

ENGL 1102, English Composition II, [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

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at etesting@westga.edu before scheduling a proctored exam appointment.

Other resources:

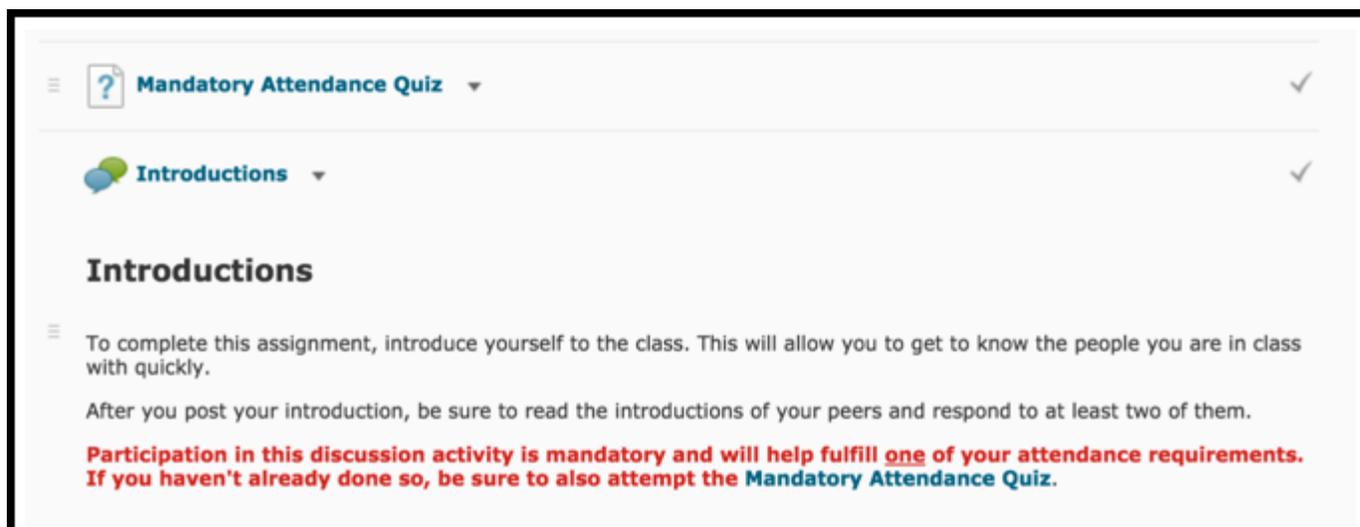
- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>

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 start folder.



Course Description:

A composition course that develops writing skills beyond the levels of proficiency required by English 1101, emphasizes interpretation and evaluation, and incorporates a variety of more advanced research methods.

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 | 600 minutes |
| Virtual meetings/chat or audio & video | 200 minutes |
| Course Content Facilitation | 600 minutes |
| Writing Assignments/Research | 700 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:

- ENGL 1101 - English Composition I, grade of 'C' or better.

Course Objectives:

In this course, students will

- Enhance their appreciation of various types of texts, both visual and written.
- Reflect upon and respond to the ideas of others.
- Refine their thinking, reading, and writing skills.
- Use the writing process to understand different texts.
- Increase their working vocabulary of literary terms.
- Improve their research and documentation skills.
- Improve their electronic communication skills.
- Apply critical perspectives to various genres.
- Demonstrate critical thinking skills in reading and writing assignments.
- Write well-developed and logically organized essays.
- Plan and conduct a research project using a variety of research sources.
- Navigate and communicate effectively online.
- Expand their awareness of these themes and explore the connections between these themes and their own experiences.
- Critically evaluate resources and assess varied perspectives and viewpoints.

Course Text:

eCore has explored cost-reducing options for students and currently offers an open source text for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and/or print the book at no cost. The textbook is embedded by chapter in the 7 units that constitute the course, but the full version can be accessed below.

Title *Exploring Perspectives: A Concise Guide to Analysis*

Author Randall Fallows

Access [http://www.saylor.org/site/textbooks/Exploring Perspectives - A Concise Guide to Analysis.pdf](http://www.saylor.org/site/textbooks/Exploring_Perspectives_-_A_Concise_Guide_to_Analysis.pdf)

Type Required



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<http://creativecommons.org/licenses/by-nc-sa/3.0/legalcode>

Materials and Resources:

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education:

<http://planetecampus.blogspot.com/>.

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/techreqs.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.

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.

Class Format:

This course is an online course using *GoVIEW* and your computer as the delivery medium. You are not required to attend class face to face. However, a midterm OR final exam will be given in a proctored environment. This means you will need to appear in person at a designated location to take the exams. You may take proctored exams at any of the affiliate institutional testing centers for a proctored exam or you must locate an independent proctor.

Attendance

"Attendance" and presence 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. Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar it is your responsibility to inform your instructor.

Grading and Standards:

Grade Breakdown

| GRADED ACTIVITY | WEIGHT | PROCTORED? |
|-----------------|--------|------------|
|-----------------|--------|------------|

| | | |
|----------------------------------|-----|--|
| Unit Discussions & Participation | 25% | |
|----------------------------------|-----|--|

| | | |
|-------------------------|-----|--|
| Writing Assignments (3) | 35% | |
|-------------------------|-----|--|

| | | |
|--------------------|-----|--|
| The Research Essay | 25% | |
|--------------------|-----|--|

| | | |
|--------------------|-----|-----|
| Proctored Essay(s) | 15% | YES |
|--------------------|-----|-----|

You will be required to complete **at least one** proctored exam throughout this course. Please be on the lookout for guidance from your instructor.

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 Setup 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 Turnaround:

All assignments and assessments will be graded within one week's time. The instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours.

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%

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.

Late Policy

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...' not 'Hey').
- Accept your instructor's feedback and learn from it.

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Late Xxxxxxxxx: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

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.

General Course Information

Online participation is mandatory. Because our Discussions form the basis for our "classroom," you must "attend" class in order to pass English 1102. In addition, your electronic contributions must conform to the schedule and exhibit "netiquette."

Assignment Requirements:

- All assignments should follow the Modern Language Association (MLA) academic format and be double-spaced, 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](#).
- 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 a copy of all submitted work and save the graded work when it is returned to you.
- The heading on the top left should include your name, followed by the instructor's name, then the course number, then the date the assignment is due. double spaced. All heading components are also double spaced. After your heading, there are two spaces and then your centered title. A sample of the MLA heading is listed below:

Sam Jones

Dr. Susan Smith

English 1102

1 January 2050

The Day the Story Stood Still

Begin your essay.....

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 of the class. Proper conduct applies to all forms of communication in the course.

Evaluation:

Essay Evaluation Class essays are evaluated in four areas: content, organization, development, and use of language. Through the use of an Essay Rubric, contained in the resources section, you can determine your areas of strengths and weaknesses.

Online Participation Evaluation:

Although our online discussions will become our "classroom," they are not exactly analogous to face-to-face conversations. Many cues to meaning that we rely on in conversation to help convey our message, such as tone of voice, gestures, and facial expressions, are not possible online. Therefore, clarity and organization of ideas are vital in the absence of nonverbal cues. You should keep your postings free from organizational, mechanical, and grammatical flaws. Such flaws will detract from understanding and from your overall evaluation.

Course Structure:

The following units are covered in this course.

Unit 1: Critical Analysis of Visual Texts

Objectives:

- students will become familiar with the characteristics of visual rhetoric.
- students will be able to identify the modes of persuasion in visual texts and the audience at which the persuasion is aimed.
- students will be able to effectively analyze an advertisement of their choosing.
- students will be able to effectively write their analysis in a formal essay.

Readings:

- See [UNIT 1 READINGS AND RESOURCES](#)

Assignments:

- Unit 1 Discussion

Unit 2: An Introduction to Themes in Literature

Objectives:

- students will become familiar with the various literary themes presented in the course.
- students will identify and analyze literary themes present in popular culture, specifically songs.
- students will explore in writing how literary themes reflect our human condition.

Readings:

- See [UNIT 2 READINGS AND RESOURCES](#)

Assignments:

- Unit 2 Discussion

Unit 3: Analyzing Poetry**Objectives:**

- students will be able to assimilate, analyze, and present in oral and written forms, a body of information.
- students will communicate in standard English for academic and professional contexts.

Readings:

- See [UNIT 3 READINGS AND RESOURCES](#)

Assignments:

- Unit 3 Discussion
- Unit 3 Writing Assignment

Unit 4: Analyzing Short Stories**Objectives:**

- students will be able to identify various literary devices.
- students will be able to explain how certain literary devices are used to create meaning.
- students will be able to write a sustained argument analyzing the use of literary devices.

Readings:

- See [UNIT 4 READINGS AND RESOURCES](#)

Assignments:

- Unit 4 Discussion
- Unit 4 Writing Assignment

Unit 5: Critiquing Creative Non-Fiction or Essays**Objectives:**

- students will be able to identify the genre characteristics of creative non-fiction.
- students will explain the themes evident in assigned essays.
- student will appreciate the aesthetic and creative quality of creative non-fiction.

Readings:

- See [UNIT 5 READINGS AND RESOURCES](#)

Assignments:

- Unit 5 Discussion
- Unit 5 Writing Assignment

Unit 6: Analyzing Drama

Objectives:

- students will be able to assimilate, analyze, and present in oral and written forms, a body of information.
- students will be able to adapt communication to circumstances and audience.
- students will produce communication that is stylistically appropriate and mature.
- students will communicate in standard English for academic and professional contexts.

Readings:

- See [UNIT 6 READINGS AND RESOURCES](#)

Assignments:

- Unit 6 Discussion

Unit 7: Research

Objectives:

- students will communicate in standard English for academic and professional contexts.
- students will compose effective written materials for various academic and professional contexts.

Readings:

- [UNIT 7 READINGS AND RESOURCES](#)

Assignments:

- Unit 7 Discussion 1
- Unit 7 Discussion 2
- Unit 7 Researched Essay

In addition to these seven units, you will be expected to complete a brief introductory lesson on [Plagiarism](#).

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. Faculty are also advised 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.