

COLLEGE COMPOSITION AND RHETORIC

COURSE CODE: WRT1011

COURSE DESCRIPTION

WRT1011 emphasizes the interconnected nature of writing and reading at the college level. Students develop and refine individualized writing and critical reading processes while working with a variety of rhetorical strategies and structures. Through reading and writing assignments and class discussion and activities, students learn to read deeply, integrate material from texts, and express ideas both informally and through writing academic papers of increasing length and complexity. We will also consider how “Threshold Concepts” inform our understanding of writing. Among these are: Writing is both an activity and a subject of study. Writing is a knowledge-making activity. Writing is linked to identity. And, revision and reflection are critical for writers’ development, as all writers have more to learn. Credits: 3

COURSE REQUIREMENTS

- Students need to have earned a C grade or higher in a high school English/Language Arts course.
- Students must earn a C grade or higher in WRT1011 to enroll in WRT1012.

REQUIRED TEXTS AND COURSE MATERIALS

- WRT1011 Coursepack is available for purchase through the Campus Bookstore.
- Additional readings will be available through Canvas.
- All materials will be available in electronic format.

COURSE OBJECTIVES

- Apply writing process strategies to generate and organize ideas and to draft, revise, and edit college essays.
- Employ techniques of active and critical reading and informal reading response for inquiry, learning, and thinking.
- Understand and apply key components of rhetoric in critical reading and writing.
- Approach writing as a recursive process that entails substantial revising of drafts for content, organization, and coherence, as well as editing and proofreading.
- Integrate the ideas of others into their writing, using summary, paraphrase, quotation, analysis, and synthesis of relevant sources.
- Write clear and complete sentences, using a variety of sentence structures and demonstrating an ability to avoid or correct sentence-level errors.
- Demonstrate engagement in course by regular attendance, participation in class activities, completion of assigned work, and use of support systems when appropriate.
- Develop and articulate a theory about the nature of writing that incorporates concepts from the course, as well as reflections on their own identities and experiences as writers.

COURSE TOPICS

- Literacy Narrative: What is literacy? What's my literacy story?
- Summary Response: What is the value of Education?
- Academic Essay: What matters most in college writing?
- Theory of Writing: What have I learned about writing and myself as a writer?

TECHNICAL REQUIREMENTS AND SKILLS

A productivity suite such as Microsoft Office, Microsoft Office 365, Google Workspace (formerly G-Suite), or Open Office is recommended and may be required for some Landmark College Online courses. Students also need the ability to access Landmark College's online course content through a web browser running on a desktop or laptop computer with a webcam. An audio headset is recommended, but not required. All popular browsers are supported, but Landmark College recommends Chrome or Firefox.

Landmark College Online Dual Enrollment courses are optimally experienced through a full-featured web browser running on a desktop or laptop computer running Microsoft Windows or Apple Mac OS. Mobile phones and tablets may not be adequate or appropriate for completing certain aspects of your course work. However, when your laptop or desktop equipment is not available you can still access your courses through a mobile web browser such as Chrome or Safari. This allows you to keep up with your assignments, calendar, to-do list, and Inbox even when traveling. (The mobile app called "Canvas Student" is not compatible with our courses and should be avoided.)

If students access courses from school networks that use content filtering systems, which block access to public sites such as YouTube and Vimeo, students may have issues completing their assignments.

Skills for Success

To succeed in an online class, you should have the ability to:

- Navigate the WWW, including downloading and reading files from web sites.
- Download and install software or plug-ins such as Adobe Reader or Flash.
- Use the Learning Management System (Canvas) and be able to upload videos, files, and other materials, as necessary. More about Canvas can be found in the Canvas Overview course located on your dashboard.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items on a computer.
- Save and retrieve documents and files on your computer; and
- Locate information on the internet using search engines.

COURSE ASSESSMENTS & GRADING

65%: Revised Writing Projects

- **Project One:** Literacy Narrative
- **Project Two:** Summary Response
- **Project Three:** Academic Analysis
- **Project Four:** A Theory of Writing

10%: Reading and Writing Assignments

Reading assignments ask you to read short, published pieces of writing about writing and/or concepts in rhetoric. Writing assignments include journal entries (freewrites, notes, and annotations), pre-writes (for inventing ideas), early drafts, post-draft reflections, and revision plans. All reading and writing assignments are graded and include rubrics.

Late reading and writing assignments are accepted for up to one to two weeks, depending on the assignment, and all late assignments are graded based on a time range (e.g., on time, a little late, just in time, very late, does not meet expectations/not timely).

10%: Class Discussions and Presentation

Discussion assignments are usually reserved for writing workshops in which students give and receive feedback based on specific prompts. Discussions are graded and include rubrics.

The final presentation assignment asks students to present a publication draft of their theory of writing (project 4). The final presentation is graded and includes a rubric.

10%: Quizzes and Tests

Weekly practice quizzes offer a preview of key concepts and terms related to the assigned reading and content; they are completed early in the week. Graded quizzes test students on the same knowledge but are completed at the end of the week. All weekly quizzes consist of five to ten questions (true/false, multiple choice, fill in the blank, matching, etc.), and each question is worth one point. The highest score is recorded.

Graded Tests are assigned three to four times a semester to review the key concepts and terms covered in a project unit/module. Some test questions come from the weekly quizzes, and some questions come from other assignments (e.g., reading and writing assignments). In other words, you will have already seen and answered some of the test questions (they come from your weekly quizzes), and some questions will be new to you (they do not come from weekly quizzes). Tests are approximately 15 questions and may include short answers as well as multiple choice and true/false options.

5%: Participation and Mid-semester Self-reflection

Students are graded on participation, which includes communication and preparation:

- Timely scheduling and attendance in conferences with your Course Advisor or Instructor.
- Timely scheduling and attendance in presentations with your peers and Instructor.
- Timely Inbox communications (“messages”) with Instructor and Course Advisor.
- Timely submission of weekly self-evaluations (three questions, each worth one point).

Students are also asked to complete a mid-semester reflection on your work in the course.

LANDMARK COLLEGE GRADING SCALE

Letter Grades will be assigned as follows:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80

C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 and below

HOMEWORK POLICY

Assignments are directly correlated to the learning taking place at the time. In addition, the course goals and objectives include a focus on maintaining an effective organization system to manage course materials, support assignment completion, and enhance participation in course discussions, quizzes, and tests. Therefore, established due dates will be strictly adhered to throughout the semester. If you find yourself challenged with an assignment, contact your instructor before the due date to discuss an Action Plan.

ACCOMMODATIONS POLICY

Given the nature of Landmark Colleges' approach to teaching, students may find that many of the disability related academic accommodations which might be customary at traditional institutions of higher education may not be needed with a Landmark College online course.

However, if you feel that you may need individual academic accommodations, the College has policies and procedures in place to evaluate requests and ensure access. To view the full accommodations policy for Landmark College please visit: <https://www.landmark.edu/student-life/our-community/request-for-accommodations>.