

English 111: First-Semester English Composition
Northwestern Michigan College
Spring 2020

Online Sections 1772 and 3949



Instructor:	Janet Lively
Office Location:	Scholars Hall, Room 115 A
Phone:	231-995-1231 // 231-995-1175
E-mail:	jlively@nmc.edu
Office Hours:	Mondays and Wednesdays 11 a.m. - 1 p.m. Tuesdays 9:30-11 a.m.

You may make an appointment to meet with me during office hours, but you are welcome to call or stop in during these times. Please note that I am available by appointment to meet with CTC and WHS Early College students on Mondays and Wednesdays before and after first hour in the WHS library. Please make an appointment.

What you will learn and practice in this course

Overview of Course Purpose

Although you will compose a number of essays during First Semester English Composition, this workshop course is as much about rhetorical concepts, analysis, reading, and information literacy as it is about writing. That's because the "big picture" goal of English 111 is to help you more effectively participate in the range of conversations that you encounter now and in the future. We do this by inviting you to practice multiple strategies for reading, writing, and researching and by encouraging curiosity, flexibility, persistence, and other qualities that support lifelong learning. See Appendix A for detailed student learning outcomes.

Course Description

English 111 is the first semester of a two-semester composition sequence introducing analytical and information literacy skills that lay a foundation for success in all disciplines. English 111 also introduces and emphasizes rhetorical knowledge, invention, and reading/writing processes.

What you will need for this course

Textbook? Nope.

We will use online resources for this class. There is no textbook, and you are not required to buy anything. However, you will have many individual documents and articles to read. If you prefer to read our required texts on paper, plan ahead and print them out when you are on campus. We have free wireless printing in Scholars Hall and other locations.

Computer and Internet Access & Skills

You will need access to dependable internet service and a computer. Typing assignments on your phone won't work. Desktop computers and internet are available at the Student Success Center in Osterlin Library. The library has laptops available for student check out, as well as devices that will create internet hotspots from your phone.

Dual-enrolled high school students may not be able to access some course material using their school-issued laptops. You will be expected to use another computer to access this material. See above.

You will also need a word processing program. NMC provides two options. One is Google Drive & Docs, available online through your NMC email page. It's user-friendly and FREE. The other is Microsoft Office 365, which includes Word and can be downloaded and used offline, is also available through the college at no charge. [Here is the link.](#)

Finally, you will need to be able to navigate the Moodle website. You can find the [Moodle Orientation site](#) in the green bar at the top of the Moodle page for every course. Moodle is not as intuitive as some computer programs you may be accustomed to, so don't hesitate to ask for help.

A Commitment to Communicate

You are expected to check your NMC email regularly for information regarding the course. In addition to information posted on Moodle, I will deliver important course information to the class via email. You are also encouraged to communicate with me individually via email or phone. Send questions! I will respond within 24 hours M-F unless I notify the class otherwise. Phone calls, office visits, and Zoom meetings are also welcome.

Scheduled Research and Writing Time

- This is an asynchronous course, meaning that you do not need to log into the course at a set time during the week. You will determine when to do the coursework, although you must meet regular Sunday deadlines. You are required to speak to me "live" at least once during the first half of the semester, either in a face-to-face conference or over the phone or video conference. You will schedule the conference at a time that is convenient for you.
- The traditional college homework formula says that you should spend 2 hours of homework for every credit hour of the class in addition to class time. Although you don't have class time in an online course (obviously), online courses assign additional work to make sure you get the same experience as students in face-to-face courses, so the formula still applies. Do the math and you'll realize that you are expected to spend 12 hours a week on English 111. Yikes! In reality, you won't need to spend that much time on this class every week. In reality, you will spend that much time on English 111 at

some points in the semester. Due dates are posted as each project opens to help you plan your homework schedule.

- Begin your projects as soon as they are introduced, even if you can only work on them initially for a short time. Just thinking about your project make your reading, researching, and writing time more productive.
- Use your time effectively by using your resources. Visit the Writing and Reading Center early and often, face-to-face or via a remote conference. WRC readers can help you understand assignments, develop topics, work on invention, and draft projects. Librarians in Osterlin Library are also available and happy to help. And, of course, communicate with me.
- Use your time efficiently by “outsourcing” technology problems. In other words, don’t spend more than a few minutes trying to figure out a technology glitch. Close Moodle and/or Google Docs and wait for a few minutes. If it’s still not working correctly when you log back in, contact me and/or the [Help Desk](#).

How your work will be assigned, collected, and assessed

Assignments and Deadlines

You will complete four projects over the semester. Each project includes reading, homework assignments, forums, and quizzes to help you develop the final drafts and to model a writing process. (See the Curriculum Synopsis for more details.)

Two separate sections of Online English 111 will share one Moodle shell. Make sure you identify your correct course section in order to access assignments.

Assignment instructions and deadlines are posted on Moodle. Upcoming assignments and feedback on graded assignments will be discussed in a weekly video posted Monday or Tuesday on Moodle. All assignments in a unit will be opened at once, but you can’t work farther ahead than that. All homework is due Sunday nights at midnight with the exception of exam week. **All work must be turned in by midnight on Saturday, May 2, the last day of the semester.**

If any time settings are incorrect on Moodle, please let me know (in a friendly tone) so I can fix the mistake.

Coursework submission

Be sure to put your name on all homework, even when uploading to Moodle. Use MLA formatting. When uploading assignments to Moodle, please label the document with your last name and the assignment title. Here's an example: Smith HW 1.2

You have the option of saving your work as a Word document, an rtf document, or a PDF generated from a Google doc. I cannot open documents produced in other programs such as Pages. All homework must be typed.

Late Assignments

Homework assignments must be submitted by the deadlines posted on Moodle for a chance to get full credit. Homework will be accepted up to one week late for half credit, with these exceptions:

- Late Moodle forum posts will not receive a grade.
- Late peer review worksheets will not receive a grade.
- Quizzes are not accepted late.
- Final drafts of the project essays will be marked down five percentage points for each day late beyond the due date. Essays submitted more than two weeks late will NOT be accepted, at which point you cannot receive credit for the course.
- The final project will not be accepted late.

Assessment

All projects and homework assignments support NMC's General Education Outcomes for Communication and Critical Thinking and the Course Learning Outcomes. (See Appendix A.)

Because an important goal of this course is to help you learn to approach any writing task as a process, we require that you complete not just a final draft, but all parts of the projects, including a draft that has been reviewed by peers or the Writing and Reading Center. If you change your topic part way through the process, you may need to start over with the homework so be sure to consult with your instructor. **Note that you must complete and submit all four projects for an opportunity to pass the class. This is a Communications Area policy.**

<u>Assignment Category</u>	<u>Percentage of Final Grade</u>	<u>Student Learning Outcomes</u>
<i>Project #1: Analysis and Response</i>	15	1, 2, 3, 4, 5
<i>Project #2: Rhetorical Analysis</i>	15	1, 2, 3, 4, 5
<i>Project #3: Researched Report</i>	20	1, 2, 3, 4, 5
<i>Project #4: Public Proposal</i>	20	1, 2, 3, 4, 5
<i>Practice, Process, and Participation</i>	30	4, 5, 6

Grade Scale

4.0	100%-94%	2.0	77%-73%
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3.5	93%-88%	1.5	72%-68%
3.0	87%-83%	1.0	67%-63%
2.5	82%-78%	0.0	62%>

Gradebook

Grades will be posted in the Moodle gradebook that you can access from our course Moodle page. I will update grades regularly, and you should check them often to monitor your progress in the course. Individual feedback on your work is posted in Moodle gradebook. If you don't see your feedback, check with me so I can help you find it.

Remember that grades are weighted, so the running total on Moodle may not accurately predict your final grade. Weighted grades mean that, for example, your last essay is worth more than your first and that the PPP category (process, practice and participation) counts for a significant portion of your grade.

Writing and Reading Center Bonus

If you use the Writing and Reading Center at any point during a project, you may turn in project two days late with no penalty. You may do this for every project. Contact the Writing and Reading Center at 995-1189 for an appointment or go to www.nmc.edu/writingcenter. The Writing and Reading Center can also conference with online students over the phone or via Zoom.

Revision

If you receive below a ~~2.0~~ 4.0 on your final draft of Project 1, 2, or 3, you can revise right away after a conference with me. ~~Otherwise,~~ You will **also** be allowed to revise one of those three projects at the end of the semester. Your revision will fully replace your grade and it will never give you a lower grade. The only project you are not eligible to revise is the last one, as you won't have time for a revision. In order to revise, you must do the following:

- Turn your original project in on time.
- Complete a revision proposal.
- Complete significant revision above and beyond **fixing typos**.

~~Your revised project will be due at the end of the semester.~~

Revision is not an option for homework.

What Your Instructor Expects From You

Courteous Communication

- *Be courteous with each other:* Part of becoming a good writer involves listening carefully to the ideas and perspectives of others. Students are asked, therefore, to be respectful in their online discourse. Disagreement can be productive and invigorating as long as

students engage each other with courtesy. Students who undermine the learning environment through inappropriate online communication may face permanent removal from the course.

- *Practice professional communication with your instructor:* Your email communication with me should be business formal. Begin emails with a salutation of *Dear Janet*, or *Janet*: Proofread your email before you send to be sure that your request is clear and polite.

Regular Attendance

Financial aid requires attendance reports for all courses, including online courses. Online students must engage in the work of the course -- not merely log in to the course website -- in order to be considered as attending the course. An online student is considered to be in attendance if they submit assignments, participate in forums, and/or initiate contact with a faculty member to ask questions about the academic subject studied in the course.

Academic Honesty and Integrity

Cheating or plagiarism on written or oral examinations, quizzes, papers, or other academic work is prohibited. Cheating is defined as falsifying data on a report, exam, summary, or paper; the giving or receiving of aid in an examination situation; and/or the use of unauthorized materials as an aid during an examination. Plagiarism consists of offering the words, ideas, or arguments of another person as your own work. Deliberate plagiarism, such as putting your name on a paper written by someone else, is a violation of NMC policy and will be reported. Accidental plagiarism resulting from inaccurate or incomplete citation must be corrected; once addressed, accidental plagiarism carries no sanctions.

The statement at the end of this syllabus (see APPENDIX B) further explains what constitutes academic dishonesty and why it is wrong. Read this statement and ask me if you have any questions. Note, however, that the statement omits one key point about plagiarism:

Self-plagiarism is a thing. This means that if you use a paper you wrote for another course, even though it is your own work, you are committing self-plagiarism. You need permission from your current instructor and the instructor for whom you wrote the original work in order to "recycle" a paper.

If you have any concerns about how to handle sources in your own work, you can talk to me, consultants in the Writing and Reading Center, your advisor, the NMC librarians, or any other teacher to get clear information.

Syllabus Changes

You will be notified of any changes to the syllabus during the semester.

***See the College Syllabus for more information on campus-wide policies and resources.
See the Course Curriculum Synopsis for information on semester projects.***

APPENDIX A

COURSE, PROGRAM, AND COLLEGE OUTCOMES

Student Learning Outcomes

In English 111, students will:

1. Knowledge
 - a. read effectively for multiple purposes
 - b. analyze visual and written arguments
 - c. understand the dynamics between audiences, purposes, contexts, and rhetorical strategies
 - d. learn key rhetorical concepts through analyzing a variety of texts
 - e. shape their writing in terms of audience and purpose
 - f. develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
2. Application
 - a. use key rhetorical concepts to compose a variety of texts
 - b. respond to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium and/or structure
 - c. use a variety of technologies to address a range of audiences
 - d. use composing processes as a means to discover and reconsider ideas
3. Integration
 - a. locate and access academic and popular sources
 - b. effectively evaluate (for relevance, credibility, accuracy, bias and so on) those sources
 - c. synthesize information and ideas from source material
 - d. make connections between their own ideas, opinions, experiences, and expertise and those of others
4. Human Dimension
 - a. analyze and evaluate their own thinking and the thinking of others
 - b. interact productively in giving and receiving constructive feedback
 - c. recognize themselves as writers and arguers
 - d. see the world from other points of view
5. Caring -- Civic Learning
 - a. examine topics that contain local and personal connections to issues that directly affect both them and their communities
 - b. become more interested in the implications of a variety of topics on both themselves and their communities
 - c. contribute to an ongoing conversation about a topic
6. Learning How to Learn
 - a. develop collaborative and recursive strategies for generating, revising, editing, and proofreading texts

- b. recognize their own writing processes
- c. effectively manage large, long-term projects
- d. develop strategies for effectively reading a variety of texts
- e. imagine new possibilities for their own and other's written work

College Outcomes

General Education at NMC promotes the acquisition of knowledge, skills, and attitudes needed to function effectively in a changing world and fosters intellectual curiosity, essential to lifelong learning. The following outcomes are designated for English 111.

- Communication: Students will practice effective communication with an awareness of audience and a sense of purpose.
- Critical Thinking: Students will skillfully conceptualize, apply, analyze, synthesize, and evaluate information gathered from observation, experience, reflection, reasoning, or communication.

Program Outcomes

NMC's first-year writing program has adopted the outcome statement of the Council of Writing Programs Administrators, a national organization whose members include two-year and four-year colleges and universities across the country. [View the outcomes statement here.](#)

APPENDIX B

Understanding What Constitutes Plagiarism, Fabrication, and Other Forms of Academic Dishonesty

John Mauk and Deirdre Mahoney

NMC's Catalog and Student Handbook defines plagiarism as "offering as one's own work, the words, ideas or arguments of another person, without appropriate attribution by quotation, reference or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment, and when the ideas or arguments are paraphrased in such a way as to lead the reader to believe that they originated with the writer." Sometimes students plagiarize unintentionally; that is, they use a passage from a valuable reading without appropriately documenting the source. In this case, the plagiarism is accidental and can be avoided by asking questions and reading assigned course material on using and citing sources. Even if it occurs accidentally, plagiarism represents improper and unacceptable academic work. Students who unintentionally plagiarize run the risk of being required to rewrite an assignment or of failing the assignment, as the goal of academic institutions is to prepare students to participate effectively and responsibly in their academic, civic, and workplace communities.

Some students steal or "borrow" text (from Web sites, articles, newspapers, or even other

students' papers) and attempt to pass off the work as though it were their own. This activity is intentionally deceptive. Some students fabricate sources or deliberately misrepresent their sources. This, too, represents an egregious act of dishonesty. In these days of electronic research and World Wide Web access, intentional plagiarism is on the rise. It is certainly easier today to steal others' language and manipulate assignments than it has ever been, but the grim truth of plagiarism has not changed: it is dishonest. While electronic technologies have made cheating easier for students, they have also made discerning plagiarized material easier than ever for faculty. Students who believe they can outsmart their professors on this front risk a great deal.

Depending on the policy of the institution, deliberate plagiarism typically results in any combination of the following: the student fails the course; the student is expelled from the college or university; documentation of the student's name and incident remains on record at the institution. No matter how you cut it, the results of deliberate academic dishonesty are unpleasant and can wreak havoc on a person's future.

None of the previous information is presented in hopes of crippling a student with fear, as the issue of appropriate use of source material and clear documentation of its use can be confusing at times. As a result, please know that your questions are justified, that they are similar to your classmates', and that you are encouraged to raise your questions every time you experience uncertainty and require clarification. That's what academia is all about – learning how to ask questions. Faculty and staff are here to assist in this mission. Office hours represent an excellent opportunity to meet one-on-one with your instructor for guided assistance. Additionally, NMC's Writing and Reading Center offers assistance in this area.