

**ENGL 111: Composition I**  
**Winter 2021**  
**Section 708: 1:00-2:20 p.m., SE 223**

**Professor:** Dr. Kim Lacey (please, call me Kim!)  
**Online office hours:** M/W 10:00-11:30  
and by appointment

**Office:** B 358  
**E-mail:** krlacey@svsu.edu

**Our classroom**

We will spend most of our time in class in following places:

- **Face to Face:** Since we're a hybrid course, we will only be meeting in person a few times this semester. Because of the room reconfigurations, we cannot all be in the classroom at one time. For that reason, I've divided the class into two groups: Group A and Group B. (I just split the class in two alphabetically.) On the weeks we're meeting F2F, only come on the day your group is assigned to be in class. For instance, next week, Group A comes on Tuesday but not Thursday. If you're in Group B, don't come on Tuesday but do make sure you're here on Thursday. (Don't worry—I'll bug you.) The weeks we're meeting in person are highlighted in purple on the calendar.
- **Online: Teams:** For these sessions, everyone should attend virtually. No one will be physically in our classroom. We'll be using Microsoft Teams for our online class meetings. As an SVSU student, you get this program for free (it's tied into your email). The link for each meeting is in the modules under the appropriate date. Teams meetings will always take place on Tuesdays.
- **Weekly work on Canvas:** Each week you'll have some work to complete on your own on Canvas. This might mean watching videos, reading assignments, completing short writing exercises, or other tasks. We don't have to be online or actually meet for these tasks. You will complete these online on your own time by the deadlines.
  - **Modules (direct access via "Modules" tab):** The entire semester is built around 16 weekly modules. In each module, you'll find all the work to be completed that week. You should follow these in order.
  - **Assignments (direct access via the "Assignments" tab):** Paper descriptions are available in the "Assignments" tab. You can also find these under the "Files" tab.
  - **Discussion posts (direct access via the "Discussions" tab):** This is where you will be participating in some writing and other activities. The "Modules" link right to where you need to go for each activity.
- **Office Hours:** My office hours are a time that I set aside to help you. If you have questions about course work, grades, or other concerns, you are welcome to "stop by." I'll login to the "Chat" function on Canvas, but please note that anything written in the chat remains there all semester. If you'd prefer to meet in person, you can email me anytime with questions.

**Required text to purchase:** This text has been ordered at the bookstore, but feel free to shop around online for the cheapest price. However, make sure you find the correct edition.

Johnson-Sheehan and Paine, *Writing Today*, 4<sup>th</sup> edition  
ISBN: 978-0-13-475973-9

**Assignments and Grading**

*Assignment details are on Canvas under the "Assignments" and "Files" tabs:*

Paper 1: Memoir: 12%

Paper 1 Associated Project: Blog Post: 3%

Paper 2: Rhetorical Analysis: 12%  
Paper 2 Associated Project: Power Point: 3%  
Paper 3: Annotated Bibliography: 12%  
Paper 3 Associated Project: Email Findings 3%  
Paper 4: Proposal: 12%  
Paper 4 Associated Project: Video Pitch: 3%  
Various online activities (these will be identified in the modules): 12% (2% each)  
Peer-Review: 8% (submitting draft: 2% each); 12% (completing peer-review: 3% each)  
Mid-Semester Assessment: 4%  
Writing Diagnostic: 1% (upon completion)  
Writing Center and Library Session Participation Reflections: 4% (2% each)

**Special note about Writing Center and Library session participation:** We will be visiting the library twice (well, virtually) for a Writing Center and a research tutorial. Because these sessions take time out of someone else's busy schedule, please show them respect by actively participating, asking questions, and following instructions. You will also be responsible for a short in-class writing in response to this session the following class period which will account for these grades.

### **Grading Scale**

↑95%: A  
↑90%: A-  
↑87%: B+  
↑83%: B  
↑80%: B-  
↑77%: C+  
↑73%: C  
↑60%: D  
0%: F

All grades will be posted on Canvas. I will not share grades on social media.

**Special note on the grading scale:** SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

**Special note about extra credit and extensions:** I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

**Late work is unacceptable.** Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

### **Campus mask guidelines**

Maintaining the health and safety of the SVSU campus is a shared responsibility that requires all students to engage in daily health self-screening, to wear masks/face coverings, to maintain physical/social distancing, to hand wash/sanitize, and to be considerate of others. Details of these responsibilities, including specifics regarding masks/face coverings, can be found at <https://svsu.edu/nestplan/sharedresponsibility/>.

If you are ill, have any signs or symptoms related to COVID-19, or fail the daily self-screening, you MUST not attend class in-person. You must contact your instructor immediately for details regarding how to manage the class content, class assignments and/or other activities you will miss.

Non-medical grade face coverings/masks are required in any enclosed public space including all instructional spaces. Students who are medically unable to tolerate a face covering must contact the Office of Accessibility Resources and Accommodations [accessibility@svsu.edu](mailto:accessibility@svsu.edu) for guidance.

If you choose not to wear a face covering, you will be given a polite verbal request to comply and, if you do not put on a face covering, you will be asked to leave the classroom. If you fail to comply with this policy, the Office of Student Conduct Programs will be contacted because failure to wear a face covering is a violation of the Student Code of Conduct.

### **Attendance**

Our course does not have an attendance policy. That said, it is in your very best interest to attend class every time we meet, both in person and online. If you are ill, do not come to class.

### **Technology Policies**

Because this is a hybrid course, you must have consistent access to the internet. Not having access is not an excuse to neglect your coursework. All assignments will be collected online. For our online sessions, we will be using Canvas and Microsoft Teams.

Please note that you do not have to have your video on during our class meetings. I understand how awkward that can be! If you'd like to have your video on, that's fine, but it's not required. Unless we're having a discussion, please keep your microphones muted. (We'll get used to this as the semester rolls along.)

I also strongly encourage you to use some sort of cloud storage in which you can store and access your work from multiple locations. I recommend Dropbox or Google Drive. Additionally, as SVSU students, you have access to Microsoft One Drive. Not having access to your work is not an excuse for late work. Be prepared for all possibilities.

### **Accessibility and Non-Discrimination Clause**

Students who need accommodations are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (phone: 989-964-4168). SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

### **Academic Integrity Policy**

According to the *SVSU Student Handbook*, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions.

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. I reserve the right to

use Turn It In. In ENGL 111, deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.

The full Academic Integrity Policy can be found here:

<http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

### Writing Center Information

One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. The Writing Center is operating virtually this semester beginning January 25. Schedule appointments here: <https://www.svsu.edu/writingcenter/tutoring/>

### Course Calendar

Please note: **all readings must be completed before that day's class.** Regularly not coming prepared with the reading completed will affect your final grade.

A note on the reading: You will have a reading assignment almost every day. Make sure you plan time in your homework schedule for reading. Have access to your textbook every class meeting, even when there isn't a reading from it. We will use it at different times for various in-class activities.

It is your responsibility to review the weekly modules on Canvas for various assignments. The calendar merely lists the highlights of the week: major assignments, required reading, and where we're meeting. Just because there isn't something listed on the calendar does not mean there isn't work to be done.

This calendar is subject to change. If it does, I will notify you in writing via email.

The in-person meetings have been highlighted in purple.

<b>Date</b> <b>How we're meeting</b>	<b>Reading, etc.</b>	<b>Major assignment due</b>
Tuesday, January 12 Online: Teams	First day of class! Syllabus overview Writing Diagnostic overview	
Thursday, January 14 Canvas: Work on your own	Writing Today (WT): Ch. 1 Review Paper 1: Memoir Review Paper 1 Associated Project: Blog Post Introductions Writing Diagnostic	
Tuesday, January 19 Online: Teams	WT: Ch. 6: pgs. 61-70	
Thursday, January 21 Canvas: Work on your own	WT: Ch. 4 Brainstorming work	
Tuesday, January 26 Online: Teams	WT: Ch. 17 Readings not in textbook: Roy Ahn, "Home Run: My Journey Back to Korean Food":	Paper 1 Associated Project: Blog Post

<https://gastronomica.org/2009/11/05/home-run-my-journey-back-to-korean-food/>

“The Place Where Lost Things Go”:

<https://www.girlswritenow.org/2011/12/the-place-where-lost-things-go-from-the-gwn-food-memoir-workshop/>

“What’s Really in my Kitchen”:

<https://www.girlswritenow.org/2012/01/whats-really-in-my-kitchen-from-the-gwn-food-memoir-workshop/>

“Russian Tea Cakes: A Food Memoir”:

<https://www.girlswritenow.org/2011/12/russian-tea-cakes-a-food-memoir/>

Scaachi Koul, “There No Recipe for Growing Up”:

[https://www.buzzfeed.com/scaachikoul/looking-for-my-mother-at-the-bottom-of-a-pot?utm\\_term=.gg1bwQ4yZ#.mtlWdbijQ](https://www.buzzfeed.com/scaachikoul/looking-for-my-mother-at-the-bottom-of-a-pot?utm_term=.gg1bwQ4yZ#.mtlWdbijQ)

Wednesday, January 27		Submit Paper 1: Draft for tomorrow’s peer review
Thursday, January 28 Canvas: Work on your own	Peer Review on Canvas	Paper 1: Peer Review
Tuesday, February 2 Online: Teams	Review Paper 2 Review Paper 2 Associated Project: Power Point WT: Ch. 10	Paper 1: Memoir
Thursday, February 4 Canvas: Work on your own	Writing Center session	Writing Center session reflection assignment
Tuesday, February 9 Online: Teams	WT: 386-391	
Thursday, February 11 Canvas: Work on your own	Visual Analysis exercise	
Tuesday, February 16 Online: Teams	Associated Project Power point share	Paper 2: Associated Project: Power Point (during class)
Wednesday, February 17		Submit Paper 2: Draft for tomorrow’s peer review
Thursday, February 18 Canvas: Work on your own	Complete Peer Review on Canvas	Paper 2: Peer Review Paper
Tuesday, February 23 Online: Teams	Review Paper 3 Review Paper 3 Associated Project: Email Findings	Paper 2: Rhetorical Analysis

	WT: Ch. 27 Paraphrasing, Citing, Quoting, Plagiarizing	
Thursday, February 25 Canvas: Work on your own	Group A: Library Session	Library Session reflection assignment
Tuesday, March 2 Online: Teams	WT: Ch. 29 Citation practice	
Thursday, March 4 Canvas: Work on your own	Mid-Semester Assessment	Mid-Semester Assessment
Tuesday, March 9 No class: Spring break	Spring Break	
Thursday, March 11 No class: Spring break	Spring Break	
Tuesday, March 16 Online: Teams	Structuring Annotated Bibliography Readings not in textbook: Sample Annotated Bibliographies	
Thursday, March 18 Canvas: Work on your own	Research on your own! (I'm available for online conferencing)	
Tuesday, March 23 Online: Teams	Skill drill: how to summarize findings and pitch to different audiences	Paper 3: Associated Project: Email findings
	Be prepared to share your topic and at least three sources you've found	
Wednesday, March 24		Submit Paper 3: Draft for tomorrow's peer review
Thursday, March 25 Canvas: Work on your own	Complete Peer Review on Canvas	Paper 3: Peer Review
Tuesday, March 30 Group A: In-person: SE 223 Group B: Canvas: Work on your own	Group A: Review Paper 4 Review Paper 4 Associated Project: Video Pitch WT: Ch. 13 (stop at pg. 226)  Group B: Watch videos on Canvas Jamie Oliver, "Teach Every Child about Food" (21:46) Ron Finley, "A Guerilla Gardener in South Central LA" (10:39) Britta Riley, "A Garden in My Apartment" Dana Cowin, "How Ugly, Unloved Food Can Change the World" (8:20) Mia Nacamulli, "How the Food You Eat Affects Your Brain" (4:37)	Paper 3: Annotated Bibliography

Thursday, April 1 Group A: Canvas: Work on your own Group B: In-person: SE 223	<p>Group A: Watch videos on Canvas Jamie Oliver, "Teach Every Child about Food" (21:46) Ron Finley, "A Guerilla Gardener in South Central LA" (10:39) Britta Riley, "A Garden in My Apartment" Dana Cowin, "How Ugly, Unloved Food Can Change the World" (8:20) Mia Nacamulli, "How the Food You Eat Affects Your Brain" (4:37)</p> <p>Group B: Review Paper 4 Review Paper 4 Associated Project: Video Pitch WT: Ch. 13 (stop at pg. 226)</p>	
Tuesday, April 6 Online: Teams	Review videos WT: pg. 226-234; 528-530	
Thursday, April 8 Canvas: Work on your own	Book work: Talk about This and Try This Out	
Tuesday, April 13 Online: Teams	Practice proposals Reviewing proposal format	
Thursday, April 15 Canvas: Work on your own	Research on your own! (I'm available for online conferencing)	
Tuesday, April 20 Online: Teams	Video Pitch Share	Paper 4: Associated Project: Video Pitch
Wednesday, April 21		Submit Paper 4: Draft for tomorrow's peer review
Thursday, April 22 Canvas: Work on your own Last day of class!	Complete Peer Review on Canvas	Paper 4: Peer Review
Thursday, April 29		Paper 4: Proposal

111 Rubric	Content	Organization	Style	Conventions
"A" Papers	<ul style="list-style-type: none"> <li>•The paper engages its intended audience, demonstrating insight and complexity.</li> <li>•The paper convincingly, richly, and logically develops and supports a single focus and purpose.</li> <li>•When appropriate, the paper effectively integrates relevant outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is appropriate to the audience and purpose.</li> <li>•Paragraphs are thoughtfully and logically related and sequenced.</li> <li>•The opening effectively establishes the relationship between the reader and the paper's purpose, and the paper closes effectively.</li> <li>•Connections within and between paragraphs create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>•The sentences are consistently clear, coherent, and syntactically varied.</li> <li>•Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•The grammar, spelling, punctuation, and usage conform to conventions of academic writing and lend credibility to the writer.</li> <li>•References to sources are accurately cited and documented according to the appropriate style manual.</li> <li>•Format is consistently correct and appropriate.</li> </ul>
"B" Papers	<ul style="list-style-type: none"> <li>•The paper engages its intended audience.</li> <li>•The paper develops/supports a single focus and purpose, with some richness of detail or evidence.</li> <li>•When appropriate, the paper correctly incorporates relevant outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is appropriate to the audience and purpose.</li> <li>•Paragraphs are logically related.</li> <li>•The opening establishes the relationship between the reader and the paper's purpose, and the paper comes to closure.</li> <li>•Connections within and between paragraphs usually create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are usually clear, coherent, and syntactically varied.</li> <li>•Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•The paper is free of serious errors in grammar, spelling, punctuation, or usage.</li> <li>•References to outside sources are usually accurately cited and documented according to the appropriate style manual.</li> <li>•Format is correct and appropriate.</li> </ul>
"C" Papers	<ul style="list-style-type: none"> <li>•Although adequate in content, the paper may not fully engage its intended audience.</li> <li>•The paper generally develops/supports its focus and purpose, but may occasionally wander from its central idea.</li> <li>•The paper has adequate support but lacks some richness of detail.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is generally easy to follow and appropriate to the audience and purpose.</li> <li>•At times, paragraphs may lack internal coherence or may be mis-sequenced or slightly off track.</li> <li>•The paper's opening or closing may be mechanical or trite.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety.</li> <li>•Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility.</li> <li>•References to outside sources are generally cited and documented, but not always in the appropriate style.</li> <li>•Format is generally correct and appropriate.</li> </ul>



	<ul style="list-style-type: none"> <li>•When appropriate, the paper includes relevant outside sources, although they are not always purposeful or integrated.</li> </ul>	<ul style="list-style-type: none"> <li>•Connections within and between paragraphs are evident, but may be awkward, mechanical, or ineffective.</li> </ul>		
<p>“D” or “F” Papers (depending on severity of concerns)</p>	<ul style="list-style-type: none"> <li>•The paper does not engage its intended audience.</li> <li>•The paper fails to develop/support its focus and purpose or wanders from its central idea.</li> <li>•The paper contains limited, irrelevant, or no supporting details.</li> <li>•Necessary outside sources are lacking or, if used, are not relevant, purposeful, clearly introduced or integrated.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is illogical, unclear and/or inappropriate. Paragraphs frequently seem unrelated or repetitive or are poorly constructed.</li> <li>•The opening is overly general, missing, or misleading. The closing is weak or missing.</li> <li>•Connections between and within paragraphs are missing or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency.</li> <li>•Inappropriate word choice or tone detracts from the paper’s purpose and frequently displays a lack of command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility.</li> <li>•References to outside sources are not clearly cited; documentation style is generally inappropriate.</li> <li>•Format is not consistently correct or appropriate.</li> </ul>