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Course Catalog Description

Provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper. 4 credits. Prerequisites: ENGL 0950 with a grade of C or better or achievement of recommended score on the English placement test. Recommended Prerequisite: excellent fluency in computer-usage: word-processing, Internet and e-mail usage.

General Course Purpose

This course is the college-level composition course required for the AA, the AS, or the AAS degree. It is similar to “Introduction to Rhetorical and Analytical Writing” at St. Cloud State University and “University Writing and Critical Reading” at the University of Minnesota. It is designed to transfer to most four-year institutions and satisfies the Communication and Critical Thinking areas of emphasis in the Minnesota Transfer Curriculum, applying toward MnTC Goal Area #1

Learner Outcomes

1. Develop effective essays
   a. by practicing writing as a recursive (webbed) process of discovering, planning, drafting, revising, editing, and proofreading;
   b. by selecting information to support a thesis clearly, concisely, and logically.
2. Read analytically both published texts and students’ texts, including their own (i.e., identify the thesis, analyze support and evaluate the effectiveness of the writing for the purpose and audience).
3. Recognize and direct writing to a particular audience for a particular purpose; solve writing problems by
   a. identifying a purpose or goal.
   b. describing the audience’s assumptions and expectations.
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c. selecting from a variety of writing strategies, the methods appropriate for meeting the writing goal.

d. make language choices appropriate to their audience and context. These choices include consideration of diction, tone, consistent point of view, and style.


5. Recognize the basic strategies of persuasion and argument and apply these to specific writing assignments that address a variety of purposes and audiences.

6. Use various information-gathering techniques (including library research, electronic sources, interviews, and/or observation) to obtain evidence which they can then use to support their assertions in their argumentative essays and research papers.

7. Analyze and evaluate sources to identify the writers’ authority, purposes, target audiences, biases, assumptions, and reasoning. Based on these analyses, students will select those sources most appropriate as support for their own assertions.

8. Represent sources in their own writing through accurate summaries, paraphrases, and direct quotations. They will use a style manual to cite and document sources correctly.

Required Books

_A Writer’s Reference, 7E_, Diana Hacker.
_A Black Aperture_, Matt Rasmussen.

Other Requirements

1. **Self-Discipline, Guidance and Motivation.** Online courses are harder than on-campus courses. This particular course is also harder than an on-campus course because there is no live guide, and thus students are solely responsible for their own progress. There is no teacher to tell students what is due for the next class and explain the assignment; instead, students must read the course calendar, course materials, complete all assignments with only the guidance of readings, and submit work correctly and on-time. Most importantly, this is not a "go-at-your-own-pace" course. Instead, there are assignment deadlines as students work through the stages of the writing process.

2. **Students must activate their StarID accounts,** which enables access to E-Services (course registration, grades/transcripts, financial aid award), college network (access to any student computer on campus), and desire2Learn (D2L course management system).
3. **Students’ My.Anokaramsey.edu email accounts must be activated.** My.Anokaramsey.edu is the official email for all college and course communications. Once students activate their accounts, their assigned My.Anokaramsey.edu email address should appear in the D2L classlist. This D2L class list is the email list that I use to send messages to the class. After students activate their My.Anokaramsey.edu email account, they should check the D2L classlist to make sure their correct email address appears; this is where my messages will go, and it is the student’s responsibility to check their email daily for messages and updates, which are sent often.

4. **Subscription Access to Research Databases (PALS, MNLINK, PROQUEST).** Students will need a Student Photo ID card for research purposes and reliable Internet access to access the course web site. These databases are accessible through the ARCC Library.

3. **Microsoft Word (not "Works").** Students will write essays in MS WORD (preferably the most recent version), which has an electronic commenting feature used to critique writing; thus, students must submit MS WORD files so that I can critique essays. Students will also be critiquing other students’ essays using the electronic commenting. Essays submitted in Microsoft "Works" will not be read.

4. **Reliable Internet Access.** All course materials are on-line, and if a student’s internet access goes down, whether wireless or dial-in, the course work is still due. Thus, make certain of reliable service.

5. Students must submit the drafts of major essays to Turnitin.com. Students are responsible to set up their accounts. See Things to Set up for the Course.

6. **A habit for reading.** If students do not like to read, they should not take this course. All instruction is written. Students must read web materials carefully. Also, students must follow all links within lectures and instructions, and when done reading the linked material, click back to the main reading page. Read the instructional material well in advance of assignment due dates.

7. **Computer fluency.** Students must have the following skills before beginning the course:
   a) The ability to use the Internet for academic purposes.
   b) The ability to upload and download files from Internet sites whether Powerpoint, MsWord, PDF, or other platforms.
   c) An understanding and application of various passwords and permissions in various contexts.
   d) Email savvy and ability to use an instructional software platform such as D2L.
   e) Fluency in Microsoft Word. Students must compose their work in MS Word, and also submit their completed work to peers and the instructor, and students will also comment on other students’ essays using the electronic commenting features in MS Word.
   f) File management skills. Students must know how to upload and download files, save files, arrange files and folders, transfer files, copy files, create folders and back-up folders, etc.
Students must be fluent in these techno-areas before they begin the course because these skills are not taught in the course.

8. Ability to fix, or have a plan to fix, technology problems (without letting frustration get in the way). If students have problems with their computers (email, internet, etc.), the instructor cannot help, and as the course policies spell out, technological problems are not valid reasons for turning in late work. The ARCC IT staff also cannot help unless students are using on-campus computers in the lab. Thus, students should always have a back-up computer plan just in case their main computer goes kaput.

Click the following links to learn about the set-up and the process for taking the course:

Things to Set up for the Course
How to take the Course

Overview of Course Work

We will focus on the generation, organization and communication of ideas in expository essay forms based on experience, observation, and research, with an emphasis on argument, critical thinking, and rhetoric. Because of these goals, you will do a great deal of reading and formal research. Assigned readings and multimedia may include viewpoints and images some may find offensive, including sexual or violent content or strong language. Since much of the topical material deals with social issues in the realm of politics, race, culture, and religion, diverse viewpoints will be presented, some of which may not be deemed acceptable to all. Because this is a college class, our goal is to think and write critically about the material. If you anticipate having objections to the course materials, it may be in your best interest to consider taking another section of ENGL 1121. Alternative assignments will not be given.

Here is the course work you are expected to complete:

Three major essays worth 300 points total. Each essay will be drafted and revised at least two times. There will be prewriting, multiple drafts and peer critique workshops for each essay, along with additional research and writing exercises totaling about 200 points. Between 500-600 points will be possible for the course, but this is estimated and thus subject to change. The instructor reserves the right to add, delete or modify course work.

Grading: 90 to 100% = A (superior); 80 to 89% = B (above average); 70-79% = C (average); 60 to 69% = D (below-average); 0 to 59% = F (unacceptable).

Course Policies

1. Late essay drafts will not be read or critiqued by the instructor and will be assigned zero credit. Drafts submitted are not "graded," but are assigned points whereas revisions are assigned grades/scored; therefore, it is critical that students submit major essay drafts for
workshopping (see Peer Critique Procedure) by the due dates indicated in the course calendar in order to receive quality feedback to help strengthen the final essay revisions, which are scored/graded and constitute the majority of the points in the course. Essays that are worked through the Drafting, Feedback/Workshopping, and Revision stages are generally of a higher caliber.

2. **Free Pass Law.** Students may submit one “draft” late for credit, but it must be submitted within five calendar days (meaning that weekends and holidays are included) of the due date, and it will not be critiqued by the instructor; nor will students in the writer’s peer critique workshop be expected to critique the late draft. **Students who choose to use this free pass law must notify the instructor ahead of time that they are choosing to use it.** Students who do not notify the instructor ahead of time will not be granted the free pass.

Late essay final revisions will be scored/graded, but they must be submitted within five calendar days of the due date, and 10 points will be deducted for each day past the deadline the revision is submitted.

3. Late exercises will not be accepted or credited for any reason short of a documented emergency situation.

4. All work, including exercises and quizzes, is due to the D2L message board by 11:50 PM on the day it is listed due. All assignments must be submitted to the correct folder in the either the D2L discussion board or dropbox, depending on the specific assignment instructions. It is the student’s responsibility to submit to the correct folder; therefore, students should always verify their submissions after they submit. Never assume the assignment was submitted; verify it. The instructor is not responsible to notify students if they submit to the correct or incorrect folder and thus receive no credit for the particular assignment.

5. All submitted writing must be created from the writing process within this course. (See “Self-Plagiarism” in policy 11 below). As an example, essays written for other courses are not accepted in this course. Students who are re-taking this course must present new writing; resubmitting essays that have already been previously critiqued/graded is not acceptable.

6. Students must submit the drafts of major essays to Turnitin.com. Students are responsible to set up their accounts. See Things to Set up for the Course.

7. Students’ My.Anokaramsey.edu email accounts must be activated. My.Anokaramsey.edu is the official email for all college and course communications. Once students activate
their accounts, their assigned My.Anokaramsey.edu email address should appear in the D2L classlist in the D2L course site. This D2L class list is the email list that I use to send messages to the class. After students activate their My.Anokaramsey.edu email account, they should check the D2L classlist to make sure their correct email address appears; this is where my messages will go.

8. Students are responsible to check into the course daily for updates to the course calendar, news and reminders. Students should also check their email daily as I often send messages to the whole class through the D2L class list via My.Anokaramsey.edu.

9. If students have any documented disabilities or learning concerns, the instructor will support accommodations if students contact Disability Services at 763-433-1350 and go through the appropriate process within the first week of the course, before the end of the drop-add period.

10. If a student would like a Pass/Fail grading option for the course rather than the standard A-F grading method, the request – in writing, with full reasoning -- must be submitted to the instructor during the first week of class, before the drop/add period is over. Approval is not automatic, but is at the discretion of the instructor. I will not approve any requests after the first week.

11. Plagiarism may result in failure of the course. According to Anoka Ramsey Community College’s Student Conduct Code, “Section E: Prohibited Student Conduct”, “Conduct for which students are subject to disciplinary sanctions include, but are not limited to:

   a. Academic Dishonesty — Cheating, plagiarizing, or aiding and abetting another person in cheating or plagiarism.
   b. Cheating includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests or examinations, the dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or the acquisition, without permission, of tests or other academic materials belonging to a member of the college faculty or staff.
   c. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment or the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”
d. Plagiarism also includes self-plagiarism, which includes a student turning in his or her own creative work that was written prior to the beginning of the class and/or submitting work that was originally written for other classes. This is called self-plagiarism.

If plagiarized work is suspected and proven, the student will receive a 0 for the assignment and is subject to sanctions outlined in the Student Code of Conduct.

Other sanction options include but are not limited to:

1) redo the assignment with a grade reduction

2) fail the course

Writing tutors are available in the Academic Support Center to help students with citing sources.

Statement on Course Policies

As stated in the **Course Policies**, I do not give credit for, or give feedback on, late essay drafts, for any reason, including technology matters. The reasons for this policy are summarized here:

First, the course emphasis is on the Revision of writing, making it clearer and more precise with each version, and good revision demands good feedback, not only from myself but from group mates in a workshop setting; thus, work needs to be submitted on time for workshopping, and in the proper format (MS Word) so that peers and myself can make good comments within the essay to help the writer create a strong revision. In this course, we even have feedback on the prewriting BEFORE the essay.

Secondly, getting the work in to me on time is critical so that I am able to read the work carefully and give you detailed feedback for revision. I have four writing classes and read between 500-600 essays per semester, and I take pride in reading them all carefully and giving extensive feedback. If essays arrive late, I either a) don’t have time to read them because new on-time essays are continually arriving and take precedence, and b) if I did manage to squeeze in a reading, I would be reading fast, possibly skimming, and thus my feedback would be superficial and therefore pointless. Finally, some courses are accelerated, especially summer courses, which triples the pace of my reading load.

With this said, the bottom line is that I cannot alter **Course Policies** based on the wants of individual students; that would be unprofessional and extremely unfair to apply some policies to
some but not to others. Thus, if you foresee having any difficulty with any of these policies, please withdraw and register for a different ENGL 1121 section.

Also, I will not respond to any appeals from students who lobby for policy exceptions to fit their own circumstances. Any requests for policy exceptions will simply receive a copy of this message. I will not alter course policies for individuals and will not negotiate alterations to course policies. The only exceptions I make to course policies are for serious and documented medical/health emergencies, of which evidence is required.

Things to set up to begin the course

Read the following carefully. You will need to have access to the following platforms in order to start and continue the course, and it is your responsibility to set these up for yourselves:

1. Activate your StarID account, which enables access to E-Services (course registration, grades/transcripts, financial aid award), college network (access to any student computer on campus), and Desire2Learn (D2L course management system).

2. Students’ My.Anokaramsey.edu email accounts must be activated. My.Anokaramsey.edu is the official email for all college and course communications. Once students activate their accounts, their assigned My.Anokaramsey.edu email address should appear in the D2L classlist. This D2L class list is the email list that I use to send messages to the class. After students activate their My.Anokaramsey.edu email account, they should check the D2L classlist to make sure their correct email address appears; this is where my messages will go, and it is the student’s responsibility to check their email daily for messages.

3. Set up your D2L course access (see Using D2L the First Time) because you will be submitting all of your writing assignments to the D2L Discussion Board and Dropbox. You need your StarID set-up first (see #1). If your D2L access is already activated, there is a D2L Log-in Link on the course home page in the upper left for easy access.

4. Read all of the course orientation materials at the top of the course home page, starting with the syllabus, and including the course policies and instructions.

5. Activate your Turnitin.Com account. Students will submit the drafts of all essays to Turnitin.com for a source citation analysis; thus, it should help writers to see more clearly whether they are citing appropriately, or plagiarizing, and thus make the necessary corrections for revision. The course ID and password needed to set up your own account will be available
throughout the semester on the front page of the course D2L site in the "News" section. Read: Turnitin.com Account Activation.

How to Take the Course

Refer back to this page often if you have "how, what, when and where" questions as you move through the course. This is like an FAQ page, only it's better organized and much more funny.

First, the Course Home Page and News Items

Every assignment, lecture, or link you will be referred to through the course calendar is also indexed on the course home page, so if a link to an assignment is broken, email me, but in the meantime, go to the course home page and find the link there. Also, on the side of the home page is a course "News" section. Often when I send a message to the whole class, I will reprint the dated message there. Check the site daily for news items.

The Course Calendar is your Best Friend

The course calendar is your main navigation page that will lead you step by step through the course. It's located at the top of the course home page. Each week, you are to follow the calendar in the following order: "Read" and then "Due".

Readings, and my Sense of Humor (sometimes noticeable)

You will enter into each essay by reading sections from web-based lectures linked to the course calendar, along with readings from the course text. I've tried to jazz up my writing a bit by allowing my voice to enter into the mix, on the web site and in email. I expect students to bring their own voice into their writing, so I figure I'll practice what I preach. Because of this, however, be warned that I do have a strange sense of humor that's not to everyone's liking, or even to some people's noticing.

Virtual Lectures

Throughout the course are written versions of the instructions I give during live classes. These must be read in order to understand all the assignments, and the specific processes for completing them. There are no shortcuts to this class; though I don't test you to see whether you've read either the lectures or materials from the books, the quality of the work you submit -- or don't -- is a good tip-off. You must read these instructional materials.

The individual lectures are posted to the calendar after the word "Read." They are also indexed at the bottom of the course home page. Read slowly and carefully and follow all links (green underlined text) and read the content and follow the instructions on those links. If you don't read these lectures carefully, you won't understand too well what you should be doing.
Also, a collected list of all the lectures, in order, appears on the course home page. Note that the lectures and assignment instructions include embedded links. Follow those links, read them, and then move back to the main reading page when done.

Most of the time, there will be instructions on how to read the linked material, telling you either to read thoroughly or browse. Still, the lectures read as non-linear hypertext rather than a linear (point a to point b) traditional textbook, and sometimes you'll hear audio, see graphics and video in addition to reading words.

Assignments Overview

In addition to smaller writing assignments, the core of the work will consist of three major essays, two of which must include research. The subject matter for the essays will be topics in pop-culture, including language and the media, entertainment, and literature. Each of the major essays will deal with a primary persuasive skill -- evaluation, argument, and interpretation -- and each will be composed through the following process:

Prewriting Activities, Exercises, etc.

After completing your readings from either the web lectures or the course text (or both), you will usually begin prewriting -- the first stage of the writing process -- for the essay you are to write. The prewriting activities, which help you to generate ideas for your essays, are saved as MSWord files.

You will click the links, download these files, and save them to your own directory, edit and add to the file according to the instructions, then submit the file to the D2L message board for feedback from your peer group mates. See Posting Writing to the D2L Discussion Board and Peer Critique Procedure.

Essay Drafts

After you have submitted your prewriting, you may begin your essay draft. A draft, defined, is "the first attempt at your essay." In this stage of the writing process, you sift through the ideas you generated in your prewriting and bring them into focus in essay form. Your draft is the foundation of your essay.

You will submit your drafts to the D2L message board for feedback. See Posting Writing to the D2L Discussion Board and Peer Critique Procedure.

You will also refer to the Evaluation Checklists (see course home page) for the essays; these forms, which I use to grade your essay, are located on the course home page under "Course Materials." Familiarize yourself with this index before continuing your reading.
Peer Critique Workshopping

You will be assigned a peer group, of which I will assemble and email out a list to everyone, and you are responsible for commenting electronically in MS Word on five other students’ essay drafts. Instructions for how to comment electronically in MSWord documents are on the course home page under “Technological Matters.”

See Peer Critique Procedure, where the process is spelled out. This will show you how and where to submit your essays for critiquing.

Essay Revisions

After you have received back your draft with my comments, you may begin your revision. Revision, defined, is the adding, cutting, rearranging of material, and proofreading for spelling, grammar, punctuation, and style concerns. The revision is designed to bring your essay into sharper focus.

I evaluate the revisions by using the evaluation checklists. When I return your essay, I will also attach the Evaluation Checklist, indicating the strengths and weakness of your essay, along with a score and grade. To read my comments, see Viewing and Making Electronic Comments on the course home page under "Technological Matters." All revisions listed on the course calendar are mandatory.

Here is one of the standard Evaluation Forms for the major essays.

Essay Submission Procedures

Because students in the on-line courses are completing the same work as done in the on-campus courses, the assignments you are seeing are the same the on-campus courses are seeing. The only significant difference is in the Peer Critique Procedures between the two sections, and the way in which you submit your work to both me and your peers. Thus, on each assignment, you will see separate instructions for submission, one set for the on-campus course and the other set for the on-campus sections of my courses. In general, you will submit your writing assignments to the message board on the course's D2L site.

See Posting to the D2L Discussion Board.

Students will also submit the drafts and revision of all major essays to Turnitin.com for a source citation analysis; thus, it should help writers to see more clearly whether they are citing appropriately, or plagiarizing, and thus make the necessary corrections for revision. I will email the course ID and password needed to set up your own account. Read: Turnitin.com Account Set-up Instructions and Turnitin.Com Essay Submission Instructions on the course home page under "Technology Matters."
Resources

Note that the menu on the left-hand side of the course home page and all main navigation pages contains valuable resources such as the Research and Reading Center, the D2L Login for posting assignments, My.AnokaRamsey Email, and Turnitin.com.

All the materials you have been referred to by links on this page and in the course syllabus and also on the course calendar are also available on the course home page, indexed appropriately; thus, if a link on the course calendar is broken, go to the course home page, find the assignment, and email me so I can fix the link.

And in conclusion:

Email me with Questions right away!

I appreciate it when students point out website errors and discrepancies to me. I don't find it insulting or bothersome at all; rather, I need it in order to improve the site; I need the "student" perspective, the view of the site from the other side of my computer. Thus, if you're ever confused about any instructions, PLEASE EMAIL ME RIGHT AWAY. It helps you get on track faster and also helps me make the course better.

Example of errors you might find: long ago, I had students email in their assignments, but when I started using D2L, I stopped that. As a result of the change, I had to mine through the web site and change all the submission instructions on all assignments, exercises, and specifications. Along with this change, I've made many others over the years, and sometimes there are residual instructions left over because the web site keeps growing and when I make a change, I have to make the change on often a dozen or more web pages; thus, you might occasionally find old information that will confuse you.

For what's it's worth, here's my online teaching approach (in the form of advice given at a conference to teachers starting to build online courses):

"Revise as You Go"

"Use student questions to write and add to your course content, live-time. Most good questions indicate that something is missing from the online instruction space, though not always. Still, every response to a student question should be thorough - essay length, if necessary -- and should immediately be integrated into the appropriate instructional space on your course web site. Do this right away. Don't save it for later. Its like the 'clean-as-you go' cooking process, a philosophy which I also subscribe to: by the time you're done cooking, you don't have to worry about cleaning up."

I'm not always perfect at this approach, but I put forth strenuous effort, like Nick Punto. I consider myself the Nick Punto of teaching. I'll never be an All-Star, but I'll run out every ground
ball and get some infield hits by diving head-first into first base every so often, even when I don’t have to; in fact, Nick Punto once dove head-first into first base even after he’d hit the ball to the outfield and would have been safe by a mile. For those of you who don’t know who Nick Punto is, see Nick Punto on Wikipedia.

And FYI, this instructional bit here arose from a student question pointing out a discrepancy in the submission instructions of an exercise, and what you're reading here was generated in my email message to the class after I made the correction to the assignment's submission instructions. See how it works? Online teacher-student interaction should be a dialogue; the dialogue improves the course. And the world.

This approach works, but only with your help. Email me immediately with detailed questions, comments and concerns if any instructions are not clear, or any processes are confusing. The more detailed your question, the better; that way, I can respond in detail and move my written explanation in reply to your email right into the instructions in the course web site. As for grammar, spelling, and punctuation, if you find errors, let me know. I will appreciate being found.

Also, email me with suggestions to make the web site better. Thoroughness and ease of navigation are my goals; I’m not much for flashiness (bells and whistles). I'm for simplicity. Also, if you find a broken link, let me know where it is, right away!

Now, go the course home page, click on the course calendar, and begin.