



## English 101: Composition

7.5 Weeks Online

Semester:

Day(s):

Time(s):

Classroom:

Instructor:

Office Hours:

Office Location:

Phone Number:

Email:

INSERT  
Professional  
Headshot Here

**Prerequisite/Co-Requisites:** None

### Course Description

This course is designed to develop effective collegiate writing. Students develop deeper understanding of the stages of the writing process, including generating, revising, proofreading, and editing essays. Using a collaborative approach, students will produce essays in various genres with emphasis on rhetorical effectiveness, focusing on organization, thesis, purpose, and audience awareness. The course emphasizes academic inquiry through focused research, including retrieving, interpreting, and synthesizing sources effectively and ethically.



### Course Goal

The purpose of this course is to provide an understanding of the writing process, the value of writing as a tool for comprehension and communication, and the variety and function of rhetorical styles.



### Required Text

None

### Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
Use techniques of personal writing to generate, examine, and revise ideas (Unit 1)	Artifact analysis
Locate, evaluate, and cite research sources in academic databases and on the Internet (Unit 2)	Research report
Employ persuasive strategies to support and defend a critical stance (Unit 3)	Persuasive paragraph
Assess their own understanding of a research topic and identify strategies for enhancing their comprehension (Unit 4)	Thesis statements and rough outline
Organize the rhetorical structure of an essay to maximize intelligibility and coherence (Unit 5)	Introduction draft
Compose effective paragraphs for academic essays (Unit 6)	Body draft
Revise, proofread, and copy-edit academic essays (Unit 7)	Revised, final paper with conclusion



### Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Artifact analysis	10%
Research report	10%
Persuasive paragraph	10%
Thesis statements and rough outline	5%
Introduction draft	5%
Body draft	10%
Revised, final paper with conclusion	20%
Discussion board posts	20%
Weekly quizzes	10%
<b>Total:</b>	<b>100%</b>



### Coursework Expectations

Below are descriptions of the methods of assessment. Additional instructions and rubrics will be provided by your instructor and listed in Blackboard.

***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

**Blackboard**



### An important note regarding course materials:

There are common requirements for all English classes at Goodwin University. You will find assignments, lectures, notes, and assessments present in your courses that are designed to guide you in meeting course objectives. Please note, as in any academic community, individual professors may have specific directions, guidelines, or creative methods they choose to introduce to their classes. Your professors will let you know of individual class standards that may differ from content or suggestions you find in course materials.

***The Course Outline contains due dates.***

## Course Outline\*

Unit	Topic(s)	Discussion Board	Craft Lecture	Assignment
<b>Unit 1</b>	Inspiration	Describe and discuss your topic.	Basic writing tips	Artifact analysis
<b>Unit 2</b>	Research	What are you learning about your topic that you didn't know before? Are any of your previous attitudes or beliefs being challenged by what you read? What is the most interesting thing you have learned? What kinds of resources are the most informative? What challenges have you encountered?	Locating and citing sources	Report on three sources (reference, database, Internet)
<b>Unit 3</b>	Persuasion	What debates circle around your topic? What is the most significant "fault line" or controversy among people who study and discuss your topic? Identify specific examples of writers taking different positions on the same topic. What are the arguments on both sides? Which argument is more convincing to you and why?	The art of persuasion	Complete the following passage: ____ has been a hotly-debated topic in the field of _____. Some people have argued that _____, but I say, _____. Write a brief essay explaining why you feel the way you do about this topic. Make conspicuous use of pathos, logos and ethos.
<b>Unit 4</b>	Reflection	How has your research and writing affected the way you think and feel about your topic? Are you more or less interested in the topic than you were when you started writing about it? If you are getting tired of your topic, how can you recalibrate your focus for the second half of the class?	Outlining a persuasive research paper	Outline
<b>Unit 5</b>	Beginnings	Write the following possible first sentences for your introduction: <ul style="list-style-type: none"> <li>• A quote</li> <li>• A question</li> <li>• A surprising fact</li> <li>• An alarming statistic</li> <li>• A short story</li> <li>• A description of an image</li> </ul>	Introductory strategies	Introduction
<b>Unit 6</b>	Middles	How are you organizing the body of your persuasive research essay?	Paragraph structure	Body paragraphs
<b>Unit 7</b>	Ends	Self-assessment: What is the best part of your essay? What part are you least happy with? How has your understanding of your	Conclusions and revision	Complete research essays

Unit	Topic(s)	Discussion Board	Craft Lecture	Assignment
		topic changed over the course of the class? Where will you go from here?		

*\*This syllabus is subject to change at the discretion of the instructor.*



## Class Policies



**Class Meetings:** Arrive on time and be prepared for class with materials (e.g., pen, paper, laptop, textbook, assignments). Please refer to the course outline for schedule of meeting dates and holidays. Regular attendance and participation in class is expected. If you expect to be absent or late for a class meeting, email me **before** the beginning of class. If you need to leave class early, speak with me **before** the class session.



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



**Late Assignments:** Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



**Laptops and Tablets:** Laptops and tablets are welcome in the classroom for academic purposes.



**Cell Phones:** As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course

updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly**.



**Course Decorum:** We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The professional conduct policy includes, but is not limited to:

1. Attending each class session, including arriving promptly and leaving at the designated time; notifying me prior to class should an exception be needed.
2. Working on only this class during class time.
3. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
4. Being an attentive, engaged, and active participant in class activities and discussions.
5. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
6. Abiding by Goodwin's academic integrity policies.



**APA Style:** This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



**Expectations for Written Work:** The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission

---

### **Goodwin University Policies and Services**

***This course adheres to all policies outlined in the Goodwin University catalog.***

General academic policies of Goodwin University may be found on the university web site at and in the college catalog at  
<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.