

# EH 124 | Syllabus



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## Basic Information

### Course Information and Description

EH 124 (section #)

Semester year

This course teaches techniques for effective oral and written communication. In a workshop environment that features continual instructor and peer evaluation, students develop a process approach to writing and speaking. Logical argumentation, academic

conventions, and research-related skills are the primary focus. Public speeches are based on written assignments that incorporate various source materials. As students explore connections between the written and spoken word, the significance of nonverbal language and listening skills are emphasized. A grade of C or better is required to pass the course.

## Professor Information

Name: Dr. Crystal Sands

Office #/email/phone: sandsc@husson.edu

**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 A.

The table below outlines how your skills will be assessed.

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

## 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 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

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## Canvas Information

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

- [husson.instructure.com](https://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/>)
  - (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 begins 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)