



**UNIVERSITY OF  
NORTHWESTERN**  
ST. PAUL

OFFICE OF DUAL ENROLLMENT

# **ENG1105**

## **Composition**

**SUMMER 2022**

**SYLLABUS**

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# ENG1105 Composition

University of Northwestern – St. Paul

## COURSE DESCRIPTION

A writing course designed to prepare students for college-level thinking and writing. Emphasis will be placed on the writing process, including editing skills.

**Credits:** 4

**Prerequisites:** ACT English or ACT English/Writing score of 19 or above [SAT Writing and Language score of 26 or above] or ENG0009/LAN0009 passed

## INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

## COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Apply process writing techniques to generate, plan, draft, and revise writing.
- CO-2. Compose texts in multiple genres adapted for various rhetorical situations.
- CO-3. Analyze published texts using critical reading skills.
- CO-4. Evaluate their own and peers’ texts according to criteria provided for each genre.
- CO-5. Evaluate their own and peers’ texts according to specified rules of grammar, punctuation, mechanics, and documentation style.

## Licensing Approved Standards

8710.4950 WLC: Modern: Spanish

- 3.B.2 : - comprehend, interpret, and evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency;
- 3.B.3 : - use familiar topics to write in English and the native language narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs to a level understandable to a native.

## Special Note for Education Majors

All UNW Education majors must receive a B- or better in this course. Those who earn a C+ or below will be required to take a remedial course (ENG0109). This is a ruling of the Education Department.

## MATERIALS

### Required Textbooks and Materials

Guptill, Amy, *et al.* [Writing in College: From Competence to Excellence](#). Publisher: Open SUNY. Year: 2016.

- This textbook is an open textbook, which means it is available at no cost to students via links on the course site.

## Course Site Resources

*Guide to Editing Essentials*. Publisher: St. Paul, MN: University of Northwestern – St. Paul. Year: 2017

*UNW Composition Packet*. Publisher: St. Paul, MN: University of Northwestern – St. Paul. Year: 2017

- The **UNW Composition Packet** provides a number of valuable skills tips, writing process principles, evaluation policies, and expectations. You are responsible for reading and applying the writing principles of the college Composition Packet located on the course site under Course Resources. In order to access these files during the course, log on to the course site for this course, and click on the Composition Packet folder posted under Course Resources.

## Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

## GRADING POLICIES AND PROCEDURES

### Course Grade Explanation

#### Assignments

#### Grade Weight

Four Essays: 10% for each final paper

Evaluation Essay 10

Proposal Essay 10

Cause or Effect Essay 10

Observation Essay 10

Weekly Work: Critical Reading Assignments, pre-writing, drafts, critiques 25

Editing Quizzes (3% for each quiz) 15

Editing Competency Exam (ECE) 10

Final Essay Exam 10

**Total** 100

### Grading Scale Percentages

A ≥ 93      B ≥ 83      C ≥ 73      D ≥ 63

A- ≥ 90      B- ≥ 80      C- ≥ 70      D- ≥ 60

B+ ≥ 87      C+ ≥ 77      D+ ≥ 67      F < 60

### Late Work

Because concepts in this course are successive, with one concept foundational for the next, and because of the nature and importance of peer conferencing for essays, deadlines for assignments are not optional or flexible. Generally, assignments handed in late receive a penalty of 10% per day they are late up to a 50% deduction (this includes conference drafts of essays). Late work is not accepted more than a week late. All discussion forums must be completed on time to earn credit; late postings cannot earn points. Final drafts of essays handed in late drop one letter grade per day that they are late.

## Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

## INSTITUTIONAL POLICIES AND SERVICES

### Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on [confluence.unwsp.edu](http://confluence.unwsp.edu) and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations
- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

### Academic Integrity

Plagiarism is theft—steal of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

### Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing Tutoring](#), [Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: [AcademicAchievement@unwsp.edu](mailto:AcademicAchievement@unwsp.edu) | 651-628-3316 | N4012 (Revised 07/21).

## Support Services

Links to support services are available found in the Student Services section at the top of the course site.

## COURSE POLICIES AND INFORMATION

### Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

### Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

### Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

### Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

## ASSIGNMENTS

See the course site for complete details on the assignments.

### Essays

Throughout the course, you will write four total essays with the following requirements. You are expected to use the writing process and principles in the Composition Packet for all essays.

Papers are only accepted which have not been nor will be submitted to any other course, unless prior permission is obtained from the professors. In order to pass the course, you must write all stages, conference drafts and final draft for the following essays:

1. Essay 1: Evaluation
2. Essay 2: Proposal (requires research and **reference page/bibliography: two** sources minimum)
3. Essay 3: Cause or Effect (requires research and **reference page/bibliography: three** sources minimum)
4. Essay 4: Observation

**Length Requirements** (include your final word count on all essays)

- **Essays 1–3** (Evaluation, Proposal, and Cause or Effect) should be 5 typed pages (approximately 1,250 words total).
- **Essay 4** (Observation) should be 3–4 typed pages (approximately 750–1,000 words total)

### **Formatting Essays**

All work, including conference drafts, must be typed and double-spaced in a conventional 12-point font. Please note the information that you should include in the upper left-hand corner of your paper. There is an automatic 5-point deduction for incorrect formatting.

- Type and double space all conference and final drafts using a standard 12-point font.
- Place **your name**, your **instructor's name**, **date** and final **word count** in the upper left-hand corner of the first page.
- Include **1-inch margins** on all sides of each page.
- Do not include a title page.
- Do not use bold, underline, quotation marks or all capital letters in your title.
- Include an **original title** (not "Autobiographical Essay").
- A default indentation (5-space or half-inch tab) at the beginning of each new paragraph is sufficient. Do not include extra returns or spaces between paragraphs
- Paragraphs should generally be at least five sentences long.
- Spell-check your draft before submission.
- Include a **reference page/bibliography** with Essay 2: Proposal and Essay 3: Cause or Effect

### **Special Instructions and Deductions**

- **Conference Drafts**
  - a. Conference drafts are accepted only after the outline and all stages of prewriting have been submitted.
  - b. Conference drafts that are 500 words shorter than the essay length requirement result in a 10-point deduction at minimum.
- **Final Drafts**
  - a. Final drafts without completed peer critiques result in a 10-point deduction.
  - b. Final drafts that are shorter than the required minimum word count result in one full letter grade deduction at minimum.

### **Final Draft Revisions**

The final drafts of the *Evaluation*, *Proposal* and *Cause or Effect* essay may be revised to improve their quality and grade (the *Observation* final draft may not be revised) based on the following process:

1. Instructors provide feedback on each final draft regarding the quality of content focus and development, organization, writing style and mechanics (editing concepts of usage, punctuation, word use).

2. Students can choose to revise the essay according to the instructor's feedback. Students send a revised draft via email to their instructor who will review it and update the original final essay grade accordingly.
3. **Note: Each final draft may only be revised once and must be completed within one week of the initial posting of the final draft grade. Subsequent or late revisions will not be accepted.**

## Editing Quizzes

Each week there will be grammatical concepts that you will read about in the *Guide to Editing Essentials (GEE)*. It is critical that you complete these readings each week as you will be quizzed on the grammatical concepts five times throughout the course and your understanding of these concepts will be tested in a cumulative grammar exam in Week 7 (the Editing Competency Exam). Also, you are expected to apply the grammatical concepts to your essays; failure to do so will result in countable errors (grade reductions) on the final drafts of your essays.

### Topics

To prepare for the five editing quizzes and the final competency exam, carefully read the explanations in *Guide to Editing Essentials* listen to the online audio lectures and complete all online practice worksheets and pre-quiz materials. Be prepared to ask questions if you need clarification. Know the reasons for the answers as well as the answers. For extra practice on any grammatical topic, contact Northwestern's ALPHA Center.

#### Quiz 1 Topics

Apostrophe  
Comma  
Comma Splice  
Colon

#### Quiz 2 Topics

Semicolon  
Fragment  
Run-on Sentence  
Quotation Marks  
Hyphen  
Italics

#### Quiz 3 Topics

Modifiers  
Agreement

#### Quiz 4 Topics

Adjective  
Adverb  
Case

#### Quiz 5 Topics

Wrong Word

### Standards and Remediation

Students earning lower than a 75% on a weekly editing quiz must remediate the quiz to improve its grade and, more importantly, to ensure understanding of the concepts that the Editing Competency Exam covers. If a student scores lower than 75%, a remediation quiz link opens under the original quiz. To remediate, the student first revisits the editing concepts handouts, *GEE* readings, practice lessons and pre-quiz related to that week's quiz. Then, the student completes the remediation quiz; the instructor reviews the remediation quiz grade and adjusts the original weekly quiz grade accordingly.

**Note: Quiz remediation must be completed within one week of the original quiz deadline. The highest possible grade adjustment for weekly quizzes is a 75% C even if the remediation quiz score is higher.**

## Weekly Work

Each week will offer various types of learning activities to develop your skills and guide your progress toward successfully completing your larger assignments. These activities include prewriting activities, peer conference preparation, editing stages and critical reading and discussion assignments related to assigned readings and presentations.

### Peer Conferencing Requirements

1. On each paper, read and comment on two other students' papers for each essay. See the Peer Conferencing Guidelines on the course site for more direction.

2. After you and your peers have read the comments on your respective papers, conduct an online peer editing conference. Send your own conference draft and completed copies of the peer critique forms for the two other students' essays. Peer critiques are not accepted late. Failure to complete critiques for your peers when your final draft is due reduces your final grade on the paper by one grade level.

## Exams

This course includes two exams that measure your achievement of the objectives:

1. **Editing Competency Exam (ECE):** Midway through the course, this exam measures your mastery of editing and grammar concepts related to the preceding Editing Quizzes. Study and prepare as needed using the Editing Quiz materials in the early weeks of the course.
2. **Essay Exam:** At the end of the course, a final exam measures your mastery of the writing concepts practiced throughout the course, especially organizing and structuring your writing, and the various types of essays addressed. This exam measures your skills in writing essays for tests, the topic specifically covered in the last unit of the course.
  - a. **Format:** The Week 15 final exam consists of two parts:
    - i. a closed-note/closed-book multiple-choice test that assesses your understanding of essay exam terms
    - ii. a single open-note/open-book essay

## COURSE SCHEDULE

### Format

**Overview:** This entirely online course emphasizes the writing process as well as focusing on editing and style. You will be writing and analyzing the writing of others. Time will be spent learning to create a "draft" as well as learning to proofread well. You will develop your ability to think analytically, to write logically and effectively, and to make defensible judgments.

1. **Structure of Lessons:** This online course is divided into 15 online lessons grouped into 5 units. Because this course happens entirely online and includes heavy peer-to-peer interaction, each lesson must be completed within the assigned week's time, so you will progress along with your cohort of classmates. Some lessons require more study time per week than others.
2. **Narrated Presentations:** Many of us learn best when we can hear or see something explained. Therefore, multimedia presentations are designed to give in-depth explanation of a variety of topics, often on a more personal, relevant level. These presentations contain an audio narration, so turn up your computer sound. Simply click a presentation to play it through your web browser, provided you have the Adobe Flash® plug-in enabled (which works best in Firefox or Safari).

For this course, students will receive access to each week's work as the semester progresses. There will be due dates during the week, but most weekly assignments will be due by 11:59 p.m. on Friday. Please refer to the schedule for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 9.5 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.



## Due Dates

Assignments are due by 11:59 p.m. CT on the day they are listed (see the Weekly Lessons on the course site for specific dates and instructions). Complete prewriting assignments for each paper and submit them according to the due dates listed in the Weekly Overviews on the course site.

For any questions regarding these assignments, contact the instructor.

## Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

## Unit 1 (Weeks 1–3): Intro to College Writing and the Evaluation Essay

### Week 1

- Read Week 1 Overview (weekly overviews are posted in the course site).
- Read chapters 1-3 in *Writing for College* (all chapter readings are linked in the Week Overview).
- Complete Writing for College Quiz 1. **(Due Wednesday)**
- Complete Week 1 Critical Reading –*Black Panther* by submitting the completed Critical Reading Assignment Worksheet. **(Due Friday)**
- (Optional): Read the section from Writing Commons on the evaluation genre, linked on the course site.
- **Complete Editing Skills Work**
  - Complete Editing Skills Pre-Test. **(Due Wednesday)**
  - Complete Essay Writing readings and videos outlined in the Week Overview.
  - Complete Editing Skills activities (readings, presentations, practice lessons, practice worksheets and practice quiz) to prepare for Editing Quiz 1.

### Week 2

- Read Week 2 Overview.
- Read chapters 6-8 in *Writing for College*.
  - Complete Writing for College Quiz 2. **(Due Wednesday)**
  - Complete Clarity and Concision assignment. **(Due Wednesday)**
- Complete all Evaluation Essay Work outlined in the overview, which includes these elements:
  - Participate in the Evaluation Prewriting Forum. **(Due Wednesday)**
  - Read and view the writing skills handouts and resources indicated in the Week Overview
  - Submit Week 2 Evaluation Outline. **(Due Friday)**
- **Complete Editing Skills Work**
  - Complete Editing Skills activities to prepare for Editing Quiz 1.
  - Complete Editing Quiz 1. **(Due Friday)**

### Week 3

- Read Week 3 Overview.
- Complete all Evaluation Essay Work outlined in the overview, which includes these elements:
  - Review essay rubric
  - Submit Week 3 Conference Draft Evaluation Essay **(Due Wednesday)**

- Prepare for and complete First Peer Conference Tasks **(Due Friday, post draft by Wednesday)**
- **Complete Editing Skills Work**
  - Complete Editing Skills activities to prepare for Editing Quiz 2.
  - Complete Editing Quiz 2. **(Due Friday)**

## Unit 2 (Weeks 4–7): The Proposal Essay

### Week 4

- Read Week 4 Overview.
- Complete all Evaluation Essay Work outlined in the overview, which includes these elements:
  - (Optional): Participate in Polishing and Editing Conference. **(Due Wednesday)**
  - Submit Week 4 Evaluation Essay - Final Draft. **(Due Friday)**
- Complete all Proposal Essay Work outlined in the overview, which includes these elements:
  - Read the “Proposal Overview” handout and view the corresponding presentation.
  - Complete Week 4 Critical Reading – "College Diplomas Are Meaningless. This Is How to Fix Them" by submitting the completed Critical Reading Assignment Worksheet. **(Due Wednesday)**
  - (Optional): Read the extra linked chapter for more information on the Proposal genre.
- **Complete Editing Skills Work**
  - Complete Editing Skills activities to prepare for Editing Quiz 3.
  - Complete Week 4 Editing Quiz 3. **(Due Friday)**

### Week 5

- Read Week 5 Overview
- Read chapters 4–5 in Writing for College.
  - Complete Writing for College Quiz 3. **(Due Wednesday)**
- Complete all Proposal Essay Work outlined in the overview, which includes these elements:
  - Read assigned handouts
  - Conduct preliminary research
  - Participate in Proposal Prewriting Forum **(Due Wednesday)**
  - Submit Week 5 Proposal Essay Outline **(Due Friday)**
- **Complete Editing Skills Work**
  - Complete Editing Skills activities to prepare for Editing Quiz 4.
  - Complete Week 5 Editing Quiz 4. **(Due Friday)**

### Week 6

- Read Week 6 Overview
- Complete all Proposal Essay Work outlined in the overview, which includes these elements:
  - Submit Critical Examination of Sources Worksheet **(Due Wednesday)**
  - Read and view assigned handouts (including Proposal Essay Rubric)
  - APA In-Text Citations exercise **(Due Wednesday)**
  - Submit Week 6 Conference Draft - Proposal **(Due Friday)**
  - Post Conference Draft to Week 6 Group Forum - Proposal Essay Peer Conferencing **(Due Friday)**
- **Complete Editing Skills Work**
  - Complete Editing Skills activities to prepare for Editing Quiz 5.
  - Complete Week 6 Editing Quiz 5. **(Due Friday)**

## Week 7

- Read Week 7 Overview
- Complete all Proposal Essay Work outlined in the overview, which includes these elements:
  - Complete peer conferencing critiques **(Due Wednesday)**
  - Submit APA References Practice Worksheet **(Due Wednesday)**
- **Complete Editing Skills Work**
  - Complete and review Editing Skills activities to prepare for the Editing Competency Exam.
  - Complete Editing Competency Exam. **(Due Friday)**

## Unit 3 (Weeks 8–10): The Cause or Effect Essay

### Week 8

- Read Week 8 Overview
- Complete Proposal Essay Work
  - (Optional): Participate in Polishing and Editing Conference. **(Due Wednesday)**
  - Complete and submit Proposal Final Draft. **(Due Friday)**
- Complete Cause or Effect Essay Work
  - Submit Week 8 Critical Reading - "The Mental Strain of Making Do With Less" **(Due Wednesday)**
  - Complete Cause or Effect Essay Writing readings and lecture viewing outlined in the overview
  - Participate in the Week 8 Cause or Effect Topic Brainstorm Forum. **(Due Friday)**

### Week 9

- Read Week 9 Overview
- Complete all Cause or Effect Essay Work outlined in the overview, which includes these elements:
  - Complete Week 9 Critical Reading - Cause or Effect Essays Forum **(Due Wednesday)**
  - Pre-Writing Assignment - Cause or Effect Essay **(Due Wednesday)**
  - Preliminary research **(Due Friday)**
  - Cause or Effect Essay Outline Assignment **(Due Friday)**

### Week 10

- Read Week 10 Overview
- Complete all Cause or Effect Essay Work outlined in the overview, which includes these elements:
  - Review handouts (including essay rubric)
  - Complete Week 10 Critical Evaluation of Research (CE) **(Due Wednesday)**
  - Submit Week 10 Conference Draft - Cause or Effect Essay **(Due Wednesday)**
    - Post conference draft in the Week 10 Group Forum - Causes or Effects Essay Peer Conferencing **(Due Wednesday)**
  - Complete peer conferencing in Week 10 Group Forum - Causes or Effects Essay Peer Conferencing **(Due Friday)**

## Unit 4 (Weeks 11–13): The Observation Essay

### Week 11

- Read Week 11 Overview.

- Complete Cause or Effect Essay Work outlined in the overview
  - (Optional): Participate in Polishing and Editing Conference. **(Due Wednesday)**
  - Submit Week 11 Causes or Effects Essay – Final. **(Due Friday)**
- Complete Observation Essay Work outlined in the overview
  - Complete Week 11 Critical Reading - Observation Essays Forum. **(Due Wednesday)**

## Week 12

- Read Week 12 Overview.
- Complete all Observation Essay Work outlined in the overview, which includes these elements:
  - Read and view handouts and presentations: overview, sample essay, tips, etc.
  - Complete Week 12 Observation Pre-Write Conferencing Forum **(Due Wednesday)**
  - Provide Peer Conferencing for two peers on Observation Essay prewriting **(Due Friday)**

## Week 13

- Read Week 13 Overview.
- Complete all Observation Essay Work outlined in the overview, which includes these elements:
  - Read and view handouts (including essay rubric)
  - Participate in Week 13 Showing Versus Telling Forum **(Due Wednesday)**
  - Post Observation Essay Draft to Week 13 Group Forum - Observation Essay Peer Conferencing **(Due Wednesday)**
  - Complete Week 13 Dialogue Quiz **(Due Friday)**
  - Complete Week 13 Group Forum - Observation Essay Peer Conferencing **(Due Friday)**

## Unit 5 (Weeks 14–15): Writing Essays for Exams

### Week 14

- Read Week 14 Overview.
- (Optional): Participate in a Polishing and Editing Conference **(Due Wednesday)**
- Revise and submit Week 14 Observation Essay - Final Draft. **(Due Friday)**
- Begin preparations for the Week 15 Final Exam
  - Review the Week 15 Final Exam overview, question options, and resource handouts.

### Week 15

- Read Week 15 Overview.
- Complete Week 15 Final Exam Part 1 - Essay Terminology. **(Due Wednesday)**
- Complete Week 15 Final Exam Part 2 - Essay Exam. **(Due Wednesday)**