English 102

First-Year Composition in the Writers’ Studio

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| INSTRUCTIONAL TEAM |

This course is offered in the Writers' Studio by the College of Integrative Sciences and Arts (not by the English Department). It is taught by a team of Instructors and Writing Mentors.  You can find the names, contact information, and virtual office hours of the instructional team on the course navigation menu.

Once you have been assigned to a group (after the drop/add period is over), if you have questions or concerns, **please contact the instructor of your assigned group.**

If you feel the issue cannot be resolved with your instructor, please contact Dr. Ebru Erdem, Course Coordinator, at [eerdem@asu.edu](mailto:eerdem@asu.edu).

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| eBOOK |

The McGraw-Hill Guide:  Writing for College, Writing for Life by Duane Roen, Greg Glau, and Barry Maid.

**Note:** When you registered for the course, you might have seen that there was a $50 course fee added to the tuition.  This fee covers your eBook, which you will access online through the course Blackboard site, so you don’t have to worry about purchasing the book.  You have already purchased it when you registered and will have access to it online when the semester begins.

**OCTOBER**

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| COURSE DESCRIPTION |

ENG 102 will introduce students to college-level writing. This course aims to increase students' ability to develop ideas, express ideas effectively, and engage different literacies. It gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts help students understand the rhetorical process, analyze audience and its cultural contexts, and foresee the audience's response. During the semester, students will complete two major written projects with a reflection for each project. A capstone project - the portfolio with a final reflection - is required to complete this course. Students will create a digital portfolio using Digication.  See the "Digital Portfolio Information" module within the course shell for more information about setting up your portfolio in Digication.  The course portfolio is based on learning the course outcomes, which are listed in the next section.

A word about our two-project model: both major writing projects are multimodal, which means you will compose written words as well as in alternative media.  In addition, each of the multimodal projects requires a substantial reflection about rhetorical decisions, design principles, and audience. Students will also reflect on their learning through the lens of the [WPA Outcomes for First-Year Composition](http://wpacouncil.org/positions/outcomes.html) and the [Habits of Mind for Success in Postsecondary Writing](http://wpacouncil.org/framework). Our two-project model with enhanced process work provides the student: (1) more quality time to work on topic and draft invention, (2) additional opportunities to practice providing quality feedback to peers, and revise writing accordingly, and (3) more time to discuss ideas and strategies from eBook readings and genre examples.

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| COURSE OUTCOMES |
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The composition program at ASU supports the Conference on College Composition and Communication (CCCC) and Writing Program Administrators (WPA) outcomes for first-year composition students. Accordingly, by the end of first-year composition, students should be working toward mastery of the following skills:

* Rhetorical Knowledge
* Critical Thinking, Reading, and Composing
* Processes
* Knowledge of Conventions

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| HABITS OF MIND |

In addition to the WPA Outcomes Statement, all students should demonstrate knowledge and skills for Habits of Mind, a document endorsed by the Council of Writing Program Administrators, National Council of Teachers of English and the National Writing Project.  Habits of mind is located in the Framework for Success in Postsecondary Writing, which refers to ways of approaching learning that are both intellectual and practical and that will support students’ success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

* Curiosity
* Openness
* Engagement
* Creativity
* Persistence
* Responsibility
* Flexibility
* Metacognition

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| EXPECTATIONS |

**Technical Requirements:** This course requires a computer with Internet access and the following:

* [Microsoft Word](https://uto.asu.edu/asu-providing-microsoft-office-365-all-students-faculty-staff) (free)
* Web browsers ([Chrome](https://www.google.com/chrome), [Mozilla Firefox](http://www.mozilla.org/en-US/firefox/new/), or [Safari](http://www.apple.com/safari/))
* [Adobe Acrobat Reader](http://get.adobe.com/reader/) (free)
* [Adobe Flash Player](http://get.adobe.com/flashplayer/) (free)
* Microphone and speaker

**ASU email must be used to transmit all correspondence:** Use only your ASU email address for any communications related to this course.    ASU instructors will not respond to email from other accounts. The ASU email is the only way to verify the identity of the sender of the email.  We recommend not forwarding your ASU email to a separate account, either.   The ASU system has built in Spam filters that block external accounts, such as Yahoo, Hotmail, Gmail, Me, etc., so make sure to keep your personal account and your professional ASU account separate. Additionally, due to FERPA and student privacy concerns, your instructor will discuss grade-related questions sent from your ASU email only – not from external personal email accounts. Get in the habit of checking your ASU email account every day; announcements and other communications from your instructor will be communicated via ASU email.

Remember, e-mails are not informal discourse. Please be respectful and courteous in all correspondence, especially when sent electronically.  Students are expected to follow the guidelines of netiquette, located at: <http://www.albion.com/netiquette>.

**Workload:** Due to the online format of this class, students must be self-motivated and attentive to the details to stay on track. First-year composition is a writing workshop, not a lecture course.  Students will fall behind if they do not stay on top of the writing and reading assignments. While the course calendar shows the pace of the course, students have the option to work ahead and complete the class early. However, students must meet the deadlines on the calendar and participate in peer reviews, or they will not receive participation points.  Please recognize that most college courses expect two to three hours of work outside the class for each credit hour. Since this course bears the same credit as it would if offered in 15-weeks, the university requires that we cover the same content with the same rigor.  Keep in mind that to cover this curriculum, the pace must be accelerated; the content is not abbreviated.

**Response Time:** Students will have a reasonable amount of time to respond and complete all required work depending on the difficulty and specific requirements of each assignment.  In return we will respond to e-mailed concerns and questions within 24 hours from Monday through Friday between 9am and 4pm. All major projects will be provided feedback and returned prior to the following project cycle deadline.  Feedback may be provided in a variety of media including through face-to-face communication, audio/video clips, and screenshots. All graded coursework will occur through the course platform.  This course has Writing Mentors who will be involved in the facilitation of student progress and may respond to early drafts.

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| POLICIES |

**Late Work:** Failure to meet the deadline for discussion posts, research proposals, rough drafts, peer reviews, and other daily activities will result in zero points.

The final drafts of Project 1 and Project 2 will be accepted up to three days late but will lose 5 points for each calendar day late. If the project is not submitted by 11:59pm on the third day, it will be given zero points.

Your portfolio and reflections will be graded throughout the term, giving you opportunities to revise them. The final portfolio is due on the last day of class and will not be accepted late.

Technology does fail, so please back up all of your work and give yourself enough time to contact Technical Support (links found on the course menu) to problem solve your difficulties.We will not accept late work due to technological failures.

**Instructor-Initiated Withdrawal:** Your instructor will initiate a withdrawal if you do not log in and submit any assignment by 11:59 p.m. on Sunday, 10/15.

**Class Participation:** You will be missing out on an opportunity to actively participate in your intellectual growth if you are not actively engaged in the discussions and correspondence about the course projects and portfolio. Because process is a key hallmark of the learning outcomes, the course grade will hinge on students' active participation. All students must meet all deadlines listed on the course calendar and produce quality work to receive participation points.

Students who participate in **university-sanctioned activities**and/or who will be unable to meet the first-week participation requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the drop/add period of the semester). We have asked advisors across campus to help students enroll in appropriate sections.  If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please contact your instructor immediately.

**Public Nature of the Classroom:** Please consider all writing for this class to be "public.”  Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others; in this course, our purpose is to come together as a writing community.  Remember that students will often be expected to share writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own.  Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions from other writers.

**Student Behavior:** The rules and regulations of Arizona State University “Code of Conduct” will be followed in our classroom.  Any behavior unbecoming, which is inappropriate in a collegiate atmosphere, will result in your dismissal from this class. While we support academic freedom, we expect professional and respectful behavior; therefore, students may not use offensive language in any forum of our class.  Please do not disclose any knowledge of criminal activity, as we are obligated to report it.  Students are entitled to receive instruction free from interference by other members of the class.  An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Please review the policies and guidelines at these websites: the policies and guidelines at

[Student Code of Conduct](https://eoss.asu.edu/dos/srr/codeofconduct)  
[Student Judiciary Affairs](http://www.asu.edu/studentaffairs/index.htm)

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| REQUIREMENTS & ASSESSMENT |

This course employs a process-centered model.  Students will complete two major multimodal projects with enhanced process work.  For each project, students will submit multiple drafts. First, students will participate in guided peer review with classmates, their Writing Mentor, and their instructor on a first draft of the project. After further revision and editing, a final copy will be submitted; the instructor will grade the project and provide additional feedback for improving the project for the portfolio. Students will then reflect on their writing process and learning following each project. These reflections will comprise part of your semester capstone project: a course portfolio created within Digication. In these reflections, students must demonstrate how they have met (or failed to meet) the WPA Learning Outcomes and the Habits of Mind.  Questions that can guide your reflections are located on the final pages of each corresponding assigned eBook chapter and are entitled "self-assessment questions." In addition, students must indicate in the self-reflections the feedback they received on their project drafts and how they used this feedback to revise and improve their projects.

All materials from projects, including drafts, discussions, pre-writing assignments, reading notes, and peer review feedback, should be considered when developing the semester’s capstone project, a portfolio located within Digication.  Please note that you will not be required to include any identifiable information in your portfolio that violates FERPA rights, and the Digication security setting will be limited to “ASU users” privacy status.

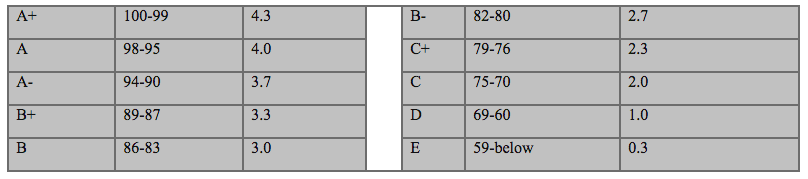
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| Participation & Process Work  Throughout the semester, students accrue points for participation that are a combination of participating in class discussions and completing all required daily work, including pre-writing invention work, drafting assignments, and peer reviews.  To receive credit for daily work, students must submit on or before the day that it is due.  The purpose of the daily work is to help students do crucial “invention” work on the major projects: fueling the creative thinking processes and undertaking the research needed to write a draft of each project.  Discussion Board Postings: To earn credit for class participation, students must make a positive contribution to the discussion that extends beyond your initial posting to a given instructional prompt. Such contributions can take the following forms: asking thoughtful questions, offering comments to peers’ posts that move a discussion forward, and providing specific examples that illustrate/clarify/complicate the topic being discussed. Students are expected not only to respond to the instructor’s writing prompt, but also respond to other student responses. We will frequently engage in small-group work in class so that everyone can benefit from multiple forms of feedback.  Invention Assignments: Students will be assigned invention activities (shorter writing and research tasks designed to help you generate material for your longer project drafts) throughout the course. These activities are designated in the Weekly content areas of the course Blackboard site and in the Course Calendar.  Peer Review: Writers need thoughtful and informed feedback on their writing to improve their writing skills. For each writing project, students will engage in peer review.  Knowledge of Conventions: This is an individualized assignment that you will complete in your eBook over the course of the entire semester. The KoC is designed to support your learning in five areas: fixing common problems, punctuating correctly, addressing mechanics, using words effectively, and writing clear sentences. Honing your skills in these areas will help you work toward mastery of our outcomes for the course, especially the “Knowledge of Conventions” learning outcome. |
| Course Portfolio  Even though the final portfolio is not due until the end of the course, you need to work on this project throughout the semester.  In this project, you will analyze how you have responded to the aforementioned six areas of the course learning goals: rhetorical knowledge; critical thinking, reading, and composing; process; knowledge of conventions; composing in electronic environment; habits of mind. Essentially, your assertion in the portfolio is this: “Here are the skills and knowledge that I have learned this semester, and here’s the evidence that I have acquired these skills and this knowledge.”  Note that the evidence will be crucial; you should draw on all sorts of sources to find that evidence. Your portfolio must include both multimodal projects, or it cannot receive a passing grade. Throughout the semester, you will contribute to and review your portfolio to evaluate your progress. |
| Multimodal Writing Projects  You will produce two major multimodal projects this semester You will work on developing your projects each week, as this class emphasizes a process-based approach to achieving writing success. To have a chance to pass the class, you must submit all drafts of all writing projects.  Please note that throughout each project’s writing process, it is critical that each draft be saved separately because you will need to have evidence of each working draft to include in your portfolio. This means that for each round of feedback, you need to save a separate draft with the feedback as evidence for your portfolio, so be sure to save all feedback you receive so you can bring excerpts from this feedback into your portfolio. |

**Points Breakdown**

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| **Assignments** | **Points** |
| * Syllabus Agreement | 5 |
| **Invention Assignments**   * Narrowing Your Topic and Audience * Project 1 Primary and Secondary Research * Project 1 Argument Plan * Project 2 Primary and Secondary Research * Project 2 Argument Plan | 15  30  30  30  30 |
| **Discussions**  (Initial post and peer response)   * Ice Breaker Activity * Project 1 Real-World Example Analysis * Project 2 Real-World Example Analysis * PSA/Public Advocacy Ad Analysis * Final Digital Portfolio | 10  10  10  10  15 |
| **Rough Drafts**   * Project 1 * Project 2 | 30  30 |
| **Peer Reviews**  (Two reviews per project)   * Project 1 * Project 2 | 20  20 |
| **Major Projects**   * Project 1 * Project 2 * Post-Course Reflection and Final Digital Portfolio | 175  175  175 |
| **Reflections**   * Pre-Course (including Home and About Me pages) * Post-Project 1 * Post-Project 2 | 65  50  50 |
| **Quizzes**   * Digital Portfolio * Research Guidance * Academic Search Premier | 5  5  5 |
| **Total** | 1000 |

**Scale for Grade Calculation**

Points are used on individual assignments and for final course grade calculation. The following scale will be used to convert points to letter grades.

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All final grades ending with .5 and higher will be rounded up to a whole number; for example, 79.5 and higher will be rounded up to 80.  Grades that end in less than .5 will be rounded down to the smaller whole number; for example, 79.4 will be rounded down to 79.

**Disposition of Course Work**

You should keep digital copies of your graded coursework in multiple locations.  Any student who appeals a course grade must submit all graded coursework with an appeal; therefore, we advise that you keep copies of all your graded work in locations of your choosing **in addition to** the Blackboard and Digication sites.

**Academic Honesty**

This course is taught as professional development, facilitating your career goal development.  Each student is responsible for his or her own education and the learning in this course.  Topass this course **all major multimodal projects must be completed**, and all writing for this class must be written **during** this class semester.  Reusing a paper you wrote for another class constitutes academic dishonesty.

Being a critical thinker, reader, and writer means you are responsible and ethical in your use of sources.  Failure to do so is classified as plagiarism; however, our goal is to teach you how to use your ideas and voice as the central element of your projects.  Sources are intended to provide credibility and validity to your ideas.

The university defines plagiarism as “representing the words or ideas of another as one’s own.”  **Cheating and blatant plagiarism in this class can result in a “XE” on your transcript.**Online discussion postings are individual intellectual property.  Students are expected to write and submit original work, and to incorporate others’ words, images, or ideas into their writing using correct attribution practices. Academic dishonesty in any form (see <http://provost.asu.edu/academicintegrity/policy/StudentObligations>) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity policy is located at <http://provost.asu.edu/academicintegrity>.

**Title IX Statement**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.  Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.  An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.  If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [http://sexualviolenceprevention.asu.edu/faqs/students](https://ex2010.asu.edu/owa/UrlBlockedError.aspx).

**Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the [Disability Resource Center](https://eoss.asu.edu/drc) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC. You may contact the DRC at 480.965.1234 or via email at [DRC@asu.edu](mailto:drc@asu.edu).

To make our courses accessible, we use tools that are compliant with Section 508 of the American Rehabilitation Act as amended (ADAAA) of 2008.

## Military Activation Procedures

The Writers’ Studio serves many students who have active military responsibilities. Deployment/activation is a distinct possibility for such students.  However, a student must go through formal university channels with any requests for special considerations as a result of such military activation. Military students must facilitate requests for special treatment through University Registrar Services.  The Registrar’s Office will in turn provide documentation to the Writers’ Studio.   For more information about ASU’s policy on the military activation of students, please visit<http://www.asu.edu/aad/manuals/ssm/ssm201-18.html>

## Inclusion (<https://inclusion.asu.edu)>

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

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| STUDENT SUPPORT SERVICES |

**Student Success Centers**– the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

**Career Services**– offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://career.asu.edu/>

**Student Financial Aid Office**– offers information and applications for student funding such as grants, loans, scholarships and student employment. [www.asu.edu/fa/](http://www.asu.edu/fa/)

**Student Health and Wellness Center**– provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. [www.asu.edu/health/](http://www.asu.edu/health/)

**Student Legal Assistance**– provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/mu/legal/>

**Counseling and Consultation**– provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>.  After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling [480.921.1006](tel:480.921.1006).