

English 110C: English Composition
Summer 2014
CRN 31373 / BAL 2019 / M-F 9:30 - 10:50 a.m.

Instructor: Megan Mize

Office Hours: TR 11 – 11:50 am or by appointment

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Course Website: <http://www.engl110s14.courses.digitalodu.com/>

Inspiration is wonderful when it happens, but the writer must develop an approach for the rest of the time... The wait is simply too long.- Leonard Bernstein

Prerequisite: Writing Sample Placement Test with assignment to English 110C.

Course Description and Objectives

The ability to express your views through writing is a vital instrument in the search for success. However, this ability does not develop without practice and patience. This course will provide extensive, guided practice in the types of writing you will use both in college and the professional world. It will also teach you some of the strategies that successful writers use: how to predict and take advantage of the rhetorical situation of a writing project, how to analyze your own writing processes, how to seek responses to drafts, and so forth. This class will also encourage critical thinking and provide a forum for the expression of ideas. Class sessions will include lecture, discussions, workshops, peer reviews, and conferences, among other things. By the end of the course, you will have compiled a robust portfolio of your writing process. This is a composition course, so we will write!

Course Objectives

Rhetorical Knowledge

- Focus on a purpose
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing

Critical Thinking, Reading, and Writing

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others

Processes

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works

Mechanics

- Learn common formats for different kinds of texts
- Develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting work
- Control such surface features as syntax, grammar, punctuation, and spelling.

Course Material

- [Writing Today, Second Edition](#) (also available as an [ebook](#))
- Quick Access: Reference for Writers, by Troyka, ODU edition
- Access to a computer and internet connection (preferably high speed)
- MyODU account (for ODU email, Blackboard, library databases, etc.)
- Google Drive - <http://drive.google.com>
- **Electronic Devices:** This is a technology friendly classroom. You are encouraged to bring computers, tablets, and cell phones into my class and we will use them. However, you are also responsible for your own education and for the learning environment we share here. Electronics should be used to facilitate your own learning experience.

Course Work

You are expected to attend and participate in each class session through preparation, attending peer reviews, and completing in-class writing activities, and quizzes. These writings should be entered into a single Google Doc, forming a class journal. At the end of the course, all class materials, including drafts, peer reviews, and final works must be compiled into a Portfolio to be submitted at the end of the semester. Near the end of the semester, you will need to attend a conference with me.

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|--------------------------------|-----|
| ● Memoir (Essay 10%; Remix 5%) | 15% |
| ● Collaborative Writing | 10% |
| ● Argument Analysis | 10% |
| ● Interview | 15% |
| ● Field Research | 15% |
| ● Daily Work | 15% |
| ● Reflective Cover Letter | 15% |
| ● Course Portfolio | 5% |

A 100-93	B+ 89-88	B- 82-80	C 77-73	D+ 69-68	D- 62-60
A- 92-90	B 87-83	C+ 79-78	C- 72-70	D 67-63	F 59 – lower

The criteria for effective writing include the following:

- **Scope and Focus:** clarity and communication of central purpose and main ideas, limitations of topic, use of pertinent material and avoidance of irrelevant material.
- **Organization:** form, coherence, orderly progression of sentences and paragraphs reflecting
- **Development:** adequate support and elaboration of thesis and main ideas by use of definition, illustration, specific references, examples, concrete details and/or evidence.
- **Perspective:** soundness of knowledge and judgment; ability to develop mature, thoughtful connections; avoidance of second-hand opinions and third-hand facts.
- **Rhetorical Awareness:** effectiveness of the text for a particular situation and audience.
- **Expressiveness:** control and variety of sentences; precise, appropriate, and vigorous use of words; resourcefulness and flexibility of idiom.
- **Mechanics:** correctness; observance of standard usage, spelling, punctuation, etc.

Hybrid Structure

This class is structured as a hybrid class, meaning we will meet in the classroom part of the time, and we will meet online part of the time.

- Classroom days will be **Mondays, Tuesdays, and Thursdays**. During these days, I ask for a few students to volunteer [to take notes on the shared course document](#).
- Digital days will be **Wednesdays and Fridays**. On digital days, we will “meet” asynchronously online rather than in the classroom. Part of your homework grade will be determined by your engagement and timeliness in participating in assigned activities for digital days.

Attendance Policy

It is your responsibility to come to every class prepared and to participate in class activities. You will need to sign in either before or after class, not while I am lecturing. Also, do not sign in for someone else, especially if that person is not actually present. Promptness is necessary for my class, as tardiness disrupts the class environment.

If you miss a class, you are still responsible for missed material. Absence on the date an assignment is due does not excuse you from turning in the assignment by class time. In accordance with English Department policies, if you miss 5 classes without valid excuses, you will automatically fail the course. An absence *may* be excused if you can present a doctor’s note, a jury summons, or other such documentation.

Honor System & Plagiarism

You are responsible for obtaining a copy of the Student Handbook and informing yourself about student conduct regulations. You may visit the Honor Council office in Webb Center, Room 2129 or at http://www.odu.edu/AO/student_serv/hc/.

The ODU English Department will not tolerate plagiarism in any form. Plagiarism is the use of facts, opinions, and language of another **as your own**; it is the equivalent of intellectual robbery. The first time a student plagiarizes, he or she will receive a grade of zero on the plagiarized assignment plus any additional penalty the instructor deems appropriate. Any student who is found to have plagiarized a second time will fail the course in which the plagiarism occurred and will be reported to the English Department and the Honor Council. This action is non-negotiable.

Late Work

You must notify me as soon as possible, as well as attach a documented reason for the assignment's tardiness. If you discuss the situation with me beforehand, I may make an exception. If you have not approached me in advance of the due date, it is unlikely that I will allow an extension.

Format

Each essay must be typed, using Times New Roman, 12 point font, in black ink. Your lines must be double-spaced. Also, your margins must not be larger than 1" on the top and bottom, and 1.25" on the left and right sides. Each paper must have page numbers in the top right corner. You will submit your major assignments through *SafeAssign* on Blackboard as well as posting them to your Google folder.

6 Week Class Schedule

The following schedule is tentative. I reserve the right to alter and adapt the schedule as necessary in order to best serve the needs of the class. I will announce such changes prior to the classes affected. It is your responsibility to be informed about such changes. Also, please expect to participate in brief writing exercises during each class.

Week 1: May 19-23

In Class	Homework
5/19 Course Introduction Personal Introductions Course Goals	<ul style="list-style-type: none">• Study Syllabus• Animato Video and Google Drive
5/20 Syllabus Quiz Student Animato Videos Round Robin - Value of Writing	<ul style="list-style-type: none">• Read Chapters 1-3
5/21 Discuss Chapters 1-3: Introduction to Genre and Rhetoric	<ul style="list-style-type: none">• L2L Assignment
5/22 Rhetorical Scavenger Hunt	<ul style="list-style-type: none">• Read Chapter 4 (Memoirs)• Object-Oriented Writing
5/23 Discuss Chapter 4 Introduction to Narrative Assignment	<ul style="list-style-type: none">• Read Chapters 14, 21• Memoir Assignment (Essay) & Portfolio Set-Up

Week 2: May 26-30

In Class	Homework
5/26 Memorial Day - No Class	

5/27 Discuss Chapter 14, 21 <i>Memoir Assignment Rough Draft Due</i> <i>Portfolio Set-Up Due</i>	
5/28 ONLINE Peer Review of Memoir Assignment	<ul style="list-style-type: none"> • Read Chapter 18 • Revise Memoir
5/29 Discuss Chapter 18 Introduction to Memoir Remix Introduction to Collaborative Writing Assignment	
5/30 ONLINE Memoir Remix Collaborative Writing Project	<ul style="list-style-type: none"> • Chapter 8, 10

Week 3: June 2-6

In Class	Homework
6/2 Discuss Chapters 8, 10 Analyze Advertisements	<ul style="list-style-type: none"> • Soundcloud Assignment
6/3 <i>Memoir Essay and Remix Due</i>	
6/4 ONLINE Collaborative Writing Prep	
6/5 <i>Collaborative Writing Presentations</i> Introduction to Argument Analysis	<ul style="list-style-type: none"> • L2L Assignment
6/6 ONLINE Argument Analysis	

Week 4: June 9-13

In Class	Homework
6/9 <i>Argument Analysis Rough Draft Due</i> Peer Review	<ul style="list-style-type: none"> Revise Argument Analysis
6/10 Discuss Chapter 14 <i>Argument Analysis 2nd Rough Draft Due</i> Introduction to Interview	<ul style="list-style-type: none"> Revise Argument Analysis
6/11 ONLINE <i>Argument Analysis Final Draft Due</i> Postscript/ Discuss	<ul style="list-style-type: none"> Soundcloud Assignment
6/12 <i>Argument Analysis Discussion</i> Popplet Invention Exercise	<ul style="list-style-type: none"> L2L Exercise
6/13 ONLINE Generate Interview Questions Conduct Interview	<ul style="list-style-type: none"> Read Chapter 5 (Profiles)

Week 5: June 16-20

In Class	Homework
6/16 Discuss Chapter 5 Introduction to Field Project	<ul style="list-style-type: none"> Read Chapters 24, 25 (Research)
6/17 Discuss Chapters 24, 25	
6/18 ONLINE Research Exercise <i>Interview Write Up Due</i>	<ul style="list-style-type: none"> Chapters 26, 27, 28 (Using and Citing Research)
6/19 Discuss Chapter 26, 27, 28	<ul style="list-style-type: none"> Chapter 15 (Organizing and Drafting)
6/20 ONLINE <i>Field Project Rough Draft Due</i> Peer Review	

Week 6: June 23- 27

In Class	Homework
6/23 <i>Field Project Peer Review</i> Introduction to Reflective Cover Letter	<ul style="list-style-type: none">• Conference Sign-Up• Soundcloud Assignment
6/24 L2L Researchers Discuss Course Portfolio <i>Field Project Final Draft Due</i>	<ul style="list-style-type: none">• L2L Exercise• Daily Journal
6/25 Conferences - No Class	<ul style="list-style-type: none">• <i>Reflective Cover Letter Rough Draft Due / Peer Review*</i>
6/26 Conferences - No Class	
6/27 <i>Reflective Cover Letter & Course Portfolio Due</i>	