

ENG 102: Introduction to Academic Writing

Spring A, 2015, 1/12-3/3

Line # 10322 & 17321

ONLINE

Course Home	Writing Programs Website	Course YouTube Channel
		username: onlineasuenglish102@gmail.com password: sundevil4life (all lowercase) 



Instructor: Paulette Stevenson

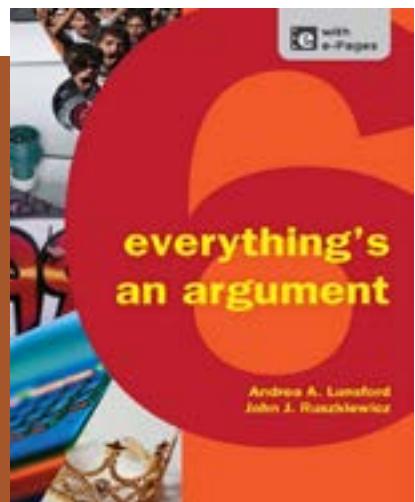
Office: LL550

Office Hours: 1-3 Mondays & Tuesdays online (available for Google hangout or google chat) & by appointment.

Office Phone: 965-3168 option 6 (note: this is the English office's number. You must leave a message.)

E-mail: paulette.stevenson@asu.edu

Google: paulette.stevenson@asu.edu (both for google docs & hangouts)



Required Materials

Book:

Everything's an Argument. Brief Edition. Lunsford, Ruszkiewicz & Walters, 6th ed., Bedford/St. Martin's, 2013
(ISBN: 9781457606069)

Computer Requirements:

A Schoology account

An ASURITE ID and password to access MyASU

Access to Google Docs in MyASU

An email account linked to MyASU and Schoology that is checked daily

Daily access to a computer and the internet

Webcam or recording device (phone okay) access

Course Description

Like English 101, English 102 is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. During the 16-week semester students will complete three formal written projects. Combined the final drafts of these three projects should result in approximately 5,000 words (this is equivalent to about 20 pages using standard academic format). Additionally, a final reflection is required.

English 102 Goals/Objectives

Express a working knowledge of key rhetorical features

Develop and support an argument that is convincing to a particular audience

Identify and evaluate key rhetorical strategies: ethos, logos, pathos, and kairos

Engage in a variety of research methods to study and explore the topics.

Explore the complexity of an issue by seeking multiple perspective.

Write and revise drafts and integrate feedback from peers, teachers, and other readers

Use structure, language, documentation, and format appropriate for audience and purpose

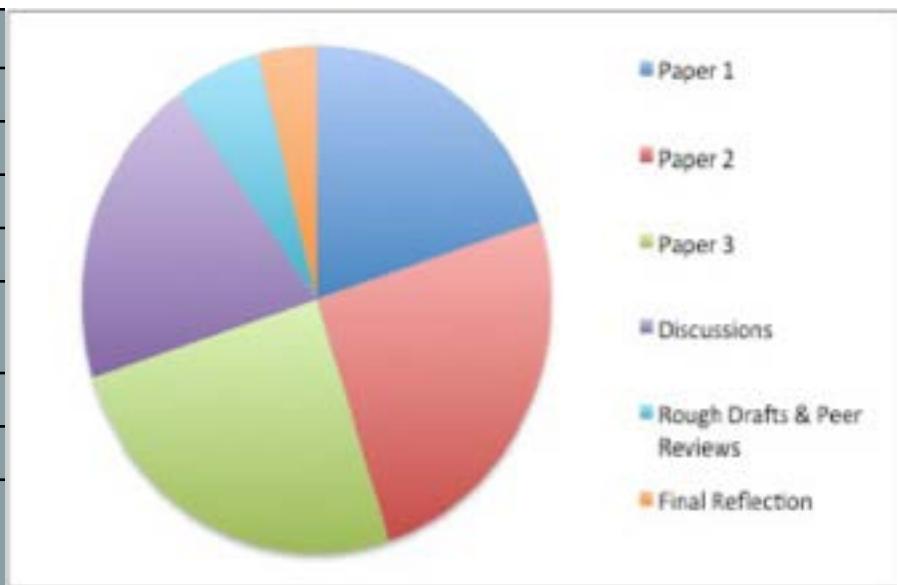
Use a variety of organizational strategies (cally, sequentially, deductively, and inductively)

Description of Projects/Work

Paper 1	Rhetorical Analysis
Paper 2	Annotated Bibliography
Paper 3	Multimedia Advocacy Project
Discussions	This is the way we participate online. So daily, you'll be asked put together discussion videos (if you're the leader) and/or to comment on discussion boards.
Cyber Cafe	The cyber café is the classroom's discussion about practices in the class (i.e. due dates, how tos, etc). I am asking that when students have a question about the class (like how do I? Or where is? Or when is X DUE?), that you post it to the online forum instead of e-mailing me directly
Peer Reviews	In order to get adequate feedback on your drafts, you will be required to peer review each other. Using the guidelines provided, you will read and comment on each others drafts. This is one way we will participate in our online component of the course). We will do this through google docs.
Rough Drafts	For each of your projects, you will submit a rough draft for peer review.
Final Reflections	You will write a final reflection on your course work. Specifically, you will look at the knowledge you possessed and the assumptions you had before joining the course at the beginning of the semester and then articulate in a narrative what surprised you about yourself and your work and what you learned throughout the course.

Asssignments	Percentage
Paper 1	20%
Paper 2	25%
Project 3	25%
Discussion	20%
Rough Drafts/Peer Reviews	6%
Cyber Cafe	1%
Final Reflection	3%

There are three writing projects in ENG 102, you must submit all three to pass the course.



Eng 102, Online, F.A.Q.

What Does a 7.5-week, Online Course look like?

This is a course that you can take from anywhere! Our course begins on 1/12 and ends on 3/3. We communicate online via Schoology, Youtube, Google Docs, Email, and Google Hangouts.

What's required of me in terms of work and communication?

Our class is rather intense because we are fitting 16-weeks of instruction into 7.5-weeks. The projects are mentioned above. Besides the three major projects and final reflection, you're asked to go through the writing process within our online classroom environment. So, we will turn in and comment on each other's rough drafts. Additionally, each student is expected to participate in our discussions based on your assigned role. Also, you get points for participating in our class's "cyber" cafe. The cyber cafe is a place where you can ask general questions about how things work.

How does the Discussion Work?

We have 10 Discussions throughout the 7.5-weeks. These discussions should help us understand, process, and/or problematize some of the outside readings (i.e. the stuff assigned that's NOT from our textbook). On the first day of class, I'll put up the entire discussion schedule based on your role. The roles look something like this:

Leads:

Students in this group are responsible for posing initial questions and insights about the week's assigned class material to the discussion. You will do this by posting a video to our class's youtube account and supplying that link on the Schoology discussion. The focus should be on understanding the rhetoric. So you may challenge the author's argument, talk about what the piece taught you about rhetoric/writing. 2-5 minutes. See syllabus/schedule for dates.

Repliers:

Students in this group build upon, disagree with, or clarify the Leads' posts in a conversation with one another. To comment, reply directly to that post on Schoology. Minimum of 250 words, can be used in one comment or broken up across multiple but needs to be substantial.

Linkers:

Students in this group find and share at least one relevant online resource by replying directly to a Lead's post.

In addition to linking to the resource, the linkers must also provide a short evaluation of the resource, highlighting how it relates to the Lead's post and what makes it worthwhile, unusual, or, if appropriate, problematic. Minimum of 250 words.

ENG 102, ONLINE, F.A.Q, (cont.)

Where is the online course located?

Everything is managed through [Schoology](#). I will send you access to our class site through your ASU e-mail. You will need to sign-up for a Schoology account. We will also use Google Docs, Youtube, and Google Hangouts.

How can I check my grade?

Grades will be regularly updated through Schoology. Discussions, Peer Reviews, and Rough Drafts are often graded more quickly, whereas Final Projects often take me about a week to return.

What about the Book? Do I need it? What if I can't get it right away?

The book for this course is required, not optional. I am expecting that you will buy it. You will read nearly the entire book for this class. Sometimes we will lean heavily on the book and discuss it in class, other times it will serve as an introduction to a concept or idea that we haven't had a chance to discuss in class. Either way, it is needed. If you're having trouble getting it, I'd suggest messaging another classmate - maybe you all can arrange something.

How Should I contact you, Ms. Stevenson?

You can e-mail me! pauvette.stevenson@asu.edu. If you have a general question (i.e. one that applies to the entire class), I urge you to post it to the Cyber Cafe. Remember, you get credit for participating in this. In terms of e-mail, E-mails are not informal discourse in the university or workplace. You will need to use proper business format for all correspondence, including ones sent electronically. You should identify your concern in the subject line of all e-mails, such as "Project 1 Questions." Also, please let me know which of my classes (by line #) you are in. Lastly, I respond to student emails as soon as possible. However, I usually do not check email in the evenings, and responding within 24 hours to an email during the week or sometimes longer over weekends are reasonable expectations.

Who do I contact for tech support?

First off start by trying to fix the problem yourself (google really works wonders here!!). If you're having problems with Schoology, there's a "help center." For any of the google products, first make sure you're using them through your ASU account. If that's squared away, contact that [ASU help desk](#) (call, chat, or email). I'm tech savvy, but my job is to teach Writing not manage tech. :)

What happens if I have problems with my internet? Am I excused for the work? Can I make it up?

While these do sometimes occur at home and from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance or posting on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer outages, viruses, or some other large-scale event affecting schoology, or ASU internet, but exceptions will not be made for routine computer problems.

How do you take attendance in an online course?

You are marked "here" for completing an assignment on time. You are marked absent for failing to complete an assignment. **So, after two missed assignments, you fail the course.**

What about Late work? I'm having a hard time keeping up with the assignments, can I just turn them in whenever?

No. I don't accept late work. This course moves along at the schedule's pace (so, we're not self-paced). I don't accept late work. Any rough drafts, discussion, peer reviews, etc will NOT be accepted late.

Because you must complete ALL major writing projects to pass this class, I must give you the opportunity to turn these in late for some credit; however there will be a severe grade penalty attached. Papers turned in after the due date will be docked a letter grade for each day it is late.

Standard Writing Programs Policies:

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).

****Online classes: More than two (2) absences will result in failure.**

****Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.**

Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

Note: Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

3. If I am absent (or if our course content changes)

If I need to cancel class for any reason, I will contact you via e-mail. Because this is a fully online class, I doubt that we will have any issues with this, but in the case that our course content changes, I will notify you all immediately through Schoology and your ASU Email. It is your responsibility to check in through your ASU Email and Schoology frequently. The excuse that "you didn't see" something is not an excuse for not completing the work.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

A = 3.5 - 4.0

B = 2.5 - 3.49

C = 1.5 - 2.49

D = .5 - 1.49

E = .49 and below

(What this means is that I use WHOLE LETTER GRADES. So, A, B, C, D, & E will be given at the end of the semester. I do not give plus/minus grades at all. Also, because I believe writing is a process, and in that process EVERYTHING is revisable, I do not award A+ on final papers)

5. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Late Writing Projects

Everyday work

I do not accept everyday work late. So any rough drafts, discussion, peer reviews, etc will NOT be accepted late. If you know you will be can't post an assignment at a certain time, make arrangements to turn the assignment in early.

Rough Drafts

If you were unable to turn in your rough draft on the scheduled due date, there is no guarantee that it will get read. If it is not turned in on the due date, I will not read it, nor will your classmates. If you encounter this issue, you can come into my office hours or seek out the assistance of the writing center. Please do not e-mail me your rough draft days later expecting me to read it - your absence was your problem, and you must seek out help on your time.

Final Writing Projects

Because you must complete ALL major writing project to pass this class, I must give you the opportunity to turn these in late for some credit; however there will be a severe grade penalty attached. Papers turned in after the due date will be docked a letter grade for each day it is late. So for example, if you turn in a paper 1-day late THE HIGHEST score you can obtain is an 89. Papers later than one week can only receive a 59 as the HIGHEST score. Any major writing assignments incomplete after the last day of classes will be considered incomplete, resulting in your failure for the course.

7. All writing for this class must be written for this class

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

8. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

9. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

10. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

11. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end of the semester. This portfolio will consist of the final drafts of all major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

13. Disposition of Papers/Grade Appeals

Students should keep all graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

[End of standard writing programs policies]

Tentative Course Schedule *subject to change*****
All online work is due before midnight on the day listed. Do all reading and viewing
BEFORE each assignment

Week 1 (1/12-1/18)

Monday, January 12

Read - Syllabus & Schoology Site - read everything in the "start here" folder, ask any questions on the Cyber Café Discussion, complete your Schoolgy profile. Include pictures!!!

Wednesday, January 14

Read - Chapter 1 in Everything's an Argument & "[In 'Public' Conversation on Guns, A Rhetorical Shift](#)"

View - assignment sheet 1; Pick a documentary for Paper 1, and begin viewing it. (anything not listed on the sheet needs instructor approval)

Introduction due by midnight; Discussion 1 (dealing with [In 'Public' Conversation on Guns, A Rhetorical Shift](#)): Leaders videos, due by midnight

Friday, January 16

Read - Chapter 2 & 3 in Everything's an Argument & "[The Moral Roots of Liberals & Conservatives](#)"

Discussion 1: Linkers & repliers due by midnight; Discussion 2: Leaders videos due by midnight (dealing with "[The Moral Roots of Liberals & Conservatives](#)")

Week 2 (1/19-1/25)

Monday, January 19

Read - Chapter 4-6 in Everything's an Argument; "[Rhetorical Analysis Rap](#)"

Discussion 2: Linkers & repliers due by midnight ; Discussion 3: Leaders videos due by midnight (dealing with "[Rhetorical Analysis Rap](#)")

Wednesday, January 21

Discussion 3: Linkers & repliers due by midnight

Friday, January 23:

Rough Draft 1 due by midnight (post in Discussion Board under "Rough Draft 1")

Week 3 (1/26-2/1)

Monday, January 26

Peer Review 1 due by midnight (Follow instructions for peer review on Schoology)

Wednesday, January 28

Final Essay 1 Due by midnight (post under assignments);

Friday, January 30

Read - Read - Chapter 16 in Everything's an Argument; "[Battling Bad Science](#)"

View-Assignment Sheet #2; Discussion 4: Leaders videos due by midnight (dealing with "[Battling Bad Science](#)")

Week 4 (2/2-2/8)

Mon, February 2

Chapter 17 & 18 in Everything's an Argument ; "[Evaluating Sources](#)" "[Article Types](#)" & [Library Guide](#)

Discussion 4: Linkers & repliers due by midnight; Discussion 5: Leaders videos due by midnight (dealing with "[Evaluating Sources](#)" "[Article Types](#)" & [Library Guide](#)); Topic Proposal for Essay #2 (&3) due by midnight.

Wed, February 4

Read - "[Can Big Data Be Racist](#)"

Discussion 5: Linkers & repliers due by midnight; Discussion 6: Leaders videos due by midnight (dealing with "[Can Big Data Be Racist](#)")

Friday, February 6

Discussion 6: Linkers & repliers due by midnight;

Week 5 (2/9-2/15)

Monday, February 9

Rough Draft 2 due by midnight (post in Discussion Board under "Rough Draft 2")

Wednesday, February 11

Peer Review 2 due by midnight (Follow instructions for peer review on Schoology)

Friday, February 13

Read - Assignment Sheet 3; Watch Blackfish (it's on Netflix)

Discussion 7: Leaders videos due by midnight (dealing with Blackfish); Final 2 due by midnigh

Week 6 (2/16-2/22)

Monday, February 16

Read - Chapter 12 in Everything's an Argument; "[I am Here](#)"

Discussion 7: Linkers & repliers due by midnight; Discussion 8: Leaders videos due by midnight (dealing with "[I am Here](#)"); Post ideas for project 3.

Wednesday, February 18

Read - Chapter 14 in Everything's an Argument; "[Skateistan](#)"

Discussion 8: Linkers & repliers due by midnight; Discussion 9: Leaders videos due by midnight (dealing with "[Skateistan](#)")

Friday, February 20

Read - "[The Unstoppable Walk to Political Reform](#)"

Discussion 9: Linkers & repliers due by midnight; Discussion 10: Leaders videos due by midnight (dealing with "[The Unstoppable Walk to Political Reform](#)")

Week 7 (2/23-3/1)

Monday, February 23

Rough Draft 3 due by midnight (post in Discussion Board under "Rough Draft 3"); Discussion 10: Linkers & repliers due by midnight

Wednesday, February 25

Peer Review 3 due by midnight (Follow instructions for peer review on Schoology)

Friday, February 27

Final 3 due by midnight;

Week 8 (3/2-3/3)

Monday, March 2

Final Reflection by midnight; Extra Credit Discussion Board Due

Tuesday, March 3

LAST DAY OF CLASS. ALL work (even things that students wish to be graded and considered late--see late work policy) must be turned in tonight by midnight. Contact Instructor for details.

Friday, March 6

Final Grades Due for Instructor (your grades will be posted to myasu by midnight).

