



## English 101: Composition

*7.5 Weeks Online*

**Semester: Spring 2021**  
**Day(s): Asynchronous**  
**Classroom: ONLINE**  
**Instructor: Mary F. Lawrence**  
**Office Hours: Tues 1:00-2:00 p.m., and by appt.**  
**Office Location: ONLINE**  
**Phone Number: 860-985-1645**  
**Email: [mlawrence1@goodwin.edu](mailto:mlawrence1@goodwin.edu)**



**Prerequisite/Co-Requisites: None**

### Course Description

This course is designed to develop effective collegiate writing. Students develop deeper understanding of the stages of the writing process, including generating, revising, proofreading, and editing essays. Using a collaborative approach, students will produce essays in various genres with emphasis on rhetorical effectiveness, focusing on organization, thesis, purpose, and audience awareness. The course emphasizes academic inquiry through focused research, including retrieving, interpreting, and synthesizing sources effectively and ethically.



### Course Goal

The purpose of this course is to provide an understanding of the writing process, the value of writing as a tool for comprehension and communication, and the variety and function of rhetorical styles.



### Required Text

None

## Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
Use techniques of personal writing to generate, examine, and revise ideas <b>(Unit 1)</b>	Artifact Analysis
Locate, evaluate, and cite research sources in academic databases and on the Internet <b>(Unit 2)</b>	Research Report
Employ persuasive strategies to support and defend a critical stance <b>(Unit 3)</b>	Persuasive Paragraph
Assess their own understanding of a research topic and identify strategies for enhancing their comprehension <b>(Unit 4)</b>	Thesis Statement and Rough Outline Reflection
Organize the rhetorical structure of an essay to maximize intelligibility and coherence <b>(Unit 5)</b>	Introduction Paragraph
Compose effective paragraphs for academic essays <b>(Unit 6)</b>	First Draft (including revised Introduction)
Revise, proofread, and copy-edit academic essays <b>(Unit 7)</b>	Final Essay (revised first draft, with Conclusion)



### Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Artifact Analysis <b>(Unit 1)</b>	10%
Research Report <b>(Unit 2)</b>	10%
Persuasive Paragraph <b>(Unit 3)</b>	10%
Thesis Statements and Outline Reflection <b>(Unit 4)</b>	5%
Introduction Paragraph <b>(Unit 5)</b>	5%
First Draft (with revised Introduction) <b>(Unit 6)</b>	10%
Final Essay (revised First Draft with Conclusion) <b>(Unit 7)</b>	20%
Discussion Board posts <b>(weekly)</b>	20%
Quizzes <b>(weekly)</b>	10%
<b>Total:</b>	<b>100%</b>



## Coursework Expectations

Below are descriptions of the methods of assessment. Additional instructions and rubrics will be provided by your instructor and listed in Blackboard.

***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

**Blackboard**

### **\*\*PLAGIARISM\*\***

Using the words, thoughts, or ideas of someone else without giving proper credit, whether accidental or intentional, is known as plagiarism. This includes but is not limited to: presenting another student's work as your own, letting someone else do your work, or copying from websites or other sources and presenting it as your own words. **All of these are examples of cheating and represent violations of the Academic Integrity Policy**, resulting in sanctions specified by the college (eg., grade of zero on an assignment, plagiarism report to student file, intervention by Student Affairs, further actions as deemed appropriate).



**An important note regarding course materials:** There are common requirements for all English classes at Goodwin University. You will find assignments, lectures, notes, and assessments present in your courses that are designed to guide you in meeting course objectives. Please note, as in any academic community, individual professors may have specific directions, guidelines, or creative methods they choose to introduce to their classes. Your professors will let you know of individual class standards that may differ from content or suggestions you find in course materials.

***The following Course Outline contains due dates.***

## Course Outline\*

Unit	Topic(s)	Discussion Board	Craft Lecture	Assignment
<b>Unit 1 (Jan 11-17)</b>	Inspiration	Describe and discuss your Master Topic. <b>(POST DUE 11:59 p.m. Friday, Jan 15; comments on 2 students' posts DUE 11:59 p.m. Sunday, Jan 17)</b>	Basic writing tips	Artifact Analysis <b>(DUE 11:59 p.m. Sunday Jan 17)</b>  <b>QUIZ #1 DUE 11:59 p.m. Friday</b>
<b>Unit 2 (Jan 17-24)</b>	Research	What are you learning about your Master Topic that you didn't know before? Are any of your previous attitudes or beliefs being challenged by what you read? What is the most interesting thing you have learned? What kinds of resources are the most informative? What challenges have you encountered?  Also post question in <b>Ask the Librarian</b> forum.  <b>(POST DUE 11:59 p.m. Wednesday, Jan 20; comments on 2 students' posts DUE 11:59 p.m. Sunday, Jan 24)</b>	Locating and citing sources	Research Report on three sources (reference, database, Internet) <b>(DUE 11:59 p.m. Sunday Jan 24)</b>  <b>QUIZ #2 DUE 11:59 p.m. Friday</b>

Unit	Topic(s)	Discussion Board	Craft Lecture	Assignment
<b>Unit 3 (Jan 24-31)</b>	Persuasion	Try looking at your Master Topic from a different perspective. What debates circle around your Master Topic? What is the most significant “fault line” or controversy among people who study and discuss your topic? Identify specific examples of writers taking different positions on the same topic. What are the arguments on both sides? Which argument is more convincing to you and why? <b>(POST DUE 11:59 p.m. Wednesday, Jan 27; comments on 2 students’ posts DUE 11:59 p.m. Sunday, Jan 31)</b>	The art of persuasion	Complete the following passage: _____ has been a hotly-debated topic in the field of _____. Some people have argued that _____, but I say, _____. Write a brief essay explaining why you feel the way you do about this topic. Make conspicuous use of pathos, logos and ethos. <b>(DUE 11:59 p.m. Sunday Jan 31)</b>  <b>QUIZ #3 DUE 11:59 p.m. Friday</b>
<b>Unit 4 (Jan 31 - Feb 7)</b>	Reflection	How has your research and writing affected the way you think and feel about your topic? Are you more or less interested in the topic than you were when you started writing about it? If you are getting tired of your topic, how can you recalibrate your focus for the second half of the class? <b>(POST DUE 11:59 p.m. Wednesday, Feb 3; comments on 2 students’ posts DUE 11:59 p.m. Sunday, Feb 7)</b>	Outlining a persuasive research paper	Outline <b>(DUE 11:59 p.m. Sunday Feb 7)</b>  <b>QUIZ #4 DUE 11:59 p.m. Friday</b>

Unit	Topic(s)	Discussion Board	Craft Lecture	Assignment
<b>Unit 5 (Feb 7 - 14)</b>	Beginnings	Write the following possible first sentences for your <b>Introduction</b> paragraph: <ul style="list-style-type: none"> <li>• A quote</li> <li>• A question</li> <li>• A surprising fact</li> <li>• An alarming statistic</li> <li>• A short story</li> <li>• A description of an image</li> </ul> <b>(POST DUE 11:59 p.m. Wednesday, Feb 10; comments on 2 students' posts DUE 11:59 p.m. Sunday, Feb 14)</b>	Introductory strategies	Introduction paragraph <b>(DUE 11:59 p.m. Sunday Feb 14)</b>  <b>QUIZ #5 DUE 11:59 p.m. Friday</b>
<b>Unit 6 (Feb 14-21)</b>	Middles	How are you organizing the <b>Body</b> of your persuasive research essay? <b>(POST DUE 11:59 p.m. Wednesday, Feb 17; comments on 2 students' posts DUE 11:59 p.m. Sunday, Feb 21)</b>	Paragraph structure	First Draft of research essay (including revised Introduction) <b>(DUE 11:59 p.m. Sunday Feb 21)</b>  <b>QUIZ #6 DUE 11:59 p.m. Friday</b>
<b>Unit 7 (Feb 21-28)</b>	Ends	Self-assessment: What is the best part of your essay? What part are you least happy with? How has your understanding of your Master Topic changed over the course of the class? Where will you go from here? <b>(POST DUE 11:59 p.m. Wednesday, Feb 24; comments on 2 students' posts DUE 11:59 p.m. Sunday, Feb 28)</b>	<b>Conclusions</b> and revision	Final research essay <b>(DUE 11:59 p.m. Sunday Feb 28)</b>  <b>QUIZ #7 DUE 11:59 p.m. Friday</b>

*\*This syllabus is subject to change at the discretion of the instructor.*



## Class Policies



**Class Meetings:** This is an asynchronous class, which means there are no class meetings. Nonetheless, you will still need to be prepared each week for class with materials (e.g., laptop, syllabus, Blackboard, homework assignments). Please refer to the course outline for schedule of due dates for writing assignments and Discussion Board posts. Regular participation in the Discussion Board is expected and will make this class enjoyable. If you expect to be late in completing an assignment, please email me ***as soon as possible***.



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to ***check Blackboard daily*** to stay up to date on announcements, new course materials, and other important information. ***All assignments must be submitted on Blackboard.***



**Late Assignments:** Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). ***Per department policy, any work submitted to the instructor after the due date will result in a ZERO for that particular assignment.*** Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified within 24 hours of the deadline. In circumstances in which the instructor permits make-up assignments or exams, the format of the task is at the discretion of the instructor.



**Laptops, Computers, and Tablets:** Laptops and tablets are essential for academic purposes in an online class.



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please ***check your Goodwin e-mail account regularly.***



**Course Decorum:** We will create a positive learning environment in this course. Even though we won't meet in person, there is an expectation of respect and professionalism in the Discussion Board, our "virtual classroom." The conduct policy includes, but is not limited to:

1. Logging in regularly to Blackboard and notifying me should an exception be needed.
2. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
3. Being an attentive, engaged, and active participant in class activities and online discussions.
4. Demonstrating respect for instructor, peers, and self and treating others in a professional manner.
5. Abiding by Goodwin's academic integrity policies.



**APA Style:** This course follows APA style format for all writing assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, citations, and references. Academic Writer is available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



**Expectations for Written Work:** The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission

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### **Goodwin University Policies and Services**

***This course adheres to all policies outlined in the Goodwin University catalog.***

General academic policies of Goodwin University may be found on the university web site at  
and in the college catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at  
<https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.