

EH 105 | Syllabus

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Basic Information

Course Information and Description

EH 105 (section 5)
Fall 2020

In this course, students study issues related to writing and develop writing-related skills necessary for academic success in and beyond college. In a series of workshops, students explore composition as a reading-based process and receive evaluations from their

instructors and peers.

Professor Information

Name: Dr. Matthew Pifer

Office: Meeting House 222, piferm@husson.edu, (<mailto:piferm@husson.edu>) (207) 941-7897

Virtual Office Hours: You may post questions to the [Virtual Office Hours Discussion](#), or contact me directly using the above contact information. I will respond to messages within 24 hours during M-F. During the weekend, I may take 48 hours.

Textbook & Required Materials

McMillan, Laurie. *Focus on Writing: What College Students Want to Know*. Peterborough, Broadview Press, 2019.

Course Outcomes and Assessment

Course Outcomes

Your work in this course pursues the following learning outcomes.

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

- Adapt knowledge about rhetorical concepts to compose in diverse genres.
- Compare rhetorical qualities associated with academic and non-academic genres.
- Use rhetorical concepts to interpret the qualities of reading and writing.
- Discuss how social and cognitive factors play a role in reading and writing.
- Recognize rhetorical qualities of college writing related to factors like audience, purpose, genre, and context.

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

- Synthesize writing produced for inquiry, learning, and critical thinking as part of a composing process.
- Analyze sources by writing about, sharing, and discussing their relevance to an inquiry or learning goal.
- Select and interpret appropriate sources for inquiry, learning, and critical thinking.
- Explain the qualities of sources used for inquiry, learning, and critical thinking
- Identify the roles reading and writing play in inquiry, learning, and critical thinking

Compose a revised academic essay that identifies and associates central claims in a scholarly text

- Compose a revised academic essay that identifies and associates central claims in a scholarly text.
- Assess current knowledge and understanding around a topic as informed by multiple claims.
- Distinguish similarities and differences across multiple claims around a topic.
- Summarize a scholarly text into a set of claims.
- Identify a claim represented in a scholarly text.

Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising diverse genres

- Adapt linguistic structures, including grammar, style, punctuation, and spelling to compose and revise in diverse genres.
- Compare how linguistic structures may be adapted to support unique writer-reader dynamics across diverse genres.
- Interpret how linguistic structures reflect writer-reader dynamics across diverse genres.
- Discuss how writer-reader dynamics interact with conventions for linguistics structures.
- Recognize a variety of linguistic structures, including grammar, punctuation, spelling, and styles

Assessment Mapping

This course will build upon the “written communication” skills as gained under the General Education Outcomes for Skills:

Students will demonstrate essential college-level skills associated with reading comprehension, careful interpretation of texts, clear oral and written communication, and use of technology. ([General Education](http://catalog.husson.edu/generalinformation/generaleducation/)
(<http://catalog.husson.edu/generalinformation/generaleducation/>.)

The table below outlines how your skills will be assessed.

Course Outcome	Assessment
<ul style="list-style-type: none"> Learn and use key rhetorical concepts through analyzing and composing a variety of texts. 	Summative Assessment
<ul style="list-style-type: none"> Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts 	Unit 1: Literacy Narrative Unit 2: Comparative Analysis Unit 3: Research Essay
<ul style="list-style-type: none"> Compose a revised academic essay that identifies and associates central claims in a scholarly text 	Unit 3: Research Essay
<ul style="list-style-type: none"> Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, in composing and revising diverse genres. 	Unit 2: Comparative Analysis Unit 2: Blog post

Evaluation and Grading

Please review the grading expectations for the course. Please note that this can be subject to change should a more effective pathway to learning outcomes that arise during the term. Also note, all assessments are aligned to course outcomes.

- Unit One Assignments (Literacy Narrative):.....30%
- Unit Two Assignments (Rhetorical Analysis & Blog Post):....30%
- Unit Three Assignments (Research paper):.....40%

Grading Scheme

- A, 95-100

- A-, 90-94
- B+, 87-89
- B, 83-86
- B-, 80-82
- C+, 77-79
- C, 73-76
- C-, 70-72
- D+, 67-69
- D, 63-66
- D-, 60-62
- F, Below 60

Other grades you may encounter include the following:

- E, Exited without withdrawing (student disappeared from class during the first four weeks of semester)
- WW, Withdrew before midterm (no grade is given)
- WP, Withdrew Passing
- WF, Withdraw Failing
- X, Credit Denied for Excessive Absences
- WA, Administrative Withdrawal
- I, Incomplete
- Q, Audit

Canvas Information

Canvas is where course content, grades, and communication will reside for this course.

- husson.instructure.com
- For Canvas, Passwords, or any other computer-related technical support contact the [Husson Help Desk](https://www.husson.edu/student-life/technology/help-desk/).
(<https://www.husson.edu/student-life/technology/help-desk/>)
 - (207) 973-1000

- <https://helpdeskticket.husson.edu/> [\(https://helpdeskticket.husson.edu/\)](https://helpdeskticket.husson.edu/).

Grading Rubrics

[Low-stakes Tasks \(10 points\)](#)

[Final Drafts \(100 points\)](#)

[Summative Assessment \(20 points\)](#)

Husson University Policies

Students can find links to Husson University Policies/Student Protections, Student Support Services, and Canvas Navigation Tutorials linked in the left panel menu of this course.

Class Policies

This class is asynchronous and designed to be something worked on with some flexibility. At the same time, we do have some firm due dates. It is important to stay on track and adhere to those. We will need you to complete your materials by that time. If you cannot, then you will need to repeat the course.










Attendance











Attendance in online courses is demonstrated in a variety of ways such as by submitting academic assignments, taking exams, engaging in interactive tutorials or computer-assisted instruction, participating in online discussions about academic matters, or initiating contact with the faculty members to ask questions about the academic content of the course.










Students must **log in at least once a week at a minimum** but multiple logins are highly recommended to satisfy academic obligations. Any students who begin active participation but does not log in to their course(s) for 7 consecutive calendar days may be assigned a grade











of "X" (Failure due to excessive absences)










Course Summary:

Date	Details	
Mon Aug 31, 2020	 1. Start Here: Welcome to the Course	to do: 11:59pm
	 3. Virtual Office Hours	to do: 11:59pm
	 2. Introduce yourself to the class (https://husson.instructure.com/courses/1707466/assignments/12165780)	due by 11:59pm
Tue Sep 1, 2020	 Unit 1: Discussion Forum	to do: 11:59pm
	 Unit 1: Discussion Forum Copy	to do: 11:59pm
	 Unit One: How to Complete This Module	to do: 11:59pm
	 Unit One: How to Complete This Module Copy	to do: 11:59pm
Wed Sep 2, 2020	 Step One: Rhetorical Reading and Reflection Focus on Writing (13-21) (https://husson.instructure.com/courses/1707466/assignments/11240933)	due by 11:59pm
Tue Sep 8, 2020	 Step Two: Habits and Abilities of College Writers Focus on Writing (20-28) (https://husson.instructure.com/courses/1707466/assignments/11240936)	due by 11:59pm

Date	Details	
Thu Sep 10, 2020	 Step Three: "Why Write?" Focus on Writing (41-51) (https://husson.instructure.com/courses/1707466/assignments/11240937)	due by 11:59pm
Fri Sep 11, 2020	 Step Four: Draft your literacy narrative Focus on Writing (87-89) (https://husson.instructure.com/courses/1707466/assignments/11445073)	due by 11:59pm
Mon Sep 14, 2020	 Step Five: Read Lunsford's Research on College Literacy Focus on Writing (87-94) (https://husson.instructure.com/courses/1707466/assignments/11445074)	due by 11:59pm
Wed Sep 16, 2020	 Peer Review of Literacy Narrative	to do: 11:59pm
	 Peer Review of Literacy Narrative-2	to do: 11:59pm
Fri Sep 18, 2020	 Step Six: Revise your narrative (https://husson.instructure.com/courses/1707466/assignments/11445075)	due by 11:59pm
Mon Sep 21, 2020	 Unit Two: How to complete this module	to do: 11:59pm
	 Unit Two: How to complete this Module	to do: 11:59pm
Wed Sep 23, 2020	 Step Seven: What is the rhetorical situation? Focus on Writing 99-107 (https://husson.instructure.com/courses/1707466/assignments/11445076)	due by 11:59pm
Fri Sep 25, 2020	 Step Eight: Adapting a message to a rhetorical situation (https://husson.instructure.com/courses/1707466/assignments/11240942)	due by 11:59pm

Date	Details	
Mon Sep 28, 2020	 Step Nine: What is a discourse community? Focus on Writing 107-115 https://husson.instructure.com/courses/1707466/assignments/11445037	due by 11:59pm
Fri Oct 2, 2020	 Step Ten: Analyze Rhetorical Situation and Discourse Community in Lunsford's Article https://husson.instructure.com/courses/1707466/assignments/11445038	due by 11:59pm
Fri Oct 9, 2020	 Step Eleven: Draft Comparative Analysis Focus on Writing 116-118 https://husson.instructure.com/courses/1707466/assignments/11445039	due by 11:59pm
Mon Oct 12, 2020	 Write a Popularized Essay : Adapt an academic article to a non-academic audience	to do: 11:59pm
	 Write a Popularized Essay : Adapt an academic article to a non-academic audience Copy.	to do: 11:59pm
Fri Oct 16, 2020	 Step Twelve: Plan to adapt an academic article to a non-academic audience https://husson.instructure.com/courses/1707466/assignments/11445040	due by 11:59pm
Mon Oct 19, 2020	 Step Thirteen: Freewrite and Rhetorical Reflection https://husson.instructure.com/courses/1707466/assignments/11445041	due by 11:59pm
Fri Oct 23, 2020	 Step Fourteen: Draft your popularized essay. https://husson.instructure.com/courses/1707466/assignments/11445043	due by 11:59pm
Mon Oct 26, 2020	 Step Fifteen: Feedback & Blog Post Comparison https://husson.instructure.com/courses/1707466/assignments/11445045	due by 11:59pm


Date	Details	
Fri Oct 30, 2020	 Step Sixteen: Revise your popularized essay. (https://husson.instructure.com/courses/1707466/assignments/11445046)	due by 11:59pm
Mon Nov 2, 2020	 Unit Three: To complete this unit	to do: 11:59pm
	 Unit Three: To complete this unit Copy	to do: 11:59pm
Wed Nov 4, 2020	 Step Seventeen: Identify a focused research question & sub-questions (235-242). (https://husson.instructure.com/courses/1707466/assignments/11445047)	due by 11:59pm
Mon Nov 9, 2020	 Step Eighteen: Collect secondary sources & evaluate relevance and trustworthiness (242-251). (https://husson.instructure.com/courses/1707466/assignments/11445049)	due by 11:59pm
Fri Nov 13, 2020	 Step Nineteen: Write about secondary sources (https://husson.instructure.com/courses/1707466/assignments/11445050)	due by 11:59pm
Mon Nov 16, 2020	 Step Twenty: Prepare to collect primary source information (258-262). (https://husson.instructure.com/courses/1707466/assignments/11494317)	due by 11:59pm
Fri Nov 20, 2020	 Step Twenty-One: Collecting primary source information (https://husson.instructure.com/courses/1707466/assignments/11445048)	due by 11:59pm
Mon Nov 23, 2020	 Step Twenty-Two: Mad Libs (https://husson.instructure.com/courses/1707466/assignments/11493989)	due by 11:59pm
Mon Nov 30, 2020	 Step twenty-Three: Discuss Academic Integrity. (https://husson.instructure.com/courses/1707466/assignments/12182351)	due by 11:59pm


Date	Details	
Wed Dec 2, 2020	 Step Twenty-Four: Prewriting (https://husson.instructure.com/courses/1707466/assignments/11445053)	due by 11:59pm
Fri Dec 4, 2020	 Step Twenty-Five: Draft your research paper (https://husson.instructure.com/courses/1707466/assignments/11445054)	due by 11:59pm
Mon Dec 7, 2020	 Step Twenty-Six: Peer Review (https://husson.instructure.com/courses/1707466/assignments/11445055)	due by 11:59pm
Wed Dec 9, 2020	 Step Twenty-Eight: Summative Assessment (https://husson.instructure.com/courses/1707466/assignments/11445059)	due by 11:59pm
Fri Dec 11, 2020	 Step Twenty-Seven: Revise and Format Final Draft (https://husson.instructure.com/courses/1707466/assignments/11445057)	due by 11:59pm
	 Step Ten: Collect secondary sources & evaluate relevance and trustworthiness (242-251) Copy (https://husson.instructure.com/courses/1707466/assignments/12208004)	
	 Step Twenty-Seven: Apply a formatting style (MLA or APA) (https://husson.instructure.com/courses/1707466/assignments/11445056)	
	 About Non-Academic Writing Situations (https://husson.instructure.com/courses/1707466/assignments/12187364)	
	 Discussion 3.2: Society of Professional Journalists Code of Ethics (https://husson.instructure.com/courses/1707466/assignments/12187361)	


Date


Details


 [Step Eight: Revise your popularized essay Copy.](https://husson.instructure.com/courses/1707466/assignments/12207985)
(<https://husson.instructure.com/courses/1707466/assignments/12207985>)

 [Step Eleven: Draft your research paper Copy.](https://husson.instructure.com/courses/1707466/assignments/12208258)
(<https://husson.instructure.com/courses/1707466/assignments/12208258>)


 [Step Five: Analyze Rhetorical Situation and Discourse Community in Lunsford's Article](https://husson.instructure.com/courses/1707466/assignments/12207906)
(<https://husson.instructure.com/courses/1707466/assignments/12207906>)

 [Step Four: Rhetorical Situation and Discourse Community: Using a Theory to Analyze Your Communication| Focus on Writing 107-115](https://husson.instructure.com/courses/1707466/assignments/12207904)
(<https://husson.instructure.com/courses/1707466/assignments/12207904>)

 [Step Nine: Identify a focused research question & sub-questions \(235-242\) Copy.](https://husson.instructure.com/courses/1707466/assignments/12208003)
(<https://husson.instructure.com/courses/1707466/assignments/12208003>)

 [Step One: Draft your literacy narrative | Focus on Writing \(13-18, 20-28, and 41-51\).](https://husson.instructure.com/courses/1707466/assignments/12207849)
(<https://husson.instructure.com/courses/1707466/assignments/12207849>)

 [Step Seven: Feedback & Self-evaluation](https://husson.instructure.com/courses/1707466/assignments/12207983)
(<https://husson.instructure.com/courses/1707466/assignments/12207983>)

 [Step Six: Draft a popularized essay Copy.](https://husson.instructure.com/courses/1707466/assignments/12207960)
(<https://husson.instructure.com/courses/1707466/assignments/12207960>)

 [Step Thirteen: Summative Assessment Copy.](https://husson.instructure.com/courses/1707466/assignments/12208260)
(<https://husson.instructure.com/courses/1707466/assignments/12208260>)

Date**Details**

**Step Three: Revise your narrative**

(<https://husson.instructure.com/courses/1707466/assignments/12207852>)

**Step Twelve: Revise and Format Final Draft Copy.**

(<https://husson.instructure.com/courses/1707466/assignments/12208261>)

**Step Two: Read Lunsford's Research on College Literacy | Focus on Writing (87-94)**

(<https://husson.instructure.com/courses/1707466/assignments/12207851>)
