

English 111: Composition and Rhetoric I

Professor: Dr. Suzan Pigford

Email: spigford@coker.edu

Course Texts:

Colombo, Gary et. al. Rereading America, 11th ed. Bedford/St. Martin, 2019. ISBN: 9781319056360

Lunsford, Andrea. EasyWriter, 7th ed. Bedford/St. Martin, 2019. ISBN: 9781319056339

Course Description and Objectives:

English 111 is the first half of the required two-course sequence in composition for first year students. This course introduces students to the modes of writing, with an emphasis on exposition and argumentation. This course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to several essays and short papers, students will learn the techniques and conventions of academic research. Fiction and non-fiction readings will provide discussion material and starting points for their writing.

Course Policies:

1. Attendance works differently for an online course since you work at your own pace. Usually you will have a week to complete the assignments. **For Discussion questions/forums**, you will need to comment throughout the week to achieve the maximum points awarded. The forums will be graded on the word count as well as on quality of your contribution in writing. If you show effort to be coherent and extensive in your writing, your grade will be better than if you throw something together and make many errors of spelling and grammar. These forums are your way of participating, so write as if you were to turn it in as homework. No abbreviations, no half sentences. Although the course is asynchronous, I will schedule an individual conference with each student around his/her schedule within the first two weeks of class to discuss any issues.
2. We will post DRAFTS of work in the discussion forum for Peer Review. I will give you feedback on the draft as well, but also consider using the Writer's Studio for review and help with brainstorming and documentation, whether in person or online for review. Here is the link:

<https://coker.mywconline.com/> You will have to create an account and then upload your paper for review.

3. Papers will be submitted in MLA format typed in 12 size Font in Times New Roman style, and will be submitted via the link provided. SafeAssign is the plagiarism program that shows me the percentage of information copied from anywhere on the internet. Sometimes the program picks up on quotes or coincidental information, so I check every single paragraph to make sure it is a true case of plagiarism and not coincidental. That means you should not copy something and leave it not cited. Always put quotation marks if it is not your own work. Should you be found to have plagiarized even one sentence, the punishment will be an F for the course and a Dean's report on your transcript.

4. **Due Dates:** All assignments must be submitted to Blackboard by the due date. Requests for extensions must be made prior to the due date. **Students must submit all assignments and pass the final exam to receive a passing grade for this course. If you do not submit one of the two papers you will fail the class automatically.**

6. We will schedule a time to chat before big papers are due, once I have had a chance to review your draft. You will make an appointment during the week. Be prepared to ask questions.

Grade distribution:

Paper(s)- 50%

Discussion Forums- 25%

Participation- 10%

Final exam- 15%

Required Assignments (assignment details and guidelines in each week's folder)

Complete all assigned readings

Write 4-5 papers: 3-5 pages, and 4-6 pages, including drafts

Meet a minimum of two times for a conference (zoom, google meets, phone, etc). Not participating will affect my grading of your paper(s).
Write weekly Primary Post(s) of 500 words and 2 weekly Secondary Post Responses to Classmates of 200-350 words.
Completing assignments on time and conferencing go toward participation grades.
Final Exam

Course Evaluation Scale and Essay Grade Descriptions

A (4) 100- 90 = There is an imaginative, insightful, and intelligent presentation of ideas, in addition to excellent (concrete and specific) content, logical arrangement, and correct style. The writer has addressed the audience and has met all of the assignment criteria effectively. MLA documentation is perfect. The introduction, body, and conclusion are excellent.

B (3) 89- 80 = There is an interesting, thorough, and competent coverage of topic, in addition to strong (concrete and specific) content, logical arrangement, and clear style. The writer has addressed the audience and has met most of the assignment criteria effectively. If revised or edited, the paper would be excellent. MLA documentation is almost perfect. The introduction, body, and conclusion are effective.

C (2) 79- 70 = There is a satisfactory coverage of topic, but there is nothing overtly memorable or original about the essay. Any student in the class could write something similar. The essay is average for the level of the course. The writer ignores assignment criteria, selects a broad topic, and/or provides too many generalities. The essay contains sections that demand revision and is littered with sentence-level errors. The writer addresses the audience but fails to offer new information about the topic; there is little imagination or insight expressed in the writing. MLA documentation is passable but flawed. The introduction, body, and conclusion are adequate.

D (1) 69- 60 = There is a glaring defect in content, organization, or style in an otherwise satisfactory paper. Most of the assignment criteria have not been met nor has the targeted audience been addressed. Ideas are supported by generalities, sections need extensive revision, and/or sentences contain significant Standard Written English errors. The introduction, body, and/or conclusion is/are ineffective. If research is required, the paragraphs are either dominated by quotations or fail to include source information. MLA documentation is unsatisfactory. If accidental plagiarism is present, the essay cannot receive a grade higher than a 69.

F (0) 59- 0 = There is an unacceptable defect in content, arrangement, or style. Assignment criteria have not been met nor has the targeted audience been addressed. The thesis is unclear, the ideas are weakly supported, the arrangement is illogical, and/or the writing is unacceptable college-level prose. If research is required, there are serious citation errors in the body paragraphs. MLA documentation is unacceptable. If there is evidence of intentional plagiarism, the essay receives a zero and the writer fails the course.

Disability Assistance:

(From the Coker College 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.

Plagiarism and Academic Dishonesty (From the Coker College 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.

Students who submit plagiarized work will fail the course. A report of the incident will be sent to Dean Susan Henderson and become part of the student's permanent record.

Primary Posts are graded on content and form. Successful posts will consider aspects of the readings or the topic that have not been addressed, or they provide additional examples to help support an interpretation, or they make connections between the texts and modern life.

Primary Posts earn a maximum of 70 points per week

Secondary Responses are graded on how well they respond to the original post and they clarity of the writing. Response 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.

Secondary Posts earn a maximum of 30 points.

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

85-100 points: Demonstrates an imaginative, insightful, and intelligent presentation of ideas, in addition to excellent (concrete and specific) content, logical arrangement, and correct style.

70-85 points: A competent coverage of the topic, logical arrangement, and clear style, but would benefit from another revision to correct errors in mechanics or documentation.

60-70 points: Meets the assignment adequately. Errors at the local level interfere with meaning. Ideas are not sufficiently developed or supported.

50-60 points: Glaring defects in content, organization, or style. Ideas are expressed in generalities, sections need extensive revision, and/or sentences contain serious errors in Standard Written English.

0-50 points: Fails to meet the requirements of the assignment. There is an unacceptable defect in content, arrangement, or style.

The overall grade for Discussions will be assessed using the percentage values outlined in the syllabus.

From the Writing Program Administrators Outcomes Statement (2014)

Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

By the end of first-year composition, students should

Learn and use key rhetorical concepts through analyzing and composing a variety of texts

Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes

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

Understand and use a variety of technologies to address a range of audiences

Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

By the end of first-year composition, students should

Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts

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

Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Processes

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

By the end of first-year composition, 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

Experience the collaborative and social aspects of writing processes

Learn to give and to act on productive feedback to works in progress

Adapt composing processes for a variety of technologies and modalities

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

Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent conventions.

By the end of first-year composition, 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

Gain experience negotiating variations in genre conventions

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