

Old Dominion University Department of English

Guidelines for Teachers of ENGL 110C: English Composition

with 2015 Updated Student Learning Outcomes (SLOs) and 2021 revised guidelines.

ENGL 110C: English Composition is designed to improve students' writing skills. Emphasis is placed on developing skills of perception and observation, as well as thinking, ordering and imagining, and on practicing the principles of expository writing. Individual conferences are required.

ENGL 110C. English Composition. 3 Credits. The principal objective of the course is to prepare students to be effective writers of the kinds of compositions they will be called on to produce during their college careers. By the end of the course, students should be more mature in their understanding and use of language, should develop efficient writing processes, and should know and demonstrate the qualities of effective composition in a given rhetorical situation and should be able to demonstrate those qualities in their own writing. Prerequisites: A grade of 3 or higher on the Writing Success Placement Tool.

100-level Written Communication Student Learning Outcomes: 2015 Update

In accordance with the WPA Outcomes statement, students successfully completing English 110C with a grade level of C or above will:

Develop rhetorical knowledge by:

- Analyzing and composing multiple forms of writing to understand how genre conventions shape readers' and writers' practices and purposes,
- Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation.

Develop critical thinking, reading, and information literacy skills by:

- Composing and reading for inquiry, learning, critical thinking, and communicating,
- Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign,
- Incorporating outside materials through quotations, paraphrase, and summary.

Develop effective strategies for drafting texts by:

- Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process,
- Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences,
- Critically reflecting on how they may further develop and apply writing skills in the future.

Develop knowledge of conventions by:

- Demonstrating competency in grammar/s, punctuation, and spelling,
- Practicing genre conventions for structure, paragraphing, tone and mechanics,
- Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles.

Course Requirements:

Default Text:

[Everyone's an Author, with Readings](#), 3rd ed, Lunsford et al, Norton, 2020

Approved Alternate Texts*:

- [Joining the Conversation](#), 3rd ed, Palmquist, Macmillan, 2017
- [Speaking of Writing](#). Goodman and Prince. Broadview 2019

**The bookstore will automatically list and stock the default text. If you are using an approved alternate text or no text at all, it is your responsibility to inform the bookstore and your students of the change. If your course schedule changes, it is your responsibility to check and, if needed, amend the textbook and inform your students.*

Please note: Though more and more instructors are opting to go textbook-free, we still encourage all instructors to bring in instructional and craft readings and media in addition to examples to help students better understand writing and writing in particular genres. If you do use the textbook - students do mention often in course evaluations that they find it helpful - you should aim to use the book in every unit.

ENGL 110C Curriculum Requirements:

1. **At least three high stakes assignments** (writing that results from invention, drafting, response, revision, and editing) are required. **These assignments should give students practice in the types of rhetorical situations they will encounter in college: expressive, expository, and persuasive (research-based) discourse written for various purposes and audiences.** Assignments in this category may be collaborative and/or multimodal if the instructor so chooses. Instructors should note the ENGL110C SLOs in the design and scaffolding of these assignments.

2. **Required Word Count:** Students are required to write a minimum of 4000 words over the course of the semester in 110C. Up to 1500 of the 4000 word requirement may come from log or journal entries, preliminary writing, in-class work, or other low-stakes writings if the instructor so chooses.

3. **Portfolio/Reflective Essay:** Students must electronically save all major work/projects. Instructors will direct students to collect and submit *representative writing that demonstrates all learning outcomes for ENGL 110C*. These artifacts will be submitted along with a reflective essay, which together constitute the student's writing portfolio.

Faculty may choose one of the following methods for submitting clean, ungraded copies of student work: Google Drive folder or showcase ePortfolio. Instructors will be asked to share access to these materials, or have their students share access to their materials, with the

English Department at the end of the semester using this form:
<https://tinyurl.com/GenEdEPSubmission>

4. Conferences: Instructors teaching F2F or synchronous ENGL 110 should schedule at least one one-on-one conference with each student during the semester. Faculty may reassign up to one week of classes per round of conferences with a maximum of three weeks allocated for conferences (any canceled classes should be for the purpose of conferencing with students). Faculty members teaching online asynchronous courses should not require students to attend conferences at specific times. However, they can set aside up to one week of class to offer them optionally or provide extended office hours. Faculty members are welcome to be pedagogically creative when developing their plans for conferencing with students, such as utilizing small group conferences, voicethread or screencastify, talkback exercises, journal entries, chat functions, etc. In fact, providing more than one option can increase the likelihood that there is an accessible option for all faculty members and students.

Note on the Final Exam: There is no specific final exam requirement, but instructors must use the final exam period constructively, in accordance with university policy. Instructors may elect to have the required writing portfolio reflective essay function as the final exam.

Departmental requirements and deliverables:

1. **Syllabi:** Instructors will submit a syllabus for each course each semester to the department (currently by uploading it to the K drive or sending it to Orlando). The course syllabus should include:
 - Course description from bulletin and shared department learning outcomes
 - Required course materials and electronic access
 - Classroom policies and procedures.
 - A clear breakdown of assignments, due dates, and weight towards final grade
 - Tentative course schedule of readings/weekly topics and assignments.
Instructors should consider how each assignment and aspect of the course contributes to the cultivation of the 4 student learning outcomes.
 - Required university policies (honor code, student accommodations, add/drop etc.)

See this [doc](#) for a more thorough syllabus checklist.

- **Student Opinion Surveys:** Instructors submit student opinion surveys as part of their yearly performance review/portfolio.
- **Archiving Student Work:** Instructors should upload (or have students upload) clean copies (no grades or comments) of the required formal writing assignments completed in the course to folders in Google drive at the end of each semester. Alternatively, instructors may have students create showcase ePortfolio websites to present these materials. These folders or websites will then be shared with the *English Department at the end of the semester. (The collection process is being streamlined for AY 2021/2022 and will be updated within the first two weeks of the fall semester.)*
- **Evaluation and Revision:** A sub-committee of the Gen Ed Committee (which oversees all department general education courses) made up of instructors who regularly teach the course, will meet yearly to review the course and discuss possible revisions to these guidelines.