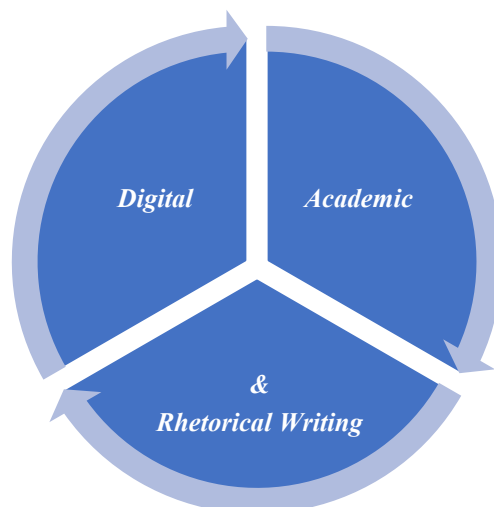


Oakton Community College  
English 101: College Composition  
Course Section: RT7-TC7 (Fall 2020)



Instructor: Isaac Ewuoso

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Office Room: Zoom

Virtual Office Hours: 9am-10am  
(Monday) or by appointment

Meetings: No required meeting times

Modality: Fully Online

Credits: 3 (3 lecture; 0 lab)

Course #: 30983 & 31937

Meeting Location: Design 2 Learn (D2L)

Welcome to English 101! This class meets asynchronously, which means that students need not be online and logged in for live instructions. But students will complete work by the assigned time and date that it is due. I'm looking forward to a great semester and getting to know you as a student writer, reader, learner, and a member of this prestigious college. I'm committed to helping you succeed in this course. For this reason, this syllabus contains lots of important information that you need to know. The theme of this course is *Digital, Academic, and Rhetorical (DAR) Writing*. Reading and writing assignments in this class will challenge us to think about ways we can effectively write in an online space while navigating the intricacies of social/digital media, finding our voices in college essays and summary responses, and considering the audiences of various written texts to which we respond.

**Syllabus Disclaimer:** This syllabus is a *living document*. I reserve the right to make changes or adjustments to this syllabus and our D2L course at *any time*. In the event that happens, you will be notified via an announcement on D2L or email.

### Composition I

I. Course Prefix/Number: EGL 101

Course Name: Composition I

Credits: 3 (3 lecture; 0 lab)

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## II. Prerequisite

Placement in EGL 101 or successful completion of EGL 090 or EGL 097 or EGL 098 (grade of P).

## III. Course (Catalog) Description

Course introduces strategies for planning, writing, and revising expository essays based on experience and reading. Content includes purpose, context, genre, and the rhetorical situation as elements in the writing process, as well as critical reading and analysis as the basis for essay writing. The first course in a two-course sequence with EGL 102.

## IV. Learning Objectives

The student will be able to:

- Identify and apply strategies for planning, drafting, and revising essays in a variety of genres appropriate to beginning college writers.
- Employ conventions of standard written English to communicate ideas at the beginning college level.
- Develop writing to respond to the needs of different audiences and rhetorical situations.
- Support and illustrate a thesis using relevant details, examples, and evidence.
- Report information from sources accurately and appropriately for their own rhetorical purposes.
- Summarize, paraphrase, and quote source materials objectively and integrate them into their own writing.
- Demonstrate an understanding of how to avoid plagiarism and how to document sources according to the MLA style.
- Analyze and evaluate course readings, student writing, and their own writing.

## V. Academic Integrity and Student Conduct

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Please review the Code of Academic Conduct and the Code of Student Conduct, both located online at [www.oakton.edu/studentlife/student-handbook.pdf](http://www.oakton.edu/studentlife/student-handbook.pdf)

## VI. Sequence of Topics

A detailed sequence of topics and smaller assignments will appear on D2L, as the daily agenda. For details regarding assignments in this class, see “Coursework Requirement”

## VII. Methods of Instruction

Learning to write at a college level is difficult for everyone. We all learn to use spoken language quite easily, while learning to write well takes many, many years of schooling. **I don’t expect perfection. I expect students to grow** as writers as they revise their essays and as they progress over the semester.

Each of us has our own way of learning, so **we’ll use a variety of methods of instruction to teach the class** (“DIS”). This may include at-home assignments, brief lectures, group activities, in-class writing, whole-class workshops, peer review, workbook-style exercises, multimedia presentations, reading experiments, individualized conferences, etc. Expect each class meeting to differ from those before. In **writing conferences**, you bring a draft of your writing, we read it together, and discuss what works well and what can be improved. Writing conferences may happen both during scheduled class times and at times to be arranged with each student.

## VIII. Course Practices Required

Since we learn to write by doing, students will be doing *a lot* of reading and writing throughout the semester. On average, expect to spend about 12 – 18 hours per week outside of class on assigned work. Students who have major obligations outside this class (e.g. employment, family responsibilities, or many other courses) **should carefully consider whether they can make the time commitment for success in this course**. If students have concerns about this, it is best to discuss them with me or your academic advisor **at the start of the term**.

### Course Culture & Our Course

Over the course of the semester, you will do the following:

- ❖ Watch/**read and respond** to a variety of written or visual texts
- ❖ Create, **revise, and edit** a series of writings
- ❖ Reflect on **your own processes** as a critical reader, writer, thinker, and learner.

As a student in the course, **your responsibilities** include the following:

- ❖ **Prepare for and participate in class discussions**
- ❖ **Do the required work**
- ❖ **Take an active role in your learning**
- ❖ **Observe course protocols**

My responsibilities as your instructor include the following:

- ❖ Learn about your **needs and goals as a student writer**
- ❖ Shape the course to **fit those needs and those of your classmates**
- ❖ Help you further **develop your knowledge of academic culture**

### Netiquette for Discussion Forum Posts

“Netiquette”<sup>1</sup> refers to rules of etiquette that apply to online communication. Follow these 14 rules of netiquette to make sure you sound respectful, polite, and knowledgeable when you post to your class’s online discussion boards.

1. **Before posting your question to** a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn’t repeat a topic of discussion right after it happened in real life, don’t do that in discussion boards either.
2. **Stay on topic:** Don’t post irrelevant links, comments, thoughts, or pictures.
3. **Don’t type in ALL CAPS!** If you do, it will look like you’re screaming.
4. **Don’t write anything** that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you’re joking.
5. **Always remember** to say “Please” and “Thank you” when soliciting help from your classmates.
6. **Respect the opinions of your classmates.** If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.
7. **If you reply to a question from a classmate,** make sure your answer is accurate! If you’re not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.
8. If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.
9. **Be brief.** If you write a long dissertation in response to a simple question, it’s unlikely that anyone will spend the time to read through it all.
10. **Don’t badmouth others or call them stupid.** You may disagree with their ideas, but don’t mock the person.
11. **If you refer to something your classmate said earlier in the discussion,** quote just a few key lines from their post so that others won’t have to go back and figure out which post you’re referring to.
12. **Check the most recent comments before you reply** to an older comment, since the issue might have already been resolved or opinions may have changed.
13. **Be forgiving.** If your classmate makes a mistake, don’t badger him or her for it. Just let it go – it happens to the best of us.
14. **Run a spelling and grammar check** before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.

**RULE OF THUMB:** If you wouldn’t do or say something in real life, don’t do it online either

## IX. Instructional Materials

### Main Text:

- Title: *They Say / I Say: The Moves That Matter in Academic Writing* (Fourth Edition)  
Author: Graff, Gerald and Birkenstein, Cathy  
ISBN: 13: 978-0393631678
- Other reading materials: Supplemental materials are on Desire 2 Learn (D2L)

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<sup>1</sup> Source: Touro’s College Online Education Department  
Last Revised: 10/20/2020

## Desire 2 Learn (D2L)

This course will use the Desire 2 Learn (D2L) course management software. Think of D2L as the course homepage. Throughout the term, students will use D2L for viewing lectures downloading/printing copies of course documents, keeping updated with class assignments and the course schedule, and submitting certain assignments. Please set up D2L so that you are notified by email or text message whenever new news is posted to D2L.

At the beginning of the term, we'll go through an in-class orientation to D2L. It is generally straightforward to use, but it may take some getting used to early on. Students who have trouble using D2L or finding the needed documents should email ([iewuoso@oakton.edu](mailto:iewuoso@oakton.edu)), and I will be glad to help or email the needed documents. For students who haven't emailed, "I couldn't figure out D2L" is also not a valid excuse.

## X. Methods of Evaluating Student Progress

Tentative Grading Criteria:

Grading Categories	Points/Percentage*
1. Discussion Forum Posts	210
2. Grammar Express Series	80
3. Rhetorical Analysis Project Series	220
4. Digital Writing Project Series	220
5. Academic Writing Project Series	220
6. Self-Reflection Essay	50
<b>Total Points</b>	<b>1000</b>

\*There is no curve. Possible extra credit may be offered during the semester (watch out for announcements and opportunities on Blackboard). Changes in points may occur due to revision/addition/deletion of projects.

### Points

Points help me keep track of attendance and work turned in on time. Points give us both a "visual" of assignments you've turned in.

### Grade & Assignment Distribution

Assignments in this class build on one another, so it's important to stay on track and hand in papers on time. The grading scale is as follows:

### Grading Scale:

% of points	Points	Grade Earned
<b>90% - 100%</b>	minimum 900-1,000	A
<b>80% - 89%</b>	minimum 800-899	B
<b>70% - 79%</b>	minimum 700-799	C
<b>60% - 69%</b>	minimum 600-699	D
<b>59% or below</b>	less than 599 or below	F

- There are **1000 available points in this class**. Final grades will be assessed based on the following coursework requirements:

### Letter Grade & Percentage Explained

**A** (90%-100%) is for superior work, original and thorough in content, clear and logical in structure, and aware and precise in writing. A level work needs little to no improvement in these three major composition areas.

**B** (80%-89.9%) is for solid work in content, structure, and writing. B level work may need minor improvement in one or more of these three major composition areas.

**C** (70%-79.9%) is for satisfactory work in content, structure, and writing. C level work may need major improvement in one or more of these three major composition areas.

**D** (60%-69.9%) is for less than satisfactory work in content, structure, and writing. D level work needs major improvement in two or more of these three major composition areas.

**F** (0%-59.9%) is for unsatisfactory work in content, structure, and writing. F level work needs major improvement in all three of these major composition areas.

### Category Descriptions

1. **Compare and Contrast Essay:** This essay is a component of the Academic Writing Project Series and is worth 110 points of your final grade. You will respond to a prompt based on a required movie you are to watch in this class.
2. **Grammar Express Series Take Home Quizzes:** Grammar Express Series quizzes are worth 80 points of your final grade. Each quiz is based on a four-part series PowerPoint presentation on some enduring topics in English grammar and writing (example, rules of capitalization). A total of four quizzes will be given and each quiz is worth 20 points. On some quizzes, students will have an opportunity to earn extra credit points.
3. **Discussion Forum Posts and Peer Responses** – Discussion forum posts and peer responses are worth 160 points of your final grade. It is also way for me to track your reading of class materials and participation in our online class. Students will respond to prompts based on the required readings for the week, ask questions, respond to peers, make recommendations, or summarize a portion of a specific reading from the required texts. Every post will have its own specification. The description here of the discussion forum post is meant to be a “snapshot” of what you should expect.
  - Post should be original, not plagiarized or merely reechoing a perspective given by your peers or copied directly from the internet
  - For full credit, posts must be consistent with college-level writing and include detailed feedback response to the discussion prompt. Unless otherwise specified, posts should be descriptive and include a minimum of ONE paragraph.
  - No late posts will be accepted. (See “Late Work Policy”)
4. **Digital Writing Project Series:** This assignment is two-part. The first is a group project in which students will work together with their assigned group to produce a PowerPoint presentation on a topic relevant to digital/social media. The second part is also a group project on the discussion

board. Student will conduct a research regarding a political/legal/social/educational issue related to a social media platform.

5. **Rhetorical Analysis Project Series:** The Rhetorical Analysis Project Series is a two-fold assignment. Students will perform a rhetorical analysis on a selected speech and a character analysis on one of major characters from a short story.
6. **Self-Reflection Essay:** This reflection essay assignment will ask you to highlight some of your most important and not so important learning experiences in this class. In the essay, you will get to talk about activities, assignments, group projects and your participation in this online class as an active learner. It will serve as major takeaways of what you learned in this course, and it will also help you to learn from the good (and maybe not-so-good) decisions you've made in this semester.

## XI. Other Course Information

- If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the Access and Disability Resource Center at the Des Plaines or Skokie campus. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.
- Oakton Community College is committed to maintaining a campus environment emphasizing the dignity and worth of all members of the community, and complies with all federal and state Title IX requirements.
- Oakton Community College is committed to combatting sexual misconduct. As a result, college faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the Title IX Coordinator so that all parties involved may be provided appropriate resources and support options. There are two important exceptions to this requirement:
  1. A list of the college's Confidential Advisors who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [www.oakton.edu/studentservices/counseling/contact/](http://www.oakton.edu/studentservices/counseling/contact/)
  2. An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the college's Title IX office.
    - Students who have been subjected to any form of sexual misconduct, are encouraged to access these resources:
    - Office of Student Affairs: 847.635.1745
    - SHARE @ the Wellness Center: 847.635.1885 (8:30 a.m. - 5 p.m. M-F) and 847.635.1880 (after business hours to reach the Counselor on Call)
    - Oakton's Title IX webpage: [www.oakton.edu/about/title\\_ix/index.php](http://www.oakton.edu/about/title_ix/index.php)

If there is a safety concern, please contact Oakton Police Department, 847.635.1880.

Other reporting information is available here:

[cm.maxient.com/reportingform.php?OaktonCC&layout\\_id=2](http://cm.maxient.com/reportingform.php?OaktonCC&layout_id=2)



## Resources and support for

- pregnancy-related and parenting accommodations; and
- victims of sexual misconduct

can be found at [www.oakton.edu/title9/](http://www.oakton.edu/title9/).

Resources and support for LGBTQ+ students can be found at [www.oakton.edu/lgbtq](http://www.oakton.edu/lgbtq).

Electronic video and/or audio recording is not permitted during class unless the student obtains written permission from the instructor. In cases where recordings are allowed, such content is restricted to personal use only. Any distribution of such recordings is strictly prohibited. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation by Oakton's Access Disabilities Resource Center (ADRC), applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use. Any distribution of such recordings is strictly prohibited.

Violation of this policy will result in disciplinary action through the Code of Student Conduct.

Oakton Emergency Building Closures. When an Oakton building is closed due to an emergency (e.g., weather-related closings), that doesn't mean instruction stops. Students should check for communications from their instructor via D2L, other learning environments such as myMathlab, or via email or text. If you don't receive communication from your instructor within 24 hours of building closure, please contact them.

## Assignment Submission

Unless otherwise stated, all assignments for this class are to be turned in electronically on D2L in a Microsoft Word document, not a Google Doc, Pages (Apple), Shared Google Doc (Request Access), PDF, etc. Failure to adhere to the assignment submission rules for this class can result in a student being given a zero or points deducted on such assignment.

## How to Download Office 365 Education Software for Free

Microsoft Office 365 Education software is available for free to students and educators with .edu email accounts. To download Office 365 Education software on your individual computer desktops or laptops, follow these steps:

- a. Go to <https://www.microsoft.com/en-us/education/products/office> and
- b. Locate "GET STARTED" it is a small blue box right next to an empty space bar
- c. Under "Enter your student email address", fill in your Oakton College email address
- d. Hit enter and wait for more instructions to follow and complete on the page

## How to Submit an Assignment on D2L

To submit an assignment or post to the class discussion forum, follow these steps:

- a. Go to <https://d2l.oakton.edu/> and log in with your username and password

- b. Click on the link for our course (EGL 102)
- c. Click on “Assignments” on the menu on the left and then select the relevant assignment
- d. Attach the file with your assignment and hit submit

### Late Work Policy

Late work is **not accepted**. There is a reasonable exception to this policy. If something comes up that prevents you from turning in an assignment on time, you must contact me before the class meeting (in which that assignment is due). Contact me by email before the assignment is due (not after) to let me know of your circumstances. Papers are submitted through Blackboard at the date and time listed on the assignment (unless otherwise specified). I generally read all submissions at one time and comment on them. You are responsible for getting your papers in on time. **I do not hound students who do not do their work or fail to submit it. Lack of planning on your part does not constitute an emergency on mine.**

### Absence

Though this course is virtual, you are still required to complete assignments and tasks by their stated deadlines. There is a reasonable exception to this policy. Should you have a medical situation or any family emergency, you might be excused with the professors’ permission. Students whose participation on the discussion forum or completion of assignments are inconsistent and dipping, are “virtually absent” and risk failing the class. **You do not get a free pass to skip assignments or readings due in the week you are virtually absent or incommunicado.** You are still required to do the assigned work for the day and take an **active role in your learning. If you have been placed with a group of peers for a project, you must reach out to them as well as this is only fair.**

### D2L Attendance and D2L Participation Policy

This course is designed so that both weekly D2L attendance and weekly D2L participation are necessary. For each week of class when the student attends and participates, the student will earn points of course credit toward the semester total of points. Ways to attend and to participate include but are not limited to the following: submitting coursework, posting and/or replying to D2L Discussions, emailing the instructor, and responding to email from the instructor. If the student does not attend and does not participate in at least one of the above ways during a given week of class. Following each subsequent week of non-D2L attendance and non-D2L participation, the student will be given a zero for the assignment or activity that he/she fails to turn in.

### Grievance Policy:

In the unlikely event any significant problem should arise either with a fellow student or with the instructor, the student is encouraged first and foremost to contact the instructor by either D2L Email or Oakton Email as soon as conveniently possible. Ideally, doing so will enable the student and the instructor to address and then attempt to solve the problem as amicably and expeditiously as possible.

### Save the Dates (Mark Your Calendars!)

Events	Dates
1. Last day to Withdraw with a “W” from 16-week courses	October 26, 2020
2. College Learning Day (No daytime classes)	October 29,2020

3. Election Day	November 3, 2020
4. Veterans Day holiday	November 11, 2020
5. Registration opens for spring 2021 semester	November 18, 2020
6. Thanksgiving Recess. College closed	November 26, 27, 2020
7. Thanksgiving Recess. No classes. College open	November 28, 29, 2020
8. Last day of student attendance	December 16, 2020