

English Composition

ENG 101.50 Online

Syllabus

Class Location and Professor Contact Information

Professor: Laura K. Lease

Office: Tate 225A

Drop-In Office Hours: Come by for one-one-one learning support on Mondays 1-4 pm; Wednesdays 10 am-12 pm; and by appointment (phone or video chat options)

Contact Information: llease@wesleyancollege.edu (Expect a response within 24 hrs.)

Class Location and Time: online, once weekly live chat

Text/ISBN: *The Everyday Writer*, 7th ed., by Andrea A. Lunsford (ISBN: 978-1-319-36113-6; *Food Matters: A Bedford Spotlight Reader*, 3rd ed., edited by Holly Bauer (ISBN: 978-1319244590); and *The Hunger Games* by Suzanne Collins (ISBN: 978-0-439-02352-8)

Commitment to Educational Excellence, Belonging, and Personalized Learning Support

Students, it is a delight to welcome each of you to this course, and I look forward to working with you and getting to know you better over the coming months! As we embark on this period of learning and growing together, I want to share my philosophy of teaching and learning with you.

I am a lifelong learner and committed to educational excellence. Excellent teaching is a work in progress. As your learning facilitator, I promise to continue studying, seeking feedback from both students and colleagues, and honing my teaching skills so I can serve you to the best of my ability. I promise to do everything in my power to lead the class in cultivating a learning space where everyone feels a sense of belonging and connection and where everyone gets what they need to succeed.

I know I will have blindspots and that I will make missteps and miss certain things sometimes. I invite and encourage you to share feedback with me about such things as you feel able and comfortable. I look forward to learning from you about how I can be more inclusive and better meet your learning needs.

Sincerely,
Professor Lease

Policies and Procedures

Course Goals

To introduce rhetorical principles that will enable students to produce clear, concise, and effective prose. Through attention to fundamentals of grammar, mechanics, usage, and style, to guide students in writing correct and organized short essays, including essay examinations.

Prerequisites

Satisfactory completion of College writing proficiency requirement

Content

In this particular course, we will examine, discuss, and write about humanity's complicated relationship with food, particularly through the lens of "hunger." We will begin by exploring different consequences of hunger around the globe, including both the familiar notion of starvation in poor countries and the less scrutinized physical and mental addictions in wealthy ones that lead to weight extremes. We will use three main texts during the semester: *The Everyday Writer* by Andrea A. Lunsford; *Food Matters* edited by Holly Bauer; and *The Hunger Games* by Suzanne Collins. Our readings and our discussions will both serve as a shared backdrop for us to use as we develop writing skills, particularly in the areas of argumentation and research-based academic writing.

Student Learning Outcomes

1. Identify the key components of a typical college-level research paper and explain the purpose and function of each component.
2. Understand and practice the five-stage academic writing process, with particular emphasis on the benefits of multi-stage revision, subdeadlines, and time management.
3. Interpret complex texts using active reading and annotation strategies.
4. Summarize and critique complex texts.
5. Differentiate essential research-writing moves and how they may be used in various college-level and professional writing contexts.
6. Select and integrate supporting information from appropriate scholarly and/or discipline-specific sources according to specified citation style, thereby avoiding plagiarism.
7. Synthesize original ideas with information from a variety of sources.
8. Construct a thesis-driven research paper that is well organized, coherent, and persuasive.
9. Produce a final draft that communicates meaning to readers with clarity, fluency, and minimal sentence-level or formatting errors.
10. Career Development Skill—Professional Communication: The ability to understand and explain information and ideas clearly and effectively in a variety of settings. Professional communication encompasses written, oral, visual, and digital communication.

Participation and Grading

Online courses offer great flexibility for students who have busy schedules. Please keep in mind, though, that "online" does not equal easier! The most effective online courses are not self-paced independent studies but highly interactive, collaborative learning environments where we can hold in-depth conversations, ask hard questions, and share our work in progress—just as we would if we were meeting in a classroom. Being successful

in an online course at Wesleyan requires careful time management, attention to detail, a willingness to ask for help when you need it, and the ability to read detailed instructions and work independently.

Because we will not be meeting together in a traditional classroom, you will be responsible for participating and demonstrating your understanding of course material in different ways: through our weekly live chat sessions, discussion forums, and online assignments. To ensure that you are participating fully and successfully in this course, please adhere to the following guidelines:

- You should join each discussion forum and live chat activity on time and prepared to participate fully in class discussions and collaborative activities. Always have on hand your textbook, notebooks, pens/pencils, and any other materials requested by your professor. Frequent tardiness, absences, low participation, and/or unpreparedness may result in a lower course grade.
- Your professor will offer at least one real-time meeting in our virtual classroom each week. These live chat sessions are a vital opportunity for you to ask questions, ensure you are on track with your work, and collaborate with your classmates and professor—just as you would in a face-to-face classroom. Weekly live chat attendance is flexible, but missing a live chat session is the same as missing class time. Please be aware you are responsible for all information, instructions, and discussion points covered during the sessions regardless of whether you attended. You should aim to attend a minimum of four live chats over the course of the term, but attending more often will boost your overall performance in this course. If for some reason you cannot attend a weekly live chat session, you should plan to review the recording and complete a Live Chat Exit Ticket by the end of the week. A live chat scheduling poll and further instructions will be provided during Week 1.
- You should initiate communication with your professor when help or extensions are needed and resolve any technical issues as soon as possible.
- You should check your Wesleyan e-mail daily and respond to your professor's e-mail requests within 24 hours (sooner would be better).
- Every week you will have reading and assignments to complete. As a rule of thumb, you should expect to spend 7–8 hours each week participating in forum discussions, attending (or reviewing the recordings of) live chat sessions, studying independently, and completing homework. Be sure to plan your weekly schedule carefully to ensure you have adequate time to complete course activities and assignments thoroughly and on time.
- Meeting scheduled deadlines is essential. You are expected to submit assignments in a timely and regular fashion without reminders from your professor. Oftentimes, other students will be depending on you to submit your work on time so that they may finish their own work. **Don't wait until the last minute to begin the week's work because computer problems, last minute emergencies, and sudden outages do happen!**

Your grade in this course will be determined by your performance in the following categories:

Assignments	Percentage
Discussion Forum Participation	12%
Live Chat Participation	8%
Writing Exercises & Grammar Boosters	40%
Research Proposal	5%
Annotated Bibliography	15%
Researched Analysis Paper	20%
Total:	100%

Grading Scale

The grading scale in the class will be as follows:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% And Below

You may track your running point total throughout the term via our Canvas course site. Please be aware, however, that the course grade you see in Canvas will reflect only assignments and activities you have already completed and that your professor has graded.

Academic Integrity

Wesleyan's Academic Integrity Policy will be upheld in this course. Refer to Wesleyan's Campus-Wide Academic Policies for more information.

In this class, violations of the Academic Integrity Policy will, minimally, result in a zero on the assignment in question. Students who commit egregious or repeat violations will automatically fail the course.

Final drafts of essays or papers will not be accepted, reviewed, or scored if a student has not previously submitted the corresponding preliminary assignments (such as outlines and rough drafts) to demonstrate that the piece of writing has been produced solely via the student's own efforts, from inception to completion.

Attendance Policy

Wesleyan's Attendance Policy will be upheld in this course. Refer to Wesleyan's Campus-Wide Academic Policies for more information.

Because reading and writing skills develop slowly over time and with practice, regular participation is essential in this course. Any time students do not participate fully in discussion forum and live chat activities, their grades could suffer due to missed instruction, group assignments, and collaborative activities. For these reasons, students should make every effort to inform the professor in advance whenever they will be absent due to illness, an emergency, or other extenuating circumstances. Doing so will drastically increase the likelihood of their being excused from class and able to make up missed assignments.

Late Work, Make Up, and Extensions

Late Work and Missed Deadlines:

Deadlines in this course are firm. Students are expected to be prepared to work and participate fully and on time in scheduled activities. If you will be submitting work even a few hours late, e-mail your professor and any students (workshop partners or group project members, for example) who might be affected by your late submission. Unless your professor has granted you a deadline extension, you should expect to receive a point deduction for any work submitted after a deadline has passed.

- The weekly forum discussion will close promptly on Friday morning at 9 am and cannot be made up after that deadline has passed.
- If you have not been granted an extension in advance, assignments (other than workshop peer reviews) may be submitted up to 48 hours late for half credit.

Extensions:

In general, 24 hours is a reasonable amount of time to request for an extension. However, do not wait until the last minute to make the request. Late work will be accepted without incurring a point deduction only with prior permission from your professor. To request an extension on an assignment, use the following Grace Pass. Copy the text below into an e-mail to your professor and submit it at least 24 hours before the due date/time of the assignment. Remember to include a reasonable explanation for your request. **You have three Grace Passes to use during the term; use them wisely.** Students who submit every assignment on time throughout the term, without using any Grace Passes, may receive a ten point bonus upon written e-mail request at the end of the term!

Grace Pass

Professor, please grant me a 24-hour extension for the completion of (name assignment)

_____. I agree to submit this assignment by (name date and time):

_____.

Signed _____

Date _____

Planned Absences:

Contact your professor a week before departure for any planned absence and arrange to submit work early or establish make-up work deadlines for when you return. It is your responsibility, not your professor's, to ensure arrangements are made for the timely submission of your make-up work when you are absent for any reason.

Emergency and Extenuating Circumstances:

When a family crisis, injury, illness, or any other extenuating circumstance occurs, your professor will certainly understand and will do the utmost to assist you with a modified assignment plan. Contact your professor as soon as possible to make arrangements for your work. It is your responsibility, not your professor's, to ensure arrangements are made for the timely submission of your make-up work when you are absent for any reason.

Content Warning

In literary, scholarly, and professional writing, authors often depend upon elements of surprise or shock to communicate their ideas and evoke responses from readers. To provide specific content warnings ahead of each piece that might potentially be offensive is to drain these writers and works of their power. To that end, please consider this statement as an overall content warning for this course: We may encounter works that challenge our expectations, move us out of our comfort zones, and yes, potentially upset us. Working through our responses to consider (a) why writers might have wanted to challenge readers and (b) the techniques by which writers achieve their aims is a critical part of both critical and literary analysis and your overall education at Wesleyan. Please come visit with me during office hours if you have any questions or concerns about course content.

Use of Personal Electronic Devices

Electronic devices (such as cell phones, tablets, laptops, smart watches, headphones, and iPods) may be used during class time only with your professor's permission. During class, all electronic devices should either be (a) turned off and stowed out of sight or (b) set to silent/no vibration mode and face down on top of your desk. When

meeting in the Zoom room, remember to stay with your professor in the virtual classroom at all times (no toggling between Internet windows!) unless instructed to do otherwise. If your cell phone (or other device) repeatedly distracts you, your professor, or your classmates, you will be asked to leave class.

Notice of Additional Campus-Wide Academic Policies

All other Wesleyan College Academic Policies will be upheld in this course. It is each student's responsibility to be familiar with these policies and abide by them. For more information, see the Campus-Wide Academic Policies handout posted alongside this course syllabus on our Canvas course site.

Potential Changes to Course Schedule

The following class schedule is a general plan for the course. You will find more detailed instructions for each week's activities and assignments on our Canvas course site. Deviations may be necessary, depending on students' learning needs, and will be announced in advance via announcement and/or e-mail. Students should check their Canvas course site announcements and Wesleyan G-mail accounts at least once every twenty-four hours during the term to watch for updates regarding this class.

Course Schedule

This course schedule includes a detailed description of our week-to-week learning goals and activities. Our typical online week will run Friday through Thursday to allow you the weekends to get a "head start" on the new week's independent reading and studying. Remember, this is an accelerated course, so we will be moving through our course work at a fairly quick pace to ensure we achieve all required student learning outcomes by the end of our eight-week term. Plan to spend about an hour each day (7-8 hours per week overall) working on WRI 101 reading and assignments to ensure you stay on track.

Each Friday morning, you will find all of the upcoming week's course work posted on our Canvas course site. Make it a habit to take some time on Fridays to log in to our course site and look over your next set of readings, assignments, and deadlines so you may ask questions and/or plan your study time accordingly. Please note our first "week" is a short one.

WEEK 1

Learning Objectives:

- ★ Course Orientation: offer introductions, review syllabus, discuss course goals, and get to know Canvas, Google Drive, & Google Docs
- ★ Review & practice close reading and annotation strategies
- ★ Grammar Review Focus: Proofreading Skills Assessment

Homework:

- ❑ Study *Food Matters* (course textbook), "The Changing Significance of Food," pp. 138-148, and "The Hidden Resilience of 'Food Desert' Neighborhoods," pp. 104-112
- ❑ Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 1"

WEEK 2

Learning Objectives:

- ★ Apply Close Reading Strategies to Scholarly Sources
- ★ Compare the Pitch, Complaint, & Moment in Scholarly Sources
- ★ Compare, Critique, & Evaluate “Writing Moves” in Scholarly Sources
- ★ Consider Sources in Conversation with One Another
- ★ Grammar Review Focus: Fused Sentences & Comma Splices

Homework:

- ☐ Study *Food Matters* (course textbook), "Industrial Farming Is One of the Worst Crimes in History," pp. 177-182, and "The Omnivore's Delusion: Against the Agri-intellectuals," pp. 184-192
- ☐ Begin reading *The Hunger Games* by Suzanne Collins (You should have read the full book by the beginning of Week 4.)
- ☐ Assignments & Deadlines Posted on Canvas Course Site under “Modules/Week 2”

WEEK 3

Learning Objectives:

- ★ Apply Close Reading Strategies to Scholarly Sources
- ★ Synthesize Information from Scholarly Sources
- ★ Distinguish & Practice Summary, Critique, & Evaluation of Scholarly Source
- ★ Grammar Review Focus: Sentence Fragments

Homework:

- ☐ Study *Food Matters* (course textbook), “How One Tribe is Fighting for Their Food Culture in the Face of Climate Change,” pp. 279-282, and “Hardship on Mexico's Farms, a Bounty for U.S. Tables,” pp. 306-315
- ☐ Continue reading *The Hunger Games* by Suzanne Collins (You should have read the full book by the beginning of Week 4.)
- ☐ Assignments & Deadlines Posted on Canvas Course Site under “Modules/Week 3”

WEEK 4

Learning Objectives:

- ★ Distinguish Scholarly & Popular Sources
- ★ Apply Close Reading Strategies to Scholarly & Popular Sources
- ★ Synthesize Information from Scholarly & Popular Sources
- ★ Plan a Research Writing Project Connecting Course Theme to Chosen Discipline of Study

- ★ Create a Research Writing Proposal
- ★ Grammar Review Focus: Comma Errors

Homework:

- ☐ Study *Food Matters* (course textbook), "Biotechnology Isn't the Key to Feeding the World," pp. 317-319, and "Can We Feed the World and Sustain the Planet?" pp. 212-220
- ☐ Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 4"

WEEK 5

Learning Objectives:

- ★ Learn & Practice Techniques for In-Depth, Discipline-Specific Scholarly Research
- ★ Select, Critique, & Evaluate Sources for Research Writing Project
- ★ Create an Annotated Bibliography
- ★ Grammar Review Focus: Proofreading Skills Post-Assessment

Homework:

- ☐ Review library research modules
- ☐ Close read and annotate 3-4 selected research articles
- ☐ Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 5"

WEEK 6

Learning Objectives:

- ★ Learn & Practice Techniques for Synthesizing & Integrating Discipline-Specific Source Information into a Research Paper
- ★ Review & Practice Applying MLA Style Guidelines for Document Formatting & Research Integration
- ★ Draft Researched Issue Analysis Paper

Homework:

- ☐ Review source integration resources and MLA style guidelines
- ☐ Assignments & Deadlines Posted on Canvas Course Site under "Modules/Week 6"

WEEK 7

Learning Objectives:

- ★ Distinguish Global vs. Local Revision Strategies
- ★ Review & Practice Strategies for Global Revision of Research Writing
- ★ Review & Practice the Two-Stage Peer Review Process

Homework:

- ❑ Reference *Food Matters* (course textbook), “Sentence Guides for Academic Writers,” pp. 339-349; multi-stage revision, peer feedback, and source integration resources; and MLA style guidelines
- ❑ Assignments & Deadlines Posted on Canvas Course Site under “Modules/Week 7”

WEEK 8**Learning Objectives:**

- ★ Distinguish Global vs. Local Revision Strategies
- ★ Review & Practice Strategies for Local Revision of Research Writing
- ★ Review & Practice the Two-Stage Peer Review Process
- ★ Reflect on Individual Writing Style, Process, Strengths, and Areas for Improvement

Homework:

- ❑ Reference *Food Matters* (course textbook), “Sentence Guides for Academic Writers,” pp. 339-349, as well as source integration resources and MLA style guidelines
- ❑ Assignments & Deadlines Posted on Canvas Course Site under “Modules/Week 8”