibility, please contact the following professionals:

**Health & Medical Clinic Services:**

**Counseling Services:** Fill out [this form](#) to schedule your appointment with MUSC TelePsych or call [843-792-9907](tel:843-792-9907) and press 3 for TeleHealth Services

**Health & Medical Clinic Services:** [843-917-4044](tel:843-917-4044) | [healthservices@coker.edu](mailto:healthservices@coker.edu)

**COVID-19 – Frequently Asked Questions**

**Information will be updated as conditions and information changes:**

<https://www.coker.edu/offices-services/campus-safety/alerts/covid-19-information-and-faq/>

**Course Calendar:**

**A course calendar of readings, assignments and due dates will be provided on the first day of class. The course schedule is subject to change based on student progress.**