

Cameron R-1 Scope and Sequence College English

College Composition I

EN110

SYLLABUS

Central Methodist University

Graduate and Extended Studies

Online Programs

Revised August 2020

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MISSION STATEMENTS:

CMU fosters a diverse and caring community, empowering students to become lifelong learners, committed to academic excellence, prepared to engage in a complex world.

Creed: The Central Methodist University community, consistent with its United Methodist heritage, strives for academic excellence, individual achievement, and social responsibility. As members of that community we believe in:

- Seeking knowledge, truth, and wisdom;
- Valuing freedom, honesty, civility, and diversity;
- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

YOUR INSTRUCTOR

Instructor: Daniel Miller

Phone: 573-575-6680 (Cell)

Email: dsmiller@centralmethodist.edu

Attached is a Google Voice number, which links directly to my personal cellphone. Please try to text first, but you are also welcome to call. You are welcome to email me 24/7, and I'll try my best to respond within 24 hours.

About the Instructor

My name is Daniel Miller and this is my seventh-year teaching online for CMU! A bit about me: I have a master's degree in creative writing and contemporary American literature from Mizzou,

and fiction is my passion. I have a beautiful wife, a six-year-old son, and a two-year-old daughter. My favorite book is *Slaughterhouse Five* by Kurt Vonnegut, and I have two Vonnegut-related tattoos.

I want you all to remember that I am absolutely here to help. If you have a question, don't hesitate to reach out to me. I simply cannot know if you are having trouble if you don't let me know. Please use the email function within Canvas. You are also welcome to schedule a face-to-face meeting over Zoom if you'd like to speak with me directly.

COURSE INTRODUCTION

COURSE

EN110: College Composition I

COURSE DESCRIPTION

EN110 introduces students to writing as a process, exploring genres and rhetorical situations, and using strategies to compose effective texts. Required of all students who score 24 or below on their ACT English subscore. Students must pass EN110 with a grade of C or better to advance to EN111.

COURSE OBJECTIVES

Upon successful completion of the course, each participant should be able to:

- Explore genre as a way to respond to various rhetorical situations and contexts
- Practice writing as a process that usually includes multiple drafts and revisions
- Give and act on productive feedback
- Use strategies—such as analysis, interpretation, synthesis, description, and summary—to compose texts that develop and support the writer's ideas
- Edit for style, correctness, and clarity

COURSE REQUIRED TEXTBOOK AND READINGS

The textbook used for this course is an Open Source Textbook. You will not need to purchase a textbook. Please see the Weekly Overviews in Canvas for relevant weekly readings.

COURSE ANNOUNCEMENTS AND COMMUNICATION

Instructor announcements or instructions are provided in Canvas. To receive email notifications for Course Announcements, check your Notification settings within Canvas.

Communication with the instructor should be sent through the Canvas system. Click on the Inbox to send an email to your instructor. Click on the pencil icon to compose and choose the instructor's email address. The instructor will return your email as soon as possible. Please give the instructor up to 24 hours to respond.

If you have questions about the course, the schedule, or assignment requirements, post the question to the Open Discussion in the discussion forum. The Open Discussion can also be found under General Information on the module page of the course. If you have a question, there is a good chance others have the same question. Posting questions in the open discussion makes it easier to receive answers to common questions.

COURSE ASSESSMENT

GRADING SCALE

Grade	Percent
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	<60%

GRADING CRITERIA

Grades will be based upon the following:

Weekly Discussion posts & Peer Responses	100
Drafts and Activities	100
Final Portfolio	100
Total	300

GRADING CRITERIA EXPECTATIONS

Online Discussion Expectations

Discussion is an integral part of any classroom experience, but it is particularly vital in an online classroom. In addition to completing the regular course assignments, all students are expected to participate in online discussions regularly and actively.

Each week students will be required to produce various discussion posts.

Discussion Posts are worth 5 points apiece and should be legitimate attempts to think through the questions posed.

Discussion posts should typically be a **minimum of 250 words** and should be "semi-formal." Please pay attention to things like organizing, supporting, and developing your ideas and using correct grammar and punctuation.

Tip: Write your paragraphs in a word processing program (preferably a plain text editor like Notepad), then **paste** them onto the discussion forum. Canvas times out, and your documents will disappear! Please try to avoid attaching the posts, though, since it makes it more difficult for your peers to read and respond to them.

Grading rubric for Weekly Discussion Posts:

5	At least 250 words and are thoughtful attempts to provide a written response to the prompt. It is clear that the author has put a time and effort into writing and revising these posts. Assertions are backed with clear and specific evidence, and ideas are fully developed. Likewise, when appropriate, these posts will show clear evidence that the student has completed all appropriate class readings and has taken time to think carefully about them. These posts may have few, minor, grammar and usage errors.
4	At least 250 words and are solid efforts. They are legitimate attempts to engage the prompt, but without quite as much follow through as 5s. These posts are generally less specific than 5s, leave out some potentially useful points or ideas, or show less concern for the quality of writing in the post. Specific evidence is used in these posts to illustrate and support ideas. When appropriate, these posts will show clear evidence that the student has completed all appropriate class readings and has taken time to think about them, although this thinking might not

	be as careful and complete as possible. These posts may have few grammar and usage errors.
3	These posts show an attempt to do the assignment, albeit an incomplete one. Usually these posts are fewer than 250 words , ignore significant elements of the prompt, seem dashed off, and/or have some significant grammar and usage errors. When appropriate, these posts reveal some evidence that the student has consulted necessary class readings, but no evidence that shows that the students has read or thought about the readings carefully.
2	These posts reveal some effort, but not a lot. Usually these posts ignore most or all of the prompt, show little engagement, or have several significant grammar and usage errors. The posts will reveal little or no evidence that the student has completed the course readings.
0	<p>Posts will receive a zero if they are not turned in on time OR if they are egregiously underdeveloped. One or two sentences that ignore the prompt altogether will receive a zero.</p> <p>Likewise, plagiarized posts will also be given a zero and may be subject to additional disciplinary measures.</p>

Peer Response Posts

Peer Response Posts are worth 5 points in total and consist of your weekly responses to your peers' posts; in other words, secondary posts put the "discussion" in discussion forums. Peer Response posts should typically be a **minimum of 100 words**

Peer Response Posts are designed to help you engage the ideas of your peers. Good writing requires the writer to think through a range of ideas and information and to respond and adapt as necessary. Good discussions require the same skill set. Thus, this class asks you to use discussion as a way to practice habits that will make you a better writer.

Rubric for Peer Responses:

5	These peer response posts clearly respond to specific ideas from previous posts and offer up interesting and useful new information or new ways to
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	think about earlier posts. These posts will clearly either agree with previous posts, disagree, or agree with differences.
3	These peer response posts respond to previous posts, but not as specifically as they could. These posts still bring something new and interesting to the conversation.
1	These peer response posts offer limited responses to previous posts and bring little new to the conversation.
0	One-sentence responses (of the "I agree" or "good job" variety will not receive credit as secondary posts

DUE DATES AND DELIVERABLES

*All due dates and deliverable requirements will be posted on the course website. Due dates and times are in **Central Standard Time** so please adjust accordingly. Any deviation in content or form should be discussed with the instructor prior to the due date. The exceptions related to late work are covered under the Late Work Policy below.*

LATE WORK POLICY

Late assignments will be permitted in cases involving extreme hardship (e.g., unplanned change of employment, transfer, severe illness, accident, or death in the immediate family). It is the student's responsibility to inform the instructor prior to the due date of such circumstances and to provide acceptable documentation. Late assignments will be handled on a case-by-case basis. Due to the nature of the program and course you are encouraged to work ahead as possible to avoid missing deadlines. The course should be completed as scheduled, incomplete ("I") grades will only be considered as a last resort (See University Catalog Regarding Incomplete ("I") Grades).

INSTRUCTOR ACADEMIC CONDUCT POLICY

Plagiarism or any other form of academic misconduct is unacceptable. Students must submit their own individual original work with proper citations.

Whether it is intentional or not, plagiarism is unacceptable in a college classroom. The same goes for cheating on a quiz or exam. Cheating on an exam or failure to cite sources (either intentionally or unintentionally), or using AI generated content will result in a minimum of a zero for the assignment/exam. It may also result in an F in the course and disciplinary action from CMU administration. If you are ever in doubt what constitutes academic misconduct, ask the instructor. "I didn't know" is not an excuse

College Composition II

EN111

SYLLABUS

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Graduate and Extended Studies
Online Programs
Last Revised July 2020

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- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

YOUR INSTRUCTOR

Instructor: Maryann Rustemeyer

Office: Cupples Hall, Center for Learning and Teaching Phone: 660-248-6283 (Office)

Email: mrusteme@centralmethodist.edu 660-728-0516 (Cell)

About the Instructor: I have been a faculty member at Central Methodist University since 1990. I teach composition courses and college algebra; I have taught online courses, on the Fayette campus, and through interactive television (I-TV) for dual credit students. I also am the director of the Center of Learning and Teaching.

COURSE INTRODUCTION

COURSE

EN111: College Composition II

COURSE DESCRIPTION

EN111 focuses on the development of inquiry and research methods, writing as a process, and the conventions of academic prose. Required of all students who score 24 or below on their ACT English subscore or who took EN110 or its equivalent; completing the EN110/EN111 sequence is a prerequisite to all other English courses. Prerequisite: Grade of C or better in EN110.

COURSE OBJECTIVES

Upon successful completion of the course, each participant should be able to:

- Continue practicing and applying the lessons from EN110 within the conventions of academic research and writing
- Articulate a purpose for research and their positions relative to the positions of others
- Find and evaluate research sources
- Summarize, contextualize, and synthesize information
- Document sources honestly and within appropriate conventions
- Create complex sentences that are stylistically and tonally varied

COURSE REQUIRED TEXTBOOK AND READINGS

Please see weekly modules for relevant weekly readings.

COURSE ANNOUNCEMENTS AND COMMUNICATION

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COURSE ASSESSMENT

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GRADING CRITERIA

Grades will be based upon the following:

Weekly Discussion posts & Peer Responses	105
Drafts and Activities	110
Final Portfolio	100
Total	315

GRADING CRITERIA EXPECTATIONS

Online Discussion Expectations

Discussion is an integral part of any classroom experience, but it is particularly vital in an online classroom. In addition to completing the regular course assignments, all students are expected to participate in online discussions regularly and actively.

Each week students will be required to produce various discussion posts.

Discussion Posts are worth 5 points apiece and should be legitimate attempts to think through the questions posed.

Discussion posts should typically be a **minimum of 250 words** and should be "semi-formal." Please pay attention to things like organizing, supporting, and developing your ideas and using correct grammar and punctuation.

Tip: Write your paragraphs in a word processing program (preferably a plain text editor like Notepad), then **paste** them onto the discussion forum. Canvas times out, and your documents will disappear! Please try to avoid attaching the posts, though, since it makes it more difficult for your peers to read and respond to them.

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INSTRUCTOR ACADEMIC CONDUCT POLICY

I will follow the guidelines in the Central Methodist University Catalog (<https://undg-ston-catalog.centralmethodist.edu/info/Grading,%20Academic%20Recognition%20and%20Sanctions.html>). If a student is found guilty of plagiarism or another instance of academic dishonesty, he or she will at least earn a grade of zero for the assignment. I will also inform the Dean of the University of the incident. Other penalties may include a grade of F in the course if warranted by me as the instructor and probation, suspension, or expulsion if warranted by the Vice President and Dean of the University.

SUPPLEMENTAL INFORMATION

APA Reference Guide

You may be asked to write a paper in "APA style". If you are not sure what "APA style" means, here are some reference sites

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://apastyle.apa.org/>

Depending on the requirements of your course, you should consider buying a style book.

Accessing Library Databases

Central Methodist University provides a number of online databases which are available to you for research and reference purposes. Since it is likely that you will not be on the Fayette campus when you access this material, you will need to use your myCMU/Canvas login and password for access. For more information about how to access these online databases, check the library webpage for resources for distance and online learners:

<http://www.centralmethodist.edu/academics/library/distance-learners.php>

Discussion Forum Tips (adapted from

(http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_4183.htm)

1. Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as 'News', 'Hi' 'Latest work' etc.
2. Remember the human. When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online -it's easy to misinterpret your correspondent's meaning. And it's easy to forget that your correspondent is a person with feelings more or less like your own.
3. Respect people's time. People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.
4. Know what you're talking about and make sense. Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontation for the sake of confrontation.
5. Help keep flame wars under control. "Flaming" is what people do when they express a strongly held opinion without holding back any emotions. Flames can be lots of fun, both to write and to read. But Netiquette does forbid the perpetuation of flame wars. Series of angry letters, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and it also can get boring very quickly to people who aren't involved in them.
6. Be forgiving of other people's mistakes. When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferable by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.