M̧CKENDREE UNIVERSITY

ENG 111: English 1: Academic Writing

Credit Hours: 4

Contact Hours: This is a 4-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Faculty contact information and office hours can be found on the faculty profile page in Blackboard.

Course Description and Outcomes

Course Description:

English 1 assists students in becoming competent academic writers by introducing them to important academic writing conventions, including analyzing and evaluating written texts. By utilizing various rhetorical strategies and applying basic research techniques, students will further develop the important skills entailed in prewriting, drafting, and revising as they write analytical and persuasive papers. Each semester. IAI-C1900

Course Learning Outcomes

In this course, your primary goals are to learn to express your ideas effectively in writing to inform, engage, and persuade your audiences as well as systematically explore issues and ideas by finding, retrieving, evaluating, and using information responsibly by demonstrating the following:

1. Rhetorical Knowledge

By the end of ENG111, you should be able to recall the elements that inform rhetorical situations. This understanding will enable you to produce expository texts that

- Have a clear purpose and thesis

- Respond to the needs of intended audiences

- Assume an appropriate stance

- Adopt an appropriate voice, tone, style, and level of formality

- Employ appropriate format and structure based on conventions of various academic genres

- Analyze argumentative strategies and persuasive appeals

2. Critical Thinking, Reading, and Writing

By the end of ENG111, you should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating

- Analyze relationships among writer, text, and audience in various kinds of texts

- Use various critical thinking strategies to analyze texts

- Find and evaluate appropriate material from electronic and other sources

3. Knowledge of Composing Processes

By the end of ENG111, you should be able to

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration

By the end of ENG111, you should understand that the writing process is collaborative and social. To demonstrate that understanding, you should be able to

- Work with others to improve your own and others' texts
- Balance the advantages of relying on others with taking responsibility for your own work

5. Knowledge of Conventions

By the end of ENG111, you should be able to

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

6. Composing in Electronic Environments

Developments in digital technology have expanded our understanding of writing. To the extent that technology is available and appropriate, by the end of ENG111, you should be able to

- Understand the possibilities of electronic media/technologies for composing and publishing texts

- Use electronic environments to support writing tasks such as drafting, research of appropriate and credible sources, reviewing, revising, editing, and sharing texts

Minimal Course Requirements

By the end of ENG111, you will have written

- A variety of texts, including at least 1 researched essay, with opportunities for response and revision
- A minimum of 5000 total words (roughly 20 *finished* pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at McKendree Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Required:

Channell, C. & Crusius, T. (2017). *Engaging questions: A guide to writing, 2nd Edition*. New York: McGrawHill.

Course Schedule

Due Dates

The Academic Week at McKendree begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original/initial post must be completed by Thursday at 11:59 p.m. CT and 2 Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Essays Assignments:** Most essay assignments are due Sunday at 11:59 p.m. CT.
- **Live Classroom Sessions:** Although participation is not required, a Live Classroom session is held during Week 4. Others will be scheduled as needed.

Week #	Readings	Assignments
1	• Chapter 1 • Chapter 2	• Discussion (25 points)
2	• Chapter 3 • Chapter 23	• Discussion (25 points) Literacy • Narrative Essay (100 points)
3	• • Chapter 4 • Chapter 14 Optional: Part II: Genres for further practice: How do I write a reflection?	• Discussion (25 points)
4	• Chapter 8 • Chapter 20	• Discussion (25 points) Portfolio • Topic Proposal (40 points) • Live Classroom (0 points)
5	• Chapter 6 • Chapter 16	• Discussion (25 points) • Informative Essay with Surprising Reveal (120 points)
6	• • Chapter 17 Part III: Genres for further practice: How do I write an Annotated Bibliography	• Discussion (25 points)
7	• Chapter 9 • Chapter 18	• Discussion (25 points)
8	• Chapter 25	• Discussion (25 points) Portfolio • (350 points)

Assignment Details

This course includes the following written assignments/projects:

Module 2

Essay Assignment: Literacy Narrative Essay (100 points)

Due Sunday by 12 midnight CT at the end of Module 2!

What is a Literacy Narrative?

"A literacy narrative is a particular kind of [autobiographical] narrative that recounts a writer's personal experience with language, reading, writing, and thinking skills, or with education as a process and a social institution" (Ramage, Bean, and Johnson 119).

At A Glance

1. Write a narrative critically considering your relationship with language

2. 3-4 double-spaced pages in length (approximately 750-1,000 words)
3. Use size 12 Times New Roman font
4. MLA format for headings, style, & citations
5. Use an open form prose style

Assignment

Your first assignment is to prepare an autobiographical narrative that specifically focuses on some aspect of your experience with reading, writing, listening, or learning a foreign language and/or culture. It is important that literacy is the dominant focus of your paper and not a last minute "add-on" to an otherwise unrelated autobiographical essay.

This assignment is an example of open-form prose, which means it does not require a clear thesis statement and an orderly progression of supporting research. You should take a narrative approach to this essay and identify a clear theme. That is, once readers finish your essay they should see a larger point you are trying to make by telling this story or stories. Provide your audience with clear imagery and vivid details. Use the literary elements of plot, character, and setting to bring your story to life. You also have the option to include dialogue, if it helps convey your story's purpose to the audience.

Audience

Your audience is your classmates and instructor. Please do not share personal information that you do not want to be made public. It is also important to remember to respect the views and opinions of your audience. In other words, don't harm your ethos with offensive rhetoric or remarks.

Module 4

Portfolio Topic Proposal (40 points)

Due Sunday by 12 midnight CT of <u>Module 4</u>!

The preferred format of the prospectus is as follows:

1) THE TOPIC

- Title: Must tell the reader the specific focus of the paper. Can also be clever.
- Topic: This is my interest, let me describe it for you and begin to show you why you ought to be interested as well. Be sure you are defining all your key terms.

2) THE RESEARCH QUESTION (Clearly and In Detail)

Narrow your focus from a broad interest. I need to see that you are already recognizing what is doable and what kinds of questions have information that is readily available that will enable you to answer them.

"In this essay, I will explain . . . , I will answer . . . " (and so on) Include your working thesis if you have one.

3) IMPORTANCE TO YOUR DEGREE FOCUS/PROFESSIONAL WORK CONTEXT/OVERALL CONTEXT OF PROBLEM

- What is the significance of your work? Too often students who are excited by a topic expect any other reader to be equally captivated; however, the reason for excitement, the significance of the project, is rarely self-evident. You must address the daunting questions: Why should others care? So what? Why is this research a worthy enterprise?
    - Try to do two things here. First, explain whose work you are building upon, whose shoulders you see yourself standing upon, what bodies of knowledge you will enrich. In addition, explain whose work you see yourself evaluating. This is sometimes called situating yourself in the relevant scholarship. Organizing the literature is far better than merely going from one author to another. As you discuss the literature, be sure that you are being clear on why this literature is relevant to your interest. This section persuades the readers that you have the background to make this project doable.
    - Discuss why someone outside your focused area of interest should read your work. What intrinsic value does your research have for the lay world? Here again you are addressing the question of whether this research is worth doing.

4) STEPS OF MY ARGUMENT

- How will you structure your essay? What will be some of the sections and subsections of your argument? What is your strategy for the way your paper will proceed? You should describe what you plan to use in the text of your essay as background and as evidence. If your project is comparing the image of the ideal mother in the 1950s and the 1970s, your background will include historical discussions of the family, gender relations, the economy and the politics of the two periods. Your evidence may include portraits of motherhood in film, television or novels, etiquette guidebooks, or countless other observable phenomena.

5) BIBLIOGRAPHY

- Indicate what you have read and what you have not yet read. Indicate why you think sources are promising and relevant, what they contain or what you think they contain.

Module 5

Essay Assignment: Informative Essay with Surprising Reversal (120 points)

Due Sunday by 12 midnight CT of Module 5!

What is an Informative Essay with a Surprising Reversal?

Writing an informative essay can be a good way for you to take advantage of the expertise you have already developed through research on the topic/issue – including both sides of that issue – that you have selected for the Final Portfolio Project in this class and then present that information in an organized and authoritative manner.

In the Informative Essay with a Surprising Reveal, you will explore rhetorical formats toward what Ramage, Bean, and Johnson (the authors of The Allyn and Bacon Guide to Writing) refer to as the "closed end" of the closed-form/open-form continuum (17-19) and allow you to practice working with a "delayed" thesis. Huh? That means you are going to develop an informative essay through which you offer information – at the end of the essay – on the issue that readers have not considered, explaining why your readers would be interested in this new information and the way it can help your audience have a new take on the issue.

At A Glance

1. Write an informative essay where you explore both sides of the topic/issue <u>you have selected for the Final Portfolio Project</u>
2. Include the background, history, and relevant key terms (if applicable) of the topic as well as provide a well-developed discussion and analysis of both viewpoints
3. Incorporate and Conclude with an alternative view where you explain why your readers would be interested in this new information and the way it can help your audience have a new take on the issue.
4. 3-4 double-spaced pages in length (approximately 750-1,000 words)
5. Use size 12 Times New Roman font
6. Cite 2-3 credible sources
7. MLA format for headings, style, & citations, including Works Cited page

Assignment & Audience Considerations

Imagine a specific and narrowed audience. Analyze your audience and their view of both sides of your topic carefully. As you draft this essay, your purpose is then to inform your readers that an alternative view is possible and why it may be to their benefit to consider this alternative view. In a sense, you will be arguing for this other view, but in order to keep to the informative purpose, you will not want to write as if they have to take this alternative view; instead, you are offering information on this alternative view and showing them why they might want to consider taking up this alternative view given their values and what is important to them. Thus, to be effective with your audience, you will want to remind them about a set of values they think are important, and show them why the alternative view supports these values.

Module 8

Module 8 Final Portfolio Project

For this Final Portfolio Project, you will be selecting a topic from the "Opposing Viewpoints" database at the McKendree Holman Library and then composing a longer piece of writing using the argumentative genres we explore throughout the course.

At A Glance

1. 7-10 double-spaced pages in length (approximately 2,450 – 3,500 words) – this length is the body of your essay and does NOT include your Works Cited Page or Annotated Bibliography Pages!
2. Cite 6 sources (at least 3 sources for each side of the topic you select; use a variety of sources including peer reviewed research articles, video, images, etc…)
3. Use size 12 Times New Roman font
4. MLA format for headings, style, & citations

Selecting a Topic:

In order to access the database, you must first visit the McKendree Holman Library website at http://www.mckendree.edu/offices/library/index.php . Once you are on the library's main page, you will mostly be concerned with the purple tabs across the center of the page.

1. Click on "FIND"
2. Click on "Journals and Articles"
3. This will take you to the library's database list. At this point it will ask you for a password. Enter your McKendree User name and password.
4. Click on the "A-Z" list
5. Locate and click on "Opposing Viewpoints in Context"

There are viewpoints highlighted on the main page, and there is a comprehensive list of viewpoints available as well at the top of the main page. Take time to explore the topics well before the Module 4 Milestone. **You must select and determine a topic by the Module 4 Milestone, which you will share in the Module 4 Discussion Board Forum, in the Module 4 Essay Assignment, AND it is the topic for the Module 5 Essay Assignment!**

Required Components:

Your Final Portfolio Project must consist of the following components:

Introduction Section where you inform your audience regarding the background and history of the topic as well as provide a well-developed discussion and analysis of both viewpoints that will be discussed in the essay. (This is based on the Module 5 Informative Essay – you must account for Instructor feedback and revise for the Final Portfolio Project.)

Critical Analysis Section where you compare and contrast as well as critically evaluate the arguments supporting both sides of the topic you selected. (This is based on your Module 7 Discussion Board Forum Milestone post AND it must be expanded upon as well as more developed. You must account for peer and Instructor feedback provided in the DB forum.)

Closing Section where you call your audience to action. Share where you stand on this topic – which viewpoint do you agree with and why? Also share the surprising revelation you developed in your Module 5 Essay. Why should we agree with your stance/that particular viewpoint? What will happen if the audience does not agree with this viewpoint? What should happen next?

Works Cited Page of All Sources

Annotated Bibliography of All Sources (This is based on the Module 6 Discussion Board Forum Milestone post and must account for Instructor feedback.)

Course Policies

Course Grading

25% Discussion Participation (200 points)
32% Essay Assignments (260 points)
43% Final Portfolio Paper (350 points)

Total Course Points: 810

Grading Scale and Policies	
A	93.0 – 100
A-	90.0 – 92.9
B+	88 – 89.9
B	83 – 87.9
B-	80.0 – 82.9
C+	78.0 – 79.9
C	73 – 77.9
C-	70-72.9
D+	68-69.9
D	63 – 67.9
D-	60 – 62.9
F	59.9 or below

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work, unauthorized possession of academic materials, and unauthorized collaboration. The McKendree Holman Library and the Writing Center provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Appropriate Formatting Style Student Requirements

Students should follow the requirements as described in the writing assignment, which will either ask the student to use MLA or APA Style. Click here to access the University of Purdue's OWL for correct formatting and guidelines.

Disability Services Statement

McKendree is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the McKendree Academic Support Center at 618-537-6850 for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.