



ENG 121 Syllabus

Spring 2022

Community College of Denver

Sarah Woodard - Instructor

### **ENG 121: Composition I: CO1**

The Colorado Commission on Higher Education has approved ENG 121 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. [Click this link for more information](#) on the GT Pathways program.

#### **COURSE INFORMATION**

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**Course Title:** Composition I

**Credits:** 3

**Course Description (from CCNS):** Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing. This is a statewide Guaranteed Transfer course in the GT-CO1 category.

**Semester & Year:** Spring 2022

**Meeting Location, Times & Days:** Asynchronous and Mondays, 10:00 - 11:30

**Start Date:** Tuesday, January 18th, 2022

**End Date:** Monday, May 9th, 2022

**Last date to drop with a refund:** Friday, February 4th, 2022

**Last date to withdraw:** Sunday, April 17th, 2022

#### **INSTRUCTOR INFORMATION**

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**Name:** Sarah Woodard

**Email:** [sarah\\_woodard@dpsk12.net](mailto:sarah_woodard@dpsk12.net)

**Phone:** 720-460-1144

**Office Hours & Location:** [Click this link to schedule a tutoring appointment](#)

**Google Meet link:** <https://meet.google.com/wdh-jieu-oes>

**Zoom link:** <https://dpsonline.zoom.us/j/swoodard>

#### **REQUIRED TEXT/COURSE MATERIALS/TECHNOLOGY**

**Laptop/Chromebook/Regular Access to Technology:** You will need a laptop, Chromebook, tablet, or some type of technology so you can easily access Schoology, attend Google Meet and/or Zoom meetings, drafts of writing pieces, and other digital resources.

## **Schoology and Additional Readings/Resources**

There will be many required readings and resources throughout the course, all of which will be available on Schoology. All important course information will also be on Schoology, so plan on checking Schoology at least four to five times per week.

## **Google Apps Account**

We will be composing most of the writing pieces in Google Documents and you will need to use your DPS Google Apps Account. (More about this later in the syllabus.)

## **Writer's Notebook**

It is required that you keep a Writer's Notebook for this course. Your Writer's Notebook or "journal" could be a folder on your laptop, Google Document, notebook paper in a binder, a spiral notebook, or really anything where you can write. I will not read and evaluate your Writer's Notebook, but we will be engaging in Writing into the Day activities that will contribute to your Reading, Writing, and Thinking Coursework grade and that you will need for your Portfolio and Final Reflection Essay.

## **WHAT TO EXPECT IN THIS COURSE**

Welcome to ENG 121 – Core Composition I! I'm looking forward to an exciting and productive semester of thinking and learning together. The following provides an overview of what you can expect from this class:

ENG 121 is a foundational course that strengthens your reading and writing in preparation for the demands of college and academics. This course provides you with opportunities to write for different purposes and **audiences**, with an emphasis on learning how to respond to various rhetorical situations; improving critical thinking, reading, and writing abilities; understanding various writing processes; and gaining a deeper knowledge of language conventions. All of the skills we use in this class can transfer to reading and writing that you will use for your academics, your career, and your personal life.

This course is designed to familiarize you with the demands of college writing. While it is impossible to prepare you, in one semester, for every scenario that will require you to write in your college career, it is my hope that this class will give you skills that will transfer to each unique situation. These skills include: idea generation and planning, self-revision, organizational strategies, and overall confidence in one's own writing. Weekly in-class writing instruction, as well as readings, discussion, and long term writing assignments will teach these skills. This class is a workshop, so each week will be different while the goal will remain the same - to support you in becoming more confident and stronger writers.

**Writing for a Range of Purposes:** This course will provide you the opportunity to develop your analytical, evaluative, and argumentative writing skills.

**Writing Process:** Writing is a process and we will work through all stages of the writing process (prewriting, writing/drafting, revising, editing, and publishing) for the various pieces we write throughout the course.

**Writing Workshop:** This course is structured in a writing workshop where we will work collaboratively to support one another throughout the writing process.

**Habits of Mind:** Habits of mind are ways of approaching learning that are both intellectual and practical as well as crucial and essential for all college-level learners and encourage active learning. Habits of mind are integral to our work together and we will practice these habits of mind on a daily basis.

- **Curiosity** - the desire to know more about the world.
- **Openness** - the willingness to consider new ways of being and thinking in the world.

- **Engagement** – a sense of investment and involvement in learning. **Creativity** - the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** - the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems to structure knowledge.

Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project. *Framework for Success in Postsecondary Writing*. CWPA, NCTE, and NWP, 2011, [wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf](http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf).

### **Course Modality**

This course is online.

#### **Online:**

- You can expect to be online four or five days a week to complete the assigned work and stay up to date with the class. However, you can do that when it fits your schedule. An exact date and time for being online is not required.
- You will be expected to do the same amount of work though as in a traditional classroom – the workload does not change.
- The instructor will post readings, video lectures, other learning materials, and the course schedule in Schoology.
- The instructor will also post online discussions, assignments, quizzes, exams for this course in Schoology with specific due dates for each.
- The instructor will keep an updated gradebook in Schoology so that you may keep track of your progress in the course.
- You can expect to meet with the instructor and your classmates via web conferencing (Zoom).
- There will be opportunities to set up online meetings with the instructor but are voluntary.

*If you have any questions or concerns about the type of course you are in and/or the requirements listed above, please first reach out to your instructor. If you still have questions/concerns, feel free to contact the co-chairs of English, [Jeffrey.becker@ccd.edu](mailto:Jeffrey.becker@ccd.edu) and [Bret.Hann@ccd.edu](mailto:Bret.Hann@ccd.edu).*

### **COURSE CALENDAR**

Here's the [link to our course calendar/schedule](#). Please know that this is a tentative schedule and I may adjust the content in the weekly schedule if deemed necessary. On occasion, I may make changes and/or revisions to the schedule (course calendar) in an effort to be responsive to our learning community and needs of our class.

### **COURSE SPECIFIC POLICIES AND INFORMATION**

#### **Attendance**

Regular attendance in all live learning classes (Mondays, 10:00 am - 11:30 am) and regular participation in online course activities is critical for academic success. Please review the [College Non-Attendance Policy](#).

#### **Assignment Expectations**

It is expected that you use Google Documents to compose all assignments from the first draft (which may include prewriting) to the published draft. There will be a Google Document provided in Schoology where you will compose your writing. You will not earn credit for drafts if they are written in a separate document and “copied and pasted” into the Google Document provided in Schoology. The Schoology Google Document/Drive Integration assignment will allow access to all of the revisions throughout the entire writing process.

All work must be 1.5 or double spaced in 11 or 12 point font – typically Times New Roman or Calibri unless otherwise specified. Content is always valued over length, but there will typically be a word count/length requirement for most assignments. All assignments over one page must have page numbers and adhere to a documentation style (APA or MLA), if necessary, discussed in assignment expectations.

## **Late Work Policies**

Writing pieces and other assignments must be turned in at the time they are due. I will consider extending the deadline if you provide me with a reasonable written request (via email or Schoology message) at least 24 hours in advance of the due date. Keep in mind that we have a tight schedule and falling behind – even just a little – can have a significant impact on your ability to produce quality work.

All assignments will be submitted in Schoology. The late penalty for writing pieces (major assignments) and other assignments is a 5% grade reduction for each day the assignment is late. For example, a late paper would go from 95% to 90% or 85% to 80%, etc., for each day it is late. I will not accept late final portfolios.

Participation in our learning community via class discussions, group activities, peer review, Schoology postings and other related coursework is fundamental to the success of your learning. Therefore, in some cases weekly assignments cannot be made up (exceptions are made only in cases of emergency). If an assignment can be made up (check with me for particulars), then the late submission is worth only up to 50% of the original points possible.

## **Opportunity to Revise**

You may revise any piece of writing for this class; before you revise, you must have either a conference with me (by appointment) or a Writing Center appointment. The revision must demonstrate evidence of specific choices you made to revise the piece based on a writing conference with me or an appointment with the writing center. All revisions must be submitted by Wednesday, April 27th at 11:59 pm.

## **GRADE SCALE**

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A	90-100%	Superior mastery or achievement.
B	80-89%	Better than average mastery or achievement.
C	70-79%	Acceptable mastery or achievement.
D	60-69%	Less than acceptable mastery or achievement.
F	Below 60%	Fails to demonstrate achievement of course objectives.

## **POINT/PERCENTAGE DISTRIBUTION**

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Reading, Writing, and Thinking Coursework = 30%  
Argument Analysis Paper = 15%  
Profile = 15%  
Entering the Conversation Argument = 20%  
Portfolio and Final Reflection Essay = 20%

## **ETHICAL AND RESPONSIBLE WRITING**

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### **Academic Integrity**

Per CCD's Student Code of Conduct, plagiarism may result in failing an assignment as well as additional disciplinary action by the college. Helping someone else to plagiarize or cheat is also a violation of the CCD Student Code of Conduct and will result in disciplinary action. Academic dishonesty includes the following (and more):

- Copying someone else's words without putting them in quotation marks and citing the source
- Using someone else's ideas without citing the source, even if you put the idea in your own words
- Changing only a few words when paraphrasing, whether or not you cite the original source
- Falsifying results or inventing evidence
- Submitting the same work for multiple classes

If you ever feel tempted to plagiarize because you don't understand an assignment or think you don't possess the skills to complete it successfully, **please come to me for help before doing so.**

**MULTIPLE SUBMISSION/SELF PLAGIARISM:** You cannot turn in work to this class that you did for another class. If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved.

### **Turn It In**

In this course we will sometimes get feedback on our writing by using TurnItIn in D2L, the CCD Learning Management System. We will be using this site as a learning tool to help you become more aware of accurate documentation. Since you will be submitting your own papers, you will see the Turnitin report and be allowed to revise any essays prior to publishing your final draft. Be aware, however, that should Turnitin indicate that a submitted paper represents an academic integrity violation, that violation will be pursued in accordance with the University policy and the TurnItIn report may be used as evidence.

**Academic Dishonesty: CLAS Policy:** Students are required to know, understand, and comply with the Academic Dishonesty Policy. Academic Dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty.

This course assumes your knowledge of these policies and definitions. Failure to adhere to them can result in penalties ranging from failure of the assignment or the course to dismissal from the University; so, be informed and be careful. If this is unclear to you, ask me.

The penalty for plagiarism in English 121 could result in failing an assignment and **any** instance of plagiarism could also warrant a failing grade in the course.

**Student Code of Conduct:** As members of the community, students are expected to uphold the college standards, which include abiding by state civil and criminal laws and all school policies and standards of conduct.

### **Writing Zone:**

The Writing Zone is a space where all student writers can find support at every stage of the writing process. Whether it be invention strategies to determine what to write about, organizing ideas, or revising drafts, the center and its highly trained tutors provide a comfortable environment for students to improve and succeed.

### **Writing Center tutors will work with you to:**

- Clarify assignments
- Gain an experienced reader's response and receive constructive feedback
- Learn, revision, editing, organization, and idea-development strategies
- Use and properly cite outside sources

### **There are different options for remote tutoring sessions:**

1. **Remote Tutoring:** Visit the [Excel Zone's Website](#) for the most current information.
2. **Brainfuse:** Students can access 24 hour online tutoring services. [Visit this website to schedule a tutoring session.](#)

### **Suggestions for getting the most out of your session:**

- Have a copy of the writing assignment sheet and any coursework you've completed for the assignment.

- Have a clean electronic or hard copy of your draft.
- If possible, make your appointment well before the due date to allow yourself time to revise.
- Come prepared with some awareness of what specific concerns you have about your work.

**Student Success Center:** CCD's Student Success Center (SSC) is located in Confluence 408

**English as a Second Language Center:** CCD's ESL tutoring lab is located in room 404 of the Confluence Building.

**The Accessibility Center (AC):** located in Confluence 121, is committed to serving our students with disabilities and believes everyone should have access to the resources they need to reach their academic potential. The AC opens the door to a rich college experience by providing services, resources, and reasonable accommodations for our students with disabilities.

**Disability Services:** Students with documented disabilities who need reasonable accommodations to access their courses should apply for services at the Accessibility Center (AC).

## INSTITUTIONAL OUTCOMES

Graduates of the Community College of Denver are prepared to be successful on a personal, professional, and global level. For a full description of these [institutional outcomes](#) please see Institutional Policies module on this course's D2L shell. In this class we will focus on:

**Effective Communication:** Students will communicate a central guiding idea to a defined audience, for a concrete purpose, employing effective conventions in the service of meaning.

**Critical Thinking:** Students will analyze information and ideas from multiple perspectives and articulate an argument or opinion or a conclusion based on that analysis

**Intercultural Literacy:** Students will apply a set of cognitive, affective, and behavioral skills to effectively interact in a variety of cultural contexts.

## STUDENT RESOURCES

CCD has several resources for students. See the list below and/or reach out to the instructor with any needs.

- **Online Tutoring:** Sessions are available at [Excel! Zone](#)
- **Advising:** Schedule a virtual appointment with academic advisors by emailing [Advising@ccd.edu](mailto:Advising@ccd.edu)
- **COVID-19 Updates and Student Support Resources:** [COVID-19 Updates and Student Resources](#)

**IT Help Desk:** Email [HelpDesk@ccd.edu](mailto:HelpDesk@ccd.edu) or call (303) 352-3030

**Accessibility Center:** Please reach out to your Specialist first and/or [ccd.access@ccd.edu](mailto:ccd.access@ccd.edu)

**Teaching & Learning Center:** [D2L Introduction Videos for Students](#)

## STANDARD COMPETENCIES

1. Exhibit an understanding of audience, purpose, genre, context, and formatting that is responsive to the situation.
2. Plan, write, revise and review multi-paragraph compositions that stress analytical, evaluative, exploratory, and persuasive/argumentative writing within various rhetorical situations.
3. Apply conventions of composition including organization, presentation, and stylistic choices.
4. Employ critical and evaluative reading skills in order to synthesize evidence and/or sources in support of a claim, using an appropriate documentation system.
5. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style.

## TOPICAL OUTLINE

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### I. Rhetorical Knowledge

- a. Audience
- b. Purpose
- c. Reading strategies
- d. Genre
- e. Reflective strategies

### II. Experience in Writing

- a. Generating ideas
- b. Planning
- c. Drafting
- d. Editing
- e. Proofreading
- f. Revising
- g. Critiquing
- h. Recursive process

### III. Critical and Creative Thinking

- a. Identifying context
- b. Presenting a position
- c. Drawing relevant conclusions

### IV. Sources and Evidence

- a. Selecting appropriate evidence
- b. Evaluating evidence
- c. Integrating evidence

### V. Composing Conventions

- a. Applying genre conventions
- b. Voice, tone, and style
- c. Structuring and paragraphing
- d. Employing appropriate mechanics, syntax, and diction