



English Composition: Essays

ENG101 – Wesleyan College

Syllabus

Summer 2024, June 24 - July 26

Professor Contact Information

Professor: TBA

Office Hours: By appointment

Contact Information: TBA

Text/ISBN: *The Everyday Writer*, 7th ed., by Andrea A. Lunsford (ISBN: 978-1-319-36113-6).
Additional readings will be provided by the instructor.

Policies and Procedures

Course Goals

This course shall introduce rhetorical principles that will enable students to produce clear, concise, and effective prose. Course readings, activities, discussions, and assignments shall provide students a comprehensive introduction to the concepts and processes found in academic writing. To help establish a broadening awareness of themselves as professional writers, students shall develop and complete various writing exercises that will allow them the opportunity to examine and learn new vocabulary, assess how various writing genres are distinct from each other, critically examine outside sources for credibility, and read and revise different texts for usefulness toward each assignment's end goal. Students shall learn planning, organizing, drafting, and editing their writing and how to implement, paraphrase, summarize, synthesize and acknowledge sources to avoid plagiarism and establish their ethos for various audiences. To better their writing craft, students shall also examine common problematic areas of grammar and punctuation.

Prerequisites

Satisfactory completion of College writing proficiency requirement

Credit Hours

3

Course Learning Objectives

1. Identify, understand, and use the key rhetorical principles that will enable students to produce clear, concise, and effective prose.
2. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts along with the ability to understand and explain information and ideas clearly and effectively in a variety of settings.



3. Critically think and reflect about writing and rhetoric through reading, analysis, and reflection.
4. Search, identify, and critique complex texts using critical reading and annotation strategies.
5. Integrate and summarize relevant, supporting information from appropriate scholarly and/or discipline-specific sources.
6. Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.
7. Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development, annotated bibliographies, multi-stage revision of drafts in a clear, concise, and organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism, and effective use of time management to accomplish the aforementioned.
8. Provide constructive, professional communication and feedback to others, and incorporate feedback into their writing.

Participation and Grading

Your grade in this course will be determined by your performance in the following categories:

Required Assignments <i>(Each assignment will have a detailed handout and grading rubric.)</i>	Points
Research Proposal and Annotated Bibliography Assignment	10
Research Paper, Part One (Rhetorical Analysis)	45
Research Paper, Part Two (Informed Discussion)	25
Research Paper, Part Three (Review)	20
Research Paper, Revised and Polished Final Draft (Submitted after Peer Editing and Reflective Essay)	100
Writing Exercises Each of the five weeks, students shall answer 3 Writing Exercise prompts (for a total of 15) that correspond with course projects and learning objectives.	(20 pts each) 300
Total	500

Grading Scale:

The grading scale in the class will be as follows:

- A=90-100% (500-400 points)
- B=80-89% (400-300 points)
- C=70-79% (300-200 points)
- D=60-69% (200-100 points)
- F=59% And Below (99 points and below)

Academic Integrity

Wesleyan's College expects student to show integrity in all of their work. Cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else are all violations of the Honor Code and are not tolerated. Any of these forms of



cheating will not be tolerated and will be grounds for a grade of zero on the exam or assignment and a grade of F for the course, in addition to any penalties imposed by the Provost.

Potential Changes to Course Schedule

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and emails at least once every twenty-four hours throughout the term to watch for updates regarding this course.

Course Schedule

Week 1

Week 1 Course Learning Objectives and Topics

1. Identify, understand, and use the key rhetorical principles that will enable students to produce clear, concise, and effective prose.
2. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts along with the ability to understand and explain information and ideas clearly and effectively in a variety of settings.
3. Critically think and reflect about writing and rhetoric through reading, analysis, and reflection.
4. Understand and practice the various purposes and stages of the academic writing processes.

Chapter Readings

- Chapter 1, 13: Expectations for College Writing, Writing Well in Any Discipline or Profession
- Chapter 2: Rhetorical Situations
- Chapter 7, 8, 9: Critical Thinking and Argument
- Chapters 28-31: Language and Style

Week 2

Week 2 Course Themes and Topics

1. Search, identify, and critique complex texts using critical reading and annotation strategies.
2. Integrate and summarize relevant, supporting information from appropriate scholarly and/or discipline-specific sources.
3. Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.
4. Understand and practice the various purposes and stages of the academic writing processes.

Chapter Readings

- Chapter 3: Exploring, Planning, and Drafting
- Chapter 10: Doing Research
- Chapter 11: Evaluating Sources and Taking Notes
- Chapter 25: Language that Builds Common Ground
- Chapter 26: Style Matters!



Week 3

Week 3 Course Themes and Topics

1. Search, identify, and critique complex texts using critical reading and annotation strategies.
2. Integrate and summarize relevant, supporting information from appropriate scholarly and/or discipline-specific sources.
3. Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.
4. Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development, annotated bibliographies, multi-stage revision of drafts in a clear, concise, and organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism, and effective use of time management to accomplish the aforementioned.

Chapter Readings

- Chapter 4: Developing Paragraphs
- Chapter 8: Analyzing Arguments
- Chapter 9: Constructing Arguments
- Chapter 12: Integrating Sources and Avoiding Plagiarism

Week 4

Week 4 Course Themes and Topics

1. Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.
2. Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development, annotated bibliographies, multi-stage revision of drafts in a clear, concise, and organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism, and effective use of time management to accomplish the aforementioned.
3. Provide constructive, professional communication and feedback to others, and incorporate feedback into their writing.

Chapter Readings

- Chapter 33-43: Sentence Grammar
- Chapter 44-53: Punctuation and Mechanics
- Chapter 58-61: APA Documentation

Week 5

Week 5 Course Themes and Topics

1. Critically think and reflect about writing and rhetoric through reading, analysis, and reflection.
2. Synthesize original ideas with information from a variety of sources presented in a well-organized, coherent, and persuasive manner.
3. Understand and practice the various purposes and stages of the academic writing processes, with particular emphasis on the benefits of thesis development, annotated bibliographies, multi-stage revision of drafts in a clear, concise, and organized in the specified rules of grammar, punctuation, and citation style, thereby avoiding plagiarism, and effective use of time management to accomplish the aforementioned.



4. Provide constructive, professional communication and feedback to others, and incorporate feedback into their writing.

Chapter Readings

- Chapter 5: Reviewing, Revising, and Editing
- Chapter 6: Reflecting

Civility in the Academic Community

Students, faculty, and staff are expected to treat one another with respect in all interactions. In the classroom, rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the instructor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class will be asked to leave and will be counted absent for that class period. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost's Office.

Disabilities Statement

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, jamos@wesleyancollege.edu or (478) 757-5219. If reasonable accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.