



**NORTHWEST**  
MISSOURI STATE UNIVERSITY  
MARYVILLE | KANSAS CITY

**Department of Language, Literature, and Writing**

**Composition I: Academic Literacies**

**ENGL 10111, 48 contact hours, 3 credit hours**

**5-Week Summer Session**

**Instructor:** TBA  
**Email:** TBA  
**Office Hours:** TBA

**Prerequisites:** A beginning course in university writing; no prerequisites.

**Textbook Information:** *THERE IS NO TEXTBOOK FOR THIS CLASS*

**Catalog Description:** Study and practice in reading and writing texts towards development of college-level academic literacies. Students will engage through writing and reading in knowledge-based inquiry and sustained critical thinking for the purpose of better understanding the subject or issue. Concepts taught will include academic rhetoric and argumentation, research and documentation. Prerequisite: A grade of "C" or better in ENGL 10-110, an ACT English subscore of 19-26 or an equivalent SAT score, or successful placement challenge.

**Course Goals:**

After completing English 111 students should:

- Recognize that reading and writing in the university comprise a variety of academic literacies.
- Understand and use reading to actively interact with texts and understand the value of active reading in the university.
- Understand and use rhetorical and communicative strategies to express effectively ideas in the university.
- Recognize the role of writing in intellectual development and use writing to increase learning.
- Be able to generate texts that effectively use forms of academic argumentation with specific attention to audience and purpose, and elements such as thesis development, paragraphing, organization and style.

- Have a developing conception of writing process strategies and an emerging sense of how to apply these to their own writing.
- Comprehend the value of research and means of incorporating source materials, and
- use source material effectively in their writing.

### **Goals for the General Education Composition Sequence:**

After completing both courses in the composition sequence, students should be able to:

- practice effective writing methods
- integrate reading and writing methods productively
- apply appropriate rhetorical and communicative strategies in their writings
- develop and organize thorough writings centered in valuable ideas
- generate documented academic essays which display a fully literate style and correct usage
- possess the knowledge, skills and attitudes of competent collegiate writers.

### **Key Quality Indicators:**

As a part of the required NWMSU general studies core, this course has been created to better students' skills in the areas of communication and critical/creative thinking.

**Methods of Learning and Instruction:** You will investigate and use approaches to writing and reading that improve the quality of student writing. You can expect a wide variety of online activities, including readings, message board discussions, blogging, personal emails with your teacher, online conferences, and substantial amounts of writing outside of class.

### **Assessment and Grading: ESSAYS (75%)**

Fulfill course goals --

- Recognize that reading and writing in the university comprise a variety of academic literacies.
- Understand and use reading to actively interact with texts and understand the value of active reading in the university.
- Understand and use rhetorical and communicative strategies to effectively express ideas in the university.
- Recognize the role of writing in intellectual development and use writing to increase learning.
- Be able to generate texts that effectively use forms of academic argumentation with specific attention to audience and purpose, and elements such as thesis development, paragraphing, organization and style.
- Have a developing conception of writing process strategies and an emerging sense of how to apply these to their own writing.
- Comprehend the value of research and means of incorporating source materials, and
- use source material effectively in their writing.

### **Essay Grading Scale:**

We have three formal essays, all worth 20% of your overall course grade. We also have a Final Essay, which is only worth 15% of your course grade. They will be graded on the following scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Things I consider when I grade an essay:

- How well a student uses and synthesizes research and information for his or her own purposes
- How well a student presents and defends his or her position through the usage of thesis, supporting paragraphs, organization, style, addressing counterarguments, etc...
- How well the student writing demonstrates an understanding of rhetorical choices based upon audience and purpose
- How well (and with what authority) a student comprehends the topic being discussed as a whole and how his or her voice enters into the discourse of this academic conversation
- How well the essay meets the criteria presented in each essay assignment sheet

You will receive your essays back as soon as possible from me with the hopes that you will revise them. Students are allowed to revise each essay (except for the Final Essay) for an average of the two draft scores. Example: 80 on submitted draft, 90 on revision = a final score of 85.

### **PARTICIPATION (25%)**

**Email/Electronic Correspondence** (5% of overall grade) -- You are expected to be in touch with your instructor electronically, as needed. Your overall course grade will drop if you miss electronic conferences or discussions with instructor. Graded on completion.

**Blog Posts** (10% of overall grade) -- You will post a comment on each blog entry featured in the discussion board. For full credit, I'm looking for a comment AT LEAST 200 words in response, though I hope they will, at times, be longer than that. Graded on length and completion.

Fulfill course goals --

- Understand and use reading to actively interact with texts and understand the value of active reading in the university.
- Understand and use rhetorical and communicative strategies to effectively express ideas in the university.

- Recognize the role of writing in intellectual development and use writing to increase learning.

**Discussion Activities** (10% of overall grade)-- The discussion activity will be graded on effort and completion. Unlike the blog entry, there is no length requirement, as the discussion activities will vary, but I would like to see engagement with the topic and discussion, and an understanding of how this helps you construct each essay. Graded on completion and effort.

Fulfill course goals --

- Have a developing conception of writing process strategies and an emerging sense of how to apply these to their own writing.

You are expected to have all the week's participation responsibilities done by Sunday night at 11:59PM -- all five blog entries and all five course activities. I will grade the week's participation on the following week. You will receive a score for participation at the end of the course, but you can check with me for updates if you have questions.

**Late Papers:** Please email instructor for permission to turn in late work for a reduced amount of points.

**Online Discussion Etiquette (Netiquette):** One thing you need to pay attention to is what sort of online etiquette we should use. I want you to keep the following things in mind when you post things in our online forum --

- Refrain from posting specific personal information, such as addresses or phone numbers.
- Use sound judgment. Do not post anything slanderous, demeaning, incriminating, or obscene.
- I see our course blog as an open forum of ideas. It's okay to disagree with each other, but we will respect each other's opinions and takes on any particular issue.
- Student interaction will and should take place on the course discussion board. Read your classmate's comments! Your comment should enter into the discourse of the topic, not appear in a vacuum.
- Before you post something, give it a read-through. Everybody makes typos, sure, but we should always at least give something a once over before it goes out into the online world.

#### **Additional Resources:**

Disability Accommodations

<http://www.nwmissouri.edu/swd/index.htm> (Links to an external site.)[Links to an external site.](#) (Links to an external site.)[Links to an external site.](#) (Links to an external site.)

Talent and Development Center

<http://www.nwmissouri.edu/tdc/> (Links to an external site.)[Links to an external site.](#)

[\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)

Northwest Writing Center Self Help

<http://catpages.nwmissouri.edu/m/WC/selfhelp.html> [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)

BD Owens Library

<http://www.nwmissouri.edu/library/index.htm> [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)

OWL Purdue

<https://owl.english.purdue.edu/> [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)[Links to an external site.](#) [\(Links to an external site.\)](#)

### **Luke's 10 tips for success in Eng 111 Summer Online Course**

1. Check your email and Canvas site on a daily basis (if not more often).
2. Complete each week's blog entries (at least 200 words) and discussion activities (completed fully and with effort) by Sunday evening.
3. Familiarize yourself with ZOOM, and set aside time to conference with instructor that way if you prefer it to email conferencing.
4. Read your classmates comments on blog entries and discussion activities (before and after posting).
5. Use the discussion activities on the blog to support your construction and understanding of each essay.
6. Do not submit an essay that hasn't gone through at least a rough draft, middle draft, and final draft stage. Also, read your essay out loud before you submit the final draft to catch hard-to-see errors.
7. Make sure your essay is controlled by a thesis or main idea, and each supporting paragraph is unified around a point or topic sentence.
8. Before working on each draft, read through the criteria on the essay assignment sheet to see how well your essay meets them.
9. Take authority of the discussion and the sources you use, but make sure to cite your resources correctly.
10. Take advantage of the opportunity to revise!

**Calendar:** *This calendar is tentative and subject to change.*

**Week 1**

Introduction to course  
Hollywood Essay Assigned  
Blog Posts & Discussion Activities

**Week 2**

Hollywood Essay Due  
Blog Posts & Discussion Activities  
Meme Essay assigned

**Week 3**

First Conference Meme Essay  
Blog Posts & Discussion Activities

**Week 4**

Meme Essay Due  
Final Assigned  
Blog Posts & Discussion Activities

**Week 5**

Final Due  
Blog Posts & Discussion Activities

**University communications:** Students are required to use their Northwest student email account for any correspondence within the university. Students are also highly advised to check their email and CatPAWS accounts on a regular basis.

**Administrative drop:** An instructor may request the Office of the Registrar delete a student from a course roster if the student has not met the prerequisite for the course as stated in the catalog, or as a result of non-attendance in the course. In other words, if you miss many sessions, you may well be dropped from the class.

**Statement of commitment to social justice:** The Department of Language, Literature, and Writing recognizes language and literacy as fundamental tools of cultural understanding and participation. Reading and writing are activities that require a purposeful engagement with the values and beliefs that underpin our identities, and which create and foster spaces for all individuals to participate in local and global communities, including those with which they may differ the most. We are committed to civil discourse and the well-being of all our students, faculty and staff. As such, we are committed to an educational environment—curricula, teaching and assessment methods, and support services—that promote understanding of diverse populations and individual difference.

**Assessment methods:** Student learning outcomes—and, consequently, progress toward Northwest Core competencies—will be assessed through evaluation of writing projects and other individual and group assignments as described above.

**Academic integrity policy:** The students, faculty, and staff at Northwest endeavor to sustain an environment that values honesty in academic work, that acknowledges the authorized aid provided by and intellectual contributions of others, and that enables equitable student evaluation. Sustaining academic integrity at Northwest is the responsibility of the entire university community. The value of the educational experience, the reputation of Northwest's courses of study and degrees, and the university's mission of ensuring student success—each of these depends on diffuse academic integrity. Students bear the responsibility of performing with academic integrity in all academic situations. Students should be especially attentive to academic integrity whenever submitting academic work for evaluation, honors, or publication.

Students are responsible for understanding the eight areas of academic behavior which violate the Code of Academic Integrity: (1) knowingly obtaining unauthorized aid or information; (2) knowingly giving unauthorized aid or information; (3) committing plagiarism from written, electronic, or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using library resources unethically; (7) using computer resources unethically; and (8) knowingly assisting in any of the above practices.

Any student who violates the Code of Academic Integrity may receive a course-level sanction, such as failure of the course, and review by the Academic Integrity Panel at Northwest, which may recommend administrative sanctions, including dismissal from the university.

Please refer to the following link to view Northwest Missouri State University's Academic Integrity Policy: <http://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

**Special accommodations policy:** Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. If a student has a disability that qualifies under the ADA and requires accommodations, he/she/they should contact the Office for Equity and Accessibility for information on appropriate policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students requiring special classroom accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with Pat Wyatt in the Proctoring Center in OL 242 on the 2nd floor of Owens Library. You can also contact the office at 660.562.1639, or email at [pjp@nwmissouri.edu](mailto:pjp@nwmissouri.edu) or [ADA@nwmissouri.edu](mailto:ADA@nwmissouri.edu). If you have been approved for an accommodation, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

**Non-discrimination and anti-harassment policy:** Northwest Missouri State University (the "University") is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. In keeping with that policy, the University prohibits discrimination and harassment by or against any faculty,

staff member, student, applicant for admissions or employment, customer, third-party supplier or any other person (collectively the “University Community”) because of their race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally-protected class (collectively “protected statuses”). Please refer to the following link to view the Non-Discrimination and Anti-Harassment Policy

<http://www.nwmissouri.edu/diversity/titlevi.htm>

**Family Education Rights and Privacy Act (FERPA) policy:** Family Educational Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. Basically, the law says that no one outside the institution shall have access to your education records nor will the institution disclose any information from those records without your written consent. Northwest Missouri State University complies with FERPA, which also gives you certain rights with respect to your education records. Please refer to the following link to view the Family Educational Rights and Privacy Act (FERPA) Policy: <http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>

**Disclaimer:** Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.