



COURSE SYLLABUS

COURSE TITLE: COLLEGE COMPOSITION

TERM & YEAR:

COURSE & SECTION NUMBER: ENG 143

TIME & PLACE: Asynchronous Internet Course

NUMBER OF CREDIT HOURS: 3-0-3

INSTRUCTOR:

OFFICE LOCATION/HOURS:

OFFICE PHONE:

EMAIL:

COURSE DESCRIPTION: Intensive training in methods of exposition and research leading to the ability to write coherent, clear, and persuasive essays. This course focuses on the process of writing, which includes revision and editing of the equivalent of at least 20 pages of prose (approximately 5,000 words).

PREREQUISITES: Adequate SAT verbal score or ACT English score, class rank, and high school G. P. A., or successful completion of ENG 103.

REQUIRED TEXT:

Lunsford, Andrea A. *The Everyday Writer*, 7th edition, 2020, MacMillan, ISBN-13: 978-1319263256
ISBN-10: 1319263259

Direct link to Publisher for digital edition: <https://www.vitalsource.com/referral?term=9781319263270>

REFERENCES: APA Citing Guide <https://apastyle.apa.org/>

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

1. Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences
2. Employ the rhetorical and stylistic features of writing for academic and non-academic audiences
3. Successfully engage in the research process including finding, synthesizing, and citing sources
4. Produce rhetorically persuasive texts both multimodal and written

COURSE REQUIREMENTS: Internet connection; Microsoft Office 365 Word and PowerPoint (available for free on your campus mail splash page)

ATTENDANCE/PARTICIPATION: Students must turn in one activity for any given week in order to be counted present for that week.

GRADING/EVALUATION

The course grading scale is as follows:

90-100% A	75-79% C+	60-64% D
85-89% B+	70-74% C	59% and below F
80-84% B	65-69% D+	

The category and assignment weights are as follows:

Category	Weight
Forums (7)	15
Quizzes (6)	10
Essays (3)	20
Outlines (2)	20
Activities (3)	15
Final Project	20
Course total	100

OTHER POLICIES:

LATE POLICY

This is a fast-moving online course. Late material will lose value. There is a 20% penalty for each day the assignment is past due, up to 2 days. After 2 days, the assignment will not be accepted. No assignments will be accepted after the last day of the course.

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

DISCUSSIONS AND PEER REVIEW

Your initial post to a Discussion Forum or Peer Review is due by Wednesday night, and you must respond to three peers by Sunday night. It is not a "discussion" if you fail to respond to your peers.

COURSE CALENDAR/SCHEDULE: see separate document

TRINEONLINE

Course Mapping

(Course Name) ENG 143

Week and Title	Weekly Learning Outcome Alignment	Learning Activities and Materials (LO alignment)	Assessments (LO alignment)
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<p>Week One: Introduction to College Prose: Expectations, Reality, and The Nitty Gritty</p>	<p>Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences (LO1)</p> <p>Employ the rhetorical and stylistic features of writing for academic and non-academic audiences (LO2)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Read Writing Rhetorically Sections 1-5 (pg.1-52) LO1</p> <p>PowerPoint Review of Chapter 1 Sections 1-5 (LO1)</p> <p>Peer-Review Forum (LO1, LO2)</p>	<p>Participate:</p> <ul style="list-style-type: none"> • Peer Review Forum post- rhetorical situation of self (LO1, LO2, LO4) • Peer response (LO1, LO2, LO4) <p>Quiz</p> <ul style="list-style-type: none"> • Chapter 1 Sections 1-5 (LO1) Paper: • Rhetorical Situation of Self Paper (LO1, LO2, LO4)
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1. Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences
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<p>Week Two: Applying Rhetoric to Outside Texts: The Who, What, Where of Writing Argument</p>	<p>Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences (LO1)</p> <p>Employ the rhetorical and stylistic features of writing for academic and non-academic audiences (LO2)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Read Critical thinking and Argument Sections 7-9 (LO1)</p> <p>Supplemental Reading: An Intro to Visual Communication (LO1)</p> <p>PowerPoint Review of Chapter 2 Sections 7-9 (LO1)</p> <p>Visual Argument Activity (LO1)</p> <p>Peer Review Forum (LO1, LO2)</p>	<p>Participate:</p> <ul style="list-style-type: none"> Peer-Review Forum- visual argument paper (LO1,LO2, LO4) Peer response (LO1, LO2, LO4) Quiz: Chapter 2 Sections 7-9 (LO 1) Paper: Analyzing Visual Argument (LO1, LO2)
<p>Week Three: Rhetoric of Images, Sound, and Words: How to Apply Rhetoric to the World</p>	<p>Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences (LO1)</p> <p>Employ the rhetorical and stylistic features of writing for academic and non-academic audiences (LO2)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Watch "What is a Rhetorical Analysis?" (LO1)</p> <p>Watch "Rhetorical Analysis of Four Five Seconds" (LO1)</p> <p>Lou Reed's "Perfect Day" Rhetorical Analysis of Song (Lyrics, listen to song, watch music video) (LO1,LO2)</p>	<p>Participate:</p> <ul style="list-style-type: none"> Forum- practice song analysis (LO1, LO2) Peer-response (LO1, LO2) Quiz: Rhetoric Overview (LO1, LO2) – open book Chapter 1, 2 and Intro to Visual Com Paper: Sonic rhetorical analysis of a song (LO1, LO2, LO4)

<p>Week Four: Introduction to Research: The Hows and Then Whats</p>	<p>Successfully engage in the research process including finding, synthesizing, and citing sources (LO3)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Read Research Section 10</p> <p>Section 10 PowerPoint Overview</p> <p>Explore Trine Library Resources</p> <ul style="list-style-type: none"> • http://libguides.trine.edu/research_hub • Watch PT 1-5 <p>Explore Google Scholar</p> <ul style="list-style-type: none"> • https://paperpile.com/g/google-scholarguide/ 	<p>Participate:</p> <ul style="list-style-type: none"> • Research Scavenger Hunt Forum (LO3) Quiz: • Section 10 (LO3) <p>Assignment:</p> <ul style="list-style-type: none"> • Develop research question (LO3), LO4)
<p>Week Five: Research: Is It Good Enough?</p>	<p>Successfully engage in the research process including finding, synthesizing, and citing sources (LO3)</p>	<p>Read Research Section 11 (LO3)</p> <p>Section 11 PowerPoint Overview (LO3)</p> <p>Power of Annotating: Lady Gaga Article Activity (LO3)</p> <p>Find and Annotate Article Based on Week Four Research Question (LO3)</p>	<p>Participate:</p> <ul style="list-style-type: none"> • Forum: Reflection on Research Process (LO3) • Peer-Response (LO3) <p>Quiz:</p> <ul style="list-style-type: none"> • Section 11 (LO3) <p>Assignment:</p> <ul style="list-style-type: none"> • Annotated Article

<p>Week Six: How to Fit it All Together: The Dos and Don'ts of Research</p>	<p>Successfully engage in the research process including finding, synthesizing, and citing sources (LO3)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Read Research Section 12(LO3)</p> <p>Section 12 PowerPoint Overview (LO3)</p> <p>Read "What is an Annotated Bib?" (LO3)</p> <p>Continue Research: Find 5-7 pieces of scholarship for Annotated Bib (LO3)</p>	<p>Participate:</p> <ul style="list-style-type: none"> • Forum: Questions, Comments, Concerns: Annotated Bib (LO3) <p>Quiz:</p> <ul style="list-style-type: none"> • Section 12 (LO3) <p>Assignment:</p> <ul style="list-style-type: none"> • Annotated Bib (LO3, LO4)
<p>Week Seven: Composing Your Own Research</p>	<p>Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences (LO1)</p> <p>Employ the rhetorical and stylistic features of writing for academic and non-academic audiences (LO2)</p> <p>Successfully engage in the research process including finding, synthesizing, and citing sources (LO3)</p> <p>Produce rhetorically persuasive texts both multimodal and</p>	<p>Read "How to Write a Killer Research Paper" (LO4)</p> <p>Watch "How to Write an Outline" (LO4)</p> <p>Compose an Outline for your Final Research Project</p> <ul style="list-style-type: none"> • Using the "How to Write an Outline" video, create an outline of your research paper (including a full intro and highlighted thesis) (LO1,2,3,4) <p>Supplemental Reading: "Writing a Research Paper" (LO3)</p>	<p>Participate:</p> <ul style="list-style-type: none"> • Forum: Questions, Comments, Concerns: Final Research Project (LO3) No <p>Quiz!</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Research project outline with full intro and highlighted thesis (LO1,2,3,4)

	written (LO4)		
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<p>Week Eight:</p>	<p>Analyze the rhetorical and stylistic features of writing for academic and non-academic audiences (LO1)</p> <p>Employ the rhetorical and stylistic features of writing for academic and non-academic audiences (LO2)</p> <p>Successfully engage in the research process including finding, synthesizing, and citing sources (LO3)</p> <p>Produce rhetorically persuasive texts both multimodal and written (LO4)</p>	<p>Using instructor's comments on outline to compose research project (LO1,2,3,4)</p> <p>Peer Review (LO1,2,3,4)</p>	<p>Participate:</p> <ul style="list-style-type: none"> • Forum Peer Review (LO1,2,3,4) • Peer-response (LO1,2,3,4) <p>Assignment:</p> <ul style="list-style-type: none"> • Final Research Project (LO1,2,3,4)
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