Course Number: English 101  
Course Name: College Writing  
Instructor: Kelly Thomas  
Office Address: LA 529  
Email: Thomask15@nku.edu  
Office Hours: T/R, 12:30-1:30, LA 529, and by appointment

Course Description
Welcome to English 101; a course designed to teach you the rhetorical skills you need to compose, revise, and critically analyze persuasive texts both within in the university and in the wider world.

In this class, you will learn to:

- Develop flexible, effective strategies for generating ideas; researching topics; composing drafts; revising, peer responding, editing, and proofreading writing via print and digital media
- Conduct research-based inquiries, use invention techniques effectively to explore your own ideas, engage different perspectives, and develop findings into sustained arguments or narratives.
- Locate, evaluate, integrate, and cite secondary sources effectively and ethically, using appropriate academic citation methods.
- Produce effectively organized writing that is stylistically appropriate,
- Demonstrate careful attention to proofreading and meet conventional expectations for particular audiences in specific contexts.
- Write effectively and persuasively for diverse contexts, audiences, purposes, and genres
- Develop critical awareness of the unique affordances and limitations of diverse writing technologies and modalities of communication, both digital and non-digital.
- Reflect critically on your own writing practices and rhetorical decisions.

Required Materials
The Little Seagull Handbook ISBN: 978-0-393-93580-6 (pbk.)
notepad or laptop (something to take notes on)
college dictionary

Submission of Assignments
The majority of assignments will be submitted via Blackboard (electronically). FOR ALL LATE ASSIGNMENTS (i.e. assignments completed past the posted deadline), you are required to submit your assignment in person—i.e. a hard copy—during office hours (or a pre-arranged appointment); and, I will only accept (late assignments) the class period following the original due date—any assignment handed in past that time period is a zero. I DO NOT accept email submissions—no exceptions. If you are experiencing any technical difficulty with Blackboard, print a hard copy of your essay (to hand in).

Course Grading/Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Initial Reflection</td>
<td>Analyzing and reflecting on your rhetorical practices in a particular context.</td>
<td>150</td>
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<tr>
<td>2. Rhetorical Analysis</td>
<td>Using rhetorical analysis as a method to analyze a public argument.</td>
<td>200</td>
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<tr>
<td>3 Research-Based Argument</td>
<td>Researching and making a rhetorical argument about a public issue.</td>
<td>250</td>
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<tr>
<td>4. Remediation</td>
<td>Understanding how the medium affects the message by remediating a previous piece of writing (by changing the medium and/or modality of communication) to present your work to a new audience.</td>
<td>150</td>
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Each assignment is comprised of class activities, shorter writing assignments, drafts, peer responses, proposals, research notes, reflective cover letter (for majority of assignments), and a major final essay (or the multimodal equivalent).

For each major assignment, you can expect to compose approximately 1000 – 2000 words (one double spaced page is approximately 250 words) of formal revised writing (or multimedia equivalent), including a reflective cover letter in which you discuss the rhetorical choices you made in composing your essay.

You also will compose approximately 1000 – 2000 words of informal writing during each inquiry (e.g. invention and revision exercises, rough drafts, research notes, proposals, peer response comments, mid-process reflections).

### Grading Scale

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9%</td>
<td>A-</td>
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<tr>
<td>87-89.9%</td>
<td>B+</td>
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<tr>
<td>83-86.9%</td>
<td>B</td>
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<tr>
<td>80-82.9%</td>
<td>B-</td>
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<tr>
<td>77-79.9%</td>
<td>C+</td>
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<tr>
<td>73-76.9%</td>
<td>C</td>
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<tr>
<td>70-72.9%</td>
<td>C-</td>
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<tr>
<td>67-69.9%</td>
<td>D+</td>
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<tr>
<td>63-66.9%</td>
<td>D</td>
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<tr>
<td>60-62.9%</td>
<td>D-</td>
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<tr>
<td>59.9 % and below</td>
<td>F</td>
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### Attendance Policy

You have a responsibility to yourself, your instructor and your classmates to be in each day (that class meets) on time, to come prepared, and to engage in the topic of the day. Absences should occur only for illness. **All absences count, regardless of the reason.** If you miss more than 3 class periods, your final course grade will be lowered by half a letter grade (A to A-, B+ to B, etc.). **In-class activity points are available only to those who come to class prepared and on time—this includes points available for peer review sessions.**

### Classroom Behavior Policies

**Distractions:** Please silence your cell phone and refrain from TEXTING. While we will regularly use laptops (or other mobile devices) for in-class writing, research, and collaboration, please refrain from using your device for non-class activities.

**Backing up Work:** Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

**Respect / Community:** While we will often engage in vigorous and lively debate in this class, personal insults or attacks on an individual person’s race, class, gender, sexuality, or disability will not be tolerated.

### Student Learning Outcomes for English 101

Students will demonstrate the following learning outcomes of the NKU General Education Program:

- C.3. Students employ the principles of rhetorical communication
- C.4. Students comprehend college-level readings in various settings and disciplines
- E.1. Students comprehend the ethical perspectives and responsibilities of individuals
C.2. Students create and write coherent, grammatical pieces for a variety of topics and audiences

Course-specific Goals (101)
- Writing for college-level audiences and purposes as well as audiences outside the university
- Creating and organizing complex ideas in writing
- Understanding how our writing affects readers and learning to revise to improve that effect
- Reading to identify another writer’s decisions
- Locating relevant sources, evaluating their usefulness, employing them effectively in work, and citing them correctly
- Understanding and avoiding plagiarism
- Editing, proofreading, and designing documents for a polished final product

Foundation of Knowledge Mission Statement
The Foundation of Knowledge program guides students to become independent learners, innovative thinkers, and responsible citizens. The program provides a foundation of values, knowledge, and skills that will empower them to discover their personal potential, communicate effectively, work in diverse communities, and solve problems in a global society. Courses in the program invite students to expand the life-long practice of asking questions, seek new points of view, apply principles of reason, adjust ideas in relation to new situations, and take reflective action.

GENERAL INFORMATION

Last Day to Drop or Add a Course
The last day to drop a course without a W appearing on the student’s transcript is Jan. 19. The last day to add a course is Jan. 19.

Exam Week Meeting
All classes will meet during the officially scheduled time for the final exam as published on the registrar’s website. Although there is no final exam for ENG 101, we will have a final assignment and activity due that day. Final exam week meeting and time TBD.

Midterm Grades
Midterm grades will be issued to all students. Midterm grades reflect the student’s level of performance in the class and can be used to decide if current level of effort in the class is adequate. Midterm grades are not a part of a student’s permanent records; they will be replaced by final course grades.

Midterm grades will be posted in myNKU by the deadline established in the Academic Calendar (http://registrar.nku.edu/academiccalendar.html).

Student Evaluation of Instructor and Course
NKU values student course evaluations as means of gathering information for the enhancement of learning opportunities. Student evaluations are your opportunity to offer feedback to your instructor about the course and his or her teaching methods. During the two weeks prior to the end of each semester, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Student Honor Code
The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. The purpose of the Honor Code is to establish standards of academic conduct for students at NKU and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each NKU student is bound by the provisions of the Honor Code and is presumed to be familiar with them. View the complete honor code at http://deanofstudents.nku.edu/policies/student-rights.html#policies.
Accommodations Due to Disability
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at http://disability.nku.edu.

Credit Hour Policy Statement
In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the pursuit of student learning outcomes (and verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practicums, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:
- In Class—37.5 hours
- Reading Assignments—20 hours
- Researching and informal writing assignments (blogs, peer response, etc.)—20 hours
- Papers—60 hours

Total 137.5 hours

CAMPUS RESOURCES IN THE STUDENT SUCCESS CENTER

The NKU Writing Center – Located in University Center 170: The NKU Writing Center helps students write better papers and become better writers. Student writing consultants/tutors can help you in any stage of your writing process: getting started, by helping you better understanding the writing prompt or assignment and by brainstorming with you ways to best respond; revising or rewriting your draft so you express your ideas in an organized and persuasive way; and editing and proofreading so your writing is both clear and correct.

Last year, 58% of students who used the Writing Center had a GPA of 3.00 or higher. That means the Writing Center helps all students, regardless of skill level!

For instructions on how to make an appointment, go to the Writing Center webpage at http://lap.nku.edu/writing/writingcenterappointment.html. Or, if you already know how to make an appointment, go directly to TutorTrac at https://tutortrac.nku.edu/TracWeb40/Default.html.

Get "composed" at the Writing Center, which means "Keep calm and write on."

University Connect & Persist (UCAP). UC 120, phone 859-572-6497, http://ucap.nku.edu
Assists students with creating action plans and support networks that promote personal responsibility, academic achievement and advancements toward graduation. Provides financial consultation to assist students in navigating financial aid process and other means of paying for college. Also has a lending library of textbooks.

Norse Advising Center. UC 210, phone 859-572-6900, http://advising.nku.edu
Email: advising@nku.edu
Advisors discuss majors and career options with you. They guide you through your individual degree plan, serve as a primary resource for campus information, and help you register for classes. Students advised through the Norse Advising Center should meet with the Peer Coach during the first three weeks of the semester.

Norse Tech Bar. UC 252, http://success.nku.edu/techbar.html Email: techbar@nku.edu
The Norse Tech Bar is the student-centered destination for technology on campus. Technology experts are there to answer questions and troubleshoot computers, tablets, and smartphones. PCs and Macs are available in the lab. Collaboration spaces are equipped with LCDs with hookups for laptops and/or tablets. Tablets are available for check-out for 5 days.