

ENGLISH 101: Composition I

Fall 2009

Instructor: Dr. Courtney Huse Wika

Email: Courtney.Huse-Wika@usd.edu

Course Number: ENGL 101

Class Meetings: Online

Welcome!

My name is Dr. Courtney Huse Wika, and I will be your instructor for Composition I. In this course you will gain confidence and assurance in your writing. Good writing requires an analysis of purpose, attention to audience and tone, strong organization aided by the use of transitions and topic sentences, clear and detailed support of the thesis, and a clear understanding of the uses and conventions of rhetorical strategies. But good writing requires more! We can never be sure we are producing our best writing unless we participate in the recursive writing process of invention, drafting, peer reviewing, revising and editing.

Throughout the term, you will practice and engage these writing skills and this process through compelling and interesting discussions with your peers, through weekly writing assignments, peer workshops, and the composition of four rhetorical essays:

1. The symphonic essay
2. The image analysis
3. The argumentative/persuasive MLA research paper
4. The literary analysis

Required Textbooks

1. Ballenger, Bruce. The Curious Writer 2nd edition, concise. New York: Pearson/Longman. ISBN: 0205620248.
2. Troyka, Lynn Quitman, and Douglas Hesse. The Simon and Schuster Handbook For Writers 9th edition. Upper Saddle River, NJ: Pearson/Prentice Hall. ISBN: 0205620671.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CE Online Orientation document (<http://www.usd.edu/ce/Orientation.pdf>).

NOTE: Feedback on essay drafts and writing assignments will be offered via Microsoft Word’s comment function, so all students should have access to Microsoft Word 2003 or later. A student version of Microsoft Office can be purchased, at a very reasonable rate, through the USD Barnes and Noble Bookstore.

General Course Schedule

Our course week runs from Monday 12:00 a.m. to Sunday at 11:59 p.m., central time. In general, a typical week in this course will be sequenced as follows:

Monday: Beginning of course week @ 12:00 a.m., central time.

- Weekly outlook message, course materials, and discussions will open.

Wednesday: Mid-week @ 11:59 p.m., central time.

- Initial discussion posts are due.
- If an essay draft is due for the week, it must be submitted to instructor and peers by 11:59 p.m.

Sunday: End of course week @ 11:59 p.m., central time.

- Minimum of two peer responses are due to the discussion forum.
- Weekly writing assignment are due.
- If peer review is scheduled, all reviews must be completed and returned by this time.

General Course Requirements and Expectations

You should plan to spend around 3-8 hours a week actively engaging in the classroom and working on course readings and assignments. Course participation and engagement is essential in all classrooms, but especially so in the online environment. Discussions and peer review workshops will be a large part of our interaction with one another, and both should be viewed as an opportunity to engage not only with your classmates and instructor, but with the course materials as well.

Discussions and workshops should be founded on an open and free exchange of ideas, but please remember to share your ideas and your writing in a manner respectful of different positions and perspectives. Civility and tolerance in this

situation are clearly vital, but in addition, working productively with others in class is an important rhetorical skill. It is important to understand that all of education depends on encountering new ideas and information, some of which may conflict with your worldview. I expect you to contend with such materials thoughtfully. Please take a moment to review the rules of netiquette outlines in the student orientation packet:

Discussions will be graded according to the following rubric:

- 1 substantial, relevant, and thoughtful post: C-range (70-79%)
- 2 substantial, relevant, and thoughtful posts: B-range (80-89%)
- 3 substantial, relevant, and thoughtful posts: A-range (90-100%)

In order for a post to be considered substantial, relevant, and thoughtful, you must move beyond the meager “I agree” or “good post,” and offer something of substance. In your initial posts, support your claims with evidence and details, and reference course material or previous discussions. For your peer responses, compare/contrast your individual posts, pose a compelling question, make connections to something happening outside of the classroom, or relate the discussion to previous readings. A dull discussion makes for a dull classroom, so take the time to post something with heart. (And have fun!)

Essays will be graded according to form, content, and grammatical correctness; you can find a detailed grading rubric in the syllabus posted on the home page of our course. Specific details and requirements for each essay will be distributed during the semester.

Getting Started

First, you should familiarize yourself with the CE Online Orientation, which can be found at the following URL: <http://www.usd.edu/ce/Orientation.pdf>. It contains important information on accessing USD’s resources online.

Next, you will want to access the course in Desire2Learn (D2L). This can be done via the student portal, or directly via <https://d2l.sdbor.edu>. You should see “ENGL 101: Composition I” listed there.

IMPORTANT: You will not be able to access the course until the start date listed in WebAdvisor.

Once in the course, you should do the following:

1. **Orient yourself to the course components:** News, Content (where all lectures will reside), Discussions, etc.
2. **Post your introduction in the introduction discussion under Discuss.** (Read the prompt carefully!)

3. Read through the items under “USD Getting Started,” on the top, left-hand side of the course homepage.

4. Read this week’s news post on the main page, and the “outlook” lecture under “content” and begin the homework listed there.

Contacting Me

My contact information is listed at the top of this document. Please remember to use Standard American English, proper punctuation and capitalization, and an appropriate salutation when composing your messages. Because this is an English class that demands respect of language and composition (and because I cannot decipher them!), messages written in “textspeak” will be returned unread.

If you have a non-personal question, especially one that is related to the course materials or assignments, and thus one that will benefit your peers as well, please post it to my **Virtual Office**, located under the Discussion tab in the main toolbar of the course.

I will do my best respond to your requests within twenty-four (24) hours during the weekdays, or forty-eight (48) hours on the weekends. Note: **please do not use the pager tool to contact me.**

Advice for Succeeding in an Online Course:

Remember that learning does not occur passively. To be successful in an online course, you need time management and active learning skills:

- Set aside blocks of time each week for this course, and, better yet, block these times out in your planner.
- Find a quiet space that is conducive to studying and writing.
- Actively engage with your learning materials: highlight passages, write in the margins, and take notes.
- **Do not hesitate to ask questions.**
- Complete all of the course activities, even if they are not graded.
- Finally, participate actively in class discussions and workshops.

Note: To avoid losing your work in an Internet glitch, consider composing and saving your discussion posts in a Word document before posting to the discussion

Additional Information regarding this course can be found in the syllabus. Please be sure to visit it and the student orientation guide. I look forward to meeting and working with each of you this term. Happy writing!