UA LR Department of Rhetoric and Writing

COMPOSITION I – ONLINE
RHET 1311.991 (CRN 30363), Summer 2: May 23 to June 27, RHET1311991@ualr.edu

Instructor: Stephanie Williams
Office / Hours: By Appointment
Contact: shwilliams1@ualr.edu

COURSE MATERIALS

Required: Ruszkiewicz, John J. and Jay T. Dolmage. *How To Write Anything: A Guide and Reference with Readings.* 3rd ed. Boston: Bedford/St. Martin's, 2015. Print. ISBN 978-1-4576-6703-9

COMMUNICATION POLICY

UALR email must be used to transmit correspondence. **You are expected to check your UALR email regularly.** I will use the class discussion listserv (see above) and Blackboard for class-wide communication.

Personal computer failure is frustrating; however, the late work policy will be implemented. I strongly urge you to back everything you produce up to an external source, e.g. your Google drive or another cloud. Please keep in mind that last minute problems occur when functioning in last minute situations.

COURSE DESCRIPTION AND LEARNING OUTCOMES

This class is offered through the Department of Rhetoric and Writing at the University of Arkansas at Little Rock. If you have any questions or concerns, please contact Dr. Brian Ray, Director of Composition at bcray@ualr.edu or (803) 319-6428.

RHET 1311 Composition I
Prerequisite: A minimum ACT English score of 19, a minimum SAT I verbal score of 450, or a grade of C or higher in RHET 0310 or RHET 0321. Students will focus on organizing and revising ideas and writing well organized, thoroughly developed papers that achieve the writer's purpose, meet the readers' needs, and develop the writer's voice. Final course grades are A, B, C, or NC. Students must complete this course with a grade of C or greater to take RHET 1312. Three credit hours.

Outcomes for First-Year Composition: *The Department of Rhetoric and Writing has adopted the following outcomes for first-year composition courses from the outcome statements of the Council for Writing Program Administrators.*

- **Rhetorical Knowledge:** *Rhetorical knowledge* is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

- **Critical Thinking, Reading, and Composing:** *Critical thinking* is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing.

- **Processes:** Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

- **Knowledge of Conventions:** *Conventions* are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design.

ATTENDANCE POLICY

Given the online nature of this course, attendance is measured differently than traditional on-campus classes.

For online courses, a student *may or may not* be dropped by the instructor any time after the student fails to satisfy twice the class activities for two consecutive weeks. The term "activities" includes, but is not limited to, assignments, discussion topics, quizzes, group projects, or other forms of class participation and graded items. The term "satisfy" indicates participation; logging in to the course on Blackboard does not constitute participation. Examples of participation include, but are not limited to, posting to the discussion board, submitting an assignment, taking as assessment, or emailing the instructor about the course.

COURSE REQUIREMENTS

<u>Major Projects/Portfolio (total 450 points)</u>:

During this semester you will complete a total of three major projects and one electronic portfolio. The projects are briefly described below; a detailed assignment information sheet will be provided prior to the project.

Each project will consist of at least one working draft, peer review, and a reflection (see Course Schedule for deadlines).

- Project 1 – Annotated Bibliography (100 points)
    - You will compile an annotated bibliography of the research you conduct on a serious topic related to your major. An annotated bibliography follows a very specific format and design; see Chapter 11 for more information. The length of your annotated bibliography is dependent upon the number of sources you discover during your research. You should strive to have at least ten sources and those sources must represent a variety of mediums.
- Project 2 – Informational Report (100 points)
    - You will write a factual, informational report serious topic related to your major; see Chapter 2 and Assignment 1 on page 65 for more information. You must use the sources identified in your annotated bibliography (see above) but you may use other sources as well. This project will be approximately 4-5 pages, not including works cited.
- Project 3 – Rhetorical Analysis of an Argument (50 points)
    - You will choose one of the argument readings in the back of your book (beginning on pages 691, 695, 699, 704 and 714) and write a rhetorical analysis of said argument. Your rhetorical analysis should carefully examine how the argument is effective or ineffective in achieving its purpose. See Chapter 8 and Assignment 2 on page 249 for more information. This project will be approximately 2-3 pages, not including works cited.
- Final – Digital Portfolio (200 points)
    - In lieu of a final exam, you will use *Google Sites, Weebly, WordPress or similar free web hosting application* to create a digital portfolio of your writing from the semester. You will create a portfolio of your work that cohesively presents a reflective argument as to how your work has achieved the outcome objectives for this class. You will make your projects (along with their preliminary drafts, revisions, etc.) available on one site. You will aim to create a portfolio that is aesthetically appealing, easily navigable, comprehensive, and applicable to the outcomes statement.
    - In the portfolio, you will analyze how you have responded to the course learning outcomes, the WPA OS 3.0. Essentially, the assertion in the portfolio is: "Here are the skills and knowledge that I have learned this semester, and here's the evidence that I have acquired these skills and this knowledge." The evidence in the portfolio is crucial; you should draw on all sorts of sources you've developed throughout the semester as evidence (i.e., work that demonstrates your learning: all drafts from each project, mini projects, and class/daily work).

> > o   The portfolio must include all major projects or the portfolio will not receive a passing grade. It is recommended that your work on this portfolio throughout the semester. Please do not wait until the last few weeks of class to begin this project.

Course Participation/Additional Writing (total up to 200 points):

During the semester, you are expected to actively and relevantly participate in class. This includes keeping up with the reading, participating in class discussions, and completing additional writing assignments.

- Homework or "Mini" Writing Projects (up to 200 points)
  - o   Writing is a learning experience. The only way to improve writing is to write; therefore, you will have regular homework assignments. These mini-projects and their respective deadlines will be announced in Blackboard.

Assignment Formats:

All typed assignments should be 12pt, double-spaced with one (1) inch margins unless otherwise stated.

All drafts of your work should be saved throughout the semester. In order to easily access your drafts and not save over them, please save your files with the following filenames:

> 1st draft = LastnameFirstiniital_AssignmentName_Draft1
> 2nd draft = LastnameFirstinital_AssignentName_Draft2
> Final draft = LastnameFirstinitial_AssignmentName_Final
>
> Example: WilliamsS_Project1_Draft1

This filename format should be used when submitting files to instructor.

Extra Credit:

Extra credit may be offered on Blackboard for a limited period of time or during class. If you miss an opportunity, it cannot be made-up.

GRADING POLICY AND SCALE

The Course Requirements detailed above total 450-650 points possible for the semester. Your earned points on each requirement (plus any extra credit achieved) will be totaled and divided by the total points possible to compute a straight percentage grade (no weighed assignments). A letter grade will be assigned based on that percentage according to the scale below. A curve may or may not be implemented at the end of the semester.

> A   =   100-90

       B   =   89-80
       C   =   79-70
       NC   =   69-0

As indicated in the course description above, the only grades awarded in this class are A, B, C or NC (No Credit). Thus, a percentage of 70 or above (minimum "C") is required to receive credit for this class.

LATE WORK POLICY

Given the time constraints of a summer term, homework/mini-projects and Drafts of Major Projects will NOT be accepted late. Finals of Major Projects 1, 2 and 3 may be accepted up to two (2) calendar days (including weekends) late with a deduction of ten (10) points for each calendar day late. After the second day, you will not receive credit for that portion of the assignment.

Technology malfunctions (i.e. email, Blackboard, printer ink problems) are not valid excuses for missed or late work. Points will be deducted accordingly. Personal computer failure is frustrating; however, the late work policy will be implemented. I strongly urge you to back everything you produce up to an external source, e.g. your Google drive or another cloud. Please keep in mind that last minute problems occur when functioning in last minute situations.

UALR POLICIES

Statement on Privacy and Writing / Public Nature of the Classroom: Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and feedback of others; in this course, our purpose is to come together as a writing community. Remember that all students will be expected to share writing with others. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions about your writing.

Classroom Community: The rules and regulations of University of Arkansas at Little Rock student handbook will be followed in our classroom. Students are entitled to receive instruction free from interference by other members of the class. An instructor may eject or withdraw a student from a course when the student's behavior disrupts the educational process.

Academic Integrity Statement: University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other university documents and publications, will be strictly enforced in this class. Any student who submits work that he/she did not produce for the given assignment will be assigned a grade of zero points (F) for the assignment in question, and may possibly fail the class. In accordance with Section VI: Statement of Student Behavior, under the code of student rights, responsibilities, and behavior, the university defines academic

dishonesty under the classifications of cheating, plagiarism, collusion, and duplicity. Cheating and blatant plagiarism in this class can result in disciplinary sanction.

Students with Disabilities Statement: Your success in this class is important, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.

Web Accessibility Statement: It is the policy and practice of UALR to make all web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the electronic course materials for this class, please notify me immediately.

Weather Policy: The UALR website, UALR email, the University's main telephone number (501.569.3000), and the campus emergency alert system are the official means of communicating all information concerning weather-related closing. Local television and radio stations will also be notified. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

CAMPUS RESOURCES

University Writing Center-provides support to writers throughout the writing process: http://ualr.edu/writingcenter/

Counseling Services- provides confidential mental health and career counseling services for all UALR students: http://ualr.edu/personalcounseling/

Health Services- provides non-emergency medical care to all UALR students: http://ualr.edu/health/

Technology Support is offered at both the campus level along with outside services. UALR offers support for students: http://ualr.edu/itservices/ along with Blackboard help: http://ualr.edu/blackboard/

Ottenheimer Library-offers ask a librarian and research support: http://ualr.edu/library/

IMPORTANT DATES FOR SUMMER 2016

May 23: First day of summer 2 2016 classes

June 10: Last day to drop individual class (without refund)

June 24: Last day to withdraw from all courses (without refund)

June 27: Last day of classes for summer 2 2016

June 27: Final Portfolio due no later than Noon.

June 29: Grades due.