



ENG 21011 COURSE SYLLABUS

Spring 2020

First Day of Classes: January 13, 2020
Last Day to Add: January 19, 2020
Martin Luther King, Jr. Day: January 20, 2020
Last Day to Drop: January 26, 2020
Midterm Grades Available: March 4, 2020
Last Day to Withdraw ("W" grade): March 22, 2020
Spring Break: March 23-29, 2020
Last Day of Classes: April 28, 2020
Final Grades Available: May 13, 2020

Dr. Carol L. Robinson

Email: clrobins@kent.edu

Website: <http://www.cyberspaceroobinson.org/>

Office Phone: 330-675-8907

Office Location: 128D

Office Hours: Online only, via KSU Google Hangout.

Appointments for Online Real-time Text Conferences

(KSU Google Hangouts) are available via links in Blackboard Learn.



This is a Kent State University Trumbull campus course.

Required Course Materials

This course is 100% online and requires a great deal of quality writing.

- You *must* have consistent use of a **reliable personal computer and Internet access. Computer technology issues are not a valid excuse for missed or delayed work.** (Smartphones are not personal computers.)
- This course makes use of the following:
 - **KSU Blackboard Learn**
 - KSU **Google Documents** (located in [KSU Google Drive](#))
 - KSU **Google Hangouts** (located in [KSU Google Drive](#))
 - **WeJoinIn** Appointments Sign-up Sheets
 - **CyberspaceRobinson.org:** The Course Syllabus, Course Plan, lessons, case studies and most of the assignments are located on my personal domain (linked to Blackboard Learn).
 - You will be **required** to read and view several items assigned in the Lessons and Case Studies.
 - The Course Syllabus, Course Plan, Lessons, case studies, and most of the assignments are linked in the left-side panel of our course site in Blackboard, as well as directly to the [Course Plan](#). Other assignments will be handed out in class, or are located within Blackboard.
 - All lessons and case Studies are password protected, and the password can be found in the left-side panel of the course site in Blackboard.
 - **Various Readings and Viewings:** you will be required to read and view numerous items throughout the semester. These are all located within the lessons and case studies.
- You are required to purchase and read **TWO BOOKS:**
 - *The Prize Winner of Defiance, Ohio: How My Mother Raised 100 Kids on 250 Words or Less* (Terry Ryan)
 - *We Shall Not Be Moved: The May 4th Coalition, the "Gym Struggle" of 1977 at Kent State University and the Battle over Ultimate Control of the Vietnam Era National Narrative* (Miriam R. Jackson)

Course Description and Prerequisite

Prerequisite: ACT English score of 26 or higher; or SAT Evidence Based Reading and Writing score of 600 or higher; or minimum C- grade in ENG 11002, ENG 11011, or HONR 10197. Completion of 24 hours of course work is strongly recommended. Students who do not have the proper prerequisite risk being deregistered from the course.

Kent Core Requirement: This course may be used to satisfy the Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Description: Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project. This Tier II (21011) writing course builds on the foundations of the Tier I writing course. All outcomes are essential and must be taught. By the end of Tier II, all students should be taught these outcomes regardless of the course(s) taken. 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.

This course provides a continuation of college-level writing instruction and experiences, with emphasis on research and inquiry, culminating in a lengthy written and multimodal project. This course is located fully online. *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, live text-chat, and in a forum setting. Everything is linked within the course site located on KSU Blackboard Learn. 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, about your writing and course progress.

Class Theme: Human Rights

"It's my right!" How often is this simple declaration used to justify so many actions--regardless of whether or not they are legal, ethical, moral, or even reasonable? Who or what determines human rights? Consider, for example, Article 3 of *The Universal Declaration of Human Rights* as set out by the United Nations: "Everyone has the right to life, liberty and security of person." How has this Article been violated in the works we are reading and/or viewing? What is the (potential) outcome of such violation? For another example, consider Article 19: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers." What is the difference between an opinion and a supported argument? Other questions we might explore involve the differences and similarities between the United Nation's document and United States legal documents--such as the Bill of Rights.

Instructor Availability and Response Time

- *I'm here for you. If you work hard, I will work hard to help you.*
- I am frequently available for online conferences (text-chat) via KSU Google Hangouts. Feel free to sign up for a conference appointment; you do not have to wait for your mandatory conference appointment; if none of the appointment times work for you, please email me with times that you are available. See the sign-up sheets available online in the course location in Blackboard.
- Feel free to email me whenever you have questions or concerns (clobins@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), I am likely to respond less quickly, but will do so by the end of the weekend. *Please allow for at least 72 hours response time.*

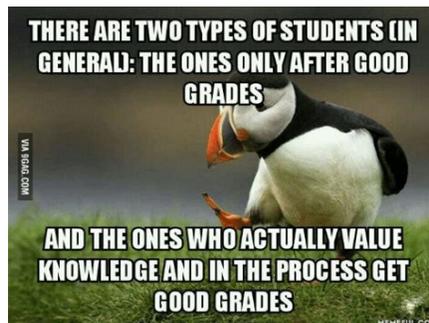


Student Responsibilities

- **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 (by **February 8, 2020**), 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.
- **Expectations for Course Participation:**
 - Read this Course Syllabus and the Course Plan—carefully.
 - Follow the directions for all assignments completely.
 - Complete all lessons, case studies, reading assignments, writing assignments, and any workshop or other assignments.
 - Manage time wisely, including computer and Internet access.

Course Lessons, Case Studies, and Reading/Viewing Assignments

You are expected to learn each lesson! This course presents ten lessons. Each lesson is contained within a web page that is hosted by my personal domain (<http://cyberspacerobinson.org/>). All lessons are password protected in order to prevent violations of both copyright and fair-use. Access, however, is very easy—the username and password is the same for everyone and will remain so for the entire semester. Please see the course Announcements page in Blackboard Learn for more information. 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. **You do not have to like what you are reading and viewing.** You do not have to agree with what you are reading and viewing. **You are, however, required to think** about what you are reading and find ways to gracefully articulate your thoughts, particularly your arguments and the support for those arguments.



Reading to Think, Thinking to Write, Writing to Read, Re-reading to Re-think, Re-thinking to Re-write

Assignments

All assignment instructions are linked in both the [Course Plan](#) and in Blackboard.

Reading to Think Verification Assignments (5% or 50 points)

- **Survey #1** (10 points): *Available during Week 1 and Week 2.*
- **Survey #2** (10 points): *Available during Week 4 and Week 5.*
- **Survey #3** (10 points): *Available during Week 7 and Week 8.*
- **Survey #4** (10 points): *Available during Week 10 and Week 11.*
- **Survey #5** (10 points): *Available during Week 13 and Week 14.*

Mandatory Conferences (6% or 60pts.; each conference is worth 2% or 20pts.)

Three times during the semester, you are required to meet with me online (KSU Google Hangouts) for a conference. Online Conference Appointments sign-up sheets will be posted in Blackboard. Sign-up for a single appointment any time during the designated period for the Mandatory Conferences; you may also meet with me either before or after this period, but doing so will not count as fulfilling the Mandatory Conferences requirement. During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course.

Writing Workshop (20% or 200pts.)

There are ten Writing Workshop weeks (spread throughout the semester). These Writing Workshop weeks are designed to help you identify issues in your writing, in the writing of others, and in solving problems of comprehension. You will be assigned to a small group of 3-4 people. Each group will work together, evaluating each other's writing and aiding each other in completing the writing assignment(s). Each Writing Workshop week is worth between 5 and 25 points (see the assignment for more information).

Essay Work (30%) (300 points)

- **Essay One (5%) (50 points)**
- **Essay Two (10%) (100 points)**
- **Essay Three (5%) (50 points)**
- **Essay Four (10%) (100 points)**

You must write and submit your paper as a KSU Google Document via KSU Google Drive; however, be sure to save a copy of it on your home computer. Detailed information regarding these assignments has been posted.

Researched Project (39%) (390 points)

- **Part I—Proposal & Annotated Bibliography (4%) (40 points)**
- **Part II—First Draft Paper (5%) (50 points)**
- **Part III—Significantly Revised and Polished Draft Paper (10%) (100 points)**
- **Part IV—Final Draft Paper (15%) (150 points)**
- **Part V—Multimodal/Multimedia Version (5%) (50 points)**

Detailed information regarding all the parts of this assignment has been posted.

Regarding Missed, Late, or Incomplete Work

- With the exception of Mandatory Conferences, Writing Workshop assignments, and Research Project—Part V (*see below*), 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.***
- **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 the **full 50 points**—*you are not being evaluated during our session.*
- **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.

- **Research Project—Part V** will not be accepted after May 2, 2020 (11:59pm, EST), *no excuses, no exceptions*.

Course Grades

All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

LETTER GRADE	200 Point Scale	100 Point Scale	50 Point Scale	FINAL GRADE Conversion
A	200-188	100-94	50	4.0
A-	187-180	93-90	46	3.7
B+	179-173	89-87	44	3.3
B	172-169	86-85	42	3.0
B-	168-159	84-80	41	2.7
C+	158-153	79-77	39	2.3
C	152-149	76-75	37	2.0
C-	148-139	74-70	36	1.7
D+	138-133	69-67	34	1.3
D	132-129	66-65	33	1.0
D-	128-119	64-60	31	***
F	110	55	27	0.0

No grade for submitted work ever goes above an **A** (100, 60, 50 or 40 points); likewise, no graded work ever goes below an **F** (55, 33, 27, points; however, if an assignment is never submitted, or if it is submitted too late to be graded, it will receive ZERO points.

Please see individual assignments for how items are graded.

Course Learning Outcomes

Rhetorical Knowledge

Throughout the Tier II writing course, Instructors should design courses to build upon the foundational outcomes from the Tier I course. By the end of their Tier I writing course, instructors should provide students with the knowledge to recognize the elements that inform rhetorical situations. This understanding should enable 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

In addition, by the end of the Tier II writing course, students should be able to:

- Analyze argumentative strategies
- Employ appropriate argumentative strategies in their writing

Critical Thinking, Reading, and Writing

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:

- 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

In addition, by the end of the Tier II course, students should be able to:

- Find and evaluate appropriate material from digital and print sources, and/or field data
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources

Knowledge of Composing Processes

Students should build upon these foundational outcomes from the Tier I course:

- Understand writing as recursive—including generating ideas, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

Collaboration

Students should build upon these foundational outcomes from the Tier I course:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

Knowledge of Conventions

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:

- 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

In addition, by the end of the Tier II writing course, students should be able to

- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

Composing in Digital Environments

Throughout the Tier II writing course, students should build upon outcomes from the Tier I course:

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

In addition, by the end of the Tier II writing course, students should be able to

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

Composing in Multimodal Documents

Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. By the end of the course, students should be able to

- Analyze and critique multimodal texts
- Employ multiple modes of representation rhetorically in their own composing

Minimal Requirements for Tier II: 21011

Students will:

1. Write approximately 20 pages (double-spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, free-writing activities, peer responses, and multiple drafts for each graded, formal writing assignment.

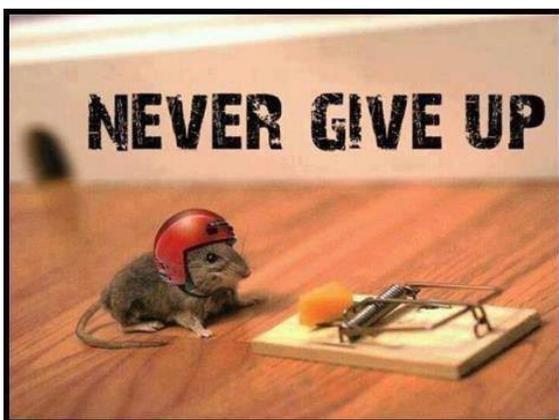
2. Develop at least 3 formal papers, one of which must be an inquiry-based research paper of 8-10 pages (double spaced) long.
3. Learn to gather, analyze, and use information to make a point about a specific claim or thesis in advancing a strong argument within a specific topic or area of study.
4. Learn how to use library resources.
5. Become comfortable utilizing appropriate electronic databases for searching and retrieving appropriate research sources.
6. Learn a recognizable and appropriate documentation style for citing research sources and preparing bibliographies.
7. Develop any multimodal project in addition to, or in conjunction with, the 20 pages of graded writing and not as a replacement for one of the three graded papers.
8. Use no more than 50 percent reading in a disciplinary content, leaving course time to focus on writing.

A Note on Plagiarism

Plagiarism is the act of using someone else's thoughts, words, drawings,... without giving that person due credit. Even if you use only a tiny part of that person's expression, you must give credit for that expression. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the university. For more information, see Administrative policy regarding student cheating and plagiarism (http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779).

Students with Disabilities

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 and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact Elaine M. Shively 330-675-8932 or visit either <http://www.kent.edu/trumbull/student-accessibility-service> or www.kent.edu/sas for more information on registration procedures).



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



Contrary to popular belief, taking a break does NOT break the flow of thought and does not distract.

In fact, taking mini breaks help you to regroup, assimilate your thoughts, and recharge, thereby improving your concentration when you go back to the task at hand.

Take the 15 minute mini-break challenge twice a day when at work, mid-morning, and mid-afternoon being the most beneficial times, and see the difference.

10 Mini-Break Ideas

Here are some ideas to get you started. Add on anything that works for you and helps you relax.

 Get up from your desk and go for a short walk. Remember to leave your phone behind. Checking emails at this time does not count as a break.	 Stretch. There are a lot of stretching exercises that you can do at your desk, or in your space. Switch off your computer screen and start.
 Do breathing exercises. This will help you either relax or re-energize (depends on what it is that you want to do) in ways that you won't believe. Keep at it.	 Coloring is the new rage for adults. It has therapeutic potential to help you focus and to reduce stress. Keep an adult coloring book in your desk drawer.
 Read, whether it's an inspirational book or pure fiction, read whatever helps you relax.	 Pop those headphones in. Listening to soothing music when taking a break will help you relax and de-stress.
 Be mindful. Start with sitting in a quiet place and just becoming aware of each breath you take, feeling the stomach rise and fall with each breath. Start with 5 minutes at a time.	 Simply doodle. Letting your mind wander as you put pen to paper helps you stay focused and stimulates new ideas.
 Solving a crossword or a Sudoku puzzle helps to stimulate your brain.	 Have a snack. Just make sure it's a healthy one. Heavy snacks will just make you lethargic.

Remember, this is not a comprehensive list. Start with these and notice the difference in your productivity.

TRUWORTH
wellness

7 Tips to Help You Concentrate Better

by @Inner_Drive
www.innerdrive.co.uk



- Eat Breakfast**
Students who eat breakfast score better on attention and memory tests. Cereals that are rich in complex carbohydrates are good as they fuel your brain.
- Exercise at Lunchtime**
A study by researchers at Bristol University found that a 45 minute workout at lunchtime significantly improved people's concentration, mood and ability to do their job.
- Worry About it a Little More**
In certain situations, a bit of stress may make you perform better. The extra worry releases adrenaline which increases the intensity of your focus.
- Don't Think Don't**
Attempts at thought suppression make you think about the thing you want to avoid more and distract you from the task at hand.
- Drink Some Water**
If you are just 1% dehydrated your concentration drops dramatically. Students who take water into an exam have been found to outperform their thirsty peers.
- The Great Outdoors**
Those who take a walk in green space return feeling more focused than those who have a break walking in urban areas.
- Pictures of Nature**
No green space near you? No problem. Studies have found that those who look at photos of nature, especially those with water in them, feel the same sort of benefits.