English 101: First-Year Composition

Required

- Internet access to Writers' Studio via Blackboard and ASU email

- Textbook Website to access your eBook: http://connect.mcgraw-hill.com

Recommended

Student Judiciary Affairs Code of Conduct

ENG 101 Course Description

This course is offered by the College of Letters and Sciences, and the course manager is Angela Clark-Oates. If you have questions or concerns, please send your inquiry to her at aclarkoa@asu.edu or contact the college directly at sls@asu.edu. For more information about the college, visit our website: https://sls.asu.edu/.

English 101 will introduce students to college-level writing. This course aims to increase students' ability to develop ideas, express ideas effectively, and engage different literacies. It gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts 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 written projects with a reflection for each project. A capstone project—the portfolio with a final reflection—is required to complete this course; students will create a portfolio using Digication. See the Digication module within the course shell for more information about setting up your Digication portfolio. The course portfolio is based on learning the course outcomes, which are listed in the next section.

A word about our two-project model: Both major writing projects include a substantial text-based component and a multimodal, mini-assignment component designed to extend the rhetorical strategies, concepts, and writing styles covered in the project unit. In addition, each of the multimodal mini-assignments requires a substantial reflection about rhetorical decisions, design principles, and audience. Finally, for each of the projects, the students also reflect on their learning through the lens of the WPA Outcomes and Habits of Mind. Our two-project model with enhanced process work provides the student: (1) more quality time to work on topic 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 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

• Focus on a purpose

• Respond to the needs of different audiences

• 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

• Write in several genres

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

• Understand relationships among language, knowledge, and power

Processes

• Be aware that it usually takes multiple drafts to create and complete a successful text

• Develop flexible strategies for generating, revising, editing, and proofreading

• Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work

• Understand collaborative and social aspects of writing processes

• Learn to critique their own and others' works

• Learn to balance the advantages of relying on others with the responsibility of doing their part

- Use a variety of technologies to address a range of audiences

Knowledge of Conventions

- Learn common formats for different kinds of texts

- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics

- Practice appropriate means of documenting their work

- Control such surface features as syntax, grammar, punctuation, and spelling.

Composing in Electronic Environments

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts

- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and Internet sources

- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

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

- **Curiosity** – 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.

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 the class early; however, students must meet the deadlines on the calendar and participate in peer reviews, or they will not receive participation points. Please recognize that most college courses expect two to three hours of work outside the class for each credit hour. Since this course bears the same credit as it would if offered in 15-weeks, the university requires that we cover the same content with the same rigor. Keep in mind 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 in the Writers' Lounge within 24 hours from Monday through Friday between 9am and 4pm. All major projects will be provided feedback and returned prior to the following project cycle deadline. Feedback may be provided in a variety of media including through face-to-face communication, audio clips, and screenshots; all graded coursework will occur through the course platform. This course has Writing Fellows (WFs) who will be involved in the facilitation of student progress and may respond to early drafts.

ASU email must be used to transmit all correspondence. Remember e-mails are not informal discourse; please use proper business format for all correspondence especially when sent electronically. 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 actively participate in your intellectual growth if you are not actively engaged in the discussions and correspondence about the course projects and portfolio. Because process is a key hallmark of the learning outcomes, thirty percent of the course grade will hinge on students' active participation. All students must meet all deadlines listed on the course calendar AND produce quality work to receive participation points. 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 participate by 11:59 p.m. Arizona Time on Wednesday, January 14 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 classroom obligations (students can freely switch sections during the drop/add period of the semester). We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

Late and Missing Work. Thirty-three percent of the course grade comes from participation. Meeting the deadline for each project component, whether that is a discussion posting, draft, or major deadline, is worth participation points. Technology does fail, so please back up all of your work. I will not accept late work due to technological failures. Please give yourself enough time to contact Tech Support (link found under Course Home) 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 be accepted up to three days late but will lose 5 points for each day late. If the project is not submitted by 11:59 on the third day, it will be given zero points. The final portfolio is due on the last day of class and will not be accepted late.**

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

Student Behavior. The rules and regulations of Arizona State University "Code of Conduct" will be followed in our classroom. Any behavior unbecoming, which is inappropriate in a collegiate atmosphere, will result in your dismissal from this class. While I support academic freedom, I expect businesslike behavior; therefore, students may not use offensive language in any forum of our class. Please do not disclose any knowledge of criminal activity, as I am 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 101 in the Writers' Studio, you may be contacted by your instructor to set up a plan for your success this term. All daily work must be completely redone; you cannot copy and paste your discussion board posts from one term to the current term (same is true for the eBook activities). You may use your previous work on the projects as a foundation for significant work and revision for current projects—however, we expect to see significant improvement on these projects. You can use the portfolio you created from your previous work, but you will need to make significant additions to it. You can show 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.

Requirements & Assessment

All assignments will be due on **Monday, Wednesday, or Friday.**

Evaluation Process: *790 points possible (for a point breakdown, see the Gradebook tool).*

This course employs a process-centered model. Students will complete **two** major writing projects with enhanced process work. For each project, students will submit three drafts: students will participate in guided peer review with classmates on an early draft of the project; after revisions, students will submit a revised draft for feedback to one of the following sources: the Writing Fellows (WFs) in the course or the university writing center (available in-person or online); after further polishing, a final copy will come to the instructor who will give comments for improving the project for the portfolio. Finally, you will be asked to reflect on your process and learning in a formal written response for each project. These reflections will comprise part of your semester capstone project: a course portfolio created within Digication. In these reflections, students must demonstrate how they have met the learning outcomes and the habits of mind in a reflection. Questions that can guide your reflections are located on the final pages of each corresponding textbook chapter and are entitled "self-assessment questions" (e.g. Project 1 corresponds with Chapter 6, which is where self-assessment questions can be located.) **In addition, students must indicate in the self-reflection the quality of feedback they received on their revised 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 project, a portfolio located within Digication. Please note that you will not be required to include any identifiable information in your portfolio that violates FERPA rights, and the Digication security setting will be limited to "ASU users" privacy status.

Participation & Process Work 43% (340 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.

Knowledge of Conventions+ (KoC+). This is an individualized assignment that you will complete in your eBook over the course of the entire semester. The KoC+ is designed to support your learning in five areas: fixing common problems, punctuating correctly, addressing mechanics, using words effectively, and writing clear sentences. Honing your skills in these areas will help you work toward mastery of our outcomes for the course, especially the knowledge of conventions learning outcome.

Discussions. To earn credit for class participation, students must make a positive contribution to the discussion that extends beyond your initial posting. Such contributions can take the following forms: Asking thoughtful questions and offering comments that move a discussion forward, showing respect for other members of the class—even if you disagree with them. Students are expected not only to respond to the writing prompt, but also respond to other student responses. We will frequently engage in small-group work in class so that everyone can benefit from multiple forms of feedback. **Discussion posts are due by 12:00 pm (noon) and responses are due by 11:59 pm on the due date.**

eBook Exercises. Students will be assigned **specific** exercises from the online textbook, designated in the weekly checklist and the course calendar. To find out what exercises from the book you are responsible for completing, please review the course calendar.

Team Activities. Students will be assigned a specific team to complete team activities with in this course. 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 setting 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 on the Course Calendar. If the recorder does not post by the deadline, the entire team will not receive credit for completing the activity. Please see the individual Team Activity boards for more detailed information on assignments.

Peer Review. Writers need thoughtful feedback on their writing if they are to improve their writing skills. For each writing project, students will engage in peer review. See the video on feedback under "Writing Process" for instructions.

Revised Draft. For this round of feedback, you will receive help from either the Writing Fellows (WFs) or ASU's Writing Center. The points for the revised draft are built into the final project points. If you look at the rubrics for each project, you'll notice that one of the categories refers to the process of writing multiple drafts. We must be able to tell that you sought help from the WFs or ASU's Writing Center. ***Therefore, you must comment on the feedback you receive from either of these sources when you write your reflections for each project.***

Course Portfolio 34.2% (270 points)

Even though the final portfolio is not due until the end of the course, you need to work on this project throughout the semester. In this project, you will analyze how you have responded to the aforementioned six areas of the course learning goals: rhetorical knowledge; critical thinking, reading, and writing; process; knowledge of conventions; composing in electronic environment; habits of mind. Essentially, your assertion in the portfolio is this: "Here are the skills and knowledge that I have learned this semester, and here's the evidence that I have acquired these skills and this knowledge." Note that the evidence will be crucial; you should draw on all sorts of sources to find that evidence.

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

Writing Projects 22.8% (180 points): Detailed descriptions of the projects can be found in the "Projects" link under the Projects and Portfolio module.

You will produce two major projects this semester: (1) writing to explore/inform and (2) writing to analyze. A draft at some stage for each project will be due each class, as this class will use heavy writing process throughout all writing projects. You will find detailed assignment overviews for each project under the Assignments link under Course Home. **To pass the class, you must submit all writing projects.**

Please note that throughout each process, it is critical that each draft should 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. What I like to do is save each draft according to date. (For instance, a student named James Jones first initial draft would be his last name, project content, and today's date: Jones_analysis_Jan17. Then tomorrow, his draft would be Jones_analysis_Jan18.) 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+	100-98	4.3		B-	83-81	2.7

A	97-94	4.0		C+	80-78	2.3
A-	93-91	3.7		C	77-70	2.0
B+	90-88	3.3		D	69-60	1.0
B	87-84	3.0		E	59-below	0.3

Disposition of Papers

You should keep all copies of your graded coursework. Any student who appeals a course grade must submit all graded coursework with an appeal; therefore, we advise that you keep a local copy of your course portfolio. Additionally you will write a reflective essay regarding the entirety of your coursework at the end of the semester, so having access to your work will be useful.

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 class. To pass this class **all major writing assignments** 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 college 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 in Writing Programs classes, 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.

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

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. www.asu.edu/fa/

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

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.

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)

ENG 102: First-Year Composition

Course Description

This course is offered by the College of Letters and Sciences, and the course manager is Angela Clark-Oates. If you have questions or concerns, please send your inquiry to her at aclarkoa@asu.edu or contact the college directly at sls@asu.edu. For more information about the college, visit our website: https://sls.asu.edu/.

ENG 102 will introduce students to college-level writing. This course aims to increase students' ability to develop ideas, express ideas effectively, and engage different literacies. It gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts 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 written projects with a reflection for each project. A capstone project - the portfolio with a final reflection - is required to complete this course; students will create a portfolio using Digication. See the "Portfolio" and "Digication" modules, listed before week 1, within the course shell for more information about setting up your portfolio in Digication. The course portfolio is based on learning the course outcomes, which are listed in the next section.

A word about our two-project model: Both major writing projects include a substantial text-based component and a multimodal, mini-assignment component designed to extend the rhetorical strategies, concepts, and writing styles covered in the project unit. In addition, each of the multimodal mini-assignments requires a substantial reflection about rhetorical decisions, design principles, and audience. Finally, for each of the projects, the students also reflect on their learning through the lens of the WPA Outcomes and Habits of Mind. Our two-project model with enhanced process work provides the student: (1) more quality time to work on topic 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 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

- Focus on a purpose
- Respond to the needs of different audiences
- 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
- Write in several genres

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
- Understand relationships among language, knowledge, and power

Processes

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences

Knowledge of Conventions

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

Composing in Electronic Environments

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g.,

federal government databases); and informal electronic networks and Internet sources
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

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

- **Curiosity** – 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.

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 the class early; however, students must meet the deadlines on the calendar and participate in peer reviews, or they will not receive participation points. Please recognize that most college courses expect two to three hours of work outside the class for each credit hour. Since this course bears the same credit as it would if offered in 15-weeks, the university requires that we cover the same content with the same rigor. Keep in mind to cover this curriculum, **the pace must be accelerated; the content is NOT abbreviated.**

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Writers' Lounge within 24 hours from Monday through Friday between 9am and 4pm. All major projects will be provided feedback and returned prior to the following project cycle deadline. Feedback may be provided in a variety of media including through face-to-face communication, audio clips, and screenshots; all graded coursework will occur through the course platform. This course has Writing Fellows (WFs) who will be involved in the facilitation of student progress and may respond to early drafts.

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Policies

Class Participation. You will be missing out on an opportunity to actively participate in your intellectual growth if you are not actively engaged in the discussions and correspondence about the course projects and portfolio. Because process is a key hallmark of the learning outcomes, a big portion of the course grade will hinge on students' active participation. All students must meet all deadlines listed on the course calendar AND produce quality work to receive participation points. **Because this course requires daily participation, if you do not log in and participate by the first week of classes (January 14 at 11:59 p.m.), your instructor will initiate a withdrawal.**

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Public Nature of the Classroom. Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and

criticisms of others; in this course, our purpose is to come together as a writing community. Remember that students will often be expected to share writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions from other writers.

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

Please review the policies and guidelines at these websites:

Student Code of Conduct
Student Judiciary Affairs

Requirements & Assessment

Evaluation Process: *685 points possible (for a point breakdown, see the Gradebook tool).*

This course employs a process-centered model. Students will complete **two** major writing projects. For each project, students will submit three drafts: students will participate in guided peer review with classmates on an early draft of the project; after revisions, students will submit a revised draft for feedback to one of the following sources: the Writing Fellows (WFs) in the course and/or the university writing center (available in-person or online); after further polishing, a final copy will come to the instructor who will give comments for improving the project for the portfolio. Finally, you will be asked to reflect on your process and learning in a formal written response for each project. These reflections will comprise part of your semester capstone project: a course portfolio created within Digication.

In these reflections, students must demonstrate how they have met the learning outcomes and the habits of mind in a reflection. Questions that can guide your reflections are located on the final pages of each corresponding textbook chapter and are entitled "self-assessment questions" (e.g. Project #1 corresponds with Chapter 9, which is where self-assessment questions can be located.) **In addition, students must indicate in the reflections the quality of feedback they received on their 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 project, a portfolio located within Digication. Please note that you will not be required to include any identifiable information in your portfolio that violates FERPA rights, and the Digication security setting will be limited to "ASU users" privacy status.

Participation & Process Work (280 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.

Discussions. To earn credit for class participation, students must make a positive contribution to the discussion that extends beyond your initial posting. Such contributions can take the following forms: Asking thoughtful questions and offering comments that move a discussion forward, showing respect for other members of the class—even if you disagree with them. Students are expected not only to respond to the writing prompt, but also respond to other student responses. We will frequently engage in small-group work in class so that everyone can benefit from multiple forms of feedback.

eBook Activities. Students will be assigned **specific** activities, designated in the course calendar. To find out what activities from the book you are responsible for completing, please review the course calendar and the weekly modules.

Peer Review. Writers need thoughtful feedback on their writing if they are to improve their writing skills. For each writing project, students will engage in peer review. See the content in "Writing Process - Feedback Cycle" for instructions.

Revised Draft. For this round of feedback, you will receive help from either the WFs or ASU's Writing Center. The points for the revised draft are built into the final project points. If you look at the rubrics for each project, you'll notice that one of the categories refers to the process of writing multiple drafts. We must be able to tell that you sought help from the WFs or ASU's Writing Center. **Therefore, you must comment on the feedback you receive from either of these sources when you write your reflections for each project.**

Knowledge of Conventions Plan. This is an individualized assignment that you will complete in your eBook over the course of the entire semester. The Knowledge of Conventions plan is designed to support your learning in five areas: fixing common problems, punctuating correctly, addressing mechanics, using words effectively, and writing clear sentences. Honing your skills in these areas will help you work toward mastery of our outcomes for the course, especially the knowledge of conventions outcome. After completing a diagnostic activity, the system will customize the

assignment based on what concepts you already know and what concepts still need attention. Each week, you will revisit the assignment in your eBook to complete a percentage of your personalized learning plan. You and your instructor can run reports to track your progress. You can also use the data in these reports to support you during the revision process.

Course Portfolio (230 points)

Even though the final portfolio is not due until the end of the course, you need to work on this project throughout the semester. In this project, you will analyze how you have responded to the aforementioned six areas of the course learning goals: rhetorical knowledge; critical thinking, reading, and writing; process; knowledge of conventions; composing in electronic environment; habits of mind. Essentially, your assertion in the portfolio is this: "Here are the skills and knowledge that I have learned this semester, and here's the evidence that I have acquired these skills and this knowledge." Note that the evidence will be crucial; you should draw on all sorts of sources to find that evidence.

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

Writing Projects (175 points)

You will produce two major projects this semester: (1) writing to convince and (2) writing to solve problems. A draft at some stage for each project will be due each class, as this class will use heavy writing process throughout all writing projects. You will find detailed project overviews for each project under the weeks they are assigned.   **To pass the class, you must submit all writing projects.**

Please note that throughout each process, it is critical that each draft should 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. For example, save each draft according to date. A student named James Jones first initial draft would be his last name, project content, and today's date: Jones_analysis_June17. Then tomorrow, the draft would be saved as Jones_analysis_June18.) 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**.**

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

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

Disposition of Papers

You should keep all copies of your graded coursework. Any student who appeals a course grade must submit all graded coursework with an appeal; therefore, we advise that you keep a local copy of your course portfolio. Additionally you will write a reflective essay regarding the entirety of your coursework at the end of the semester, so having access to your work will be useful.

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 class. To pass this class **all major writing assignments** 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 college 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 in Writing Programs classes, 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

Disability Accomodations 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.

Student Support Services

ASU Libraries - 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/

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

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

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. www.asu.edu/fa/

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

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/

Help Wiki – provides a frequently asked questions resource for technology users at ASU. http://wiki.asu.edu/help/

EMPACT Crisis Hotline – 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.http://www.empact-spc.com/