



English 105: Advanced First-Year Composition

Spring B 2017 (March 13, 2017 – May 2, 2017)

Please ensure you have access the following technology, which are requirements for the course:

- Internet access via Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker
- Blackboard
- ASU gmail and hangouts (view the following video for a tutorial on hangouts: <https://youtu.be/W6xhndC3R7A>)
- eBook (accessed in Blackboard or by <http://connect.mcgraw-hill.com>)

Prior to the start of class, please read the following:

- [Student Judiciary Affairs](#)
- [Code of Conduct](#)

CONTACT INFORMATION

This course is offered by the College of Integrative Arts and Sciences. Your instructors for this course are Sean Tingle (stingle@asu.edu) and Truman Peyote (tpeyote@asu.edu).

COURSE DESCRIPTION

English 105 is an intensive, advanced first-year composition course that combines ENG101 and ENG102 in one session to prepare students for 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 analytical and persuasive writing. Critical reading of articles, speeches, and other non-literary texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response. During the semester, students will complete two major multimodal projects. Students will also work on the capstone project—a digital portfolio—throughout the semester. The digital portfolio is required to complete this course; students will create the portfolio using Digication. See the Digital Portfolio folder within the course shell for more information about setting up the portfolio in Digication. The reflection students complete in the course digital 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. Finally, for each of the projects, students reflect on their learning through the lens of the [WPA Outcomes for First-Year Composition](#) and the [Habits of Mind for Success in Postsecondary Writing](#). 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 (3) more time to discuss ideas and strategies from eBook readings and genre examples.

□

COURSE OUTCOMES

The Writers' Studio 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

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Critical Thinking, Reading, and Composing

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Processes

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

Knowledge of Conventions

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

HABITS OF MIND

In addition to the WPA Outcomes skills listed above, all students should demonstrate knowledge of and progression in the **Habits of Mind**, located in the Framework for Success in Postsecondary Writing. This document is endorsed by the Council of Writing Program Administrators, National Council of Teachers of English and the National Writing Project. The Habits of Mind are 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** – the desire to know more about the world.
- **Openness** – the willingness to consider new ways of being and thinking in the world.
- **Engagement** – a sense of investment and involvement in learning.
- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

Students will reflect in their digital portfolios on the roles the Habits of Mind play in their learning processes in English 105.

EXPECTATIONS

Workload. Due to the online format of this class, students must be self-motivated and attentive to the details to stay on track. Additionally, students are expected to follow the guidelines of netiquette, located at: <http://www.albion.com/netiquette>. 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 some aspects of the work 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 over 15 weeks, the university requires that we cover the same content with the same rigor. **Keep in mind 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 8am 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 clips, written responses, and screenshots. All grading of coursework will occur through the course Blackboard platform. This course may have Writing Fellows (WFs) who will be involved in the facilitation of student progress and who may respond to rough drafts.

ASU email must be used to transmit all correspondence. Remember academic e-mails are not informal discourse; please be respectful and courteous in all correspondence sent to other members of the Writers' Studio community. The ASU system has built in SPAM filters that oftentimes block external accounts such as AOL and yahoo.

POLICIES

Class Participation. You will be missing out on an opportunity to participate in your intellectual growth if you are not actively engaged in the discussions and correspondence about the course projects and the digital portfolio. Because this process work is a key hallmark of the learning outcomes, a substantial percentage of the course grade will hinge on students' active participation in these smaller written assignments. Students must meet all deadlines listed on the course calendar AND produce quality work to receive participation points. According to university policy, students who are registered but do not participate any during the first week of classes may be dropped. **Because this course requires daily participation, if you do not log in and complete the initial assignments by 11:59 p.m. Arizona Time on Thursday, March 16, your instructor will initiate a withdrawal.**

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 course 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.

Late and Missing Work. A large percentage of the course grade comes from participation.

Meeting the deadline for each project component, whether that is a discussion post, rough draft, peer review, or final draft, is worth participation points. Technology does fail, so please back up all of your work. Please give yourself enough time to contact Technical Support to problem solve your difficulties. Failure to meet the deadline for discussion posts, peer review, and other daily activities will result in zero points. **The major projects will lose 5 points for each calendar day late. If the project is not submitted by 11:59 on the third late day, it will be given zero points (though it will still receive instructor feedback). The final portfolio is due on the last day of class and will not be accepted after the deadline.**

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 be expected to share their writing with other members of the community. 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’s “Code of Conduct” will be followed in our classroom. Any disruptive behavior, which is inappropriate in a collegiate atmosphere, may 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>). □ □

Repeat Students. If this is not your first time taking ENG 105 in the Writers’ Studio, you may be contacted by your instructor to set up a plan for your success in the course. All course work must be completely redone; you cannot copy and paste your discussion board posts from one term to the current term. You may use your previous work on the projects as a foundation for significant work and revision for current projects—however, we will expect to see significant improvement on these projects. You can use the digital portfolio you created from your previous work, but you will need to make significant additions and revisions to it. You must demonstrate your new learning as well as focus on how the ideas in the course were clarified for you this second time around. Please contact your instructor if you have any questions on how to proceed.

All assignments will be due on Tuesday, Thursday, and Sunday unless otherwise noted.

Evaluation Process: 1000 points possible (for a point breakdown, see the Gradebook tool).

This course employs a process-centered model. Students will complete **two** major multimodal projects with enhanced process work. For each project, students will have the opportunity to receive feedback on their drafts from multiple sources. First, students will participate in guided peer review with classmates on an early draft of the project. Second, instructor will provide feedback on rough drafts. Students may also submit a draft for feedback to one of the following sources: the Writing Fellow (WF) in the course or a tutor in ASU's Writing Centers (available in-person or online). After further revision and editing, a final copy will come to the instructor who will grade the project and provide additional feedback for improving the project for the digital portfolio. Finally, you will be asked to reflect on your process and learning following each project. These reflections will comprise part of your semester capstone project: a course digital portfolio created within Digication. In these reflections, students must demonstrate how they have met 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 textbook chapter and are entitled "self-assessment questions." **In addition, students must indicate in the self-reflections the quality of feedback they received on their project drafts and how they used this feedback to improve their projects.**

All materials from projects, including drafts, discussions, and peer review feedback, should be considered when developing the semester's capstone digital portfolio project. Please note that you will not be required to include any identifiable information in your portfolio that violates FERPA, and that the Digication security setting will be limited to "ASU users" privacy status.

Participation & Process Work 45% (450 points)

Throughout the semester, students accrue points for participation that are a combination of participating in class discussions and completing all required daily work, including invention work and participation in 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 engage students more fully with assigned readings and to be prepared to discuss them in class.

- Discussion Board Assignments. 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. **Discussion posts and responses are due by 11:59 pm on the due date.**
- Invention Work. Students will be assigned invention activities (shorter writing and research tasks designed to help you generate your longer project drafts) throughout the course; these activities are designated in the course calendar.

- Writing Team Activities. Students will be assigned a specific writing team to complete team discussion board posts and peer reviews. This team consists of a small grouping of classmates. Activities require teammates to virtually “meet” outside of class using Google Hangouts, Skype, or other communication settings to complete discussion activities. A team-appointed recorder will take notes and report back to the class on the discussion board by the due date indicated in the course calendar. If the recorder does not post by the deadline, the entire team will not receive credit for completing the activity. If you are unable to coordinate a “live” meeting, other arrangements can be made. However, you must contact your instructor. Please see the Writing Team Activity module for more detailed information on assignments. For each writing project, students will engage in peer review with their teammates. Writers need thoughtful and informed feedback on their writing to improve their writing skills. Working with the same team on peer reviews will help foster collaborative learning skills.
- Quizzes and Syllabus Agreement. You will be asked to take 4 quizzes to ensure your understanding of the course structure, each of the major projects, and the portfolio. You will be able to take the quizzes an unlimited amount of times prior to the due date. These are meant to ensure comprehension. Agreeing to the syllabus signifies to us you have read the syllabus and agree to the terms and policies in this class.

Course digital portfolio 35% (350 points)

Even though the final digital portfolio is not due until the end of the course, you need to work on this project throughout the semester. In the digital portfolio, you will analyze how you have responded to the aforementioned six areas of the course learning goals: rhetorical knowledge; critical thinking, reading, and writing; process; knowledge of conventions; composing in electronic environments; habits of mind. Essentially, your assertion in the digital 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.

Include all work that demonstrates this learning: discussion board responses, all drafts from each project, invention work, journal entries, reader-response reflections, etc. **Your digital portfolio must include both multimodal projects or your digital portfolio cannot receive a passing grade.** Throughout the semester you will contribute to and review your digital portfolio to evaluate your progress.

Writing Projects 20% (200 points)

You will produce two major projects this semester: (1) writing to explore/inform and (2) writing to analyze. You will work on your projects each week, as this class emphasizes a process-based method of writing. **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. One way to do this is to save each draft according to date. (For instance, John Doe’s first initial draft would show his last name, project info, and the

date: John_Doe_analysis_Jan17. If he revised his draft two days later, this draft would be John_Doe_analysis_Jan19.) Be sure that you save all feedback you receive so you can bring excerpts from this feedback into your portfolio.

Scale for Grade Calculation

Plus and minus grades are used on individual assignments and for final course grade calculation. 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.

A+	100-99	4.3		B-	82-80	2.7
A	98-95	4.0		C+	79-76	2.3
A-	94-90	3.7		C	75-70	2.0
B+	89-87	3.3		D	69-60	1.0
B	86-83	3.0		E	59-below	0.3

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. To pass 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>.

STUDENT SUPPORT SERVICES

ASU Libraries - provide access to electronic journals, electronic books, and research databases online and offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open www.asu.edu/lib/. Check out the Library Guide developed for online students: <http://libguides.asu.edu/onlineprograms>.

ASU Writing Centers –provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you:

- Explore, plan, and develop ideas
- Organize and structure your paper
- Integrate and cite sources
- Write, revise, edit and proofread

Schedule an online writing tutoring appointment at <https://tutoring.asu.edu/writing-centers> and click on the “search now” button under the “Tutor Search” section. If you have questions or need assistance scheduling an appointment please call 480.965.9072.

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <https://eoss.asu.edu/counseling/>

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/> Services including tutoring, Supplemental Instruction (SI-structured study groups), and peer mentoring through the Success Team Leaders. Online students can take advantage of FREE online tutoring Sunday-Thursday. For information on the courses offered or to log into a tutoring session visit: <https://tutoring.asu.edu/online-tutoring>. If you have any questions please feel free to call 480.965.9072.

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

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. <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. <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/>

ASU Online Tech Support – provides a frequently asked questions resource for technology users at ASU. <http://asuonline.asu.edu/student-resources/technical-support>

ASU Counseling Crisis Services – provide crisis intervention for students who are experiencing a mental health crisis. During normal working hours, students may contact any ASU counseling center to request a same day appointment to discuss urgent situations. <https://students.asu.edu/counselingcrisis>

After office hours, EMPACT Suicide Prevention Center, Inc. offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the [Disability Resource Center](#) 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.

To make our courses accessible, we use tools that are compliant with Section 508 of the American Rehabilitation Act as amended (ADAAA) of 2008. Below are the accessibility statements for some of the tools and resources you may be using in this course:

- [Adobe Acrobat and Presenter](#)
- [Microsoft Office 2010](#)
- [Google products \(including YouTube, Docs, and Sites\)](#)
- [VoiceThread](#)

Other Resources:

1.800.SUICIDE (National)

480.784.1500 (Maricopa County)

1.866.205.5229 (Arizona–toll free)

1-800-656-HOPE (National RAINN Sexual Assault Hotline)

(480) 736-4949 (Sexual Assault Hotline–Maricopa County)