

# ENGL 1101, English Composition I, [Term]

## Course Instructor:

**[Instructor Name]**

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: xxxxxxxxxxx@xxxxx.edu

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

## Accessibility Services

If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me prior to attempting any activities or assessments in this course.

Also, **students with disabilities or who require special testing accommodations should contact the Testing Coordinator before scheduling an exam appointment.** In order to receive special accommodations, students must provide documentation from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders.

**Testing Coordinator: [etesting@westga.edu](mailto:etesting@westga.edu) / 678-839-5300**

Other resources:

- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the

following URL: <https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Syllabus and Start Items folder.



## Course Description:

English 1101 is an English composition course focusing on the skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

## Course Credit Compliance

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	300 minutes
Course Content Facilitation	700 minutes
Writing activities/ essay assignments/ research	400 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

## Prerequisites

- None

## Course Objectives

In this course, students will

- Demonstrate critical thinking and critical reading strategies.
- Use a writing process to produce writing.
- Write complete and clear sentences that are grammatically correct according to standard written English.
- Use correct spelling and punctuation.
- Develop unified coherent paragraphs by expressing controlling ideas.
- Support and clarify ideas with specific evidence and details.
- Plan writing in light of situation, audience, and purpose.
- Follow a format and structure appropriate to the rhetorical situation.
- Introduce and close essays while linking paragraphs logically and clearly.
- Write for varied purposes informing, analyzing and arguing.
- Select an organizational approach and style appropriate to varied situational contexts.
- Synthesize information and ideas from one or more sources and explain.

- Integrate appropriate information from outside sources in the appropriate style and form.
- Use GALILEO and Web search engines to locate information.
- Critically evaluate sources and assess varied perspectives and viewpoints.

## Course Text

eCore has explored cost-reducing options for students and currently offers open source texts for this course. The term *open* implies information or technology that is shared freely without copyright restrictions. The following open source textbooks are linked by chapter throughout the units. The full version of each is also found under "Course Textbooks" in the content.

- *Writing Spaces: Readings on Writing: Volume I*
- *Writing Spaces: Readings on Writing: Volume II*
- *Writing for Success*
- *Rhetoric & Composition*

## Technical Requirements and Assistance

### Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techregs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

### Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

## Materials and Resources:

### Planet eCampus

Visit the Planet eCampus blog to read about eCore students, faculty, and trends in online education: <http://planetecampus.blogspot.com/>.

## Discover an Error?


If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

## Smarthinking Online Tutoring

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic

Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using the

 icon from the course navigation bar.

## Grading and Standards

### Grade Breakdown

GRADED ACTIVITY	WEIGHT	DUE DATE
Proctored On-Site Essay (Midterm)	10%	XX/XX
Rhetorical Analysis Essay	20%	XX/XX
Synthesis Essay	20%	XX/XX
Research-Based Argumentative Essay	20%	XX/XX
Class Discussions & Assignments	30%	

### Proctored Exams

**A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.**

Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

### Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

**Grade Turnaround:** All assignments and assessments will be graded within one week's time. Instructor will provide comments along with grade as necessary for feedback.

### Expectations and Standards

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey

those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## Presentation of Written Work

All written assignments for this course should follow the Modern Language Association (MLA) academic style and be double-spaced, using 12 point type. A standard font, such as Times New Roman, is recommended. You will be required to review the MLA guidelines throughout the course. Please be on the lookout for this information. You may also refer to the following online resource from Purdue OWL: [MLA Formatting and Style Guide](#).

## Attendance, Participation, and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

## Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

**Assignment Requirements** : All assignments should be double-spaced and in 12-point type. Stick to a standard font such as Times New Roman. Correct spelling, grammar, and punctuation are minimum requirements in a college-level course.

Place your name and the number of the assignment at the top of the page. Save the document using your name and the assignment number. For example, if your name were Susan Williams, you would submit assignment 1.1 as Williams1.1. Save a copy of all submitted work and save the graded work when it is returned to you.

**Conduct :**

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive to the class. Proper conduct applies to all forms of communication in the course.

**Late Policy**

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Xxxxxxxxx: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

**Unit Breakdown**

The following units are covered in this course:

- Unit 1: The Introductory Unit
- Unit 2: The Rhetorical Analysis Essay
- Unit 3: The Synthesis Essay

- Unit 4: The Research-Based Argumentative Essay

## Academic Honesty

*Acknowledgment is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are required to report violations to the eCore Administrative offices for investigation.)**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures> for further details on the eCore Academic Honesty Policy.

## **HB 280 (Campus Carry)**

eCampus follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional\\_information](http://www.usg.edu/hb280/additional_information)



