

COLLEGE COMPOSITION AND RHETORIC (DRAFT)

COURSE CODE: WRT1011X

COURSE DESCRIPTION

WRT1011 emphasizes the interconnected nature of reading and writing at the college level. Students are asked to develop and refine individualized reading and writing 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 certain “Threshold Concepts” inform our understanding of writing. Among these are:

1. Writing is both an activity and a subject of study.
2. Writing is a knowledge-making activity.
3. Revision and reflection are critical for writers’ development, as all writers have more to learn.

REQUIRED TEXTS AND COURSE MATERIALS

Adler-Kassner, L. & Wardle, E. *Naming What We Know: Threshold Concepts of Writing Studies*. Boulder: University Press of Colorado, 2015.

WRT1011 Course Pack-Order through [The Landmark College Bookstore](#)

Additional Readings I will make these available through Canvas

*All materials will be available in digital format

COURSE OBJECTIVES & GOALS

Course Objective	Program Goal or Outcome	Course Assessment
Apply writing process strategies to generate and organize ideas and to draft, revise, and edit college essays.	General Education Goal #5: Communicate with clarity, coherence, and persuasiveness through written, oral, and other modes of expression. (Communication)	Journal writing and paper assignments
Employ techniques of active and critical reading and informal reading response for inquiry, learning, and thinking.	General Education Goal #7: Read critically to gain disciplinary knowledge and to explore important questions and ideas. (Critical Reading)	Journal writing, homework, quizzes, midterm exam, paper assignments.
Understand and apply key components of rhetoric in critical reading and writing.	General Education Goal #2: Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines. (Critical Thinking) General Education Goal #5 (Communication) See above.	Journal writing and paper assignments.
Approach writing as a recursive process that entails substantial	General Education Goal #5 (Communication) See above.	Journal writing, homework assignments, paper assignments.

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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.	General Education Goal #3: Recognize when information is needed and have the ability to access, evaluate, and use it effectively and ethically. (Information Literacy, adapted from the ALA.) General Education Goal #5 (Communication) See above. General Education Goal #7 (Reading). See above.	Summary work and formal papers.
Write clear and complete sentences, using a variety of sentence structures and demonstrating an ability to avoid or correct sentence-level errors.	General Education Goal #5 (Communication) See above.	Paper Assignments
Demonstrate engagement in course by regular attendance, participation in class activities, completion of assigned work, and use of support systems when appropriate.	General Education Goal #1: Sustain an ongoing process of self- reflection, self- awareness and self-advocacy that leads to both self- understanding and the successful management of the skills and strategies of a life-long learner. (Metacognition and Life- Long Learning)	Participation and engagement in course.
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.	General Education Goal #1: (Metacognition and Life-Long Learning) See above.	Journal writing and final paper.

COURSE GRADING

Assessment

60% Major Papers and Writing. Each Draft/Portfolio turned in at the end of a unit is worth 15%

- **Paper One**, Literacy Narrative
- **Paper Two**, Summarizing & Responding Portfolio
- **Paper Three**, Comparative Analysis
- **Paper Four**, Your Theory of Writing: Reflection and Synthesis

15%: Response journals

This is low stakes writing due at the end of most weeks. I will provide a prompt for you to respond to. If you produce 500 words and are generally on topic and on time, you will get full points. Late journals are accepted for up to two weeks and graded thus: 1-2 days late: 80%; 3-7 days late: 67%; 8 – 14 days: 50%.

The goal of journals is for you to practice the habit of producing writing without concern for quality (yet).

10% Daily homework, reading quizzes, process work for papers (outlines, drafts, etc.)

You will have homework due for every class meeting. I will provide links in Canvas for you to turn this work in, and I expect

you to get in the habit of turning this in without reminders.

10 % Assignments, Activities, Participation

Daily assignments, completion of lessons and activities, and participation in discussions and in synchronous classes make up this grade.

5 %: Final Presentation/Discussion

On the day set aside for this course's final exam, students will share some element of what they have learned in the class. There will be several options for the format of these presentations (Poster session, PowerPoint, video, oral presentation, etc.).

LANDMARK COLLEGE GRADING SCALE

Grade Range	Points	Definition
A 93-100	4.0	Excellent; distinguished achievement in all phases
A- 90-92	3.7	
B+ 87-89	3.3	Very good; high level of achievement in some phases
B 83-86	3.0	
B- 80-82	2.7	
C+ 77-79	2.3	Good; basic understanding of subject has been demonstrated
C 73-76	2.0	
C- 70-72	1.7	
D+ 67-69	1.3	Fair; minimal performance
D 63-66	1.0	
D- 60-62	0.7	
F 59 or below	0.0	

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 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>.

TECHNICAL REQUIREMENTS AND SKILLS

These are minimum technical recommendations for participating in online classes at Landmark College.

Technical Requirements

To participate effectively, you must have:

- Access to the Internet, preferably via computer and broadband internet access (cable modem, DSL, or other high-speed service).
- An activated Landmark College account.
- A school email account checked regularly.
- A modern web browser: the most recent release (or two prior releases) of Firefox, Chrome, Safari, or Internet Explorer. Note that Canvas does not work well on Internet Explorer.
- Up-to-date Flash and Java plug-ins.

- Permissions/ability to install additional plug-ins or class software as needed; and It is also highly recommended that you:
- Have up-to-date anti-virus software installed and active.

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.