COMPOSITION I

COURTNEY DANFORTH

Required Texts:

Bullock, Richard and Francine Weinberg. The Norton Field Guide to Writing with Handbook with 2009 MLA Updates. 2nd ed. New York: Norton, 2009. (9780393934397)

Graff, Gerald and Cathy Birkenstein. They Say I Say: the moves that matter in academic writing. 2nd ed. New York, Norton 2010. (9780393933611)

Meeting Times:

This is a 3 credit course meeting online from 22 January 2013 to 16 May 2012. As a 3 credit course, students are expected to allocate an average of 9 hours each week (75 minutes/week are in the classroom). Students are permitted to work ahead of the planned schedule insofar as they are able.

Course Objectives:

- Read, analyze, and integrate challenging material into original writing;
- Use a process approach to write complete, coherent, and well-developed thesis-driven essays;
- Employ appropriate documentation to support research-based essays;
- Identify purpose, audience, and rhetorical situation;
- Use appropriate technologies to prepare written assignments;
- Control conventions of language, mechanics, and MLA format.

Instructor Info:

Courtney Danforth, best reached during this course via the email function inside of ANGEL. Please call me "Courtney" or "Professor Danforth."

Course Description

World Literature I explores literature from our earliest texts to c1651. Individual sections will include texts selected from around the world, and incorporate prose, poetry, and drama. Discussing the central themes of the global literary discourse will help students discover how authors have contributed to the literary tradition, recognize the influence of literature on contemporary thought, and form connections across historical, geographical, and cultural boundaries.

Prerequisite: Satisfactory completion of ENG 100, 101, 101G, 113, or Department Chair or Instructor approval.
* NOTE: this is a "research enhanced" section of 101, focusing on basic academic research methods with the help of CSN's librarians and held in a computer classroom. Some students may find the research focus too challenging or unsuitable for their educational goals and should evaluate whether another section of the course is more appropriate.

POLICIES

Attachments: Please use the copy/paste function of your computer to submit written assignments. Your instructor does not read attachments. ANGEL provides all necessary formatting tools in submission windows. However, it is prudent to compose (and save often) or draft all documents outside of ANGEL to prevent data loss. Google Docs is free and an excellent word processing choice.

Attendance: Students are expected to participate by attending class and/or logging in to the course site in ANGEL, Monday-Thursday.

CSN Academic Integrity Policy: http://www.csn.edu/pages/904.asp [See also, Instructor Academic Integrity Policy --->]

CSN Disruptive & Abusive Student Policy: http://tinyurl.com/8dvcrew

CSN Student Conduct Code: http://tinyurl.com/8e44g5m

Disabilities: Please read the CSN Americans with Disabilities Act (ADA) statement and consult the CSN Disability Resource Center at http://www.csn.edu/pages/2566.asp. Your instructor is committed to providing the accommodations to which you are entitled.

Late/Makeup Work: Late assignments are not accepted and makeup work is not offered except for extraordinary circumstances.

Withdrawal: You must withdraw yourself to get a W on your transcript. If you do not, I will record the grade you earn. 29 March is the last day to change your status to W for this course.
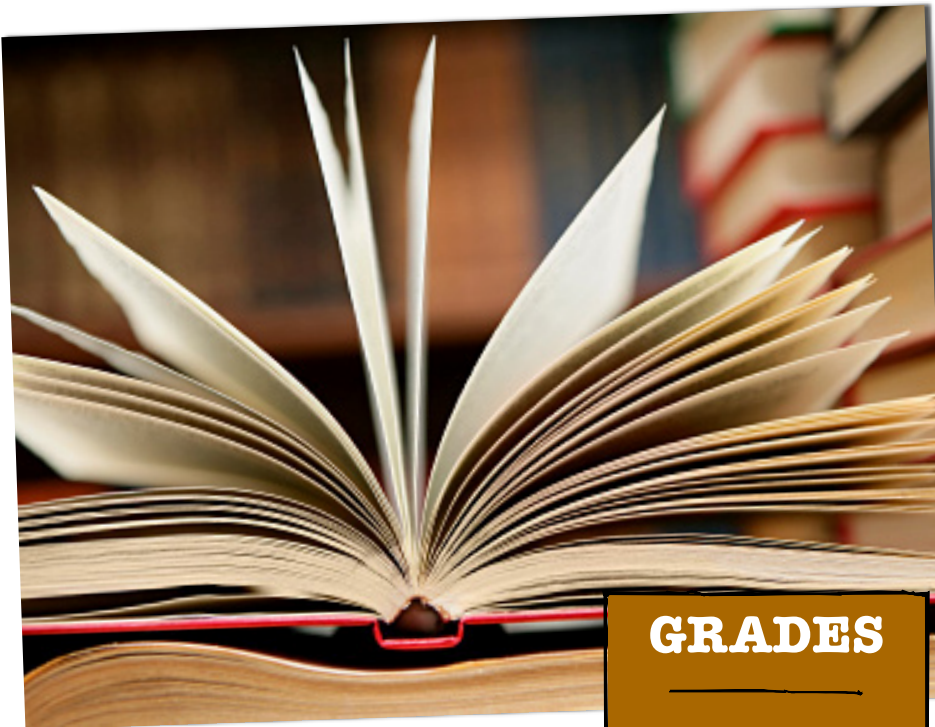
INSTRUCTOR ACADEMIC INTEGRITY POLICY

All academic integrity violations in the course will be reported to the campus administration. In-course consequences range from failure of the assignment to failure of the course. As long as you are disciplined in your research, reading, and record-keeping, and clearly indicate all responsibilities and sources, you should be fine. As a reminder, any information that is not your original idea or common knowledge requires citation. It can be confusing to know what qualifies as plagiarism and how to avoid it. For help, see: http://www.plagiarism.org/plag_article_plagiarism_faq.html. The documentation system we will use in this course is MLA. To refresh your understanding of MLA, see: http://owl.english.purdue.edu/owl/resource/747/01/. For help forming MLA style Works Cited, try: http://www.easybib.com/.

GRADES

There are

735

points available in the course (plus extra credit).

701-735	A
667-700	A-
633-666	B+
599-632	B
565-598	B-
531-564	C+
497-530	C
465-498	C-
431-464	D+
397-430	D
363-396	D-
0-362	F

Final grades will be available by 23 May.

Assignments

ORIENTATION QUIZ

After reading the syllabus thoroughly, investigating your textbooks, and getting to know the course site in ANGEL, this quiz will help to make sure you understand how the course will progress. You will have two hours to complete the 20 question quiz and are free to use any resources you have available ("open book"). The Orientation Quiz is worth 10 points towards your course grade.

INTRODUCTION & REPLY

Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. Though this is an online course, it constitutes a writing community and you will be reading and critiquing your classmates' writing, and receiving their response to your writing. Introduce yourself. Tell us what you like to be called, where you live, what you want to study, what interests you, what you do with your time, what sort of writer you are, or anything you want us to know. Read through the posts and post a reply to a classmate with whom you have something in common. The purpose of this assignment is for you to get familiar with the discussion board functions of ANGEL and to establish relationships in the writing community that is this course. The Introduction and Reply is worth 10 points towards your course grade.

CHAPTER SUMMARIES

There are eleven sets of chapter summaries that are due throughout the semester. These summaries serve as course notes, teach you specific skills you'll need to demonstrate on assignments, and also provide training in dense and concise writing. For your convenience, there is a template posted as "Chapter Summaries Template" in "Orientation" under "Course Content". For each chapter in the assigned set, you will write 75 words summarizing the important information in the chapter and 25 words explaining how you will apply that chapter's information in your own academic writing. The total number of words required for each set of summaries will differ according to the number of chapters assigned (if there are four chapters assigned, you

will write a total of 400 words; if there are seven chapters assigned, you will write 700 words). It will be a challenge to note all important instruction in the chapters in so few words--do not waste your word count on "niceties" such as "In Chapter 319 of The Norton Field Guide to Writing, 'Business Writing'...". Instead, get right to the meat of the chapter: "When describing experience on a resume, use action verbs to excite a reader. Business letters may contain footnotes when necessary." The purpose of these assignments is to read/learn specific writing skills, to practice writing concisely, to encourage self-reflection on writing skills, and to prepare you for assignments that follow.
• Each of these 11 sets of summaries is worth 10 points towards your course grade.
• Writing Process: 7 chapters/700 words
• Rhetoric: 4 chapters/400 words
• They Say: 3 chapters/300 words
• I Say: 4 chapters/400 words
• Definition: 3 chapters/300 words
• Research: 4 chapters/400 words
• Annotated Bibliography: 4 chapters/ 400 words
• Tying it All Together: 2 chapters/ 200 words
• Process Analysis: 4 chapters/400 words
• Argument: 4 chapters/400 words
• Portfolio: 2 chapters/200 words

DEFINITION ESSAY

One of the first tasks for many essays is for a writer to define the terms in use within the essay. Using formal, extended, and stipulative definitions, define "academic writing" and its constituent parts. What is academic writing? How is it like and unlike other forms of writing? You must address: plagiarism, citation, research, and thesis. You must incorporate information from sources of your choosing (including the textbooks) to the best of your ability. The purpose of this assignment is to practice definitional argument, a primary mode of academic writing that you will encounter during your college experience, and for you to expand and cement your understanding of "academic writing".
• 100 points
• 1000 words

PEER REVIEWS

Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. You will write eight peer reviews during the course-- selecting two classmates to review for each of three essays and one annotated bibliography Each peer review will total 250 words and address both your classmates' successes and the elements of writing that, in your informed opinion, deserve revision. You do not need to be an expert in order to share your experience and your take on a piece of writing. Consider what sort of feedback you would most like to receive, and use that concept to guide your peer review. You should focus your review on writing skills instead of content as much as possible. As you respond to a classmate's work, you should take the opportunity to reflect on your own skills with writing. For each peer review, please select a different classmate and please help to ensure that every student receives at least one peer review. You should post your review as a followup "Reply" to your classmate's original posting of his/her essay. The purpose of this assignment is for you to evaluate and critique your classmates' writing, review specific writing skills, and evaluate your own skills against those of your peers. Each of the eight peer reviews is worth 10 points

ANNOTATED BIBLIOGRAPHY

Of the things you know, what topic do you know the most about? Are you an expert on anime or judo or baking or saltwater aquariums or gin-based cocktails or Namibia or yoga or colonial American tombstones or stasis theory in law or companion animal politics in ancient Rome or medieval prophecy? Decide in what topic area you are closest to being an expert. After reading in Norton about the research process, begin to research your topic to find out even more. Consult the help sheets posted for conducting smart research in Google and in the library's databases. The library sources have been purchased for your use in this and other courses you take at CSN and are, generally speaking, a more responsible choice overall for academic research. Select ten sources that best demonstrate your ability to

Assignments

ANNOTATED BIBLIOGRAPHY

(con't) find and evaluate sources related to your topic (at least five must be library sources--digital sources found in the library are fine). For each of your chosen sources, construct a full citation in MLA format (refer to Norton chapter 49 for examples) and a 100 word descriptive annotation of the source. Arrange your ten entries (ten pairs of citation with annotation) in alphabetical order (as required by MLA). Begin your annotated bibliography with a 100 word introduction to your specific topic. The purpose of this assignment, which tests research methods, summary, and documentation, is to practice a fundamental exercise in academic research and a document type you are likely to be assigned in your future coursework. 100 points.
• Basic Google Search Tips (http://tinyurl.com/dk4toz)
• Google Advanced Search Tips (http://tinyurl.com/cnl73j)
• Jumpstart Your Research with CSN (http://tinyurl.com/6tluhol)

RESEARCH REFLECTION

Early in the course, you'll have an opportunity to sign up for an appointment with our research librarian, Ted Chodock. After working on the research question handout, go to your appointment with a list of questions about research in general and your research topic in specific. After your meeting, reflect on the experience. What did you learn? How did the session help you grow as a researcher and academic writer? Reflect on your skills and growth and respond in 250 words. The purpose of this assignment is for you to consider the definition of academic research, reflect on your ability to conduct academic research, and to understand the function of research experts (such as librarians) in the academic research process. 25 points.

TEMPLATES REFLECTION

The textbook They Say I Say is controversial because it uses templates to facilitate students's entry into academic conversation and academic writing. Read the rationale of the authors in the introduction and the appendix of templates. What do you think about this method for academic writing? Reflect on this question and respond in 250 words. The purpose of this assignment is for you to consider the arguments made by Graff and Birkenstein, reflect on your own experience using their recommendations as you begin to write in academic style, and experiment with staking claims that are proved with evidence. 10 points.

PROCESS ANALYSIS ESSAY

You may recall writing a process essay as a child, probably around fourth grade. The early form of this assignment often requires students to describe the process for making a peanut butter and jelly sandwich. In process analysis, it's important to account for every step in the process and to describe it in enough detail that your reader can replicate the process.

For this assignment, analyze the process of using MLA style to cite research in an academic essay. One likely place to begin is with the process of using a library database and selecting an appropriate source. Your analysis must explain the rules and process for creating a Works Cited list and how to punctuate the parenthetical in-text citations. Imagine a student next semester who has to learn how to do academic research, use MLA citations, and write a paper using those skills--what would that student need to know? In addition to the information provided by your textbooks, I also recommend this page from Purdue (http://owl.english.purdue.edu/owl/resource/747/02/). You must use the knowledge you gain from your research to cite sources within your essay. The purpose of this assignment is to practice a mode of writing common in college assignments, particularly in fields outside the humanities, and also to insure that you understand the process of academic writing.
• 100 points
• 1000 words

ARGUMENT ESSAY

The argument is the most important and most common form of essay you will be asked to write in college. This type of essay is alternately known as a "persuasive" essay. On the topic of your Annotated Bibliography, and making use of the research you have already undertaken and any additional resources you wish to add, construct an argumentative essay that uses research to prove a claim of your choice. Remember your audience when writing this essay. Your paper will be read by your classmates, who are likely unfamiliar with your topic, and by your instructor, who knows a lot about a lot, but probably isn't an expert on your specific topic. You will need to enhance your argument with definition, comparison, and analysis to ensure that your readers understand enough about your topic to make an informed decision about your claim. As the last essay of the course, you should apply all the skills you have learned this semester in your essay. The purpose of this assignment is for you to practice this most important mode of academic writing, for you to share your area of expertise, and for you to demonstrate your ability to make claims that are proven by evidence gathered from research.
• 100 points
• 2000 words

PORTFOLIO

At the end of this semester, you should be an even more capable college writer than you were at the beginning. You've written three major essays and many short writing assignments. You've worked on research, citation, grammar, organization, argumentation, and critical thinking skills. Please revise each of your three essays to demonstrate your writing process and every composition skill you've learned during the previous seven weeks. You should consider peer review comments you received, my grading comments, the advice of your textbook, and links posted for the course. You should locate additional sources through research and apply them as evidence in your essays, making sure to cite thoroughly and accurately. Every essay can be improved--even those that earned As the first time around. You can plan to spend approximately ten hours on this assignment

Assignments

PORTFOLIO

(con't) In addition to your three revised essays, your portfolio should include a business style letter from you to me. This letter is your opportunity to argue the extent of your success in the course. You should answer questions such as:
• What have you learned?
• Which parts of this course were helpful in developing your college writing skills and which parts didn't help you?
• What revisions, specifically, did you make to each of your four papers?
• What can you do now that you didn't show in your first papers?
• What skills do you think will be most useful to you during the rest of your college career?

To format a business letter, check out http:// owl.english.purdue.edu/owl/resource/653/01/. There is a sample letter available in the "Orientation" folder. There is no specific requirement for length on this assignment. You should use your best judgment to know when you have said everything that needs to be said as concisely and effectively as possible. To submit your portfolio, please copy and paste (in this order, as a single submission):
• Portfolio letter
• Revised Essay 1
• Revised Essay 2
• Revised Essay 3
The portfolio is your last assignment of the semester. The purpose of this assignment is for you practice the complete cycle of the writing process, to reflect on and demonstrate your progress as an academic writer throughout the course, and to boost your grade at the end of the course (if earned). Thank you for your hard work in this course. I wish you the very best of luck in the rest of your coursework!
• 100 points

Course Schedule

NOTE: All assignments are due by 1pm (local Las Vegas time) on their indicated due dates. At deadline, their links in ANGEL will disappear and you will no longer be able to access the dropboxes or submit your work. Please plan ahead.

Week 1: Introductions	In Class (M) No class; (W) Introductions
Week 2: Introductions	In Class (M): Introductions; (W) No class
Week 3: Academic Writing Fundamentals	due 1pm, Monday, 4 Feb • Intro/Reply • Orientation Quiz • CS-Rhetoric • CS-Writing Process • CS-They Say
Week 4: Definition Essay Outline/Drafting	due 1pm, Monday,11 Feb • CS-I Say • CS-Definition Essays
Week 5: No Class	due 1pm, Monday, 18 Feb • Research Pre-test
Week 6: Definition Essay Peer Reviews; Annotated Bibliography	due 1pm, Monday, 25 Feb • Definition Essay due 4pm, Wednesday, 27 Feb • Definition Essay Peer Reviews
Week 7: Research Questions (Ted)	due 1pm, Monday, 4 Mar • Research Questions
Week 8: Reference Sources (Ted)	due 1pm, Monday, 11 Mar • CS-Annotated Bibliography
Week 9: Spring Break	
Week 10: MLA Citation Workshop	due 1pm, Monday, 25 Mar • Midterm Survey
Week 11: Library Databases (Ted)	due 1pm, Monday, 1 Apr • Invention Exercises on Research Topic
Week 12: Annotated Bibliography Peer Reviews; Research Consultations	due 1pm, Monday, 8 Apr • Annotated Bibliography due 4pm, Wednesday, 10 Apr • Annotated Bibliography Peer Reviews
Week 13: Process Analysis Essay Outline/Drafting; Research Consultations	due 1pm, Monday, 15 Apr • CS-Tying it all Together • CS- Process Analysis • Templates Reflection
Week 14: Process Analysis Essay Peer Reviews; Research Consultations	due 1pm, Monday, 22 Apr • Process Analysis Essay due 4pm, Wednesday, 24 Apr • Process Analysis Essay Peer Reviews
Week 15: Argument Essay Outline/Drafting	due 1pm, Monday, 29 Apr • Research Reflection • CS-Argument

Course Schedule

Week 16: Argument Essay Peer Reviews	due 1pm, Monday, 6 May • Argument Essay due 4pm, Wednesday, 8 May • Argument Essay Peer Reviews
Week 17: No Class	due 1pm, Tuesday, 14 May • CS-Portfolio • Research Test • Portfolio

Summary of Dates

- 21 January: No class
- 23 January: Wednesday Class Introductions
- 28 January: Monday Class Introductions
- 30 January: No class
- 4 February: Week 3 work due
- 11 February: Week 4 work due
- 18 February: No class
- 20 February: No class
- 25 February: Week 6 work due
- 4 March: Week 7 work due
- 11 March: Week 8 work due
- 18-21 March: Spring Break
- 25 March: Week 10 work due
- 29 March: Last day to change your status to W
- 1 April: Week 11 work due
- 8 April: Week 12 work due
- 15 April: Week 13 work due
- 22 April: Week 14 work due
- 29 April: Week 15 work due
- 6 May: Week 16 work due
- 14 May: Week 17 work due