

ENGLISH 110 Introduction to Composition Syllabus

Asynchronous

Instructor: Dr. Suzan A. Pigford

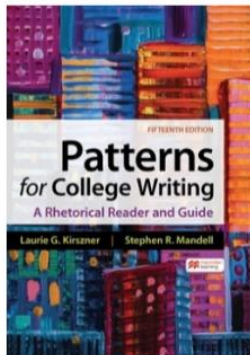
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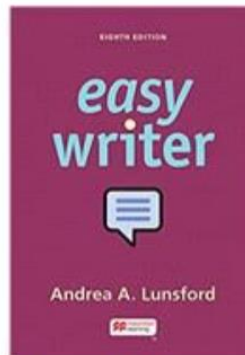
Course Description:

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. Enrollment is limited to ten students. In order 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. Professors other than the professor of record will be evaluating your final writing. Therefore, even if you are passing the class, if your final paper is not that of a C or higher, credit for the course will not be granted.

Required Course Texts:



Patterns for College Writing
A Rhetorical Reader and Guide
Laurie G. Kirsznar & Stephen R. Mandell
Fifteenth Edition
ISBN: 978-1-319-24379-1



Easy Writer
Andrea A. Lunsford
Eighth Edition
ISBN: 978-1-319-24422-4

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 own work

Written assignments:

- 5 papers
 - paper lengths: 2-4 pages
 - should include an analysis paper and must include an argument paper
 - drafts and revisions
 - mandatory conferences with instructor for each paper
- Final exam

Course Policies:

Attendance in an Asynchronous Course:

Students are expected to login multiple days a week to complete assignments like discussions in a timely fashion. Students are also expected to participate in a Zoom/conference call of their scheduling to receive one-on-one instruction for writing improvement periodically throughout the course. You will also be required to utilize the Writer's Studio several times.

Discussion Expectations:

Grading the Discussion Forum- Each week you will be asked to participate in a discussion. This discussion may be on a relevant topic, or it may ask you to peer review a classmate's work. Your initial post should be completed by 11:59 pm each Thursday. You must then respond to at least two classmates' (initial posts) by 11:59 pm each Sunday.

Primary (Initial) Posts are graded on content and form. Successful posts will consider aspects of the readings or the topic, they provide additional examples to help support an interpretation, or they make connections between the texts and other relevant topics. They should be approximately 200-400 words. (Max pts- 70)

Secondary Responses are graded on how well they respond to the peer(s)' original post(s) and the clarity of the writing. Responses should connect, but they should also raise questions or provide additional information or alternate points of view. Successful posts will consider aspects that we have not discussed, provide additional examples to support an interpretation, or make connections between the text and modern life while maintaining civil discourse. They should be approximately 150-200 words. (Max pts- 30)

All post should be thoughtful, edited, and professional pieces of writing.

Paper formatting; late papers/missing work:

All work should be submitted using MLA format. Late submissions will be allowed one class period if pre-approved by professor. If a major writing assignment is not submitted, the student will receive a grade of 0 and fail the course.

Grade Breakdown:

Essays	40%
Skills practice/Readings/Discussion Posts	20%
Conference and Writer's Studio Visits	20%
Final Exam	20%

Evaluation:

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.

“A” (90-100) Writing attempts and is successful in achieving a sophisticated and original discussion. The thesis reflects complexity of thought and is thoroughly developed in the discussion. Style is creative and suited to the discussion.

“B” (80-89) Writing 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.

“C” (70-79) Writing meets requirements adequately—that is, there is a thesis with explanation and some support. Mechanics are sound, though there may be errors. Problems: fullness of explanation; apt examples.

“D” (60-69) Writing 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.

“F” (below 60) Writing 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 made an attempt to fulfill the requirements of the assignment.

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

Plagiarism and Academic Dishonesty

(From the *Coker College Student Handbook*)

“Academic dishonesty includes plagiarism, cheating, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Code of Student Responsibility, the Mission of the College, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the College; for that reason, penalties for academic dishonesty may include suspension or expulsion from the College.”

“Plagiarism: A student guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact 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 student alone must do the actual work. 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 employed them.”

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement 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.

Disability Assistance:

(From the *Coker College 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, r-richardson@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 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 Ms. Jennifer Rhodes, Coordinator of Student Accessibility Support, (843) 383-8012, jrhodes@coker.edu. Students must provide the necessary documentation. No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Ms. Rhodes.

-Learning Environment:

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 in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will address and refer to all students according to their preference. In this class, we will all 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 for 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 to a confidential employee who does not have this reporting responsibility, please contact the following professionals:

Roster Verification:

The University is required to verify academic participation to remain in compliance with federal financial aid regulations. For this reason:

- Students who have not “attended” by the end of the attendance verification period will be dropped from the course roster.
- Students who stop attending a course after the verification period has ended and later seek to withdraw from the course should be aware that Coker is required to verify their last day of attendance or academic participation in the course and use that date as the withdrawal date. This could lead to federal financial aid penalties.
- Students who stop attending a course after the verification period has ended without officially withdrawing from the course and receive a grade of F should be aware that their last date of attendance or academic participation in the course is recorded and this could lead to federal financial aid penalties.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?

While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Tom Corti (843-383-8198), directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting

If you wish to talk with someone who can better keep your information confidential, please visit the Center for Health and Wellness [website](#) or call Coker's Student Health Services (843-917-4044).

Additional information is located under the Title IX section on the Coker website:

<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

Health & Medical Clinic Services: 212 South 2nd Street, Suite 212

To book an appointment, please call (843) 917-4044 or walk in

For immunization and after hours, please call (843) 383-8141.

Counseling Services: 843-917-4044 | 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/>