

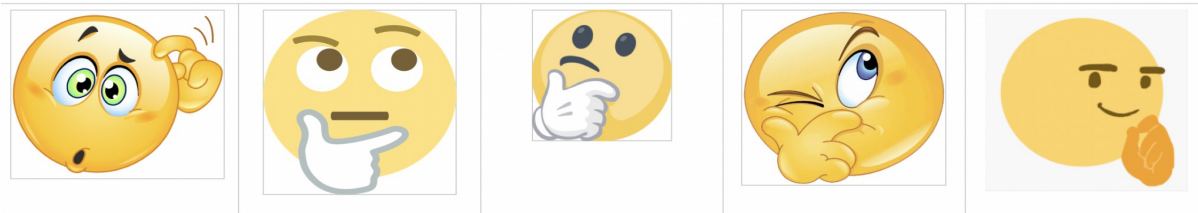


College Writing I—Stretch

This is a Kent State University Trumbull campus course.
Click here for the COURSE PLAN.

Course Syllabus

Reading to Think, Thinking to Write, Writing to Read



Re-reading to Re-think, Re-thinking to Re-write

Updated: August 30, 2020

<p>Dr. Carol L. Robinson Email: clobins@kent.edu Website: http://www.cyberspaceroobinson.org/ Office Phone: 330-675-8907 Appointments for Online Real-time Text Conferences (KSU Google Chat): Times vary and are strictly by appointment. See the sign-up sheets available online in the course location in Blackboard.</p>	<p>First Day of Classes: August 27, 2020 Last Day to Add: September 2, 2020 Last Day to Drop: September 9, 2020 Midterm Grades Available: October 14, 2020 Last Day to Withdraw (“W” grade): November 4, 2020 Labor Day: September 7, 2020 Veterans Day observed: November 11, 2020 Thanksgiving Break: November 23-29, 2020 Last Day of Classes: December 13, 2020 Final Exam Week: December 14-19, 2020 Final Grades Available: December 24, 2020</p>
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This Class Meets Remotely

As I posted back in July, while this class was originally scheduled to meet on campus, **Mondays and Wednesdays, 11:30am to 12:45pm**, due to the COVID-19 pandemic, **we will not be meeting on campus.** Instead, **we will be meeting remotely, via Blackboard Collaborate Ultra.** Instructions for class meetings is on another document. Additionally, it is likely that, after the first several weeks of the semester, the class will meet this way only periodically. In all other ways, the structure and



content of this class is identical to that of my 100% online College Writing I class. The lessons are all online. We will use the classtime to build on those lessons, making sure that you learn them. We will also use the classtime for group work (writing workshop work) and group tutoring.

Required Course Materials

This course requires a great deal of reading and writing.

- Readings and Viewings:
 - You will be required to read and view numerous items throughout the semester. Reading is an intuitive way of helping to improve writing.
 - You are required to acquire (purchase or borrow) the book, [*Hidden Figures*](#) (by Margot Lee Shetterly); you will be reading it during the latter part of the semester.
 - All other reading materials will be provided for you online, in the course lessons.
- You must have consistent use of a reliable personal computer and Internet access. (Smartphones are not ideal for this class, especially for writing papers.)
- This course makes use of the following:
 - KSU Blackboard: This is the home for the course. Everything is linked to the course site.
 - KSU Google Drive (Documents and Hangouts/Meet): We will be using KSU Hangouts/Meet (right now, the same thing) for online conferences. These conferences will use the text-chat feature, only (no video or voice). The reason for that is because our discussion will be automatically saved, so you can go back and look at it for reference. All your essay work must be done in KSU Google Documents. Do not upload a paper written in another word processor! I want to be able to see your writing process, as well as your re-writing process, in action.
 - [WeJoinIn.com](#): This is an online sign-up sheet for making an appointment to meet with me.
 - [CyberspaceRobinson.org](#): All the course lessons are housed here. Except for the book, [*Hidden Figures*](#), all of the course readings are either housed or linked from here. Most of the assignments are also kept here—the one exception is the discussion board feature needed as part of the writing workshop assignments. Everything is linked to the course site in KSU Blackboard.
 - The lessons are password protected: please the password is provided on a page in KSU Blackboard.



Course Description

The Tier I Class By the end of Tier I (10001, 11002, and 11011), all students should be taught these outcomes regardless of the course(s) taken. All outcomes are essential and must be taught. These outcomes are used for programmatic assessment and to ensure fairness for all students taking these courses. Instructors should use these outcomes as guidance for designing their courses.

Course Time and Location

This course is asynchronous: you may work on the lessons and assignments at any time of the day or night that you like. However, most of these lessons and assignments must be completed by certain dates. Furthermore, **the class is functioning on the time zone for Kent, Ohio.** If you are in a different time zone, you should check a web site (such as The World Clock at <http://www.timeanddate.com/worldclock/>) to make sure that you submit your work on time. We will be communicating via email and live text-chat, and sometimes in a forum setting. Everything is linked within the course site located on KSU Blackboard. All of your essay and research project work will be submitted, evaluated via KSU Google Drive. In addition, you are required to meet with me at certain times (see the online Conference sign-up sheets) for a live text-chat conference via KSU Google Hangouts/Meet, about your writing and course progress.

Instructor Availability and Response Time

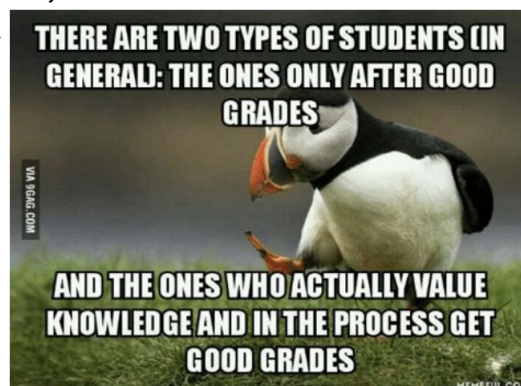


I am frequently available for online conferences (text-chat) via KSU Google Hangouts/Meet. Feel free to sign up for a conference appointment (linked to our class site in Blackboard); you do not have to wait for your mandatory conference appointment to meet with me. If none of the appointment times work for you, please email me with times that you are available. Alternatively, feel free to email me whenever you have questions or concerns (clrobins@kent.edu). As a rule, I respond rather quickly to emails, often within the same hour. If you email me over the weekend (Friday afternoon to Sunday afternoon), however, I am likely to respond less quickly, but will do so as soon as I am able. Please allow for at least 48 hours response time. **I'm here for you. If you work hard, I will work hard to help you.**

Student Responsibilities

Writing is improved with both practice (lots and lots of writing) and with reading (lots and lots of reading). Everything we are reading or viewing is intended to focus and fuel your thinking. Everything you are writing about is intended to strengthen your thinking skills, so that your writing will improve. You do not have to like what you are writing about. You do not have to agree with what you are reading and viewing. You are, however, required to think critically and rationally about what you are reading and find ways to gracefully articulate your thoughts, including your opinions.

- Go through the START HERE page and watch the course video tour.
- Read this Course Syllabus and the Course Plan—carefully!
- Follow the directions for all assignments completely.
- Complete the following:
 - all lessons (see the page in Blackboard for the password)
 - all reading assignments
 - all writing workshop assignments
 - all course surveys
 - all essay assignments.
 - You will write approximately 20 pages (approximately 8,000 words, double spaced 12 pt. font) of graded writing.



- All essay work MUST be completed in KSU Google, and done so correctly (see the instructions for each assignment).
 - You will develop a total of 4 papers, 3 essays on selected topics and 1 reflective essay in a single-semester course.
 - You will revise 3 of those essays.
 - You will develop essays that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.
 - You will document at least one paper with sources —library, interviews, observations, diaries, letters —(i.e., primary and/or secondary sources) that uses a recognizable documentation format and style.
- You must manage your time wisely, including computer and Internet access.

Enrollment

The official registration deadline for this course is January 19, 2020. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking their class schedule (using Student Tools in Flashline) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Academic Presence Verification

In compliance with federal regulations, the University is required to report that enrolled students have participated in at least one academically related activity. Examples of some of the acceptable academically related activity are: physically attending the course (if held on-land; does not apply to online courses), submitting an academic assignment, participating in an online discussion board, or initiating contact with the instructor (such as via email) to ask an academically relevant question. If no academic activity is submitted by the end of the fourth week of the semester, then a grade of NF (Never attended F) will be assigned. The NF mark will count as an F in computing grade point averages. Students who have received an NF mark will lose access to the course in Blackboard. For more information, visit: <https://www.kent.edu/registrar/academic-presence-verification-roster#gen>

SAS: Student Accessibility Services

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the disability coordinator on campus, Elaine Shively, office 205F in the Learning Center, Classroom/Administration Building, (330) 675-8932 or eshively@kent.edu to verify your eligibility. After your eligibility for accommodations is determined, you will be given a letter to provide to the class instructor to make arrangements for any necessary classroom adjustments.

Cheating and Plagiarism

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779 and/or ask your instructor.

A Few Words Regarding Attitude



If you become stressed or find yourself not doing well in the course, don't "disappear" from the class. Instead, please do not hesitate to contact me. I am here for you. If you work hard, I will work hard to help you do as well as possible in the course. However, if you stop doing the course work, I will have no choice than to assume that you have given up on the course, and I will begin to give up on you. Even then, however, if you make the effort to reach out to me for help, as long as it is not too late, I will do what I can to help you succeed.

COVID-19 Concerns

If you run into trouble (health trouble, financial trouble, or other trouble) relevant to the COVID-19 crisis, please do not hesitate to contact me. I will work with you help you get through the struggle, as best as I can. Please also see the below listed Kent State University resources.

KENT STATE EMERGENCY GRANT APPLICATION: Open to degree or certificate-seeking students currently enrolled in the present semester, who have been affected by the pandemic and have emergency needs. Fall Semester Applications are now available.

KEEP ON LEARNING WEBSITE: Kent State University's *Keep on Learning* website offers an array of resources aimed at supporting your academic success while while you learn remotely.

KENT CARES WEBSITE: This website provides both on and off-campus community resources related to food, housing, finances, mental health, clothing and more.



You must have reliable technology for this class.

Grade Distribution

Course Content Surveys – 5% (50/1000 total possible points)

Mandatory Conferences – 7.5% (75/1000 total possible points)

Writing Workshops – 22.5% (225/1000 total possible points)

Essay Work –65% (650/1000 total possible points)

Some Assignment Details

Course Content Surveys – 5% (50/1000 total possible points)

- There will be five surveys given during the semester
- Each survey is worth 10 points (1% of the total course grade)
- These surveys are casual “pop quizzes” covering course content
- Each survey will be made available for one week
- No surveys can be made-up without a legitimate excuse
- No surveys can be re-taken

Mandatory Conferences – 7.5% (75/1000 total possible points)

- Mandatory Conference #1: 25 points
- Mandatory Conference #2: 25 points
- Mandatory Conference #3: 25 points
- Three times during the semester, you are required to meet with me online (KSU Google Chat) for a conference
- These are not going to be video chats! We will meet via KSU Google Meet/Hangouts, using the text-chat feature only! (*This is a writing class: we write!*)
- Online Conference Appointments sign-up sheets will be posted in Blackboard; you may sign-up for a single appointment any time during the designated period for the Mandatory Conferences
- During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course
- If you fail to hold your conference appointment with me during the Mandatory Conference Period, you will earn zero points; if you meet with me, you will earn the full 25 points—you are not being evaluated during our session
- You may also meet with me for additional conferences (for additional help, not additional points) at any time during the semester; online sign-up sheets will be made available for these appointments as well

Writing Workshops – 22.5% (225/1000 total possible points)

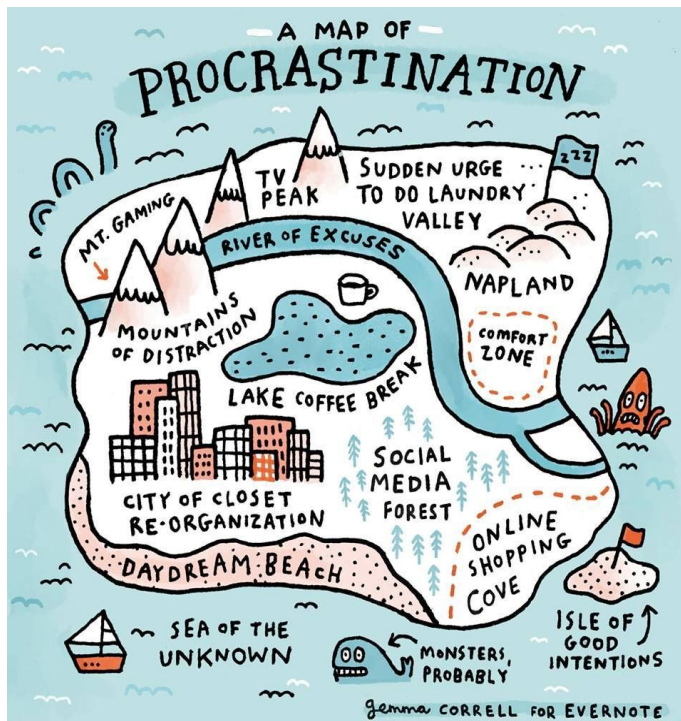
- Writing Workshop Period #1: 75 points
- Writing Workshop Period #2: 75 points
- Writing Workshop Period #3: 75 points
- Periodically (see the Course Plan), you will be assigned to either a partner or a group (within which you may work with a partner for most of the time). You will be providing guided feedback to your partner on essay revision work.

Essay Work —65% (650/1000 total possible points)

- Essay One: 50 points
- Essay Two: 50 points
- Essay Three: 50 points
- Revision Essay Two: 100 points
- Revision Essay Three: 100 points
- Revision of Essay One: 100 points
- Essay Four: 200 points
- You will be writing four essays, plus several essay revisions. The essays are to be typed in 12 point font, double-spaced, with one-inch margins, and with citations and other formatting also done in MLA documentation style. (Note: you may use another documentation style, such as APA, but you must notify me at the start of the semester what you plan to us.) **You must submit your essays via KSU Google Drive**; in fact, I encourage you to write your paper there (but be sure to save a copy of it on your home computer). **All revisions must be made on the original essay draft document in KSU Google!**

Regarding Missed, Late, or Incomplete Work

With the exception of Mandatory Conferences and Writing Workshop assignments, late work will be accepted for a period of time after the due date; however, points will be deducted for late submissions. For each day the work is late: 3% (1.5 out of a possible 50 points, 3 out of a possible 100 points, 6 out of a possible 200 points) will be deducted from the grade. No late work will be accepted if shared eight days or later past the due date, and no work will be accepted after December 16, 2020. Essay Rewrites will not be accepted in place of un-submitted essays.



Missed Mandatory Conferences: If you fail to hold your conference appointment with me during the two-week period, you will earn 0 points; if you meet with me, you will earn full points—you are not being evaluated during our session.

Missed or Late Workshop Work: If you fail to meet and work with your partner(s) in a timely manner, your grade will be affected. If one of your partners fails to work with you, your grade will not be affected: continue to work without that individual—that partner may be removed from the group/partnership entirely. For more details, please see the Writing Workshop assignment.

***No work will be accepted after
December 16, 2020 (11:59pm, EST)!***

Course Grades

No grade ever goes above the level of an A+ (never above 100/100 possible points, for example); likewise, no graded work ever goes below the upper level of an F points (never below 55/100 points, for example); however, if an assignment is never submitted, or is submitted too late to be graded, it will receive ZERO points. If your final course score is 64-63%, you will earn a D for the course; if your final course score is 62-60%, you will earn an F for the course. All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

GRADE	Course Surveys	Writing Workshops	Essays 1-3	Essay Rewrites 1-3	Essay 4
A+	10	75	50	100-97	200-194
A	—	71	48	96-94	192-188
A-	—	68	47	93-90	186-180
B+	—	65	44	89-87	178-174
B	8	63	43	86-84	172-168
B-	—	60	41	83-80	166-160
C+	—	58	39	79-77	158-154
C	7	56	38	76-74	152-148
C-	—	53	36	73-70	146-140
D+	—	50	34	69-67	138-134
D	6	48	33	66-64	132-128
D-	—	45	31	63-60	126-120
F	5	0	28	55	110

A grading rubric for essays is below. Please see all other individual assignments for how items are graded.

Course Learning Outcomes

1. **Rhetorical Knowledge:** By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that:
Have a clear purpose.
 - Respond to the needs of intended audiences.
 - Assume an appropriate stance.
 - Adopt an appropriate voice, tone, style, and level of formality.
 - Use appropriate conventions of format and structure.
2. **Critical Thinking, Reading, and Writing:** By the end of their Tier I writing course, students should be able to:

- Use reading and writing for inquiry, learning, thinking, and communicating.
 - Analyze relationships among writer, text, and audience in various kinds of texts.
 - Use various critical thinking strategies to analyze texts.
3. **Knowledge of Composing Processes:** By the end of their Tier I writing course, students should be able to:
- Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing.
 - Recognize that writing is a flexible, recursive process.
 - Apply this understanding and recognition to produce successive drafts of increasing quality.
4. **Collaboration:** By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to:
- Work with others to improve their own and others’ texts.
 - Balance the advantages of relying on others with taking responsibility for their own work.
5. **Knowledge of Conventions:** By the end of their Tier I writing course, students should be able to:
- Employ appropriate conventions for structure, paragraphing, mechanics, and format.
 - Acknowledge the work of others when appropriate.
 - Use a standard documentation format as needed.
 - Control syntax, grammar, punctuation, and spelling.
6. **Composing in Digital Environments:** Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to:
- Understand the possibilities of digital media/technologies for composing and publishing texts.
 - Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.

Essay Grading Rubric

A paper may fall between the below described levels of quality—it may, for example, have a clearly stated central claim (thesis) but lack sufficient support, or it may be tightly organized and well supported, but full of grammatical and/or mechanical errors. In such instances, the paper will be evaluated in terms of its strongest qualities as set against its weakest qualities. Feedback will always be provided.

A Level Work

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper is properly formatted (MLA, APA or some other approved documentation style). The paper’s thesis (main point) is clearly stated. The paper is tightly organized, well developed, and coherent. The paper is well supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has a professional tone, avoiding second person (“you” or “we”)

completely and using first person singular (“I”) sparingly. The paper is virtually free of grammatical and mechanical errors.

B Level Work

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper is properly formatted (MLA, APA or some other approved documentation style). The paper’s thesis (main point) is clearly stated. The paper is mostly organized, sufficiently developed, and mostly coherent. The paper is sufficiently supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has a mostly professional tone, avoiding second person (“you” or “we”) completely and using first person singular (“I”) sparingly. The paper is mostly free of grammatical and mechanical errors.

C Level Work

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper’s thesis (main point) is stated, but not very clearly. The paper is somewhat organized, loosely developed, and vaguely coherent. The paper is marginally supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has a barely professional tone, failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper is mostly free of grammatical and mechanical errors.

D Level Work

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper’s thesis (main point) may or may not be stated, but if it is stated, it has not been done so very clearly. The paper is barely organized, under- developed, and/or barely coherent. The paper is weakly supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has an unprofessional tone, significantly failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper contains several grammatical and mechanical errors.

F Level Work

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper’s thesis (main point) may or may not be stated, but if it is stated, it has not been done so very clearly. The paper is unorganized, under- developed, and/or incoherent. The paper is weakly supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases), if supported at all. The paper has an unprofessional tone, significantly failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper is cluttered by grammatical and mechanical errors.



At any time during the semester, please feel free to email me (clrobins@kent.edu), or to sign up for an appointment to meet with me via KSU Google Hangouts, if you have questions or concerns!

