

ENGL 101, Critical Reading, Thinking, and Writing, Syllabus (3 credits)

COURSE DESCRIPTION

An introduction to college reading and writing. A minimum grade of "C" is required to satisfy degree requirements

REQUIRED TEXTS & RESOURCES

Gerald Graff and Kathy Berkenstein. They Say, I Say: The Moves that Matter in Academic Writing. 5th edition. New York: W.W. Norton & Co., 2021. ISBN: 978-0393538700

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.Point.edu/Bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Getting Started

Forum: Introduce Yourself (5 points)	Week 1, Day 7
Personal Writing History Questionnaire (10 points)	Week 1, Day 7
Reading Quiz 1 Entering the Conversation (5 points)	Week 1, Day 7

Week 1

Forum: Discussion 1 (10 points)	Week 1, Day 7
Close Reading Exercise (15 points)	Week 1, Day 7
Reading Quiz 2 The Art of Summary (5 points)	Week 1, Day 7

Week 2

Forum: Discussion 2 (10 points)	Week 2, Day 7
Rhetorical Awareness Exercise (10 points)	Week 2, Day 7
Intro for Textual Analysis Paper (15 points)	Week 2, Day 7

Textual Analysis Paper (75 points)	Week 2, Day 7
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Week 3

Forum: Discussion 3 (10 points)	Week 3, Day 7
Gesturing Toward Counter-Arguments Exercise (10 points)	Week 3, Day 7
Reading Quiz 3 Establishing Credibility	Week 3, Day 7

Week 4

Forum: Discussion 4 (10 points)	Week 4, Day 7
Thesis Construction and Justification Exercise (10 points)	Week 4, Day 7
Argumentative Response Paper (75 points)	Week 4, Day 7

Week 5

Forum: Discussion 5 (10 points)	Week 5, Day 7
Topic Proposal Exercise (10 points)	Week 5, Day 7
Annotated Bibliography (50 points)	Week 5, Day 7
Reading Quiz 4 Stages of Research (5 points)	Week 5, Day 7

Week 6

Building Body Paragraphs Exercise (15 points)	Week 6, Day 7
Argumentative Synthesis Draft (20 points)	Week 6, Day 7
Reading Quiz 5 Connecting the Parts (5 points)	Week 6, Day 7

Week 7

Self-Revision Exercise (10 points)	Week 7, Day 7
Argumentative Synthesis Paper (100 points)	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Discussion Forums (5x10 pts, 1x5 pts)	55
Major Assignments (2x75 pts, 1x50 pts, 1x100 pts)	300
Writing Exercises (6x10 pts, 3x15 pts, 1x20 pts)	125
Quizzes (5x5 pts)	25
TOTAL points for the course	505

FINAL GRADES

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the [Academic Calendar](#).

COURSE LEARNING GOALS AND OBJECTIVES

Goal 1: Equip students with the critical thinking tools to evaluate a rhetorical situation and respond by fully engaging in the writing process.		Program Objective(s)
	Objective 1.1: Students will employ a variety of pre-writing strategies, understanding the efficacy of pairing appropriate strategies with various calls to write.	1.6
	Objective 1.2: Students will devise individual writing goals and set specific objectives throughout the drafting process, evaluating progress as they proceed.	1.6
	Objective 1.3: Students will participate in the peer-review process, providing and receiving feedback from one another.	1.8
	Objective 1.4: Students will respond to feedback by revising, editing, and submitting a polished, cohesive final draft.	1.6
	Objective 1.5: Students will reflect upon their writing process and identify strengths and areas for improvement.	1.8

Goal 2: Equip students with an understanding of the power of language and expressing themselves appropriately and responsibly across multiple discourses.		Program Objective(s)
	Objective 2.1: Students will appraise the rhetorical situation by evaluating the needs of the audience, the nature of the topic, and the specific needs for communication in the particular context.	1.5
	Objective 2.2: Students will apply appropriate word choice and voice in multiple situations.	1.6

Goal 3: Equip students with habits of effective and engaging writing throughout the rhetorical situation.		Program Objective(s)
	Objective 3.1: Students will read critically and generate critical thinking skills of forming a well-developed perspective on a topic.	2.1, 2.2
	Objective 3.2: Students will respond to the call to write with an appropriate mode of discourse.	1.6
	Objective 3.3: Students will identify and respond to audience and frame communication accordingly.	1.5
	Objective 3.4: Students will develop their writing content by utilizing effective writing tools.	1.2
	Objective 3.5: Students will demonstrate an efficient level of grammatical and mechanical usage.	1.6

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with [Title IX](#) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the [Director of Disability Services and College Section 504 Coordinator](#).

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible

for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the [catalog](#).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the [catalog](#).

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