ENG 201: Intermediate Composition

Semester: Summer 2017 (May 22 – August 11)
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# Table of Contents

CMU Online Contact Info .................................................................................. 3
Welcome to English 201 @ CMU ....................................................................... 3
Prerequisites ........................................................................................................ 3
Course Objectives & Learning Outcomes .......................................................... 4
Keys to Success in this Course ......................................................................... 5
Instructional Materials ....................................................................................... 6
  - Required Textbooks ....................................................................................... 6
  - Purchasing Textbooks from MBS Direct ......................................................... 7
Special Requirements of this Course ................................................................. 7
Assignments, Exams, and Other Class Work .................................................... 7
  - Drafting the Writing Assignments ................................................................. 7
  - Submitting Drafts to Blackboard for Peer Review ......................................... 8
  - Submitting Drafts to Blackboard for Instructor Review ............................... 8
  - Completing and Submitting the Writing Skills Exams to Blackboard .......... 8
    - Obtaining a Proctor .................................................................................... 9
    - Submitting Completed Exams to Blackboard  .......................................... 9
  - Completing the Discussion-Board (DB) Assignments .................................... 10
    - Instructor Expectations .......................................................................... 11
    - Evaluation ................................................................................................. 11
    - Guidelines for Basic Discussion Board (DB) Etiquette ............................. 12
  - Completing the LearnSmart Achieve® Assignments ...................................... 13
Grades ............................................................................................................... 13
Class Policies ..................................................................................................... 15
  - Revisions ..................................................................................................... 15
  - Peer Review ................................................................................................ 16
  - Late Assignments ......................................................................................... 16
  - Incompletes ................................................................................................. 16
  - Academic Honesty ...................................................................................... 17
  - Miscellaneous Class Policies ..................................................................... 17
Due Dates for Major Assignments & Exams ....................................................... 18
CMU Online Contact Info

Toll free: 800-688-4268
Fax: 989-774-1822

Admissions, Registration, Grades

Undergraduate-level courses
989-774-3505
http://global.cmich.edu/CMUOnline/Default.aspx

Proctors
989-774-4461
http://global.cmich.edu/proctor/Default.aspx

CMU Writing Center

Don’t get frustrated with a writing assignment; get help from the CMU Writing Center online at
http://global.cmich.edu/student/writing-center.aspx

CMU Online Student Orientation

Be sure to review all sections at https://www.cel.cmich.edu/orientation/

Welcome to English 201 @ CMU!

Writing is a crucial part of your education at CMU, so all students are required to gain “written competency” to graduate. The two required writing competency courses are ENG 101 and 201. These courses are designed to help you succeed at CMU and to help you graduate as a fluent, confident, and flexible writer.

English 201 builds on what you learned in ENG 101 and focuses on how to write research-based arguments as well as how to write about empirical data, which is sometimes necessary in creating persuasive arguments in some disciplines and professions. All writing in ENG 201 online will be completed using MS Word® and will be submitted to CMU’s course management system, Blackboard, for peer and instructor review.

Prerequisites

Writing competency credit for ENG 101 (i.e., a grade of “C” or better in ENG 101, or 103/099, or an equivalent course transferred from another school; OR a score of 50 or more on the CLEP writing exam or a 4 on the English Composition AP Exam). ENG 201 must be taken by the time the student has completed 56 credit hours.
COURSE OBJECTIVES & LEARNING OUTCOMES

English 201: Intermediate Composition is a course in intensive writing, designed to help you

- Develop analytical and critical thinking skills essential to mature written expression, and
- Develop competence in and master strategies of written expression appropriate for learning across the curriculum and in a variety of general academic and/or professional areas.

To demonstrate competence, you will need to successfully generate, analyze, select, and organize subject matter using academically appropriate language, rhetorical strategies, and formats. You will need to develop and demonstrate these skills in complete extended texts in a series of assignments that require intensive writing throughout the semester. Certain intellectual processes and presentation skills are essential for achieving college-level competence in writing. By successfully completing English 201, you will have demonstrated competence (though not necessarily proficiency) in the following:

Critical Thinking and Rhetorical Skills

- Developing effective strategies for generating ideas
- Analyzing, evaluating, selecting, and limiting topics, and developing clear, arguable, and/or researchable theses from them
- Using modern library research methods to gather information
- Selecting, analyzing, and evaluating data from a variety of sources for relevance, completeness, balance, and authority
- Supporting a thesis and arguing with and from evidence
- Drawing valid conclusions from information, recognizing assumptions and implications of information and arguments, and arguing a position logically and free of fallacies

Presentation Skills

- Preparing clear, organized, balanced, and thorough presentation of evidence
- Selecting and arranging information in subject- and audience-appropriate ways
- Developing and supporting an argument in terms of a specific thesis or conclusion

Revising & Editing Skills

- Employing appropriate principles of documentation (e.g., citation style)
- Using clear, efficient, and mature language that demonstrates competency in contemporary Standard English.
- Demonstrating command of standard grammatical and mechanical usage (including sentence structure, spelling, punctuation, and capitalization) and proofreading skills
KEYS TO SUCCESS IN THIS CLASS

Some of the advice below comes from former students who have done well in this class. Some is my own advice extrapolated from many years of teaching the course to traditional and nontraditional students in a variety of formats.

- Carefully read this syllabus and other materials posted on the course Bb site as well as any materials and email sent to you by your instructor.

- Don’t underestimate the level of difficulty and amount of work required. You will not do well if you place the coursework at the bottom of your list of priorities. Succeeding in school, like anything else, means making sacrifices—sometimes painful ones.

- Don’t procrastinate. If you try to complete the work at the last minute, its quality will suffer, as will your grade. You will not receive a “C” or better this course if you wait until the last minute to complete the assignments or to contact your instructor about what you don’t understand.

- Carefully read and study the assigned chapters and articles in the textbooks and other course materials, including review and instructor revision suggestions, and incorporate into your assignments the writing theories, strategies, and suggestions discussed there.

- Read and follow carefully the assignment and exam instructions in the syllabus, in the “Schedule of Assignment & Activities” (on Bb), and in the exams you receive from your proctor.

- View the assignments, exams, and other class work from the perspective of the intended readers. One of the goals of this course, like ENG 101, is to continue to get you to think more strategically about who might read the documents you write. Never assume that anything you write is private, and don’t assume that your intended readers are only your classmates and instructor. In this course, all writing is public in the sense that it is subject to review by your peers and instructor. Grades, however, are private.

- Proofread and edit your work carefully. Students will be held accountable for several aspects of effective writing: content, style, rhetorical effectiveness, grammatical correctness, etc. Students who enroll in ENG 201 are supposed to know the basics of Standard Written English. This class will help you further develop an appropriate and effective writing style, but if you don’t already grasp the fundamentals of correct grammar, punctuation, and usage, then you’re unlikely to earn a “C” in this course.
INSTRUCTIONAL MATERIALS

Required Texts

   
   You may purchase this book from one of the following:
   • New from MSB Direct (see below)
   • New from the publisher, W. W. Norton (which is less expensive) at


Purchasing Textbooks from MBS Direct (for off-campus students)

When placing an order through MBS Direct, the following information is required: college or university you are attending, site (location of class) or program, and complete course information including EPN and course name.

• By internet: Save 20% on express UPS shipping (next day or 2nd day)! Safely order textbooks and other course materials online from the Virtual Bookstore. Payment must be made by credit card. The URL is [http://direct.mbsbooks.com/cmu.htm](http://direct.mbsbooks.com/cmu.htm)

• By phone: Call 800-325-3252 to place an order or for shipping rates. Hours are Monday-Thursday 7:00 a.m. – 10:00 p.m.; Friday, 7:00 a.m. – 6:00 p.m.; Saturday, 8:00 a.m. – 5:00 p.m.; Sunday 12:00 p.m. – 4:00 p.m. CDT/CST. Payment can be made by credit card or personal check (must be mailed via U.S. postal service). Students ordering course materials to be shipped internationally should call: International Phone: 573-441-9179, International Fax: 573-446-5254.
SPECIAL REQUIREMENTS OF THIS COURSE

1. You must have Adobe® Acrobat Reader installed on your computer so that you can open, download, and print .pdf files. All course materials will be posted on Blackboard in .pdf format, and graded assignments may be returned to you as .pdf files (with tracked changes and comments inserted). Adobe® Reader can be downloaded free from http://www.adobe.com/products/reader.html

2. You will need the latest version of Adobe® Flash player to use some of the features in the e-handbook or to view other videos I might place links on Bb. This free cross-platform player can be downloaded from http://flash.freewarebank.net/

3. You are expected to be a competent user of Microsoft TM Word®. Students who lack competence should not enroll in this course.

4. If you wish to include visuals in any of your assignments, you may need access to and be willing to learn (on your own) how to use Microsoft TM Excel® or some other program used to design charts, graphs, and diagrams, (e.g., SmartDraw®). Knowledge of other software applications, such as desktop publishing and spreadsheets, might be helpful but is not required.

ASSIGNMENTS, EXAMS, & OTHER CLASS WORK

The assignments will give you practice at the various tasks involved in writing text- and data-based genres common in academia and in the workplace. They are sequential insofar as later ones build on skills acquired in earlier ones. Assignment sheets are available on Bb for each assignment. The Writing Skills Exams will help you improve fluency and your ability to write competently under stressful conditions by giving you practice at organizing your thoughts, getting them down on paper, revising and editing them, all in a relatively short time.

Assignment #1: Writing to Inform (1,250 – 1,500 words *) 100 pts
Assignment #2: Writing to Convince (1,250 – 1,500 words) 125 pts
Assignment #3: Writing to Solve a Problem (2,000 – 2,500 words) 250 pts
Assignment #4: Writing to Evaluate (1,250 – 1,500 words) 150 pts
Four Writing Skills Exams (250 - 500 words each) 200 pts
Discussion Board and LearnSmart Achieve® Assignments 175 pts
Total 1,000 pts

Drafting the Writing Assignments

1. Go to the Assignments & Exams page of our class Blackboard site, and download the assignment sheet for the assignment.

2. Follow the instructions on the assignment sheet about how to complete the assignment. If you have any questions about the assignment, post your questions to the Q&A forum in Bb.

3. Complete each writing assignment using MS Word®.

* Word ranges do not include visuals; end notes, footnotes, and/or lists of sources (e.g., Works Cited or References); or any front or back matter that might be included (e.g., title pages, table of contents, appendices, etc.).
**Submitting Drafts to Blackboard for Peer Review**

I will assign you to peer review groups using Bb’s Group page feature. Each group will consist of 3-4 students. During each peer review cycle, you will be responsible for posting your peer review draft by the deadline, along with an opening letter to your group mates that introduces yourself and your paper and identifies 3-5 specific focus areas for them to consider while reading. For each of your group mates, you will then download, read, and comment on their papers using their focus areas and the assignment rubric as guidelines. You will then post your overall comments and list of priorities for revision along with a complete copy of their draft, including 2-3 comments per page, by the final peer review deadline.

Specific instructions for peer review are included on the assignment sheet for each assignment located in the Assignments & Exams page in Bb. Read these thoroughly. See the schedule for more detail.

**Submitting Drafts to Blackboard for Instructor Review**

4. After you have completed the peer-review assignment and are ready to upload the revised draft of your assignment for instructor review, go to the “Assignments & Exams” page on Bb and upload your assignment by the due date and time:
   a. Click on the “View/Complete Assignment” link for the assignment you’re completing.
   b. Click the “Browse” button, and locate your completed assignment on your computer or flash drive. Once you click “Open,” your file (including the path) should appear within the “Attach local file” field.
   c. Finally, at the bottom of the Bb page, click the “Submit” button to send the assignment to my Grade Center in Bb.

6. Verify that your assignment has been submitted correctly by selecting “My Grades” and locate the assignment and grade column.
   a. If a green exclamation mark appears, your assignment was submitted correctly.
   b. If an “in progress” icon appears (it is a little page with a pencil), you have either incorrectly submitted your assignment or clicked “Save,” rather than “Submit.” Return to the assignment link and click the “Submit” button.
   c. If the “in progress” icon still appears, contact the CMU Help Desk for assistance at 989-774-3662.

**Completing and Submitting Writing Skills Exams to Blackboard**

The four writing skills exams take the form of short essays (250–500 words) you will write in response to a prompt that will be accessed by your proctor. You will complete these essays using MS Word®. No handwritten responses will be accepted.

You will have a week-long window in which to complete each exam. Thus, you may not take an exam before its stipulated “Opening Day” or after the “Closing Day,” as stated in the “Schedule of Assignments, Exams, & Activities” on Bb. You will have two hours to complete each exam. You may use any of your textbooks and the e-handbook as reference materials on all exams. You may NOT bring into the testing environment a cell phone, computer, or flash drive.
Obtaining a Proctor

All writing skills exams in this course are proctored. The use of proctors helps ensure the academic integrity of the examination context. Students must obtain a proctor for any course that requires monitored exams. Many CMU students complete the exams at the Online Testing Center in the CMU Park Library on the main campus, at the Online Testing Center at CMU’s North Campus, at one of CMU’s many satellite campuses across state and around the nation, or on military bases. However, if you do not live near one of these testing locations, you will need to obtain a proctor who will administer the exam at an authorized location.

Acceptable proctors include school counselors, school/college administrators or teachers, military or industry education/testing centers, or the librarian at a local library. Unacceptable proctors include, but are not limited to, family members, friends, co-workers and/or subordinates, workplace supervisors, and other CMU students. CMU reserves the right to deny any proctor or assign proctors to students as deemed necessary by the CMU Online staff.

**Note that Writing Skills Exam 2 occurs during the week of the Fourth of July. Because this is a national holiday, libraries, schools, and other locations where you may obtain your proctor could be closed that day. Please plan ahead to avoid scheduling your exam time on a day when you won’t have access to your proctor.**

To complete the proctor request form, go to http://global.cmich.edu/proctor/Default.aspx

Your proctor must administer the exams one at a time and in the sequence stipulated in the syllabus and the “Schedule of Assignments, Exams, & Activities.” Your proctor must have a computer with Internet access, Microsoft™ Word®, and a printer. The computer can be a desktop or laptop, but it cannot be your own personal computer.

Submitting Completed Exams to Blackboard

When you arrive to take the exam, your proctor will enter a passcode in Bb to access the exam prompt. Only your proctor can access the exam prompt in Bb. Your proctor is not allowed to give you the passcode but must enter it him/herself.

After the exam prompt has been downloaded, your proctor will print a copy for you, and you will complete the exam using MS Word®.

1. Save your exam on the computer’s desktop with the following filename:

   YourfirstnameYourlastnameExam1

   for example: DoeJohnExam1

   If the exam you’re submitting is not exam 1, change the 1 to a 2. Or 3. Or 4. You get the idea.

   Word® will automatically add the .doc or .docx file extension to your file.

2. Go to the “Assignments & Exams” page in Bb, and click on the appropriate Exam Upload link:

   a. Click on the “View/Complete Assignment” link in your class Bb site for the exam you are completing.
b. Click the “Browse” button and locate your completed assignment on your computer or flash drive. Once you click “Open,” your file (including the path) should appear within the “Attach local file” field.

c. Finally, at the bottom of the page, click the “Submit” button to send the exam to the “My Grades” Center in Bb.

3. As with your assignment uploads, always immediately verify that your exam has been submitted correctly by selecting “My Grades” and locating the exam and grade column.

   a. If a green exclamation mark appears, your exam was submitted correctly.

   b. If an “in progress” icon appears (it’s a little page with a pencil), you have either incorrectly submitted your exam or clicked “Save,” rather than “Submit.” Return to the exam, and click the “Submit” button.

   c. If the in progress icon still appears, ask your proctor to print out a copy of the exam to return to CMU Online with the other exam materials OR ask your proctor to email the exam to me immediately so that you will receive credit for submitting the exam within the exam period. Be sure to contact me right away to inform me about the problem you experienced. You should also contact the CMU Help Desk at 989-774-3662 to report the problem.

4. After you have submitted your exam to Bb, delete the copy you saved to the desktop.

5. Return the printed exam prompt to your proctor.

**Completing the Discussion-Board (DB) Assignments**

Discussion-board (DB) forums are based on your responses to questions or prompts provided in the forum description. For each DB forum, you will create a “thread” containing your response to the forum question(s) or textbook exercise and will also reply to your classmates’ threads. A general Q&A forum is also available for you to post questions about the readings and/or assignments.

**Instructor Expectations**

When you create threads and reply to your classmates’ posts, ask probing questions that require them to explain their assumptions or to back up their statements with reference to the principles and strategies discussed in the textbook and/or that I have mentioned elsewhere. Ask probing or challenging questions with the intent of extending your classmates’ thinking beyond their personal experiences or gut feelings; instead, get them to focus on the principles and theories discussed in the textbook and/or by your instructor. Your comments and feedback to each other are designed to coach everyone through the analysis process. Some of you might need more guidance than others, but wherever you begin, our intent should be to help everyone move forward. For example, don’t merely agree or disagree with what your peers say; explain why and refocus what they have written to express something new that you have to contribute.

**Evaluation**

Participation in the DB forums will count as a portion of the total 175 allotted in this course to “Weekly Activities.” When I evaluate your DB assignments, I will focus on assessing growth in your analytical thinking related to the writing principles and strategies addressed in the textbooks. In particular, I will
assess how your reasoning improves in terms of rhetorical knowledge, critical thinking, composing processes, knowledge of conventions, and inquiry and research methods. Improved reasoning will be evident when you provide a rationale for your DB threads and replies based on principles and strategies presented in the textbooks and/or that I have mentioned in my responses to your previous DB posts, assignment drafts, and exams. Your DB threads and replies should become more specific and detailed as your reasoning skills improve. I will also expect your DB threads and replies to improve in terms of your use of the writing-related terminology you will be reading about in the textbooks.

I do not expect DB posts to be perfect; they are not, after all, polished products of a multi-stage drafting, revising, and editing process. However, I do expect them to contain few errors in grammar, spelling, punctuation, and usage, certainly none that interfere with the readability of the message and the meaning you are trying to convey. I also expect posts and replies to be well organized rather than looking like instantaneous text-dumps of whatever pops into your head and happens to find its way onto the screen. Thus, you must think about your posts and replies before composing and submitting them.

**Note:** I can see all posts in all threads and can see the posts made by individual students. Bb records the date and time of all posts.

**Availability:** Opening and closing dates and times for each forum are listed in the Schedule of Assignments, Exams, & Activities. Please do NOT wait until the last minute and then throw something together; students who wait until the last minute to complete DB assignments invariably do a poor job and receive few, if any, points. Worse, if everyone waits until the last minute, then there aren’t any threads for anyone to reply to; the forum becomes like a stampede, and we all know what can happen in a stampede: mayhem. Do not become a victim of a DB stampede; instead, create your thread early and complete your replies to classmates’ threads during the remainder of the forum period.

**Late or missed forums:** At the closing date and time, Bb automatically makes the forum “unavailable,” so late posts cannot be submitted. If you miss a DB forum, you will receive a 0. No “make up” forums or “extra credit” to replace a missing forum will be allowed. Once the discussion is over, it is over.

**Quantity:** The minimum amount of participation in each DB forum includes creating a thread with an effective response to the question(s) or textbook exercise and replying to at least five (5) posts by students in the other threads in that forum. A student whose participation in a forum fails to meet the minimum level of **quantity** will receive no more than 70% (i.e., C-) of the points for that forum assignment, regardless of how high the quality of the posts might be; if the quality is lower, then the number of points awarded will be lower than 70%.

**Quality:** Evaluation of quality will be based on the degree to which posts adhere to the criteria stipulated in the “Grades” section below. A student whose participation in a forum meets or exceeds the minimum level of quantity but whose **quality** of posts is deemed poor or unsatisfactory (i.e., “D” or “E” level of quality) will receive no more than 70% (and probably less) of the points for that forum.

**Note:** If you have questions or concerns about your or your classmates’ posts or simply want to discuss your performance on the DB assignments, contact me by email. Do NOT post those questions or concerns to the Q&A forum.
Guidelines for Basic Discussion-Board (DB) Etiquette

Students must follow these guidelines, which have been adapted from the Association of Yale Alumni:

1. **Remember: You are interacting with people.**
   Because you only see letters stringing across a screen, it is easy to forget or ignore that a person sits on the other side of the network. This can tempt people to excess verbal boldness or emotional explosions, leaving readers angry and hurt. Over the Internet, you should consider yourself as having a face-to-face conversation with someone in a crowded room. Cursing and raw abuse are not appropriate. Keep debate civil, and keep it a debate, not a slanderous brawl. Always remember behind every email address is another person. [Note: Any student engaging in what the instructor perceives as inappropriate behavior on the class DB will be blocked from further posting and will lose points for those class activities.]

2. **Differentiate between public and private messages.**
   The DB is a public space. Personal messages, such as criticism of a person's writing style should be sent to that person only. To broadcast such messages on the DB can embarrass and anger others. Messages for everyone on the list go to the DB. If I feel that you are posting work that’s difficult to read and understand, I will contact you privately and suggest ways for you to improve.

3. **Make subject lines descriptive.**
   People should be able to understand the threads and replies you post by glancing at the subject line. “Hello,” is not as good as “My responses to the Ezzell and Fletcher articles” or “Reply to John Smith RE: Ezzell and Fletcher.”

4. **Condense the original message to which you are replying.**
   When replying to a message, re-send a few summarizing lines of the original message so the reader will know immediately what matter you are addressing. The user who receives dozens of messages a day can easily forget what he wrote a couple days before. However, do not re-send the entire original message, especially if it’s long.

5. **Address classmates by name and sign your replies.**
   When creating a thread, you don’t need to begin with “Hello everyone” or something similar, but you can if you want. However, when replying to a classmate’s post, be sure to address the classmate by name, e.g., “Hi Dave” or “Dave, I’m not sure I agree,” or “Dave, I liked your point about,” and so forth. Whether you are creating a thread or replying to a classmate, include your name at the end of your message.

6. **Be brief.**
   Write succinctly but thoughtfully. Your post will have greater impact and more people will read it.

7. **Write clearly and logically.**
   Simplicity of expression usually is best. Sudden poetic bursts intended to "impress" usually do not impress, and might bother the readers.

8. **Be prudent with speculation.**
   On the Internet, rumor can grow extravagant and spread like fire. Remarks beginning with, "I have a feeling that . . ." or, "I think that . . ." should be used with care.
9. **Be cautious with humor and sarcasm.**
Typed language is naturally colder than spoken language, because it is stripped of voice inflections and body language. Quite easily, humor can be taken as insult, especially if subtle. Some users prefer to use symbols that hint at tone, such as the smiley face: :-) It is safest to frankly note satirical messages.

10. **Discussion boards are as good as the participants make them.**
Such venues work best when intelligent people share fresh knowledge and ideas. New ideas can stimulate discussion. Trivial or inane comments often kill discussion.

**Completing the LearnSmart Achieve® Assignments**

These will be completed in the Connect platform, which you can access through the LearnSmart Achieve® assignment links in the “Weekly Activities” page of Bb. Students will receive full credit for completing all the modules and no credit if they don’t complete any. Partial credit will be awarded for partial completion.

**Grades**

You can expect me to grade and return your assignments and exams within one week of the due date (not the date you submitted the work); however, if you submit work late, I cannot guarantee that I will return your graded work within one week.

A grade of “C” is the normal grade for this course, and students must receive a “C” (not a “C-“) to receive competency credit for this course. The grades of “A” and “B” are honor grades, indicating a student has produced excellent or very good quality while meeting the minimum quantitative requirements. A grade of “E” means the student has not met the minimum requirements either quantitatively or qualitatively. Each assignment will receive a letter grade (sometimes with a + or -) as follows:

“A” papers are generally characterized by the following:
- complete adherence to assignment requirements
- strong evidence that the full range of course objectives is met
- engaging, fresh, and clear language appropriate to the audience and purpose
- effective, clear, and focused topic development
- extensive support and elaboration
- effective organization
- well-developed paragraphs
- variety in sentence structure
- effective audience awareness
- excellent use of conventional grammar, punctuation, and usage
- excellent use of context-appropriate lines of argument (when applicable)
- excellent use of context-appropriate evidence to support claims (when applicable)
- excellent integration and citation of sources (when applicable)
- excellent integration of visuals (when applicable)

“B” papers are generally characterized by the following:
- complete adherence to assignment requirements
- strong evidence that the full range of course objectives are met
- clear language appropriate to the audience and purpose
- generally clear and focused topic development
- good support and elaboration
- good organization
• generally well-developed paragraphs
• variety in sentence structure
• generally effective audience awareness
• good use of conventional grammar, punctuation, and usage
• good use of context-appropriate lines of argument (when applicable)
• good use of context-appropriate evidence to support claims (when applicable)
• good integration and citation of sources (when applicable)
• good integration of visuals (when applicable)

“C” papers are generally characterized by the following:
• basic adherence to assignment requirements
• evidence that most of the course objectives are met
• generally clear language appropriate to the audience and purpose
• adequately clear and focused topic development
• adequate support and elaboration
• adequate organization
• adequately developed paragraphs
• some variety in sentence structure
• adequate but variable audience awareness
• adequate use of conventional grammar, punctuation, and usage
• adequate use of context-appropriate lines of argument (when applicable)
• adequate use of context-appropriate evidence to support claims (when applicable)
• adequate integration and citation of sources (when applicable)
• adequate integration of visuals (when applicable)

“D” papers are generally characterized by the following:
• little or no adherence to assignment requirements
• little or no evidence that course objectives are met
• unclear language and/or language that is inappropriate for the audience and purpose.
• weak and unclear focus and topic development
• little or no support and elaboration
• inadequate organization
• inadequate paragraph development
• little variety in sentence structure
• lack of audience awareness
• inadequate use of conventional grammar, punctuation, and usage
• inadequate use of context-appropriate lines of argument (when applicable)
• inadequate use of context-appropriate evidence to support claims (when applicable)
• inadequate integration and citation of sources (when applicable)
• inadequate integration of visuals (when applicable)

“E” papers are generally characterized by the following:
• severe deficiencies in clarity, language use, support, sentence and paragraph development, organization, audience awareness, grammar, punctuation, usage, and/or adherence to assignment requirements and objectives
• plagiarism

Grades on assignments will be based on the number of points acquired out of the number possible. Grades will be posted on Blackboard. The grading scale for the individual assignments is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940 – 1,000</td>
</tr>
<tr>
<td>A-</td>
<td>900 – 930</td>
</tr>
<tr>
<td>B+</td>
<td>870 – 890</td>
</tr>
<tr>
<td>B</td>
<td>840 – 860</td>
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<tr>
<td>B-</td>
<td>800 – 830</td>
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<tr>
<td>C+</td>
<td>770 – 790</td>
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<td>C</td>
<td>740 – 760</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>600 – 630</td>
</tr>
<tr>
<td>E</td>
<td>0 – 590</td>
</tr>
</tbody>
</table>

**Note: Blackboard keeps a running total of the points you have accumulated on the assignments.**
**CLASS POLICIES**

This section addresses revisions, penalties for lack of participation in peer review and for late assignments, incompletes, academic honesty, and miscellaneous class policies.

**Revisions**

Revision means “re-seeing,” and that is exactly what writers try to do: to take another look at their drafts and make sure the content, organization, writing style, reasoning etc. are set before editing, proofreading, and printing or otherwise submitting a final version. Obviously, writers must become adept at “re-seeing” their own drafts, but to do that, they often benefit from getting feedback from others. In this class, you will receive that feedback on your work-in-progress from your peers and your instructor. Conversely, by reading and commenting on your classmates’ work, you should become a stronger, more critical reader of your own writing.

Each of the four major essay assignments will go through the process of invention, drafting, revising, and editing. I will place you into groups on Bb and you will upload your peer-review drafts to your Group page. (See the peer-review instructions on each assignment sheet as well as the peer-review sections of this syllabus.) You will revise your first draft based on the comments you receive from your group members and will submit that second draft to me for review. I will then provide you with revision suggestions and a tentative grade. You are allowed, but not required, to revise a second time and submit a third (final) draft for me to review.

With respect to the revising the second draft in response to my feedback, the following conditions for revision apply:

- You must do more than merely correct all the editing errors or errors in format that I commented on: Revision is not a substitute for editing in the first place. A revision must improve the *substance* of the assignment (e.g., reasoning, organization, writing style, etc.) as well as correct most of editing errors, without introducing many new ones.

- If your third (final) draft is better than the previous version I reviewed, I will raise your grade accordingly; however, if the revision is not substantive or actually turns out worse than your second draft, your grade won’t be raised, but it won’t be lowered either.

- My comments on the initial draft I review will reflect the problems that, at the time, seem most serious and happen to catch my eye. Rarely will I comment on everything that is effective or ineffective about an assignment; I simply don’t have the time and prefer to avoid overwhelming students with feedback.

**REMEMBER:** If you need additional help revising, you may submit your draft to the Writing Center for online consultant review at [http://global.cmich.edu/student/writing-center.aspx](http://global.cmich.edu/student/writing-center.aspx). But do plan ahead.

- I will compare the new draft of your paper with the previously reviewed draft to see whether your revision is substantial (as opposed to superficial). When I read a revision, I might comment on problems that I didn’t comment on the first time. These problems will affect the grade of the revision. Moral: don’t just “fix” the problems that got pointed out; reread the assignment critically and do all you can to improve it!

- Any penalties for lateness and/or for failing to submit a draft for peer review that might have applied to the previously reviewed draft also apply to the revision.
**Peer Review**

If you do not submit a draft for peer review by the deadline, you will lose 5 points for each day it is late, up to 20 points. Late submission also jeopardizes your ability to receive feedback from peers. If you do not comment on any of your group members’ drafts by the deadline, you will also lose 20 points (in addition to any late submission penalties). If you comment on some but not all of your group members’ drafts, you will lose an equivalent percentage of that 20 points. You will not be penalized if you were unable to comment because a group member did not submit a draft until the day the comments were due.

**Late Assignments**

An instructor draft or exam will lose 5% of the grade for each day it is late; after one week, it will not be accepted and will receive a 0. Alas, Murphy’s Law exacts a toll on all of us, so each student is permitted to turn in up to one week late without a grade penalty one instructor draft or exam, EXCEPT the final draft of Assignment 4 and Writing Skills Exam 4, which are due on the last day of class. This one-free-late-assignment-or-exam policy does NOT apply to any Weekly Activities.

Any other instructor drafts or exams that are more than one week late will not be accepted. If it is an exam, it will receive a zero (0). If it is the first instructor draft (draft 2), it will receive a zero (0) and no future drafts of that assignment will be accepted. If it is a final draft, then whatever the grade was on the first instructor draft will be the final grade, minus a penalty grade of 20 points.

**Incompletes**

Some students register for online courses without seriously considering the required time commitment. Many students have work and family responsibilities that limit their ability to successfully complete an online course—especially if they are taking more than one course—while others simply procrastinate, trying to complete (usually unsuccessfully) all the coursework at the last minute and then wondering why their instructor won’t give them an Incomplete.

An Incomplete is not an automatic consequence of failing to complete all the course requirements. CMU has specific policies and procedures that students must follow in requesting an Incomplete, and it is outlined in CMU’s *Undergraduate Bulletin*.

A decision about whether to grant an Incomplete is entirely up to the discretion of the instructor. An instructor may consider giving an Incomplete only if the student meets both of the following criteria:

1. The student must have successfully completed 51% of the coursework, and "successfully completed" means that the student has earned a "C" or better on that coursework.

2. The student has a reason for requesting an Incomplete that the instructor finds both legitimate and compelling. The burden of proof is on the student to provide legitimate, compelling evidence that he/she is unable to complete the remainder of the course requirements due to some unforeseen emergency (e.g., suffering a serious illness or injury, being deployed for military service, etc.). *Claiming* to have a serious problem is insufficient: students must provide compelling evidence to support their claims. Not having enough time to complete the coursework due to work and/or family constraints is neither a legitimate nor a compelling reason. Everyone is busy.
Academic Honesty

As stated in the CMU Undergraduate Bulletin, “In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which [sic] students submit must be the product of their own efforts and must be consistent with appropriate standards of academic and professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.” In cases that involve the above instances of academic dishonesty, the student’s grade and status in the course are left to the discretion of the instructor. These are serious offenses that involve serious consequences.

In this class, plagiarism—whether intentional or not—on any of the assignments and/or exams may result in an E on the assignment. While the Internet has made it easier for lazy, unintelligent, and/or unethical persons to commit plagiarism—either by copying and pasting material into their papers without citing the sources or by ordering completed essays from online paper mills—new technologies have also been developed that make it easy for instructors to determine whether the students’ writing is actually their own and whether all source material has been adequately cited. In this class, all assignments may be checked for plagiarism using SafeAssign. If your instructor suspects that a student has plagiarized an assignment, he/she might submit the assignment to the SafeAssign database. He/she might also randomly select assignments for routine check.

There are other types of student behavior that, while not as obviously dishonest as those mentioned above, equally compromise the integrity of education. Some examples of this kind of behavior include bringing an unprofessional attitude to the course and/or not doing the assigned work according to the schedule, not meeting deadlines, not following instructions, nor communicating respectfully with your instructor and classmates, and so forth.

Students also lack integrity when they expect that very little real work should be required of them. Higher education is designed to be challenging, which means it requires students to use complex thought processes to operate at a high level of intellect.

Miscellaneous Class Policies

1. Unless otherwise instructed by me, complete all the essay assignments and exams using MS Word® and upload them to Bb. Do not email any coursework to me without my permission. Do not send any course work to me by U.S. Postal Service, UPS, FedEx, etc. without my permission.

2. Feel free to email me about any questions you have about the course work or your performance in the course. Voicemail messages may also be left using my office number. Do note, however, that just because this is an online class, that does not mean I am available 24/7 or will be able to immediately reply to your emails. You can generally expect a reply to email and voicemail within 24 hours, if not sooner; if you do not, feel free to send a (polite!) follow-up email.

In composing emails to me, use Standard Written English, not internet messaging (IM) or text messaging (TM) abbreviations or slang. If I cannot read or understand your email, I am unlikely to respond. (That’s true in most workplaces, too, so practice writing professional-quality emails that reflect positively on you as writer and professional-in-training.)

3. Always keep backup copies of your writing assignments during the semester.

4. Don’t plagiarize. Plagiarism (intentional or not) can result in an “E” on an assignment or even in the course. You will not be able to withdraw from this course to avoid resolving a case of plagiarism.
DUE DATES for Paper Assignments & Exams

All assignments and activities are due by 11:59 p.m. EST on the dates stipulated below.

**Note that online courses do not observe any holidays or breaks.**

Draft 1, A1 uploaded to the Peer Review 1 forum on Bb for peer review ........................................ Mon., 29 May
Peer Review comments due for all your group mates’ Draft 1, A1 .................................................. Thu., 1 June
Draft 2, A1 uploaded to Bb for instructor review ................................................................................. Mon., 5 June
Draft 1, A2, uploaded to the Peer Review 2 forum on Bb for peer review .......................... Mon., 12 June
Instructor feedback on A1 available ........................................................................................................ Mon., 12 June
Writing Skills Exam 1 opens .................................................................................................................. Mon., 12 June
Peer Review comments due for all your group mates’ Draft 1, A2 .............................................. Thu., 15 June
Draft 2, A2 uploaded to Bb for instructor review ................................................................................. Mon., 19 June
Deadline for completing Writing Skills Exam 1 ............................................................................. Mon., 19 June
Draft 3, A1 Final draft uploaded to Bb for instructor re-evaluation ............................................. Wed., 21 June
Writing Skills Exam 2 opens ................................................................................................................ Mon., 26 June
Instructor feedback on A2 available ........................................................................................................ Mon., 26 June
Deadline for completing Writing Skills Exam 2 ............................................................................. Mon., 3 July
Draft 3, A2 Final draft uploaded to Bb for instructor re-evaluation ............................................. Wed., 5 July
Draft 1, A3 uploaded to the Peer Review 3 forum on Bb for peer review .......................... Mon., 10 July
Peer Review comments due for all your group mates’ Draft 1, A3 .............................................. Thu., 13 July
Draft 2, A3 uploaded to Bb for instructor review ................................................................................. Mon., 17 July
Writing Skills Exam 3 opens ................................................................................................................ Mon., 17 July
Draft 1, A4 uploaded to the Peer Review 4 forum on Bb for peer review .......................... Mon., 24 July
Deadline for completing Writing Skills Exam 3 ............................................................................. Mon., 24 July
Instructor feedback on A3 available ........................................................................................................ Mon., 24 July
Peer Review comments due for all your group mates’ Draft 1, A4 .............................................. Thu., 27 July
Draft 2, A4 uploaded to Bb for instructor review ................................................................................. Mon., 31 July
Draft 3, A3 Final draft uploaded to Bb for instructor re-evaluation ............................................. Fri., 4 August
Writing Skills Exam 4 opens ................................................................................................................ Fri., 4 August
Instructor feedback on A4 available ........................................................................................................ Mon., 7 August
Draft 3, A4 Final draft uploaded to Bb for instructor re-evaluation ............................................. Fri., 11 August
Deadline for completing Writing Skills Exam 4 ................................................................................ Fri., 11 August

The complete, detailed “Schedule of Assignments, Exams & Activities,” including discussion board and LearnSmart Achieve activities, is in the Syllabus & Schedule section of our class Blackboard page.