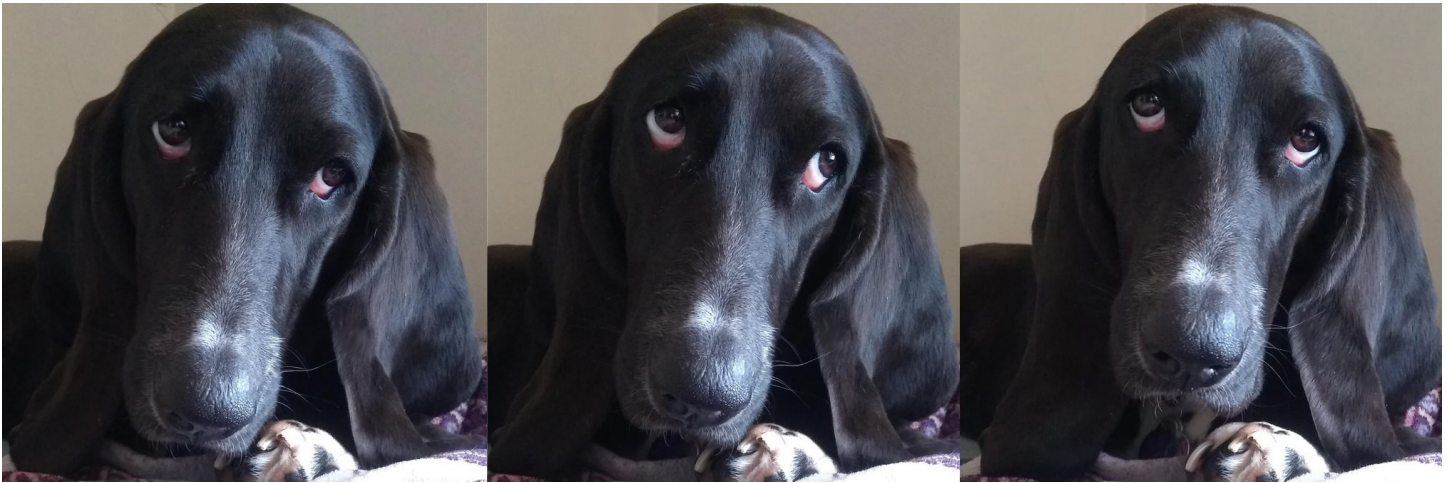


ENG 11011 College Writing I

✍ Reading to Think ✍ ✍ Thinking to Write ✍



A Kent State University Trumbull Campus Course Course Syllabus

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Appointments for Online Real-time Text Conferences

(KSU Google Chat): Times vary and are strictly by appointment. See the Course Plan for more information.

First Day of Classes: June 9, 2022

Last Day to Add: June 11, 2022

Juneteenth National Independence Day: June 17, 2022

Independence Day: July 4, 2022

Midterm Grades Available:

Last Day to Withdraw ("W" grade): July 13, 2022

Last Day of Classes: August 3, 2022

Course Catalog Description Tier I - College Writing I - ENG 11011 (3 Credit Hours)

Prerequisites: ACT English score of 0-25; or SAT Evidence-based Reading and Writing score of 200-590 (see Placement in Writing Courses for full information). The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading, research, and technology. All Kent campus students begin the College Writing sequence with ENG 11011. Please note: the prerequisite for ENG 21011 (College Writing II) is a minimum C- grade in ENG 11011. ***This is a Kent State University Trumbull campus course.***

Required Course Materials

This course is 100% online and asynchronous. It requires a great deal of reading and writing, as well as working through videos provided in the lessons.

- 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:
 - The lessons and many of the assignments are located on my private server space: <https://cyberspacerobinson.org/courses/writing/college-writing-1/>
 - KSU Canvas (located through KSU Flashline – <https://login.kent.edu/>): This is the home for the course. The above course home and other materials and assignments are linked to or located in this 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. I have tried to provide a link in this document; there is also a direct link on the Course Plan. You can always open up your KSU Google Drive account through Flashline (<https://login.kent.edu/>).
 - **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. Everything else is linked to the course site in KSU Canvas.
 - The lessons are password protected; **the password is located in the Start Here module in Canvas.**

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.

Course Learning Outcomes

By the end of Tier I (01001 and 11002 or 11011), all students should be taught these outcomes regardless of the course(s) or sections taken. These outcomes are mandated by the Ohio Transfer 36 (OT36) and used for programmatic assessment and to ensure fairness for all students taking these courses. Because ENG 01001 and 11002 are the equivalent of 11011, the Learning Outcomes are the same.

Rhetorical Knowledge

Students will develop their understanding of rhetorical situations as they read and write in several genres.

By the end of their first writing course, students should

- Understand how genre conventions shape the texts they read and should shape the texts they
- compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for
- a variety of audiences.
- Compose 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.
- Recognize common rhetorical strategies and appeals.
- As appropriate, attempt to employ rhetorical strategies and appeals in their own writing.

Critical Thinking, Reading, and Writing

Students will develop their critical thinking skills as they analyze model texts and secondary sources.

By the end of their first writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in linguistically diverse texts.
- Use various critical thinking strategies to analyze texts.
- Develop a clear line of reasoning and recognize how incorporating ideas and evidence from sources can strengthen their work.

Knowledge of Composing Processes

Students will work individually and collaboratively to hone their revising and editing skills.

By the end of their first writing course, students should be able to

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and exploring texts.
- Discover and reconsider ideas through drafting, reviewing, and revising.
- Recognize the difference between revising and editing and understand why both processes are critical.
- Understand that writing 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.
- Apply this understanding and recognition to make global and local revisions.

Knowledge of Conventions

Students will study genre conventions and apply appropriate conventions to their own work.

By the end of their first writing course, students should be able to

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in various rhetorical contexts.
- Use syntax, grammar, punctuation, and spelling appropriate to particular rhetorical situations.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, format, and design.
- Acknowledge the work of others and use a standard documentation format as needed.

Minimal Course Requirements

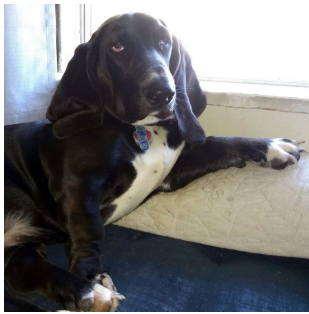
Students must compose a substantial amount and variety of work in order to demonstrate that they have met the first four outcomes.

Learning to write and writing to learn are often discrete activities, but both should be part of the writing class. To that end, students in the first writing class will

- Compose a variety of texts with opportunities to consider and clarify their ideas in light of response from others, including teachers and peers.
- Produce at least 5000 words of text that has been thoughtfully revised and copyedited to meet the expectations of particular rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, in-class efforts, and discovery drafts.

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); 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. Nevertheless, 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.**



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.

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.
- You must have reliable technology for this class.
- 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 journal assignments
 - all mandatory conferences
 - all essay assignments.
- You must manage your time wisely, including computer and Internet access.



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. If no academic activity is submitted by the end of the fourth week of the semester (for a full-term course) 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 their access to Blackboard.

To avoid an NF mark, students must participate in at least one academic activity as soon as possible and no later than the end of the fourth week. Examples of some of the acceptable academically related activity are: physically attended the course (does not apply to online courses), submitted an academic assignment, completed an interactive tutorial, initiated contact with the instructor to ask a question about the academic subject matter, submitted an exam or quiz, participated in an online discussion about academic matters.

Enrollment

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.

Diversity and Inclusion

College Writing is an inclusive class. In this class, you will be treated with respect and dignity and all students will be provided equitable opportunities to participate, contribute, and succeed. Students from all backgrounds and perspectives will be well served by this course, and the diversity that students bring to this class be viewed as a resource and strength. All assignments, activities, and discussions in this class will be respectful of diversity as it relates to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Read more about Kent State's [**Division of Diversity, Equity, and Inclusion**](#).

Family Educational Rights and Privacy Act (FERPA)

FERPA sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records even from parents and guardians. For additional information about FERPA, please visit the university Registrar's webpage.

Mental Health Resources & Other Social Services

If you are in need of mental health assistance, please know that the University provides several resources. [**Step Up & Speak Out**](#) is a suicide prevention campaign with one of the most comprehensive lists of resources available for students, including [**campus-specific information**](#). You can also find a list of resources, including domestic violence at [**Mental Health Help**](#). Kent State also offers [**Psychological Services**](#), including teletherapy.



If you are struggling with attaining food, you might qualify for assistance from the [**Ohio Supplemental Nutrition Assistance Program**](#) or from the [**Ohio Foodbanks Organization**](#). If you are struggling with housing and other basic care needs, please contact the [**Trumbull County Homeless Shelters and Social Services**](#) or the [**Ohio Homeless Shelter Directory**](#). These sites also provide information for women in need of shelter, but if you are a victim of domestic violence (regardless of gender), you can also contact the [**Ohio Domestic Violence Network**](#), [**Domestic Shelters of Ohio Directory**](#), or even the [**Kent State Women's Center**](#).

SAS: Student Accessibility Services

University policy 3342-3-01.3 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 at 330-675-8932 or visit

<http://www.kent.edu/trumbull/student-accessibility-service>) for more information on registration procedures.

Cheating and Plagiarism

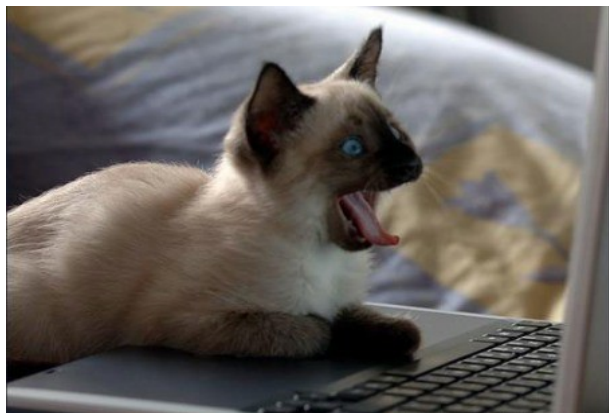
University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at

<http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism> and/or ask your instructor.

Statement of Understanding

The subject matter in a College Writing course may include mature adult themes or ideas that challenge your personal views. These materials are meant to meet Ohio Transfer Module (OTM) Learning Outcomes for college composition courses and will not be modified based upon individual student beliefs or College Credit Plus (CCP) student participation regardless of where the course instruction occurs (i.e., online, on a Kent State campus, or at high school location).

A Few Words about Alarming Student Writing



Think about what you are writing. Writing therapy is good, and everyone should express themselves that way, but consider the effect of such writing upon others. Check your writing to be sure that you truly want your words to be read by a general public audience, much less by another individual. Students should be aware that writing, by its very nature, can be misunderstood. In addition, students should know that their instructors are responsible for reporting any evidence of a student's possible intent to harm themselves or to harm others. Therefore, please avoid putting in writing anything that could be taken out of context, regardless of the intent,

which would necessitate an instructor's taking action to clarify the matter or to protect the student or others from harm.

Grade Distribution

Mandatory Conferences:	5%	50 points
Writing Workshops:	10%	100 points
Reading to Think Journals	15%	150 points
Essay Work:	70%	700 points
	100%	1000 points

Some Assignment Details

Mandatory Conferences: 5% (50/1000 total possible points)

Twice during the semester, you are required to meet with me online (KSU Google Meet/Hangouts) 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 linked to the Course Plan; you should 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 0 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.

Mandatory Conference #1: 25 points

Mandatory Conference #2: 25 points

Writing Workshop: 10% (100/1000 total possible points)

Just before Spring Break (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(s) on essay revision work, as well as on Essay Four.

Reading to Think Journals: 10% (100/1000 total possible points)

As you prepare to write your Essay Two, Essay Three, and Essay Four, you must keep a journal. This journal will be evaluated for demonstrated depth of thought. The writing does not have to be comprehensive or in complete sentences, but it should be coherent.

Journal for Essay Two: 25 points

Journal for Essay Three: 25 points

Journal for Essay Four: 50 points

Essay Work: 70% (700/1000 total possible points)

You will be writing four essays, plus several essay revisions. The essays are to be typed in into a KSU Google Document: 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!* Each essay must contain citations and formatting done in APA documentation style. In compliance with the Ohio Department of Higher Education, the KSU Writing Program prefers that composition instructors focus on teaching students APA citation style.

- Essay One: 100 points
- Essay Two: 100 points
- Essay Three: 100 points
- Revision Essay Two *or* Three (You will choose to revise one.): 100 points
- Revision of Essay One: 100 points
- Essay Four: 200 points

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	Writing-to-Think Journals		Essays 1-3, Essay Rewrites, Writing Workshop	Essay 4	FINAL GRADE Conversion
A+	25	50	100-97	200-194	4.0
A	24	48	96-94	192-188	4
A-		46	93-90	186-180	3.7
B+		44	89-87	178-174	3.3
B	21	42	86-84	172-168	3.0
B-		41	83-80	166-160	2.7
C+		39	79-77	158-154	2.3
C	18	38	76-74	152-148	2.0
C-		36	73-70	146-140	1.7
D+		34	69-67	138-134	1.3
D	16	33	66-64	132-128	1.0
D-		31	63-60	126-120	***
F	14	28	55	110	0.0

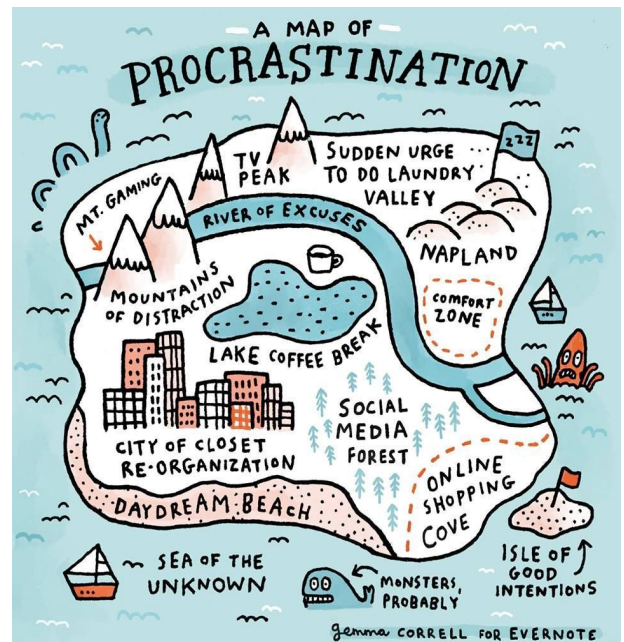
No grade for submitted work ever goes above an **A** (100, 60, 50 or 40 points); likewise, no graded work ever goes below an **F** (55, 33, 27, points; however, if an assignment is never submitted, or if it is submitted too late to be graded, it will receive **ZERO** points.

A grading rubric for essays is below.

Please see all other individual assignments for how items are graded.

Regarding Missed, Late, or Incomplete Work

- With the exception of Mandatory Conferences and Writing Workshop assignments (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% (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 August 3, 2022. 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 conference period, you will earn 0 points; if you meet with me, you will earn full points– you are not being evaluated during our session. If you miss your conference appointment, and the period has not ended, feel free to sign up for another appointment– you can still earn full points. If there are no more



available appointments, then you obviously waited too long to sign up for an appointment, and you will earn 0 points for that conference. There are absolutely no conferences for points once the conference period has ended. However, you can still meet with me for feedback and advice (for 0 points).

- **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, and you might be removed from the group/partnership. If one of your partners fails to work with you, your grade will not be affected: continue to work without that individual, unless that partner has been removed from the group/partnership entirely. For more details, please see the Writing Workshop assignment.



***No work will be accepted after
August 3, 2022 (11:59pm, EST)!***



One More Note from Dr. Robinson:

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/Meet, if you have questions or concerns!



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.