Updated Online Transition ENG 102 Syllabus

Our class will not be 100% online for the remainder of the semester. I have updated our syllabus to reflect changes in the course due to our online transition. These changes will be in **red.**

Basic Information

Your Instructor: Melanie Gagich

The Term: Spring 2020

Class Meeting Time: Sec. 10   MWF 11:20 - 12:10 (BH 427)

                                   Sec. 15   MWF 12:25 - 1:15 (BH 424)

Instructor's Office Location: access my "Zoom-room" https://zoom.us/j/6795054463

Instructor's Student Hours: M/T/W from 1:00 - 2:00 via Zoom

Instructor's Email: m.gagich@csuohio.edu

Instructor's Department Mailbox: 1820 Rhodes Tower

Course Description

Placement & Eligibility for ENG 102: 1) Placement by ACT/SAT scores or 2) English Placement Exam or 3) Completed of ENG 100 or ENG 101 with a C or higher or 4) Received three or more hours of transfer credit for an English 101 equivalent course from another college or university.

Catalog Description: ENG 102 continues to cultivate and hone the skills acquired in ENG 100 or ENG 101, but also incorporates research and information literacy skills. Supplemental instruction is available for this course by taking ENG 106.

Course Outcomes

Course Goals: Students will demonstrate their ability to write expository & argumentative prose resulting from research.

General Outcomes: In addition to the competencies required in ENG 100 or ENG 101, students in ENG 102 will develop the ability to:

- Develop a research question.
- Identify relevant resources.

- Evaluate these resources critically and utilize them successfully.
- Understand what constitutes plagiarism in order to avoid it in their writing.
- Select an appropriate documentation style and use it consistently to cite sources.
- Communicate effectively the results of this research in written form consistent with the practices and skills of college-level English (see ENG 101).

Information Literacy Outcomes: In addition to the general outcomes, students in ENG 102 will develop the ability to:
- Determine the nature and extent of the information needed in their writing
- Access needed information effectively and efficiently
- Evaluate information and its sources critically and incorporate selected information into their knowledge base and value system
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

Course Requirements

Required Texts

Access to our **free** online textbook:

A Guide to Rhetoric, Genre, and Success in First-Year Writing

Access to our online reader (code must be **bought** in the bookstore) by **Week 2**:

In Practice: A Reader for Writers

Required Materials

A laptop or tablet to be used in daily writing activities and/or drafting sessions
Google Account (we will be using GoogleDocs and Google Drive)

A Note About Textbooks
Our digital textbooks are accessible via Blackboard. Feel free to print or not; however, *A Guide to Rhetoric, Genre, and Success in FYW* contains multimedia such as videos, hyperlinks, and an interactive glossary that will not print. This book contains very short sections, which are meant to serve as helpful resources pertaining to the writing assignments you will complete.

In Practice: A Reader for Writers, is an edited anthology that contains longer readings, which will be the basis for class discussions and/or activities.

Google Drive and GoogleDoc Usage

Each student must use GoogleDrive to create folders and use GoogleDocs to complete in-class activities, work on drafts, and conduct peer response sessions. This is an absolute requirement.

Blackboard Usage

I use Blackboard as a "document dump", meaning, I post all course materials there such as a link to the class GoogleDoc, course information, and project assignment sheets. You are required to regularly use Blackboard for the following items/components:

Review your syllabus	Post Research Entries
Review the weekly course calendar	Check your grades
Review assignment sheets	Post questions and discussions
Review, read, and print class materials	Post in-class activities

Access to Technology

<u>You will use technology in class everyday</u>. You are required to bring a laptop or tablet to each session to help you prepare drafts and activities during class (this cuts down on homework, too!). In-Class Writing activities will be completed and often posted to Blackboard during class time. You can rent a laptop, for free, using Mobile Campus. If you do not bring a laptop/tablet, then participation points will be deducted.

[Click here](#) to find more information about Mobile Campus.

Issues with Access
- If you do not have access to a computer/tablet and/or do not have access to the internet, please call Campus 411 (216-687-5411). The staff there have information to help you get resources.

- If you are off campus, but still in the Cleveland area you can consider these offers:

Spectrum's offer:
- *Be a household with a student enrolled in a K-12 school or college*
- *Call 844-488-8395; installation fees will be waived for eligible households*

Comcast's offer:
- *Be an eligible "qualified low-income household"*
- *Go to InternetEssentials.com or call 855-846-8376 for English or call 855-765-6995 for Spanish"*

"All new customers will receive "a free self-install kit" with no shipping fee

Passing the Course
It is a university requirement that students must earn a grade of C (70% or higher) or better to satisfy the university requirement for having completed ENG 101 and ENG 102

Course Work

Activity	Description	Worth	Submission
Project #1 asks students to create a multimodal *argumentative* text using *Non-Credible Sources.* Students are also required to submit their multimodal text to real audiences members (online).	Address and convince a specific audience using rhetorical strategies and multiple modes of communication Students will also have the option to earn bonus points by presenting their project at the Digital CSU Student Showcase in November.	*Final Product = 10% *Process Work = 5% Process includes *GoogleDoc Drafts* *Reflection* **Total Project Worth = 15%**	P1 is submitted to Bb. All reflections are submitted to Bb.

Project #2 asks students to write an *argumentative synthesis* using *secondary popular sources.* Students will also be introduced to Zotero, a free source management site, and will complete a mini Zotero Project that aligns with their essay topic.	Choose a topic, conduct research, and compose a 6-8 page essay, using MLA, that reflects the style of an Op-Ed.	*Final Product = 20% *Process Work = 10% Process includes: *GoogleDoc Drafts *Zotero Mini project *Reflection **Total Project Worth = 30%**	P2 is submitted to Turnitin AND given to the instructor by the end of class on the due date. Zotero work is submitted through Zotero
Project #3 asks students to write an *academic proposal* using *primary* and *secondary* scholarly sources. Students will also be expected to use Zotero and its citation function.	Choose a topic, conduct research, and compose an 8-15 page proposal using APA that is addressed to a specific academic discipline. Use Zotero to review research topics and questions and keep track of sources	*Final Product = 15% *Process Work = 10% Process includes *GoogleDoc Drafts *Reflection **Total Project Worth = 25%**	P3 is submitted to Turnitin AND given to the instructor by the end of class on the due date.

The Mini Presentation is no longer mandatory. Students who have already completed it will receive bonus points. Students who wish to receive bonus points can create a video and share it on Bb to receive bonus points. All bonus points will be added to students' Active Participation Grade			
Informal Writing is a combination of *Research Entries* and *In-Class Writing Activities for each Project.* The 5% from the Mini Presentations will be added to this section of informal writing. It will account for the added weekly Discussion Board submissions.	Research Entries are written and posted to Blackboard for every source a student uses in their texts. In-class activities will be completed using GoogleDocs and submitted via Blackboard. Each Activity will correspond to a major project. Discussion Posts	*Research Entries = 7.5% *In-Class Activities = 7.5% *Weekly Discussion Board = 5% **Total Worth = 20%**	Research Entries are submitted to Blackboard In-class activities are sometimes submitted to Blackboard and sometimes printed.

Discussion Posts	All work must be completed and submitted by 11:59 pm on that Friday.If you miss a submission, you will receive one (1) absence.	See above	Individual Responses must be submitted to Blackboard by 11:59 pm on Fridays (this counts as your attendance)
You will be given a prompt via a Discussion Board on Blackboard every Monday morning. You will be expected to complete the prompt and post it to the Discussion Board on Bb by 11:59 pm on Friday. These will serve as attendance for the week. If you miss a post, you will lose points (10) and receive an absence for the week. Discussion Posts will vary based on the content we are working on that week.	You must respond to at least one other classmate's post. Responses are due by 11:59 pm on that Sunday. To receive credit for responding to a peer, you must go beyond the "good job" response. To receive credit for your individual response you must complete the day's assignment *entirely*.		Peer Responses must be submitted by 11:59 pm on Sundays (this does not affect your attendance)
Active Participation reflects students' attendance, professionalism, and attitude.	Conduct yourself with professionalism by maintaining a positive attitude, arriving to class prepared and on time, and treating all ideas, peers, and	*Preparedness (includes bringing a laptop/tablet to each class) *Attitude/Professionalism	Active Participation is recorded on a daily basis.

	assignments with respect.	*Attendance **Total Worth = 10%**	

Grades will be available on Blackboard. Please remember that **grades are weighted** and are not based on totals. Feel free to visit me during student hours if you have any questions about your grade or to email me if you think I made a mistake (gasp) when uploading your grades to Blackboard.

This course relies on writing process pedagogy, which means your grades are based on your participation with and completion of process work AND completing final projects. Students who *only* complete projects do not do well in the course. Students who may feel they are not strong writers but who complete *all* process work and complete final projects often do very well in the course.

English 102 is graded on the traditional A, B, C, D, F marking system. To better calibrate the grading system for assignments in this course, an essay grade sheet will be introduced in advance of the first assignment. Please note that any student can withdraw from or drop the course prior to the deadline as determined by the university. Please refer to the undergraduate catalog for more information on dropping or withdrawing from a course.

A	100-94%	B-	82-80%	F	59-0%
A-	93-90%	C+	70-76%		
B+	89-86%	C	75-70%		
B	85-83%	D	69-60%		

A Brief Introduction to the Course

My ENG 102 is not a simple extension of ENG 100/101, although it might look like that at first. Instead, my ENG 102 course focuses on discourse communities, literacies, and writing situations.

[Discourse communities](#) are communities that share common values, languages, and ways of communicating and as such our ENG 102 class, classes within your major, and even groups you hangout with are all examples of discourse communities. Each project asks you to consider the community you are addressing.

[Literacy](#) is not simply the ability to read and write, rather 21st century literacies refer to the ability to "read", interact with, and compose all types of texts whether they are visual, textual, aural, spatial, or gestural. Additionally, your ability to use online platforms such as Blackboard and Google Docs represent technology literacy skills.

[Writing situations](#) are writing tasks given to you over the course of the semester. While completing these tasks, you will be asked to think about how the context affects the style, source usage, formatting, etc. that you use. This will connect to your work with discourse communities and literacy skills because how and what you write is connected to who you're writing to and what they expect from your text (conventions)—so we are not just writing MLA style "college essays" here!

The course also teaches you about the importance of being able to work and collaborate with others and of respecting, identifying, and exploring diversity and identity (your own and others'). To do so, I have integrated High Impact Educational Practices (HIPs) into Project #1 and the Mini Presentations. Project #1 helps you explore diversity and identity by asking you to choose a specific audience, address their needs, and share it online. Through the completion of this project, you will be presented with various experiences, languages, and cultures by sharing your work online **and** by reading and responding to your peers. Mini Presentations reinforce teamwork and "learning to work and solve problems in the company of others" ("High-Impact Educational Practices"), both of which are important "real-world" skills.

Although we have a lot to do this semester, I assure you that if you work hard and embrace the challenges, then you will leave this class more than ready to embrace college writing!

Important Policies

Attendance

As you know, the First-Year Writing Program has a strict policy regarding attendance and in my class it is part of your active participation grade. However, since we are moving online, I will count the number of absences you had before we went digital. I will also be "taking attendance" once a week via Discussion Board Posts. If you do not complete the post by 11:59 pm on Friday, then you will be marked absent and earn one absence.

Attending class regularly and on-time is essential to success. Attendance is mandatory in First-Year Writing courses. This attendance policy is common to all First-Year Writing courses and outlined in all of our syllabi.

If you leave early you will be marked absent on that day. If you are ten or more minutes late to class you will be counted as tardy. Four accumulated tardies will count as one absence. You will not be granted additional absences after you have reached the maximum allowable.

The most important aspects of the attendance policy you should be aware of is that each absence beyond the total allowed will reduce a student's grade in the course by 1/3 of a letter *and* students who miss the number of classes listed below will receive a course grade of "F" in a First-Year Writing course.

How is this policy applied to FYW classes?

Class Meetings and Minutes	Total Allowed Absences	Total Absences Resulting in Failure
Four Days a Week (50 mins)	4	8
Three Days a Week (50 mins)	4	8
Three Days a Week (65 mins)	3	6

Two Days a Week (75 mins)	3	5
Two Days a Week (110 mins)	2	4
Once a Week (170 mins)	1	3

Excused vs. *Allowed* Absences

CSU excuses absences required by religious observance, disability accommodations, university-authorized activities, and military service. Absences for any other reason are not counted as excused. However, they are considered part of the "allowed" absences provided by this policy. Use these allowed absences wisely.

What are NOT considered Excused Absences?
- Illness, even with a doctor's note
- Doctor's appointments
- Car trouble
- Family emergencies or family situations
- Court dates
- Writing Center and advising appointments
- Job issues, including interviews
- Vacation

Using a Cloud-Based Saving System Policy

You are required to use GoogleDocs in my course. This is required as a way to ensure that you are completing your own work but it also helps you save your work in an organized fashion AND prepare you for real-world professional working situations. I will devote nearly the first two weeks of class to introducing your GoogleDocs, sharing documents, and posting to Blackboard.

Following the Email Policy

If you have a question, first reread the syllabus and check our course site, then, if you cannot find the answer, feel free to email your question to me. Be sure to include your name, course number, and a clear articulation of your question. Generally, I respond to emails within 24 hours unless it is a holiday or weekend; however, I reserve the right to not answer your email if the question is answerable or if the email is unprofessional.

Project Submission Policy

To pass the course and receive **full** credit for each essay, you must follow the submission guidelines listed below:

- If you do not turn in one or more of the three major projects, then you will not pass the class. You are required to submit the project within two weeks of the due date, if you do not, then I will not accept it and you will not pass the course. Students who do not submit their essays on time (within two weeks) are not eligible for major bonus point activities (see below for more on bonus points).

- All major projects are due by 4:00pm on the due date. After that time, it is counted as late. Smaller assignments such as in-class writings and research entries must be posted to Blackboard (in the correct area) by 11:59pm on the due date. For smaller activities, you can receive half credit if you submit it within 24 hours of the due date, after that time, you will not earn any credit for late work.

- To ensure I receive your work you must read all submission requirements on assignment sheets. **I never accept work or essays via email.**
- Student work left with the instructor becomes the property of the instructor after one year. Instructors reserve the right to use student work not retrieved in their teaching and other professional work after one year.

Late Paper Policy

Late papers are not tolerated; however, if an issue does occur it is up to you to discuss the issue with the instructor in private and in person. Paper or grade discussions **will not** be conducted in front of the class, so make an appointment or visit during office hours.

Technology and Texting Policy

Although it is required that you bring a technology tool such as a laptop to class, you should not have it open unless we are working in small groups, on a project, drafting, etc. If I haven't asked you to open it, then it should be shut. **Texting** is a part of everyday life now and I know that; however, blatant and rude texting or phone usage (do not answer phone calls in class) will result in a decrease in your participation grade. Students who receive two or more texting

penalties will be asked to meet with me and if the problem continues, it could result in a lowered final grade.

Plagiarism Policy

Plagiarism is serious business. It involves representing another person's words or ideas as your own or reusing your own writing (from previous courses, for example) deceptively. It also includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas, whether those ideas come from the Internet or print sources. I assign levels of plagiarism: accidental and blatant.

- **Accidental** plagiarism occurs when you incorrectly paraphrase, summarize, or quote someone's work. It also frequently occurs when students incorrectly cite the outside source possibly in the text (in-text citations) or on the Works Cited/Reference page. We use Turnitin in my class was a way to help you see these types of mistakes and fix them. This type of accidental plagiarism, if revised by the student, will not result in automatic failure of the essay or the course.

- **Blatant** plagiarism occurs when you purposefully cheat. Examples include the use of "ghost writers", or asking (or paying) someone else to write your paper, copying and pasting an entire essay from the Internet, using an old course paper (of yours or anyone else's), or having family members write your papers. If I suspect blatant F, then I will ask you to submit your work to Turnitin, produce drafts of process work (e.g. outlines, rough drafts, notes, etc.), and meet during a face-to-face conference in my office. If you cannot produce process work and have been caught blatantly plagiarizing any assignment for this class, you will receive a failing grade for the entire course, whether the instance of plagiarism involves one sentence or an entire essay. Just don't do it and to be sure that you aren't doing it, keep a record of your composing processes. You can also schedule a meeting with me to talk about plagiarism prior to turning in your work. There is no harm in asking about plagiarism, better safe than sorry!

Notes about Plagiarism from the First-Year Writing Program:

- Remember, if you can find it on the web, then so can anyone else, including me. Don't cut and paste from the web—this is plagiarism. The ideas and the information on the web are not free ideas; they are the intellectual property of others and MUST be appropriately documented.

- Four of the most common instances of plagiarism are 1) when students fail to acknowledge material derived from another source, 2) when students receive too much outside assistance, 3) when students submit work they have written for another class, and 4) when students submit work written by another student.
- While acknowledging the ideas of others will be discussed at length during this course, ***please be aware that if someone else writes passages of your text for you that this act is plagiaristic, academically dishonest, and cause for penalty.***
- Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.
- Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.

Note for Students with Disabilities:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively.

Classroom Civility

Everyone in our class, including me, must remain **civil and courteous** at all times. We will often have opportunities to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated.

Netiquette Guidelines

Participate
This is a **shared learning environment**. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Be Professional

Online course communication is a rich, diverse, multi-cultural learning environment. Follow the same standards of behavior in online communication that you would follow in real life.   Ask for clarification if you find a posting offensive or difficult to understand. Be respectful of each

Earning the Grade You Want

Be a good citizen

Students who maintain civility in the classroom, uphold their responsibilities, and are generally positive and useful members of our learning community will be treated accordingly. I am much more likely to work with and provide grade boosting opportunities for students who reflect good citizenship than I am to students who are disrespectful, late, and/or consistently absent. Good citizen students will be given **one** opportunity to "cash in" their good citizenship capital. Good citizenship capital **is not available** to students who do not actively participate in class, act disrespectfully to the instructor, peers, or librarians, do not attend class regularly, arrive late to every session, sleep, or conduct themselves unprofessionally.

Avoid Plagiarism and use your GoogleDocs!

Use GoogleDocs to keep track of all of your process and drafting work, which will help you avoid plagiarism. For each paper, you will be asked to create a GoogleDoc, starting on Day 1 of the project. I will then be able to access this history of your work and determine whether you are submitting your own work. More importantly, keeping track of your work will help you revise, edit, and offer feedback to your peers. So be sure to keep a GoogleDoc for each assignment (oh, this is also part of your grade for each project).

You are now required to write your paper in Google Docs and post an editable link to Blackboard on the due date. Papers written and posted using Microsoft Word will be returned to the student.

Revise Projects

Students who earn a 70% or below on any of the projects can revise their work. In order to receive an increased grade a revision **must** include content revisions, content that goes beyond instructor feedback, include a reference page, and be submitted within two weeks of receiving the initial grade. When the work is turned in, students **must** highlight revisions and provide the original, graded assignment, otherwise the instructor will not reevaluate the work. Also when considering a revision, students are encouraged to take advantage of my office hours and schedule appointments with the Writing Center for outside assistance.

Bonus Point Opportunities

Over the course of the semester there are various opportunities for bonus points. There are two types of bonus point opportunities: large and small scale. Large scale bonus points include recreating Project 2 into a multimodal text, adding an infographic as part of Project 3, ~~and/or attending the Digital CSU Showcase (showcasing major Project 1)~~ at the end of the semester. There are no standard points for large scale bonus activities because your work will still be evaluated by me and then points will be given accordingly. To be eligible for large scale bonus assignments, a student must have submitted the major project on time and demonstrated effort related to completing the project correctly. Small scale bonus points include attending the writing center and/or completing bonus research entries. Attending an online Writing Center visit earns you 2.5 points per visit and extra Research Entries are 5 points each. Bonus points are added to your participation/attendance grade at the end of the semester.

The Writing Center is glad to offer **online** writing tutorials in these two ways:

1) **Starfish**: <u>Undergraduate</u> students can sign up for a specific tutor or specific day/time, email their paper to us (they receive a note telling them how to do this); the tutor will review the paper during the appointment time and will send back comments after the session is over. A handout on how to use Starfish is attached. <u>Graduate</u> students are welcome to email us for a specific appointment time or email us their paper using the instructions below.

2) **Email**: students email us their paper along with their CSU ID, the assignment, and any instructions for the tutor; a tutor will review it and send feedback in 4 business days. Details can be found in this link:
https://www.csuohio.edu/writing-center/online-writing-assistance

Students can prove they attended a tutorial by forwarding the instructor the tutor's feedback on the draft.

The Writing Center and WAC Program also offer other forms of online assistance (online workshops and handouts) on their website:
https://www.csuohio.edu/writing-center/writing-center
Kind regards,
Mary McDonald and the Writing Center Staff