TIFFIN UNIVERSITY

ENG090 Introduction to College Reading and Writing
(3 credit hours)
Syllabus

Course Description

The course will provide an in-depth introduction to college writing integrated with college reading, college life, college realities, college expectations, study skills and time management. All students enrolled in their first semester of college will participate in this course. The course will use an electronic lab for homework assignments. Students must pass this course with a 70%.

This course does not count toward graduation credits.

Course Learning Outcomes (CLOs)
By the end of this course, the student will be able to do the following:
1. Develop and apply effective academic reading strategies.
2. Identify and respond to arguments made in college-level texts.
3. Write sentences that are complete and varied in structure, and correct common sentence errors such as sentence fragments and run-on sentences.
4. Write paragraphs organized by a clear and arguable topic sentence that is supported by effective evidence and good reasons.
5. Use a flexible writing process that includes planning, drafting, revising, and editing to produce effective sentences and paragraphs.
6. Control surface level features of standard Written English, including grammar, mechanics, punctuation, and spelling.

Course Topics
Academic reading strategies
Sentence structure and variety
Sentence error
Descriptive language
Paragraph structure and development
Topic sentences
Writing process

Course Prerequisites/Corequisites
None

Required Textbook(s) and Resources

Kemper, D., Meyer, V., Van Rys, J., and Sebranek, P. (2012). *Write 1: Sentences and paragraphs.* Boston, MA: Wadsworth. ISBN: 978-0-618-64219-9

Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds the following specifications:

- 500 MHz or better CPU;
- 256 MB Memory (RAM);
- 3 GB Hard disk; and
- working microphone and speakers.

Students are also required to meet the following general technology requirements:

- have administrator rights on their PC to install software;
- access to **broadband** internet;
- have a current web browser installed, such as Internet Explorer for Firefox;
- have Adobe Flash plug-in installed;
- have Apple QuickTime plug-in installed;
- have Adobe Reader (free download) installed; and
- have Microsoft Office Suite (Word, Excel, PowerPoint) installed.

Course Content

Time management is an important part of academic success. Please refer to the approximate (average) times noted below for readings and assignments to help plan your time accordingly.

Please refer to individual activities for assessment guidelines.

WEEK 1			
Course Topics	Academic reading strategies Sentence structure and variety Sentence error Paragraph structure and development Writing process		
Resources			
Read/Review		**Due**	**Approx. Time**
Textbook, Lectures, and Other Resources	Chapters 1, 2, 3, 4 Chapters 17, 21 Lecture 1: Academic Reading and Writing Lecture 2: Sentences Lecture 3: Revising Fragments	Tuesday Friday Monday Thursday Friday	2.00 hrs. 1.00 hr. 0.25 hrs.

Activities			
Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Introductory Discussion	CLO(s): n/a	Tuesday	0.75 hrs.
Chapter Practice 1	CLO(s): 1, 5	Tuesday	2.00 hrs.
Discussion	CLO(s): 4, 5	Wednesday	1.50 hrs.
Chapter Practice 2	CLO(s): 3, 6	Friday	1.50 hrs.
Paragraph Final Draft	CLO(s): 1, 3, 4, 5, 6	Saturday	2.00 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**7.50 hrs.**

WEEK 2	
Course Topics	Sentence structure and variety Descriptive language Paragraph structure and development Writing process

Resources			
Read/Review		**Due**	**Approx. Time**
Textbook, Lectures, and Other Resources	Chapters 5, 9	Monday	2.00 hrs.
	Chapter 18	Friday	1.00 hr.
	Lecture 1: Using Examples	Monday	0.50 hrs.
	Lecture 2: Descriptive Language	Tuesday	
	Lecture 3: Coordinating Sentences (Compound sentences)	Friday	
	Lecture 4: Subordinating Sentences (Complex sentences)	Friday	
	Docsharing: List of subordinating conjunctions	Friday	
	Docsharing: Table of Descriptive Words	Saturday	

Activities			
Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Chapter Practice 1	CLO(s): 4, 5	Tuesday	2.00 hrs.
Discussion	CLO(s): 4, 5	Tuesday	1.50 hrs.
Chapter Practice 2	CLO(s): 3, 6	Friday	1.00 hr.
Paragraph Final Draft	CLO(s): 3, 4, 5, 6	Saturday	3.00 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**11.00 hrs.**

WEEK 3	
Course Topics	Paragraph structure and development Sentence structure and variety Sentence error Descriptive language Academic reading strategies Writing process

Resources			
Read/Review		**Due**	**Approx. Time**
Textbook, Lectures, and Other Resources	Chapters 6, 10	Monday	2.00 hrs.
	Chapter 34	Thursday	1.00 hr.
	Chapter 22	Friday	0.50 hrs.
	Lecture 1: Citations	Tuesday	0.25 hrs.
	Lecture 2: Narrative Arguments	Thursday	
	Lecture 3: Revising Sentences	Friday	
	Sample Reading Reflection	Thursday	
	Week 3 Reading Reflection Template	Thursday	
	Docsharing: Table of Descriptive Words	Thursday	

Activities			
Activity Type	**Course Learning**	**Due**	**Approx.**

	Outcomes		Time
Chapter Practice 1	CLO(s): 4, 5	Tuesday	2.50 hrs.
Discussion	CLO(s): 4, 5	Tuesday	1.50 hrs.
Reading Reflection	CLO(s): 1, 2	Thursday	3.00 hrs.
Chapter Practice 2	CLO(s): 3, 6	Friday	1.50 hrs.
Paragraph Final Draft	CLO(s): 3, 4, 6	Saturday	4.00 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**16.25 hrs.**

WEEK 4			
Course Topics	Sentence error Paragraph structure and development Topic sentences Writing process		
Resources			
Read/Review		Due	Approx. Time
Textbook, Lectures, and Other Resources	Chapter 12 Chapter 35 Chapters 7, 20 Lecture 1: Process Arguments Lecture 2: Topic Sentences Lecture 3: Revision Sample Reading Reflection Week 4 Reading Reflection Template	Monday Wednesday Friday Monday Wednesday Friday Thursday Thursday	0.50 hrs. 1.00 hr. 2.00 hrs. 0.25 hrs.
Activities			
Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Chapter Practice 1	CLO(s): 4	Tuesday	2.00 hrs.
Discussion	CLO(s): 4, 5	Tuesday	1.50 hrs.
Reading Reflection	CLO(s): 1, 2	Thursday	3.00 hrs.
Chapter Practice 2	CLO(s): 3, 5, 6	Friday	2.50 hrs.
Paragraph Final Draft	CLO(s): 3, 4, 5, 6	Saturday	2.00 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**14.75 hrs.**

WEEK 5			
Course Topics	Sentence structure and variety Paragraph structure and development Topic sentences Writing process		
Resources			
Read/Review		Due	Approx. Time
Textbook, Lectures, and Other Resources	Chapter 13 Chapter 36 Chapters 8, 19 Lecture 1: Compare and Contrast Arguments Lecture 2: Combining Sentences Lecture 3: Editing Sample Reading Reflection Week 5 Reading Reflection Template	Monday Thursday Friday Monday Friday Friday	1.00 hr. 1.00 hr. 2.00 hrs. 0.25 hrs.
Activities			
Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Chapter Practice 1	CLO(s): 4	Tuesday	1.50 hrs.
Discussion	CLO(s): 4, 5	Tuesday	1.50 hrs.
Reading Reflection	CLO(s): 1, 2	Thursday	3.00 hrs.
Chapter Practice 2	CLO(s): 3, 5, 6	Friday	1.50 hrs.

Paragraph Final Draft	CLO(s): 3, 4, 5, 6	Saturday	1.50 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**13.25 hrs.**

WEEK 6

Course Topics	Sentence error Paragraph structure and development Topic sentences

Resources

Read/Review		**Due**	**Approx. Time**
Textbook, Lectures, and Other Resources	Chapter 14 Chapter 37 Chapter 23 Lecture: Cause and Effect Arguments Sample Reading Reflection Week 6 Reading Reflection Template	Monday Thursday Friday Monday	0.50 hrs. 1.00 hr. 1.00 hr. 0.25 hrs.

Activities

Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Chapter Practice 1	CLO(s): 4	Tuesday	4.00 hrs.
Discussion	CLO(s): 4, 5	Tuesday	2.00 hrs.
Reading Reflection	CLO(s): 1, 2	Thursday	3.00 hrs.
Chapter Practice 2	CLO(s): 3, 6	Friday	1.50 hrs.
Paragraph Final Draft	CLO(s): 3, 4, 5, 6	Saturday	1.50 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**14.75 hrs.**

WEEK 7

Course Topics	Paragraph structure and development Writing process

Resources

Read/Review		**Due**	**Approx. Time**
Textbook, Lectures, and Other Resources	Chapter 15 Chapter 38 Lecture: Academic Arguments and Evidence Sample Reading Reflection Week 7 Reading Reflection Template	Monday Wednesday Monday	1.00 hr. 1.00 hr.

Activities

Activity Type	**Course Learning Outcomes**	**Due**	**Approx. Time**
Chapter Practice	CLO(s): 4	Tuesday	3.00 hrs.
Discussion	CLO(s): 4, 5	Tuesday	3.00 hrs.
Reading Reflection	CLO(s): 1, 2	Thursday	3.00 hrs.
Paragraph Final Draft	CLO(s): 3, 4, 5, 6	Saturday	1.50 hrs.
Approximate Weekly Time on Task (includes readings and activities)			**12.50 hrs.**

Approximate Time on Task for Entire Course	**90.00 hrs.**

Grading Structure

Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	TOTAL
Discussion	15	15	15	15	15	15	15	**105**
Paragraph Final Draft	20	30	40	50	60	70	80	**355**
Reading Reflection			10	20	30	40	50	**150**
Chapter Practice 1	35	30	30	25	25	30	30	**205**
Chapter Practice 2	30	35	25	30	30	30		**180**
TOTAL	**100**	**110**	**120**	**140**	**160**	**185**	**175**	**990**

Grading Scale	
Grade	**Percentage**
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the Course Policies document for grade appeal information.

Activity Descriptions

Discussions

Initial Discussion Board Posts

These semi-formal weekly posts should respond directly to the instructor-generated prompt. Each Initial Post should be posted to the discussion board by midnight on **Tuesday** of each week (unless noted otherwise), and must meet specific length requirements listed for each discussion board.

Students should strive to write detailed posts that make a thoughtful contribution to the conversation. Successful posts will be spell-checked and organized—while you do not have to write several drafts of your posts to the discussion board, you should take some time to think about your response and plan what you want to say. Also, although you are not required to provide formal citations, you should try to reference the texts and materials that you draw from in your discussion in a way that will help your reader understand where you are coming from.

Secondary Discussion Board Posts

These semi-formal weekly posts should respond directly to the Initial Discussion Board Posts written by your peers. Each Secondary Post should be posted by midnight on **Saturday** of each week (unless noted otherwise), and must meet specific length requirements listed for each discussion board; you are required to write 2 Secondary Discussion Board Posts each week. No late submissions will be accepted.

Secondary Posts should be detailed, thoughtful responses to your peers' comments. While you are welcome to challenge the ideas offered by classmates, your discussion should remain civil. Any language that could be construed as offensive or personal in

nature should be revised—while we may not always agree, we must always be courteous and professional!

Paragraph Final Drafts

These formal weekly paragraphs should respond directly to the instructor-generated prompt. Each assignment posting should be submitted by midnight on Sunday of each week. See your professor for his or her specific policy on late submissions for assignments.

Students should strive to write detailed paragraphs that thoughtfully respond to the prompt. Successful responses will be well-developed, organized, and spell-checked; follow the conventions of Standard English; and be edited for all sentence-level errors, including punctuation, capitalization, spelling, and sentence fragments. As you write your Assignment entry, you should take some time to think about your response and plan what you want to say. Further, although you are not required to provide formal citations, you should try to reference the texts and materials that you draw from in your discussion in a way that will help your instructor understand where you are coming from.

Reading Reflection

Reading reflections are a form of note taking that requires the student to carefully read, quote, and respond to assigned readings.

Chapter Practices

Chapter Practices help students to develop specific writing, revision, and editing skills. The practices are drawn from the course textbook and scaffold the writing skills needed to successfully complete assignments in the course.

What Questions Do You Have?

The **Questions?** tab at the end of each week is an area for students to learn from each other and receive further guidance from the instructor. If you need clarification on a topic, post your question in this area. Check this tab regularly to see if you can help others learn by responding to their questions.

Course Policies and University Services

Course Policies

Additional requirements for the course can be found in the Course Policies document. Please read the document and familiarize yourself with those policies to guide you through the course.

FERPA

The Family Educational Rights and Privacy Act (FERPA) protects student information. Other than directory information, such as name, address, phone number, etc., students must give consent for individuals to gain access to a student's educational record, including grades, transcripts, and behavior reports (unless the student is under the age of 18). Students also have the right to review their educational records. For a more detailed explanation, please see the Student Handbook.

Office of Disability Services
Please refer to your Moodle Home page for Office of Disability Services contact information to coordinate reasonable accommodations for students with documented disabilities.

Veterans
Please refer to your Moodle Home page for services for veterans, service members, and their families.

Moodle and Non-Moodle Technical Support
Blackboard Student Services will provide 24x7 Moodle helpdesk support for all Tiffin University students and faculty. Locate contact information for Blackboard Student Services (Moodle-related issues) and for Tiffin University ITS helpdesk (non-Moodle related issues) on your Moodle Home page.