

## English 111 Section 51: Composition and Rhetoric I (Web-based)

John Carroll University Summer 2015

**Instructor:** Maria Shine Stewart, M.A. (English and Counseling), L.P.C. **E-mail:** [mshinestewar@jcu.edu](mailto:mshinestewar@jcu.edu)

**Office Hours: By appointment** **Prerequisites:** None **Web-Based:** In this electronic course, you will be required to do readings, submit assignments, participate with others, and complete all additional requirements in the Blackboard environment. Communication will occur between instructor and student via JCU email and Canvas Announcements. We will not meet on-campus.

### Course Overview:

Welcome to English 111, a course in which you will be learning and practicing the skills to produce college-level writing. These good habits that can extend beyond your college years. We will work together to develop as reflective writer, editors, readers, and thinkers. The key to success is to learn and apply rhetorical choices effectively. As a result, you will be able to demonstrate increased range, breadth, and focus in writing for many contexts. Together, we will:

- sharpen our powers of observation;
- analyze and develop arguments from multiple points of view;
- articulate and support your position regarding various issues;
- incorporate research;
- respond helpfully to others' ideas;
- adjust writing for multiple audiences and purposes; and
- develop prose that is thoughtful, organized, and clear

By the end of the course you will have increased confidence in your ability to approach and engage in the writing process, to revise, to read with insight, and to communicate effectively with other writers.

### Goals:

#### Improve Rhetorical Knowledge

1. Respond to the needs of different audiences.
2. Focus on a purpose.
3. Use conventions of format and structure appropriate to the rhetorical situation.
4. Adopt appropriate voice, tone, and level of formality.

#### Deepen Critical Thinking, Reading, and Writing

1. Understand argumentation as a social act in which you respond to what others say.
2. Use writing and reading for inquiry, learning, thinking, and communicating.
3. Understand a writing assignment as a series of tasks.
4. Integrate your own ideas with those of others.

#### Practice Processes

1. Be aware that it usually takes multiple drafts to create and complete a successful text.
2. Develop flexible strategies for generating, revising, editing, and proofreading.
3. Understand writing as an open process that permits you to use later invention and re-thinking to revise your work.
4. Understand the collaborative and social aspects of writing processes.
5. Learn to critique your own and others' work and, in doing so, learn to balance the advantages of relying on others with the responsibility of doing your part.

#### Gain Knowledge of Conventions

1. Learn common conventions for different kinds of academic texts.
2. Develop knowledge of academic conventions ranging from structure and paragraphing to tone and mechanics.
3. Practice appropriate means of documenting your work.
4. Control such surface features as syntax, grammar, punctuation, and spelling.

**Required Book:** *The Longman Reader, Brief (11<sup>th</sup>)* ed. By Judith Nadell, John Langan, Eliza A. Comodromos  
Reading and writing are correlated. You will internalize a wide range of prose rhythms by reading silently and aloud. Feel free to Google the professional writers within the text, of course, to learn more about and from them.  
**Please do not attempt to pass the course without the text.**

**Recommended Resource:** Access often the Online Writing Lab called OWL at Purdue

**Required Projects:** These assignments are explained further in Canvas. My practice is to have us thinking about one at a time until we begin portfolio revision in earnest.

Essay #1 Descriptive (Environmental Profile) 20 percent

Essay #2 Narrative (Turning Point) 20 percent

Essay #3 Persuasive/Argumentative (Op-Ed) 20 percent

Portfolio (letter, revisions, selected journal entries, one PowerPoint on author's style) 20 percent

Course commitment (promptness, civility, postings, focus, energy, cooperation) 20 percent

### Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Plus and minus degrees are in the top and bottom two percent of the range.

### A Word on Pacing:

For this course, the readings and writing assignments have been carefully chosen to work in the given sequence. Each project builds on previous ones. Please do not attempt to complete work out of order or plan to fall way behind and "catch up in a hurry." Time management is essential – and process management.

### General Instructions for Essays:

- Typed, 12 point font, 1 inch margins, Times New Roman or Georgia (please no Calibri 11)
- Double-Spaced (please no 1-1/2 space)
- In current MLA format
- Create a title that has some flair while reflecting your content.
- No need for italics or quotation marks around the title.

### Discussion Board Grading:

You are required to participate in a Discussion Board. To receive full participation points, **you must post one original 300-word comment by 11 p.m. on Thursday each week**, and then **respond to (in about 100 words) at least two posts made by your classmates by 11 p.m. on Sunday**. Of course, if you would like to make additional comments, you are more than welcome to do so. When posting and commenting, keep in mind the "Netiquette" guidelines that follow; rude or bullying comments will not be tolerated. Because we don't have facial cues or gestures or control of tone of voice, it is very easy to take offense online. Consider reading aloud your own comments, proofread them of course, and watch for a tendency to want to rush and "be done." It's ok to practice in Word before posting, but post comments in the actual box rather than connecting an attachment. **Tips?**

### Original Posting:

1. Be original.
2. When you can, mention of at least **2 specific points** from the article or reading or instructor's prompt or mini-lecture.
2. Relation of **new information** to **old information** learned in the course to date.
3. Relation of information in article or reading to **personal experience**.
4. Discussion at a **critical level**, not just recitation of facts; do you agree? Disagree?
5. Length of posting at least **300 words**.
6. Posting needs to be proofread before posted.

7. Consider reading your post aloud to hear your voice.

#### Reply to Others' Postings:

1. Discuss one point you like/agree with, and one point you may see in a complementary way, and why. End with another point of agreement.
2. Length should be about 100 words.
3. Consider quoting from the original, but be accurate when you do that. Read the author's words aloud.
3. Your comments should be **interesting to read and substantive and incisive**. Posts such as "Wow. Great idea!" Or a ☺ are not enough in this context and will receive no credit.
4. Your comment may end with a question, even a eureka...especially if it's creative and potentially boosts dialogue. Do not rush when answering others.

#### Late Work:

All work is due on Blackboard by the time specified. If there is an emergency, I need to hear from you prior to the deadline, and I will decide if a negotiated new due date is permitted. The decision of whether or not I accept late work, regardless of excuse, is solely mine. *Late Discussion Board Posts/Assignments*: These assignments are equivalent to face to face class time and **are rarely accepted late**. Always have a backup plan in case a computer stops working, and try not to wait until the last minute to submit your work. *Late Essays*: I do not generally accept late essays, but if there is an emergency I may negotiate an extension; the right to extend or deny an extension is mine. We are a class, and **we are all busy people with many demands on our time. Do make this class a priority.**

#### Plagiarism:

Plagiarism occurs when a writer incorporates an author's into his or her work without properly citing them. Please review the section on plagiarism in the *FYCJCU*, as well as in the *JCU Undergraduate Bulletin*. **As the policy states, plagiarism will result in at least a failing grade for the assignment and probably a failing grade for the course; it could also result in further disciplinary action.** If you are unclear about this policy, or whether or not you are plagiarizing, please email me for help.

#### Technology & Technology Skill Requirements:

You will need basic computer skills and should be comfortable using a word processing program, browsing for files, saving files in the appropriate formats, and copying and pasting between programs. You will need a computer that connects to the Internet. If you do not own a computer OR if your computer malfunctions during the semester, you will be expected to identify a computer to use. Computers are available at public libraries and around campus, including Grasselli Library. Technology problems are not an excuse for missed or late work.

#### Technical Help:

If you are in need of technical help, please contact the JCU Help Desk. Their information is available here: <http://www.jcu.edu/is/hours.htm>

#### Statement on Disabilities:

Students with documented disabilities are required to contact the Director of Services for Students with Disabilities and, after consulting with that Director, inform me about accommodations that you need. In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact the SSD office at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are never retroactive so students are encouraged to register early in the semester.

**Netiquette – Policy on Online Communications:** *etiquette n.* forms of proper or polite behavior in society; good manners **net n.** an abbreviation for internet **netiquette n.** proper or polite behavior on the internet

Communication is very important here and everywhere. To maintain a positive online environment, follow netiquette guidelines. *Be advised that rules for student conduct apply in the online environment, any use of*

electronic communication on JCU's network, which includes Blackboard, JCU email, etc. for flaming or other kinds of harassment may be treated as a student conduct violation under the Student Conduct Code. Show respect for the instructor, other students, and for the privacy of those in the online environment. Nothing threatening is ever appropriate. Express differences of opinion in a polite and rational way, maintaining a supportive academic environment. Stay focused by avoiding irrelevant topics in discussion or collaborative activities. Use proper capitalization and punctuation rules. *Use of all uppercase in a message is the equivalent of shouting and is considered offensive; use italics to show emphasis. Adapted from Barrington 220 Community Unit School Netiquette Policy.*

### Schedule (Summer 2015)

The schedule is tentative and subject to change at my discretion. Page numbers are likely to change slightly in new edition of text, TBA.

#### Week One

Read by Friday, 5/15 *The Longman Reader*, 1-107 and Glossary 493-504.

- **The Reading Process**
- **The Writing Process**
- **Description**

#### Write

Introduction of yourself to the class on Discussion Board by Thursday at 11 p.m.

Two (or more) posts in response to other students' introductions by Sunday on Discussion Board

*Three (or more) warm-ups in your private journal for your eyes only any time this week; experiment with writing locations any time.*

Rough draft for Descriptive (also called "Environmental Profile") Essay to begin

Questions for instructor, as needed, in question section of course Discussion Board

#### Week Two

Read by Friday, 5/22 *The Longman Reader*, 109-182

- **Narration**
- **Exemplification**

Additional rough drafts of descriptive essay and **final version descriptive essay submitted 5/23.**

One discussion post about your dominant/non-dominant senses by Thursday 11 p.m. on Discussion Board

Two or more posts in response to a fellow-student's sensory writing reflections by Sunday on Discussion Board

*Three (or more) entries in your private journal initially for your eyes only on any relevant topic; choose your best spot any time.*

Questions for instructor, as needed, in question section of course Discussion Board

*Portfolio brainstorming*

#### Week Three

Read by Friday, 5/29, *The Longman Reader*, 287-357

- **Cause-Effect**
- **Definition**

#### Write

Draft of your narrative/cause effect essay (also called "turning point")

One posts (minimum) in which you practice narrative by Thursday at 11 p.m. on Discussion Board

Two extended posts in response to a fellow student's narrative practice by Sunday on Discussion Board

*Three or more entries in your private journal for your eyes only (based on any readings)*

Questions for instructor, as needed, in question section of course

*Portfolio brainstorming/revision*

#### Week Four

Read by Friday, 6/5, *The Longman Reader*, 448-479

- **A Guide to Using Sources**

## Write

Additional rough drafts and **final version submitted of your narrative/cause effect essay submitted 6/6.**

One post (minimum) in which you practice descriptive combined with narrative by Friday

Two extended posts to a fellow student's combination of descriptive plus narrative by Sunday

*Three or more entries in your private journal for your eyes only (any relevant topic)*

Questions for instructor, as needed, in question section of course

*Portfolio revision/brainstorming in earnest*

## Week Five

Read by Friday, 6/12 *The Longman Reader*, 358-444

- **Argumentation-Persuasion**
- **Combining the Patterns**

## Write

Draft of your persuasive/argumentative essay (also called "op-ed")

One post (minimum) in which you practice assuming/taking on alternate points of view on your topic by Friday on Discussion Board

Two posts seeking "common ground" with other students' posted points of view, even (especially) if you disagree on Discussion Board

*Three or more entries in your private journal for your eyes only, but relevant to course*

Questions for instructor, as needed, in question section of course

*Portfolio revision in earnest*

## Week Six

Read by Friday, 6/19 *The Longman Reader*, 185-286

- **Division-Classification**
- **Process Analysis**

- **Comparison-Contrast**

## Write

One post in which you practice any other genre from book – and why chosen – on Discussion Board by Friday.

One extended post in response to fellow student's practice genre on Discussion Board by Sunday

*Portfolio revision in earnest*

**This week the persuasive essay is due submitted 6/12**

Questions for instructor, as needed, in question section of course Discussion Board

**Due Submitted: June 19 Portfolio! Contents:**

1. A before and after selection of parts of two of your essays showing strategic revision;
2. Three selected (formerly private) journal entries of your choice, revised to your satisfaction;
3. A letter of your learning and revision process;
4. A image, picture, or collage that symbolizes or is a metaphor for your growth;
5. A PowerPoint about an author whose style you admire.

Read by end of course *The Longman Reader*, 480-492 and any skimmed pages.

- **Avoiding Ten Common Writing Errors**

FINAL DAYS on Discussion Board: FAREWELLS, CLOSING THOUGHTS.

*Continue to reflect on writing action plan.*