

ENGL 111 (Hybrid)

English Composition I

Winter Session 15/13
January 11- March 5, 2016

Course Description

Introduction to academic writing with emphasis on the process required for producing polished, argumentative analysis of texts.

Prerequisite: Grade of C or higher in ENGL 107, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 18 to 29 or whose SAT Writing Score is from 430 to 650 will be placed in ENGL 111.

Class Day and Time: Wednesday, 5:15pm-8:15 pm, Bldg 1564, Computer Lab I

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks

Aaron, Jane E. *The Little, Brown Compact Handbook*. 9th Ed. New York: Pearson Education, 2016.
ISBN: 978-0-321-98650-4

Kennedy, X. J., Dorothy M. Kennedy, Jane E. Aaron, Ellen K. Repetto, eds. *The Bedford Reader*. 12th ed.
Boston: Bedford/St, Martin's, 2014. ISBN: 978-1-4576-3695-0

Textbooks for the course may be ordered from MBS Direct:

- online at <http://direct.mbsbooks.com/columbia.htm>
- by phone at 800-325-3252

For additional information about the bookstore, visit <http://www.mbsbooks.com>.

Course Overview

In this course, you will learn to write college-level essays that respond to and critically analyze text. The focus will be on developing an argument that explains your position and making use of textual

resources to support your claim. You will also practice reviewing and revising your work, making use of peer and instructor feedback.

Technology Requirements

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard [technical requirements](#) for our courses on our site.

Course Objectives

- To be able to transition from reading or viewing a text to making an argument about that text.
- To practice strategies for analyzing texts well.
- To analyze a text.
- To provide evidence from an argument.
- To demonstrate the ability to provide self-criticism of one's own writing.
- To understand that writing is a multi-step process that requires revision in response to feedback.
- To be able to produce sound arguments in polished academic writing.
- To master conventions of academic writing.

Measurable Learning Outcomes

- Demonstrate analytical skills with regard to texts.
- Practice strategies for arriving at original arguments about texts
- Identify appropriate evidence for developing and supporting an argument.
- Integrate appropriate, well-documented evidence to develop and support an argument.
- Participate in feedback/revision processes.
- Complete at least one writing assignment that utilizes multiple kinds of feedback, such as instructor comments, peer review, and class-wide critique of a draft.
- Demonstrate the ability to critique one's own writing and revise in response to self-criticism.
- Revise drafts based on various kinds of feedback from instructor and/or peers.
- Develop skills in writing clear, correct sentences.
- Write polished academic essays.

Grading

Grading Scale

Grade	Points	Percent
A	900 – 1000	90-100%
B	800 – 899	80-89%
C	700 – 799	70-79%
D	600 – 699	60-69%
F	0 – 599	0-59%

Grade Weights

Assignment Category	Points	Percent
In Class Activities	240	24%
Essays (Online)	450	45%
Discussions (Online)	80	8%
Quizzes (Online)	30	3%
Midterm Exam (In Class)	100	10%
Final Exam (In Class)	100	10%
Total	1000	100%

Schedule of Graded Assignments

Week	Assignment	Points	Due Online	Due In-Seat
1	In Class Activity 1	40		In Class
	Discussion 1	10	Friday/Sunday	
	Quiz 1	5	Sunday	
2	In Class Activity 2	40		In Class
	Essay 1	100	Sunday	
	Discussion 2	10	Friday/Sunday	
	Quiz 2	5	Sunday	
3	In Class Activity 3	40		In Class
	Discussion 3	10	Friday/Sunday	
	Quiz 3	5	Sunday	
4	Midterm Exam	100		In Class
	Discussion 4	10	Friday/Sunday	
	Essay 2 (Revision)	75	Sunday	
5	In Class Activity 4	40		In Class
	Essay 3	125	Sunday	
	Discussion 5	10	Friday/Sunday	
	Quiz 4	5	Sunday	
6	In Class Activity 5	40		In Class
	Discussion 6	10	Friday/Sunday	
	Quiz 5	5	Sunday	

7	In Class Activity 6	40		In Class
	Discussion 7	10	Friday/Sunday	
	Essay 4	150	Sunday	
	Quiz 6	5	Sunday	
8	Final Exam	100		In Class
	Discussion 8	10	Friday/Sunday	

Assignment Overview

Readings (Before Class)

All readings and lectures review should be completed **prior** to coming to the in-seat portion of class.

You should utilize the information from the readings and incorporate it into all assignments within the course.

In Class Activities

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussions

Discussions are an integral part of this course and represent a significant portion of the final grade. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed. Participation in all discussions will improve performance on homework and the Final Exam.

You should read the requirements of each discussion and do any required internet research necessary. Then prepare a well worded and thoughtful response to each question asked, relating your answer directly to the results of your research and the classroom discussion.

You must post your own discussion response before you are given access to read and reply to other messages posted by classmates. This encourages original thought without influence from other existing messages. Students will be able to see the number of unread messages in the updates widget and on the main discussion page, but when you access the topic the following message appears: You must compose a message before you can view or reply to other messages in this topic. Any boxes opened and not completed (to get around the system) will receive an automatic deduction in the grade for that discussion. If you do have a system error contact me ASAP. Additionally, some threads do not use this feature as it is helpful for students to view other's posts.

Conventions of "netiquette" (online etiquette), which include courtesy to all users, will be observed online and the equivalent will be observed in the classroom setting.

Your initial online discussion post is **due by 11:59 pm Central Time (CT) on Friday**. You must **respond to at least one** other student **by 11:59 pm CT on Sunday**.

Essays

You will write three original essays and one revised essay during this course. All essays must be submitted to the Dropbox in .doc, .docx, or .rtf format in order to receive a grade.

Essay 1: Analysis of text (500 words) – Due Week 2

Essay 2: Revision of Essay 1 – Due Week 4

Essay 3: Comparison of two texts on a similar theme (750 words) – Due Week 5

Essay 4: Persuasive argument, drawing on 2 or more texts (1000+ words) – Due Week 7)

In Essay 2, you will make use of peer review, self-critique, and instructor feedback to revise your first essay. A portion of your grade on this essay, as well as on Essays 3 and 4, will be based on your ability to demonstrate significant revision of your work. You will be required to submit a description of the revision process, including the sources of feedback you used and a description of the revisions you made to address the concerns raised by your reviewers.

All essays are due to the appropriate Dropbox folder **by 11:59 pm Central Time (CT) of Sunday of the appropriate week.**

Note: You will need to review the Plagiarism tutorial and take the quiz before you will be able to submit anything to the Dropbox.

Quizzes

You will complete 6 quizzes over the readings in Weeks 1-3 and 5-7. Quizzes must be completed **by 11:59 pm CT on Sunday of the appropriate week.**

You will have unlimited attempts on the quizzes so that you can master these concepts. The purpose of each quiz is to help you comprehend information in the text, so please use your texts as resources when taking the quizzes.

Midterm and Final Exam (In Class)

These exams will test knowledge gained from the texts and viewings assigned in class. Both exams are multiple-choice in format, 50 questions worth 2 points each. Exams are not open for review, meaning that you will not be allowed to look over your exam after you've taken it. Both exams have a 2 hour time limit. You will not be allowed to use any outside resources during the exams.

The Midterm and Final Exams will be **given during Week 4 and 8 respectively during the In Class session** of this course.

Course Schedule

Week 1: Critical Reading

Readings (Before Class)

- Little, Brown *Handbook*: "Thesis and Organization" Section 3, pp. 14-24.
- *The Bedford Reader*:
 - "Critical Reading," Chapter 1
 - E. B. White "Once More to the Lake," p. 640.
 - Jeff Wise "Deadly Mind Traps," p. 409.
 - Jim Harper "Web Users Get as Much as They Give," p. 545.

In Class Activity 1

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 1 (Online)

Choose one of the three essays you read, listed above. Who is the reader/audience for this essay? What is the thesis concept as you understand it? What are the key points? How does the author use examples to make those points? Do you agree or disagree with the central thesis of this essay?

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Quiz 1 (Online)

Quiz 1 will cover material in Chapter 1. "Critical Reading." Your quiz is **due by 11:59 pm CT on Sunday**.

Week 2: Analyzing the text

Readings (Before Class)

- *The Bedford Reader*:
 - Chapter 2 "The Writing Process," pp. 27-55
 - Sherman Alexie, "Superman and Me," p. 582
 - Judith Ortiz Cofer, "The Cruel Country," p. 595
 - Junot Diaz, "The Dreamer," p. 128

In Class Activity 2

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 2 (Online)

Read the author's biographical notes and the notes on writing that follow the essay. Look at your own process of writing. How do you plan your essays? Do you start writing the draft, or do you jot down notes on what you want to say? Be specific on the steps you use, and those you may try after reading *The Bedford Reader*. How do the author's notes support or develop your process?

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Essay 1

Choose one of the assigned essays from *The Bedford* and tell your reader what you think is important in the essay. Don't just tell the reader what the essay says; tell the reader what you think it means. Your thesis will be a **reaction and an analysis** of the essay, explicating and analyzing the essay in the anthology for the reader.

Read the comments about writing from the author. Can you see how those comments help you see the writer's process and meaning? In your summary, be sure to answer the following questions:

- Who is your reader for this essay? Why would he/she be interested?
- What is the meaning the reader is expected to get from this essay?
- What is the most important message the writer is trying to convey?
- What does the author have to say about why he/she wrote this essay?

- What is your personal reaction after reading the essay? Why do you feel that way? Give examples.
- What do you want the reader to see about your perception of the essay you are analyzing?

Give examples from the essay to illustrate the points you are making. If you quote from the essay, put it in quotation marks and put an in-text citation after the quotation marks. No more than 20% of this essay should be quotations. The rest should be in your own words. Do not use sources other than from our *Reader*.

Quiz 2 (Online)

Quiz 2 will cover material in Chapter 2, "The Writing Process." Your quiz is **due by 11:59 pm CT on Sunday**.

Week 3: Academic Writing

Readings (Before Class)

- *The Bedford Reader*
 - Chapter 3: "Academic Writing"
 - "The Best Kept Secret on Campus"
 - "Rosie Anaya on Writing"

In Class Activity 3

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 3 (Online)

Anaya comments on her struggle to integrate her sources into her paper, to get beyond the "patchwork of summaries and quotations." How did she overcome that problem with her essay? How do you avoid "patchwriting"?

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Quiz 3 (Online)

Quiz 3 will cover material in Chapter 3, "Academic Writing." Your quiz is **due by 11:59 pm CT on Sunday**.

Week 4: Revision

Readings (Before Class)

- *Little, Brown Compact Handbook*, Section 4, "Drafting,"
- *Little, Brown Compact Handbook*, Section 5, "Revising and Editing"
- *Little, Brown Compact Handbook*, Section 6, "Editing, Formatting, and Proofreading" pp. 24-40

Discussion 4 (Online)

In what way do you "re-vision" or "re-see" the paper as you rewrite it? What do you look for in the introduction? What should the body of the essay be doing? What is the purpose of the conclusion? How is revision different from editing? Give examples from the revision you will do for this week's assignment.

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Essay 2 (Revision)

Revise your first analysis essay. Revision is not copyediting and simply correcting the errors that were marked by your classmates or me. Revising also requires **substantive portions of new text** as you develop and support the points you are making.

Look at your essay from the perspective of a reader who does not know all that you do. How can you make this even clearer and more effective for your reader? Have you used specific examples from the text, or examples from your own experience that would add weight to your analysis?

At the end of the essay, on a separate page, describe your revision process. See the worksheet in the Content area to answer specific questions.

Midterm Exam (In Class)

The Midterm Exam will consist of a written essay, analyzing your writing process.

The exam must be completed **during the in-seat portion of class during Week 4.**

Week 5: Comparison/Contrast

Readings (Before Class)

- *The Bedford Reader*: Chapter 7 "Comparison and Contrast"

In Class Activity 4

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 5 (Online)

This week you will compare and contrast two essays on the same topic. See the set of recommended choices below. Which essays have you chosen to compare? What do they have to say that you think is worthwhile and meaningful? Why should we look at the two essays together? What do you want your reader to know about the topic from your perspective? What are the key points you will be trying to make in this comparison?

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Essay 3 (Compare/Contrast)

Choose from following list of essays to compare:

- **Environment:** Jensen, "Forget Shorter Showers," p. 564 and McKibben, "Waste Not, Want Not," p. 557.
- **Myth and Legend:** del Toro and Hogan, "Vampyres Never Die," p. 335 and Parker, "Our Zombies, Ourselves," p.342.
- **Politics:** Colson, "Gay 'Marriage'; Societal Suicide," p. 534 and Pollitt, "What's Wrong with Gay Marriage?" p. 529.
- **Popular Culture:** Alexie, "Superman and Me," p. 582 and Lipsyte, "Jock Culture," p. 349.
- **Reading and Writing:** Diaz, "The Dreamer," p. 129 and Cofer, "The Cruel Country," p. 595.

Write an essay that will let your reader (the class in this case) see the points that both essays are trying to make, and your perspective on the topic. Look at how the authors present this topic. Does it add to your understanding or make you think of something related to the topic? Remember your essay must have a reader and a purpose in mind. In planning this essay, you must answer these questions:

- Why is this matter of interest to the individual to whom you are writing?
- What is your position on this topic?

- What are the key points you will use in developing your topic?
- What examples can you use from each text to develop your analysis? (Hint: you will have already done this in Discussion 9.)

Use these answers in writing your essay. Your essay will compare and contrast the two essays according to whatever criteria you set. Focus your essay on your purpose and provide examples and details from both essays in developing your points.

At the end of the essay, on a separate page, describe your revision process.

- What did you do in your revision that made your thesis stronger?
- Did you use additional examples to develop your points in the body of the essay? List them.
- List at two additional **specific** points made in the peer review. What did you do to address those issues in your revision?

Quiz 4 (Online)

Quiz 4 will cover material in Chapter 7, "Comparison and Contrast." Your quiz is **due by 11:59 pm CT on Sunday**.

Week 6: Argument and Persuasion

Readings (Before Class)

- *The Bedford Reader*, Chapter 13, "Argument and Persuasion."

In Class Activity 5

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 6 (Online)

Post your introduction and your thesis here by Wednesday night. **Put your thesis in bold type.** What essays will you be using as sources for this paper? For each essay, give the author's name, the title in quotation marks, and the page where it can be found. What is the claim, evidence and assumption you are making in this? (See the Content area for Week Six.)

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Quiz 5 (Online)

Quiz 5 will cover material in Chapter 13, "Argument and Persuasion." Your quiz is **due by 11:59 pm CT on Sunday**.

Week 7: Argument and Persuasion

Readings (Before Class)

- *The Bedford Reader*. "Writing from Research," pp. 65-83.
- *The Little Brown Handbook*, Sections 58 and 59 (MLA and APA documentation), pp. 432-520

In Class Activity 6

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate in the in-seat class in order to receive these points.

Discussion 7 (Online)

Post your rough draft and two specific questions that your classmates can focus on when providing feedback on your essay.

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Essay 4

Use at least one essay from *The Bedford Reader* to analyze an issue. You may choose one of the following topics to write about:

- **Stereotypes and Prejudice:** Maya Angelou's "Champion of the World," p. 104, or George Orwell's "Shooting an Elephant," p. 619. How do these perceptions show us the other side of stereotypes and prejudices? What are the issues that these essays can be used to explain or depict?
- **Societal Expectations:** Fatema Mermissi, "Size 6: The Western Women's Harem," p. 274. How does she depict Western women as being even more confined in a harem by our societal expectations? How does this really affect your expectation of female beauty? What surprises you about this contrast, and do you support or deny her assertion?
- **Poverty:** Jonathan Swift, "A Modest Proposal," p. 630. In what way is this satiric? What is the purpose of the narrator's position on the solution to the problem of poverty? Does it convey the literal meaning of this argument, or does the narrator have another purpose in mind? How do we know the answer to the previous question?

You are not limited to the questions or topics above. You may analyze the writing of the essay, the word choices, or the position on the topic taken by the writer. If you choose to use more than one of these essays, you must unify your analysis of the topic for both essays. Use examples from the essays in your writing, citing them with in-text citation and an end citation.

However, this essay should be about the issue and your stance on it, not the essays themselves. You are writing an academic paper on the issue to further your knowledge and the reader's knowledge. You must assert your perspective and the reasons for your stance. Choose your topic and write your introduction with the problem and your solution in your thesis. Put the thesis in bold. Develop the points you make in this essay with examples from the essays you are using as your sources.

At the end of the essay, on a separate page, describe your revision process.

- What did you do in your revision that made your thesis stronger?
- Did you use additional examples to develop your points in the body of the essay? List them.
- List at two additional **specific** points made in the peer review. What did you do to address those issues in your revision?

Quiz 6 (Online)

Quiz 6 will cover your reading in the *Bedford Reader*, on writing from research and citing sources. Your quiz is **due by 11:59 pm CT on Sunday**.

Week 8: Course Summary

Discussion 8 (Online)

As we come to the end of the course, tell your classmates what has been most valuable for you in this course. What do you see that is different in your writing process from the beginning of the class? What will you continue to work on once this course is over? What advice would you provide to those who take this class in the future?

Your initial post is due **by 11:59 pm on Friday**. You must respond to at least one classmate **by 11:59 pm on Sunday**.

Final Exam (In Class)

The Final Exam includes short essays on the writing process. In addition, you will be given a piece to read and analyze. It will be graded on the basis of originality, sense of audience, and purpose. I want to hear your voice in this and know what you really think of it.

The exam must be completed **during the in-seat portion of class during Week 8**.

Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Use Policy](#). Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College *Student Handbook*. The [Handbook](#) is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a

student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment **for which points have been earned** during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week and the course will end on Saturday at midnight). The course and system deadlines are all based on the Central Time Zone.

Email

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for *private* messages to the instructor and other students. The class discussions are for *public* messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The [Student Manual](#) provides details about taking an online course at Columbia College. You may also want to visit the [course demonstration](#) to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

CCHelpDesk@ccis.edu



helpdesk@desire2learn.com



800-231-2391 ex. 4357



877-325-7778

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.