

English 1110.01 – First-Year English Composition

Instructor Information

Name: **Erin Kathleen Bahl**

Email address: **bahl.24@osu.edu**

Office hours: **meetings in person or via Skype/Google Chat/etc. by appointment**

Course Overview

Course Description

In this first-year writing course, you will develop your capacity for undertaking academic research and analysis through an original research project and presentation of the results of your work to an audience of your peers. You will identify an area of interest within our course theme—**Religion in Everyday Life**—and you will find materials to analyze, develop analytical research questions, explore secondary texts, and make claims that are connected to the evidence you have discovered. As many researchers do at this stage in their work, you will then reframe what you have learned for a public audience. During the research process, you will also be preparing for the English 1110 Symposium by working on your own Symposium Presentation, a 5-minute presentation consisting of 15 images, each accompanied by 20 seconds of text. The creation of your Symposium Presentation will provide significant opportunities for considering the nature of your research, the relationship between visual and written text, and issues of writing craft.

Course Theme: *Religion in Everyday Life* | Religion can be a tough topic to talk about in academic contexts. However, being able to communicate critically and respectfully about religious topics is an important part of participating in public discussions. In this course we'll apply analytical thinking and writing by exploring the role of religion in everyday life using a "vernacular religions" framework.

GE Goals and Objectives

This course fulfills the Writing—Level One General Education (GE) requirement. Throughout the course, weekly overview pages will guide you

through assigned reading, writing, and activities in pursuit of these outcomes.

GOALS FOR THE GE WRITING REQUIREMENT

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression

LEVEL ONE (1110) EXPECTED LEARNING OUTCOMES

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Course Materials

Textbook

Rosenwasser, David and Jill Stephen. *Writing Analytically*. 7th Ed. Stamford, CT: Cengage Learning, 2014.

Writing Analytically is available at all campus bookstores. If you purchase the textbook at campus bookstores, it will be bundled with access to a rich-text ereader version called MindTap, linked from Carmen. You may find some of its value-added features helpful to your learning style, and so you should feel free to explore it, but you are also welcome to use only the print version.

You may also purchase a static-text electronic version of *Writing Analytically* directly from Cengage; depending on the access period you choose, the price may be lower or higher than the physical text. Access this version through [Cengage's online store](#).

Additional reading

In addition to regular portions of *Writing Analytically*, we will be reading a number of additional texts: thematic readings, portions of the Writers Exchange guide, and others. These will all be posted on Carmen in the appropriate weekly modules.

Required Technology

FOR HELP: Call **614-688-HELP** at any time for technical support.

Necessary Technology



Computer: current Mac or PC with high-speed internet connection.

This can be your own computer or a lab computer.



Software:

- An up-to-date web browser; ODEE recommends [Firefox web browser](#) for the best Carmen experience, but most browsers will be fine, including [Google Chrome](#), [Apple Safari](#), and [Microsoft Internet Explorer](#)
- [Microsoft Office](#), or a free alternative that can handle MS Office files, such as [LibreOffice](#)
- [Adobe Reader](#), or an alternative PDF reader



File storage: You need a place to store your own files and those of your classmates. If you are using your own computer, you can save them there, but if you are using a shared computer in a lab or library, you'll need to save files to a flash drive or a cloud storage location like [BuckeyeBox](#).

Optional Technology

These items are not required to complete this course, but may be required for certain optional assignment formats and other activities.



Webcam: built-in or external webcam, fully installed



Microphone: built-in laptop or tablet mic or external microphone, for recording presentation audio



Digital camera: at least 5 megapixel or current smartphone camera, with the ability to upload photos to the Internet

Baseline technical skills



Basic computer and web-browsing skills



Navigating Carmen

- [Carmen help](#) from the Office of Distance Education and eLearning
- [Carmen system check](#)

Technology skills for this course

Depending on the format you choose for your Symposium project, you may or may not use all of these skills.



Contributing to discussion boards



Recording a slide presentation with audio narration



Basic photo editing

Combining text and image in a variety of webapps

Grading, Participation, and Academic Integrity

Grade breakdown

Your final grade in this course will be determined by a weighted average of these components. Detailed prompts will be provided for each assignment.

Assignment	% of final grade
Analytical Research Project: Analysis of Primary and Secondary Sources Skills: Identification of appropriate primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary and secondary sources, synthesis of multiple critical viewpoints into new interpretations, thesis development, composing process, style and grammar	40%
Symposium Presentation Images and Text Skills: Making appropriate rhetorical decisions to reframe the results of academic research for a new audience, understanding genre expectations, attribution and citation of digital and visual sources	30%
Process Posts Skills: Preparatory writing and image collection, reflection on your own writing process	10%

Written Participation	20%
Skills: Active participation on discussion boards, helpful feedback on WEx, responding to presentations thoughtfully, productive collaboration, respect for classmates	

Late assignments

Student work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+).

Technical difficulties are not, generally speaking, a valid excuse for late work, nor is a pre-planned conflicting activity (travel, work, etc.). If a true emergency causes you to miss a due date, please contact me as soon as possible.

Grading scale

The First-Year Writing Program uses a four-point scale in line with the registrar's interpretation of letter grades on transcripts. Each assignment will assigned a letter grade, which will be interpreted as follows when determining a final grade.

Assignment Weights

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Weight	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0

Final Grade Ranges

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Range	4.00	3.84	3.49	3.14	2.84	2.49	2.14	1.84	1.49	1.14	0.99
	— 3.85	— 3.50	— 3.15	— 2.85	— 2.50	— 2.15	— 1.85	— 1.50	— 1.15	— 1.00	— 0.00

To see your current grade at any time during the course, click **Grades** in the navigation bar.

Instructor response time

I am providing the following list to give you an idea of my intended availability throughout the course.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

GRADING AND FEEDBACK

For large weekly assignments, you can generally expect feedback within one week.

EMAIL

I will reply to emails within 24 hours.

DISCUSSION BOARD

I will check and reply to messages in the discussion boards several times a week (if you have an urgent question, email is a better way to get in touch).

Participation and Communication

Participation requirements

Because this is an online-only course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:** At least three times a week

In general, our schedule is set up so that there's something you should be doing on the Carmen site about three times a week (on Tuesdays, Thursdays, and Sundays). These moments can be anything from a major assignment due date to a reading that we'll be going over on the discussion board — you can see what's happening in any particular week in the weekly breakdown in the Content area. During certain weeks, for example week 4, an activity (in that case the sample WEx module) may stretch across multiple days. Although this is an online-only class, we will still be observing the university's holiday schedule, so (for example) there's nothing due on Memorial Day, May 29th.

- **Participating in discussion forums:** At least two posts per week (one original post and one response to a classmate's post).

Whereas in an in-person class we would discuss concepts and readings with each other in real time, in this online class we'll be doing this work in the discussion boards. Just as with discussion aloud, some people write more than others, and that's fine. But everyone must participate, and this participation will count for a large proportion of your participation grade.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. See the [OSU Online guidelines for online discussions](#) for more information.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe--and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. In this course, as in all courses at the university, students must act according to the University's [Code of Student Conduct](#) [PDF], which includes avoiding acts of

academic misconduct.

Faculty Rule 3335-5-487 states, "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee."

In this course students will work collaboratively, through WEx and through discussion board conversations, to improve each other's writing, but assignments and drafts should be each student's independent work. Students should not use others' words and claim them as their own ('plagiarism'); nor should they submit (without the permission of their instructor) work for one course that has also been submitted in fulfillment of the requirements of another course.

Resources for OSU students

FYWP Director

Edgar Singleton is the Director of First-Year Writing at Ohio State. You can reach him at singleton.1@osu.edu.

Writing Programs Ombudsman

The Ombudsman of the Writing Programs, Debra Lowry, mediates conflicts between instructors and students in writing programs courses. She can be reached by email and in person.

Email: lowry.40@osu.edu

Office hours in Denney 441: Mondays 1-3pm, Thursdays 9-11am, and by appointment.

All conversations with the Ombudsman are confidential.

The Writing Center

The OSU Writing Center is available to provide free, professional writing tutoring

and consultation, both online and in person. For information on their schedule and locations (including online sessions), visit their website: cstw.osu.edu/writing-center

Counseling and Consultation Services

College can be stressful, and Ohio State is committed to supporting students. Whether you're having difficulty keeping up with classes, if you're trying to cope with new pressures, or if you just feel like you need to talk something out, Counseling and Consultation Services can help; they provide a wide range of resources for undergraduate students. For more information, see their website at ccs.osu.edu. If you're in need of immediate assistance M-F 9a-4p, call 614- 292-5766 and ask to speak to an urgent counselor. Outside these times, call Net Care Access at 614-276-2273 or go to the nearest emergency department.

Student Advocacy Center

The Student Advocacy Center is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: studentlife.osu.edu/advocacy

The Office of Student Life Disability Services

The Office of Student Life Disability Services (SLDS) provides services to any student who feels s/he may need an accommodation based on the impact of a disability. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

In addition to contacting the instructor, please contact Disability Services in person or via any of the following contact methods to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. SLDS is located in 150 Pomerene Hall, 1760 Neil Avenue; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

All discussions with your instructor and with SLDS are confidential.

Accessibility of Course Technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Carmen is OSU's branded installation of the software package Desire2Learn. D2L provides information on their [accessibility standards](#) at their website.

Week	Day	Topics	Reading due	Writing due	WEx Activities
1	Thursday, May 12	Introduction to English 1110 First-Day Writing Considering the Writing Process Technology Overview			
2	Sunday, May 15	Preview ARP What is analysis? How to succeed in an online class	"The Analytical Frame of Mind" (WA pp. 1-10) Video on "How to Succeed in an Online Class" on Carmen	First-Day Writing due in Carmen dropbox	
	Tuesday, May 17	Counterproductive habits of mind Exploring the course theme	"Counterproductive Habits of Mind" (WA pp. 10-16) Thematic Readings (Primiano, Plate) on Carmen		
	Thursday, May 19	Finding primary sources for the ARP /Notice and Focus Introduction to the Symposium	Sample Symposium Presentation on Carmen		
3	Sunday, May 22	Modeling analysis of primary sources The five analytical moves The Method	"The Five Analytical Moves" (WA pp. 16-36)		
	Tuesday, May 24	Rhetorical analysis Using the five analytical moves on complex sources	"On Rhetoric in English 1110" on Carmen	Process Post 1 due in Carmen dropbox	
	Thursday, May 26	Rhetorical analysis, continued Modeling analysis of primary sources; intro to Learning WEx	WEx Manual, Pt. 1		"Learning WEx" submission window opens at 5PM

Week	Day	Topics	Reading due	Writing due	WEx Activities
4	Sunday, May 29	<i>No Assignments -- Memorial Day Weekend</i>			
	Tuesday, May 31	Learning Wex, continued	WEx Manual, Pt. 1		5PM: Submission window closes, review window opens
	Thursday, June 2	Learning WEx, continued			5PM: Review window closes, reflection window opens
5	Sunday, June 5	Learning WEx, continued	WEx Manual, Pt. 2		5PM: Reflection window closes
	Tuesday, June 7	Sourcing and citing Symposium Presentation images	"Sourcing and Citing Images for the Symposium Presentation" on Carmen	Process Post 2 due in Carmen dropbox	
	Thursday, June 9	Introducing the Secondary Source Integration and the Annotated Bibliography Getting Started with Research Finding your way in the library			"PSA" submission window opens at 5PM
6	Sunday, June 12	WEx: PSA		Primary Source Analysis due on Carmen	5PM: Submission window closes, review window opens
	Tuesday, June 14	WEx: PSA		Process Post 3 due in Carmen dropbox	5PM: Review window closes, reflection window opens
	Thursday, June 16	WEx: PSA			5PM: Reflection window closes

Week	Day	Topics	Reading due	Writing due	WEx Activities
7	Sunday, June 19	Reading analytically Understanding MLA citation style Writing about readings	"Reading Analytically" (WA pp. 39-69) "MLA Style" (WA p. 227)		
	Tuesday, June 21	Evaluating and working with secondary sources Using sources analytically	Model secondary sources on Carmen "Integrating Quotations" (WA pp. 196-198) "Using Sources Analytically" (WA pp. 181- 195)		
	Thursday, June 23	Evidence vs. claims 10 on 1 Interpretation	"Reasoning from Evidence to Claims" (WA pp. 89-117) "Context and Interpretation" (WA pp. 119-131)	Annotated Bibliography due in Carmen dropbox	
8	Sunday, June 26	Weak Thesis Statements Thematic Exploration	"Finding and Evolving a Thesis" (WA pp. 147-149) Thematic Readings TBD on Carmen	Process Post 4 due in Carmen dropbox	
	Tuesday, June 28	Moving toward your final ARP	"From Paragraphs to Papers" (WA pp. 229-235; 251-261)		"SSI" submission window opens at 5PM
	Thursday, June 30	WEx: SSI		Secondary Source Integration due in Carmen dropbox	5PM: Submission window closes, review window opens

Week	Day	Topics	Reading due	Writing due	WEx Activities
9	Sunday, July 3	WEx: SSI			5PM: Review window closes, reflection window opens
	Tuesday, July 5	WEx: SSI			5PM: Reflection window closes
	Thursday, July 7	Introductions and conclusions	Introductions & Conclusions (WA pp. 236-251)		
10	Sunday, July 10	Revising for Style Writing Craft	"Nine Basic Writing Errors (BWEs) and How to Fix Them" (WA pp. 305-327)		"ARP Draft" submission window opens at 5PM
	Tuesday, July 12	Creating your Symposium Presentation Writing Symposium Presentation Scripts		Analytical Research Paper Draft due in Carmen dropbox	5PM: Submission window closes, review window opens
	Thursday, July 14	WEx: ARP		Process Post 5 due in Carmen dropbox	
11	Sunday, July 17	WEx: ARP			5PM: Review window closes, reflection window opens
	Tuesday, July 19	WEx: ARP			5PM: Reflection window closes
	Thursday, July 21	Preparing for the English 1110 Symposium		Symposium Presentation link posted in discussion board	

Week	Day	Topics	Reading due	Writing due	WEx Activities
12	Sunday, July 24	The English 1110 Symposium			
	Tuesday, July 26	The English 1110 Symposium			
	Thursday, July 28	Finalizing your Analytical Research Paper Evaluations Reflecting on the semester		Process Post 6 due in Carmen dropbox	
Exams	Tuesday, August 2			ARP Final Draft due in Carmen dropbox	