

**Prerequisites:** Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.

**Instructors:** Stacie Vesolich, MEd  
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**Contact Information:** Instructor may be contacted through the Canvas messaging system

**Additional Information:** [www.portagelearning.com](http://www.portagelearning.com)\*

**Course Meeting Times:** ENGL 101 is offered continuously

**Course Description:** The ability to write well is a key contributor in achieving a high degree of success in academic, business, and medical fields. To be able to effectively communicate one's ideas through a logical and methodical writing process is a necessary skill in today's competitive world. Essentials of English Composition I (ENGL 101) will help you, the student, to generate effective compositions using various modes of writing. The course will focus on developing your ability to utilize critical thinking, organize your thoughts, and clearly express those thoughts in standard, written English.

**Course Overview:** Students will demonstrate proper use of the English language in writing both in skill and form, integrating reading and research for critical thinking and effective communication. This course will focus on the writing process, the various modes of writing, the research paper process, literary analysis, and reflective writing.

**Course Outcomes:**

- Students will effectively write using multiple genres of composition.
- Students will utilize reading and research for critical thinking, analysis, and communication.
- Students will develop college level vocabulary skills to enhance writing.
- Students will develop their ability to think, to organize, and to communicate their ideas clearly and objectively.
- Students will write clear, coherent, and organized sentences or paragraphs with one central idea.
- Students will write with a command of the stylistic aspects of composition.
- Students will write with controlled organization and well-developed content, sustaining a logical order throughout the piece.

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\* Portage Learning college courses are offered by Geneva College, which is accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College's Department of Professional and Online Graduate Studies; courses are delivered through the [PortageLearning.com](http://PortageLearning.com) platform.

- Students will integrate resources to enhance writing.
- Students will generate effective compositions using various methods for the development of ideas.
- Students will demonstrate the ability to follow the conventions of standard written English.
- Students will use clear research questions and suitable research methods to present evidence from primary and secondary resources.
- Students will write using a standard method of documentation such as APA.

*\*Please see the [Module Topics](#) section below for expanded course outcomes.*

Each of these ENGL 101 student learning outcomes is measured:

Directly by: (1) Essay assignments (with instructor feedback)  
(2) A final Research Paper

Indirectly by an end of course student-completed evaluation survey

**Course Delivery:** This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback, and 10 - 20 hours of writing a final research paper.

**Course Progression:** All exams for this course are essays. Therefore, in keeping with best learning practices, the next module exam for this course will *not* unlock until the previous one is graded. This will allow for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 21 days; this is not a negotiable time period. Please plan your time accordingly.

**Required readings, lectures, and assignments:** Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course.

*We do not support the use of outside resources to study, except for the ones listed in the syllabus under "Suggested External References".* If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

**Module Problem Sets:** The practice exercises in the opening module are mandatory before proceeding in the course. They include outlining, research questions, brainstorming, narrowing the topic, writing the intro, body, conclusion of a paper, etc. The module exercises are a pass/fail component of the course and will be reviewed for completeness by the instructor. Be sure to complete all of the exercises since this is an important part of



preparation for the subsequent modules/writing assignments. If you have any questions, please contact the instructor via the Canvas messaging system (see Inbox icon).

**Academic Integrity** is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work. A violation of the academic integrity policy may result in a score of zero on the exam and possible expulsion from the course, at the discretion of the instructor with consultation with an administrative-instructional committee.

Please note the additional instructions about plagiarism below that apply specifically to the proper use of outside sources when writing a paper: Avoid the following forms of plagiarism:

Copying but failing to properly cite short quotes copied from a source.

Rewording major sections from a source but not citing the source.

Copying, but failing to cite several paragraphs throughout the paper.

Copying and pasting extensive portions of the paper from a source.

Copying, but failing to cite short quotes copied from a source may be one of the most common forms of plagiarism. Avoid this violation of academic integrity by making and keeping notes of information taken from any source including the information needed to create a citation.

Not copying directly, but rewording (paraphrasing) the information from a source but failing to cite the source is a violation of the academic integrity agreement. Make sure you avoid this form of plagiarism by including a citation after any words, data, and information that are not your own, original thoughts or words.

Copying extensive portions of the paper from one or more sources without using citations is regarded as plagiarism. Sometimes students will copy and paste from an electronic source as a shortcut to doing the research and writing necessary to construct a good paper. This is the most egregious form of plagiarism and is easily recognized by instructors who often utilize electronic scanning programs that detect this type of cyber-plagiarism.

Copying means duplicating from a paper or electronic source by any means including, but not necessarily limited to mechanical means, electronic copying and pasting or entering data, or information from memory, without properly citing the source.



To avoid plagiarism, be sure to include a citation within the paper where the quote occurs (in-text or parenthetical citation), as well as a reference list at the end of the paper that contains information describing the sources used in the text (works cited list). Consult your course materials and instructor for instructions.

Instructors have the authority to deal with plagiarism in a paper according to their best judgement. Normally, copying one short quotation without properly citing it will result in deduction of points and instructions to rewrite the offending section. Larger infractions will usually result in a major loss of points and the requirement to rewrite the entire paper. Copying all or nearly all of a paper will usually result in an automatic loss of all points for the paper.

Multiple infractions of the academic honesty policy in a given course will result in a loss of points that could result in a failing grade in the course and removal from the program.

If students have questions about this policy, they should contact their instructor. Failure to understand this policy regarding violations of academic integrity when writing papers will not excuse any student from its consequences. In the enforcement of the policy, **no notification is needed between occurrences**. If three occurrences are found in your course prior to your instructor grading your work, each occurrence will be treated as an individual case and the enforcement will apply as shown above.

Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor **prior** to taking module exam one.

**Participation Policy:** In the online environment, participation is marked by the completion of an academic event in each session (week) of the course. Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam. If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade. (Note: The grade deduction penalties typically only apply to classes in the Moodle LMS due to the structure of the course.) If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of non-participation. For more details, please review Geneva's Student Handbook (Undergraduate and Graduate).

**Required Computer Accessories:** It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition,



this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as “Respondus Monitor.”) **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:

Canvas browser and system requirements: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>

Respondus Requirements: <https://web.respondus.com/he/lockdownbrowser/resources/>

Respondus Monitor Requirements: <https://web.respondus.com/he/monitor/resources/>

## Module Topics

Module 1: The writing process requires a series of steps to ensure a quality essay or composition. Through instruction and practice exercises, students will learn to write, or enhance their writing, demonstrating a command of the stylistic aspects of composition.

1. Narrowing A Topic and Gathering Information
2. Brainstorming, Clustering, and Outlining
3. Writing a Thesis Statement and the Introduction
4. Writing the Body
5. Writing a Conclusion
6. Enhancing the paper with a well-developed vocabulary

**Descriptive Writing:** In this genre, the writer’s goal is to make the reader “experience” the information. The writer incorporates the senses such as sound, sight, and even aroma in conveying a description. In a well-written essay, describe a place that you have visited. Henry David Thoreau once stated, “There is no such thing as pure objective observation. Your observation, to be interesting, i.e. to be significant, must be subjective.” Recall the observations that you have made at a certain place (for example, a trip to Hawaii), focusing on sounds, smells, and even the local “flair and flavor” of the place.

Module 2: Narrative writing tells the story of an event. For this genre, students will write a non-fiction narrative in which they express the story of an event that impacted their life. For example, a



coming-of-age situation (bildungsroman) in which the writer saw things through the eyes of a child but after the event, their viewpoint changed. The tone of this writing may be serious or humorous. For example, a humorous tone and story may be the time you discovered that your dad was actually playing the part of Santa, whom you sadly discovered really didn't exist. Reflecting a serious tone, the author Amy Tan (*The Joy Luck Club* and *The Kitchen God's Wife*) relates a non-fiction narrative when she first came to grips with the true motives of her somewhat controlling mother, rather than viewing or casting judgment on her mother through the perspective and understanding of a child.

- Module 3: The intent of an expository essay is to explain, inform or clarify. Students will write a cause and effect essay, explaining how one cause (or causes) leads to a certain effect. For example, the writer Jack London made observations and took pages and pages of notes on his trip to the Yukon Territory/Klondike during the years of the Gold Rush. He captured in writing the life-styles of the miners searching for gold, often relating how their failure to see how the bitter cold (the cause), resulted in hypothermia (the effect).
- Module 4: This genre of writing should generate a response from the reader. Persuasive writing causes a change in thought or opinion. Students will read an article and/or watch a video about an issue that suggests both affirmative and negative positions. Students will develop an essay with a strong, persuasive viewpoint pertaining to the subject of the article/video.
- Module 5: Literary analysis is written to help the reader understand the concept and stylization of a novel, play, or short story. The writer should focus on the following elements: tone, diction, syntax, author's point of view, structure, imagery, and dramatic context of a selection. Students will review poetry and write a literary analysis based on the selection.
- Module 6: Continuing the theme of literary analysis from Module 5, students will review a sampling of a prose selection and will write a literary analysis based on the selection.
- Module 7: The reflective essay reflects on you and your developmental success as a writer. This essay will reflect on the sequencing of the student's work: What were the student's initial fears and weaknesses when it came to the writing process? What areas of growth occurred in the development of the student's writing skills? What modes of writing were difficult for the writer, and which were easy? What strategies and recommendations will the student establish for future writing endeavors?
- Module 8: Throughout a college or professional career, students are often required to write a research paper which supplies information from the viewpoint and labor of others, and hence, must be



properly formatted and adequately documented. Beginning with prewriting and continuing through the various steps of the process, students will develop skills in writing a research paper that adheres to APA guidelines.

1. Prewriting
2. Outline, Research questions, and Definition of Terms
3. First Draft

Final Paper: The final paper based on the work begun in Module 8 will be submitted.

1. Editing, Proofreading, and Submitting a Revised Paper
2. APA: Parenthetical Citations
3. Works Cited Page

#### Grading Rubric:

|   |                |
|---|----------------|
| Check for Understanding                                   | 1 pt.          |
| Writing Assignment #1 (Write a Descriptive Essay)         | 100 pts.       |
| Writing Assignment #2 (Write a Narrative Essay)           | 100 pts.       |
| Writing Assignment #3 (Write an Expository Essay)         | 100 pts.       |
| Writing Assignment #4 (Write a Persuasive Essay)          | 100 pts.       |
| Writing Assignment #5 (Write a Literary Analysis: Poetry) | 100 pts.       |
| Writing Assignment #6 (Write a Literary Analysis: Prose)  | 100 pts.       |
| Writing Assignment #7 (Write a Reflective Essay)          | 100 pts.       |
| Research Paper: First Draft                               | 50 pts.        |
| Research Paper: Final Draft                               | 200 pts.       |
| <b>Total:</b>   | <b>951 pts</b> |

The current course grade and progress is continuously displayed on the student desktop.

#### Grading Scale:

96.5% - 100% = A+  
92.5% - 96.4% = A  
89.5% - 92.4% = A-  
86.5% - 89.4% = B+  
82.5% - 86.4% = B  
79.5% - 82.4% = B-  
76.5% - 79.4% = C+  
72.5% - 76.4% = C  
69.5% - 72.4% = C-



66.5% - 69.4% = D+  
62.5% - 66.4% = D  
59.5% - 62.4% = D-  
0% - 59.4% = F

### Guidelines for Writing Assignments:

- Superior Paper (A): Demonstrates the writer's ability to control a wide range of the elements of effective composition: focus, content, organization, style, and the use of correct grammatical conventions.
- Good Paper (B): This paper is well-written but lacks the writing control of a superior paper in demonstrating focus, content, organization, style, and use of correct grammatical conventions.
- Average Paper (C): The writing is adequate in conveying the writer's ideas, but the paper is lacking in organization, stylization, grammatical competency, and focus.
- Weak Paper (D): The writing of this paper is underdeveloped and inadequate in organization, grammar, focus, content, and the use of correct grammar.
- Failing Paper (F): This is a poorly written essay that neglects to adhere to the directions of the writing assignment. The paper completely lacks focus, stylization, organization, and grammatical competency.
- Plagiarized Paper: This paper reveals evidence that the submitted work is not the writer's original work, or the submitted information has not been properly documented using the APA format. The instructor has the right to refuse to accept this paper.

### Suggested External References:

If the student desires to consult a reference for additional information, the following texts are recommended as providing supplemental information regarding the course subject matter.

- Glencoe Language Arts. **Grammar and Composition Handbook**. New York: Glencoe McGraw-Hill, 2002.
- Sadlier, William. ***Writing A Research Paper***, Student Guides. New York, New York, 2007.

**NOTE:** We do not support the use of outside resources to study, except the ones listed above.





### Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

**Video lectures:** Supports diverse learning styles in conjunction with the text material of each module

**Messaging system:** Provides individual instructor/student interaction

**Tech support:** Available by submitting a help ticket through the student dashboard

### Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to [studentservices@portagelearning.com](mailto:studentservices@portagelearning.com). Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

### One-on-one Instruction:

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same, so you do not miss any pertinent information from us.

### Holidays:

During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day

Easter

Memorial Day

Independence Day

Labor Day

Thanksgiving weekend

Christmas Break

The schedule of holidays for the current calendar year may be found under the Student Services menu at [www.portagelearning.com](http://www.portagelearning.com)



**Code of Conduct:** Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

**Grievances:** If a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated via written communication to [academics@portagelearning.com](mailto:academics@portagelearning.com).

**Remediation:** At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased, and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

**Note:** Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for ENGL 101 prior to beginning the course.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.

