



DONNELLY COLLEGE

Course Modification

Curriculum Revision

Curriculum Addition

Course Removal

Faculty Member (s):	Brinton Smith	
Course Code#:	EN-111 English Composition I	
Course Title:	Original English Composition I	Revised
Credit Hours:	3	
Course Description:	Original: This course develops skills in writing the major types of composition such as description, narration, example, analysis, definition, classification, comparison/contrast and cause/effect. Students will practice techniques needed in writing reports and learn basic library skills used in research.	Revised:
Prerequisite(s):	Original: Placement into College Level Courses	Revised
Transferability:	As part of Donnelly Core for Associate degree	
Rationale/Comments:		

Departmental Approval: _____

Date: _____

Assessment Council: _____

Date: --/--/--

VPASA Approval: _____ Date: ___/___/___

Academic Council: _____ Date: ___/___/___ President's

Signature: _____ Date: / /

Filed with Registrar: _____ Date: / /
(Assign course number)

Revised May 16 2022

EN 111, English Composition I
DONNELLY COLLEGE
ONLINE - Asynchronous
3 Credits

INSTRUCTOR INFORMATION:

Instructor: Brinton Smith

Office: Online Only

Office hours: TBD

E-mail address: _____ (I will respond to most emails within two business days)

COURSE DESCRIPTION:

This course develops skills in writing the major types of composition such as description, narration, example, analysis, definition, classification, comparison/contrast and cause/effect. Students will practice techniques needed in writing reports and learn basic library skills used in **research**.

COURSE STRUCTURE:

This course is delivered entirely online, through Donnelly's learning management system CANVAS in conjunction with the Institute for Excellence in Writing *Structure and Style for Students Year 1*, and *Fix-It! Grammar: Level 3 - Robin Hood* integrated into *Canvas*. All *IEW* readings and all the assignments will be accessed through *Canvas Modules*.

This is an asynchronous course as there will be no live instruction. While you will have the ability and freedom to complete the work at your own pace, there will be assigned deadlines that you must meet. Be aware that your attendance depends on completing at least one assignment each week; to do good work in this asynchronous setting, you need to be highly motivated and disciplined.

****** Although most of the course is delivered in an asynchronous format (meaning there is no set time to log into the online course), optional synchronous sessions will be added to it. These should give you a chance to interact with me, my Teacher's Assistants, and your classmates and ask questions in real time. The dates and times for such sessions will be announced weekly in Announcements in *Canvas*.

TECHNOLOGY REQUIREMENTS

Regular Internet access is essential for the completion of this course. Discussions, assignments, tests/quizzes, and additional readings will all be in *Canvas*. You will have the chance to download required digital resources for this class and access it without Internet access; however, all the other work will require a stable Internet connection and a good working computer, speakers/headphones, webcam, microphone, and sometimes a printer. Do not use your cellphones to complete the work for this course. Most of it will have to be done directly in *Canvas*, and sometimes in Microsoft Word, which you will have access to via Office 365. Please contact the IT Support at itsupport@donnelly.edu if you need help with your software.

PREREQUISITES: Placement into College Level Courses

REQUIRED TEXTBOOKS:

1. [Structure and Style for Students: Year 1 Level C \[Binder & Student Packet\]](#) ISBN: 978-1-62341-508-2
2. [Fix It!™ Grammar: Level 3 Robin Hood \[Student Book\]](#) ISBN: 978-1-62341-361-3
3. Notebooks and writing tools.
4. A good thesaurus and a dictionary

* Further instructions for accessing *IEW* will be posted on *Canvas*.

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

- 1. Communication Skills:** Students will communicate effectively in writing and speaking.
- 2. Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
- 3. Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
- 4. Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
- 5. Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
- 6. Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
- 7. Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes - communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values - upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
- 6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA) 6b. Use of the scientific method. (AS)

EN 111: ENGLISH COMPOSITION I STUDENT LEARNING OUTCOMES

Upon completion of EN 111, students will have the ability to

1. Compose essays in a variety of styles, using thesis statements and evidence.
2. Discover and evaluate information from a variety of sources, and then apply those sources to the student's original written work.
3. Engage multiple perspectives on a single topic.
4. Compose papers free from plagiarism, using proper in text citation and works cited formatting.

Donnelly College Learning Outcomes	Associate of Arts Program Learning Outcomes	Student Learning Outcomes for EN 111: English Composition I	Application and Assessment
1. Students will communicate effectively in writing and speaking.	1. Students will demonstrate proficiency and creativity in written and verbal communication.	1. Students will have the ability to compose essays in a variety of styles, using thesis statements and evidence.	Passing average on all Formal Essays

2. Students will demonstrate proficiency in information literacy skills.	2. Students will demonstrate effective use of current technology in support of academic work.		Passing average on Peer Reviews
3. Students will demonstrate competency in qualitative and quantitative problem solving.	3. Students will demonstrate proficient use of qualitative and quantitative methods in problem solving.	4. Students will have the ability to compose papers free from plagiarism, using proper in text citation and works cited formatting.	
4. Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	4. Students will demonstrate critical and Analytic thinking across a range of disciplines.		
5. Students will develop an understanding across cultural differences locally, nationally, and internationally.	5. Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.	3. Students will have the ability to engage multiple perspectives on a single topic	
6. Students will engage independently and effectively in lifelong learning.	6a. Students will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines.		Passing average on IEW Tests
7. Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	5 (repeated). Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.		

COURSE REQUIREMENTS and GRADING POLICY:

Assignments	Points
Three Narrative Essays	300
Two Writing From One Reference Essays	200
Three Writing From Pictures Essays	300
Three Writing from Multiple Reference Essays	300
Two Writing from Prompts Essays	200
Total Possible Points	1300

GRADING SCALE:

Example: Grades will be assigned according to the following scale.

A: 90%-100%	1170-1300
B: 80%-89%	1027-1169
C: 70%-79%	198 - 1026
D: 60%-69%	780 - 897
F: Below 60%	779 points and below

ATTENDANCE AND PERFORMANCE:

Be prepared to meet your classmates and to take conversations with them seriously. This will be the key to completing the coursework and to your success in this class and in future classes.

EXPLANATION OF ASSIGNMENTS:

Written Assignments will typically be returned to students within two weeks of being turned in.

Formal Essays: All the essays listed under Course Requirements will have detailed directions. You will be provided IEW checklists/rubrics. They will follow the guidelines outlined in the directions in terms of length and genre. To prepare your essays, I will make myself *available* for individual conferences and you will also get help through the Peer Review process.

Note: In order to pass this course, you will need to turn in and get a passing grade in ALL formal essays.

Grammar tests: All your grammar tests will be in *IEW Fix-It Grammar*. To the extent to which it is possible, I will make myself available to guide you through the study plan.

Discussions: Both reading discussions and peer review discussions are meant to help you understand our assignments and develop your communication skills. Some of your discussions will be done through the Peer Review process and some will be posted on Canvas.

Late assignments

- 1. Late Assignments will not be accepted**
- 2. Students who request an extension must do so AT LEAST 48 HOURS BEFORE THE ASSIGNMENT is due. Extensions will be granted at the instructor's discretion.**

Missed assignments: While you may miss a quiz, you cannot miss a formal essay, either short or long. Failure to turn in **a formal essay will result in failing the class.**

ACADEMIC INTEGRITY: Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean, and appropriate sanctions will be imposed.

PLAGIARISM: Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one's original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

Specific to this class, the first offense of plagiarism will result in a failing grade for the assignment. The second offense will result in a failing grade in the course. In **every** instance of plagiarism, notification will be sent to the student, the student's advisor, the Dean of Liberal Arts and Sciences, the Vice President for Academic Affairs, the Director of Student Success and any other party deemed appropriate. Additionally, **any** instance of plagiarism in this course requires the student to take an intensive seminar on Academic Honesty. The student will be informed of the day, time and location for this seminar. The student will not receive a grade in this course until the seminar is completed, which may result in an Incomplete grade for the current semester.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President for Enrollment Management and Student Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or online) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

NETIQUETTE POLICY: Effective communication is key to success in online education, and that's where the term "netiquette" comes in. Netiquette, which is a portmanteau of "net" and "etiquette," refers to using courtesy and politeness when communicating with others online. The rules for online learning and classroom learning are virtually the same: You have to study, take notes, attend classes and participate in discussions. In the classroom, your words, gestures, posture and facial expressions communicate your thoughts and observations to your classmates and teachers. But how do you express yourself online, where the written word is all they see?

1. **Make sure identification is clear in all communications.** Begin with a salutation ("Hi, Jason!") and end with your signature ("Hannah Kay, Criminology 101").
2. Review what you wrote and try to interpret it objectively. When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Don't assume everyone understands where you're coming from.** Your online classroom is made up of people of all ages and cultures who have varied backgrounds, lifestyles and geographic locations. With this in mind, review what you wrote before contributing to the conversation and ask yourself, "Will *everyone* get the joke?"
5. **Don't spam.** Please don't take advantage of your connection with the other students in your online classroom to forward emails and links regarding your political/spiritual beliefs or to sell your services.
6. **Use emoticons.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion.
7. **Respect others' privacy.** Don't give out another student's personal email address without permission.
8. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
9. **Forgive and forget.** If you're offended by something another student says online, keep in mind that you may have misunderstood their intentions. Give them the benefit of the doubt.

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class. Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance. The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

General Schedule (unit and theme)

Unit I -Habits of Mind

Unit 2 - Reading as a Writer, Writing as a Reader

Unit 3 - Issues and Questions

Unit 4 - Claims and Arguments

Unit 5 -Arguing and Reflecting

COURSE CALENDAR

Weeks	Theme	Assignments Due
1	Unit 2: Writing from Notes	3-Paragraph summary (SSS-Week1/ 2) Fix It! Grammar - Week 1
2	Unit 3: Retelling Narrative Stories	3-Paragraph story (SSS-Week 3) Fix It! Grammar - Week 2
3	Unit 3: Retelling Narrative Stories	3-Paragraph story (SSS-Week 5) Fix It! Grammar - Week 3
4	Unit 4: Summarizing a Reference	3-Paragraph report (SSS-Week 6) Fix It! Grammar - Week 4
5	Unit 4: Summarizing a Reference	3-Paragraph report (SSS-Week 7) Fix It! Grammar - Week 5
6	Unit 5: Writing from Pictures	3-Paragraph composition (SSS-Week 8) Fix It! Grammar - Week 6
7	Unit 5: Writing from Pictures	3-Paragraph composition (SSSWeek 9) Fix It! Grammar - Week 7
8	Unit 6: Summarizing Multiple References	3-Paragraph report (SSS-Week 10) Fix It! Grammar - Week 8
9	Unit 6: Summarizing Multiple References	3-Paragraph report (SSS-Week 11) Fix It! Grammar - Week 9
10	Unit 6: Summarizing Multiple References	3-Paragraph report (SSS-Week 12) Fix It! Grammar - Week 10
11	Unit 7: Inventive Writing	Begin 4-Paragraph composition - body paragraphs (SSS-Week 12) Fix It! Grammar - Week 11
12	Unit 7: Inventive Writing	Complete 4-Paragraph composition -intro and conclusion (SSS-Week 13) Fix It! Grammar - Week 12
13	Unit 7: Inventive Writing	Begin 5-Paragraph composition - body paragraphs (SSS-Week 13 continued) Fix It! Grammar - Week 13
14	Unit 7: Inventive Writing	Complete 5-Paragraph composition -intro and conclusion (SSS-Week 14) Fix It! Grammar - Week 14
15	Unit 7: Inventive Writing	Catch up week Fix It! Grammar - Week 15
16	Unit 7: Inventive Writing	Timed Essay

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