



WRT 110 SYLLABUS

UNIVERSITY OF LA VERNE

La Verne Online/CAPA Click: <https://laverne.edu/online/>

Writing Program, Department of Modern Languages

Click: <https://sites.laverne.edu/writing-program/>

FALL 2018 ONLINE COURSE SYLLABUS - WRT 110: COLLEGE WRITING A

COURSE INFORMATION

- Sections 1987 and 2115

Course Dates: <https://laverne.edu/academics/calendars/online/>

- Sept. 24, First Day of Classes
- Sept. 27, Online Check-In Due or you may be dropped from course
- Nov. 8, Last Day to Withdraw from course
- Nov. 22-23, Thanksgiving Holiday
- Dec. 9, Last Day of the Course
- Dec. 17, Final Grades Submitted

PREREQUISITES:

- Completion of WRT 109, Written Communication test with a minimum score of 5, Test of Written English with a minimum score of 46, or SAT Writing & Verbal Combined score of 930. [Click for Placement Guidelines: https://sites.laverne.edu/writing-program/about/placement-and-general-education-requirements/](https://sites.laverne.edu/writing-program/about/placement-and-general-education-requirements/)
- General Education GE Category:
- CSWA Written Communication A, LVWA Written Communication A, Undergrad Main Campus Course. General Education Requirements: [Click here: https://laverne.edu/general-education/requirements/](https://laverne.edu/general-education/requirements/)

COURSE DESCRIPTION

Expository writing in major rhetorical forms generally based on analytical reading in various disciplines and intended to sharpen communication skills required for college work and later use. Course may fulfill AHFL for International Students Only. 4.000 Credit Hours

INSTRUCTOR INFORMATION

- Dr. Kirsten Ogden, MFA
- Adjunct Professor, Writing Program
- Online Office Hours By appt. over telephone
- Telephone, Text between 8aPST and 8pPST at 818-391-7698.
- (Personal number; do not publish).
- Email: Please use Blackboard Messaging System. If down, please use kogden@laverne.edu. If Blackboard is down more than 72 hours, please text.

REQUIRED WEEK 1 CHECK-IN & COMMUNICATIONS

- Be sure to take the online Readiness Assessment quiz. [Click here: https://laverne.co1.qualtrics.com/jfe/form/SV_ai1WjH6tlauehTf](https://laverne.co1.qualtrics.com/jfe/form/SV_ai1WjH6tlauehTf). Screen cap or take notes on your answers – you'll use this information for your first required Weekly Attendance Check-in due in Week 1 online by Thursday, 11:59pm PST.
- You're required to check the course by Mondays, 11:59pm PST of each week to preview the materials and assignments for the week and then to "visit" class a few times per week, with most final assignments due Sundays, 11:59pm PST of each week.
- Please complete your required WAC Weekly Attendance Check-ins by Wednesdays, 11:59pm PST of each week, except for Week 1, which is due Thursday, 11:59pm PST of Week 1.
- Please communicate with Prof. Ogden through the messaging service on blackboard. If you do email directly, please use your La Verne email account and email me at kogden@laverne.edu. Include a Subject Header with your first and last name, course name and number, and a brief subject.

CLASS DESCRIPTION AND OBJECTIVES

In this course we will learn and practice strategies and processes of personal and academic writing as a way to explore and communicate about issues that are important to us and to the communities in which we live. We will write compositions in various genres, including the personal essay, literary analysis, wiki pages, and a research-based argument, along with several shorter responses to readings and materials. We will read a variety of texts and genres as well to use as the basis of our discussion board sharing. Additionally, we will use various rhetorical strategies as critical reading and writing strategies.

WHAT IS RHETORIC?

The ancient Greek philosopher Plato describes rhetoric as the art of moving souls through speech -- in other words, persuasion. Plato believed that more often than not, unethical people used their language skills to motivate people to do things against their best interests. This view has come to dominate how we think about communication, so that most people understand rhetoric to mean manipulative language that is based less on reasoning and more on

emotion -- hence the term "empty rhetoric." We will study strategies for critical reading and writing and for learning to use writing as a social act for inquiry and action.

COURSE LEARNING OUTCOMES

STUDENTS WHO COMPLETE THE COURSE SUCCESSFULLY SHOULD BE ABLE TO:

- State explicitly a claim or thesis and develop this assertion using a logical organization appropriate for the writer's argument or other rhetorical purpose.
- Summarize, analyze, and synthesize a variety of sources for various rhetorical purposes.
- Develop facility in use of language that reflects awareness of audience and purpose through appropriate vocabulary, and through varied sentence structure and style.
- Demonstrate writing as a recursive process, using multiple drafts to plan, organize, edit, revise, and proofread work.
- Develop facility in use of standard written English conventions, and in use of academic citation conventions. (Instructor note: i.e. Standard "American" English)

COURSE ASSIGNMENTS OVERVIEW

- **Major Essays:** (Note: For each essay, please include a 150 word - 300 word "Reflection" in which you describe your process, your challenges, and your learning growth. Assignments without this component will lose a full letter grade on the assignment). You must earn a C- on the final research essay in order to pass the course, regardless of your current grade in the course at the time of submission. That assignment is your Learning Outcomes mastery assignment.
- **Special Note regarding Online Attendance and Participation:** 70 % of your grade is in your Essay-Writing Assignments. However, because I care about your learning experience, and in order to maintain your "attendance," you are expected to maintain your collaboration and contribution in other areas of the course by completing at least 70% of assignments each week, or you will receive an "absence." Missing two consecutive weeks without completing 70% of the assignments will result in you being dropped from the course. If you fail to complete at least 70% of assignments in any three weeks throughout the semester, you may be dropped from the course.
- **Using Voice Thread:** We will be using an additional technology resource – Voice Thread. You can sign up for your free voice thread account here: <https://voicethread.com/register/> Voice Thread is an interactive online discussion tool and presentation tool. Our Voice Thread materials are available only to students with the unique URL that I provide. It's a fun tool and most students really love it once they get the hang of it! If you have any questions about privacy and voice thread, just ask.

ASSIGNMENTS

Assignment	Description	Weighted Total	Due Date
Scattergories	Weekly Attendance Check-ins, Grammar Assignments, and Peer Review, etc.	5%	Ongoing
Discussion Board	Weekly contributions to 2 or 3 discussion boards per week, first post due on Wednesdays, second or more posts in response to peers, pointing to similarities and differences in thinking, or elaborating on your peers' ideas, due by Saturdays	15%	Weekly by Wednesdays and Saturdays *You may turn these in early if you wish.
Learning & Research Journal (Keep on Blog) (Weekly Research)	Reflect on your learning process and detail readings and experiences (metacognitive thinking) kept on a Blackboard or off-site Blog like Tumblr, Google Sites, Credit/no Credit for completion	5%	Sundays 11:59pm PST
Freewriting	Keep a handwritten "writing" journal of freewrites and upload a weekly "sample" of your writing Credit/No Credit for Completion	5%	Sundays 11:59pm PST

ESSAYS DESCRIPTION

For each essay, please include a 150 word - 300 word "Reflection" in which you describe your process, your challenges, and your learning growth.

Essay 1	MLA Format - Personal Reading and Writing History Narrative 1-3 pages Credit/No Credit	5%	Week 2
Essay 2	MLA Format - Summary+Analysis Essay on opening readings 2-4 pages + Works Cited Page Cr/Ncr	10%	Week 3
Essay 3	MLA Format - Literacy Narrative (Expansion of Personal Essay from Week 1 with Research) 3-5 pages + Works Cited Page	10%	Week 4 – DRAFT for Peer Review Week 5 – FINAL Draft due with Reflection
Essay 4	MLA Format - Concept Essay on “Loveability” with Research + Annotated Bibliography	10%	Week 6
Essay 5	APA format - Concept Essay on “Change Writing” with Research + Annotated Bibliography	15%	Week 8
Research paper	Multimodal “essay” that blends & expands Essay 4 and Essay 5 + Works Cited Page and may include images and other “multiple modes” beyond	20%	Draft Week 9 FINAL Week 10 *Due by Friday 11:59pm PST

	<p>text to help make your argument (charts, diagrams, etc.)</p> <ol style="list-style-type: none"> 1. Reflection on the Process 2. Cover Sheet 3. Abstract 4. Formal Outline of the essay 5. The Final Draft of the essay, typed, double spaced, 12 point font, paginated 6. Works Cited page of 7-10 sources cited in the body of your essay 		
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COURSE POLICIES:

ETIQUETTE AND NETIQUETTE:

Please review the following: <http://www.albion.com/netiquette/corerules.html> ; Working in an online environment means that we have to take special care with what we communicate in text, since most of the time our classmates won't be able to see our body language or hear our vocal intonations. Please respect each other's time and be prepared when participating in class. This is a college level course and you may find that you're challenged by some of the beliefs and ideas of your peers, but try to find common ground and stay open when discussing course materials. Be kind. Give the benefit of the doubt.

DUE DATES:

Please be responsible regarding due dates for assignments. For major writing assignments, under special circumstances, I may take late assignments, but we'll need to speak first, and your grade on the assignment will be lowered by a full letter grade. For lower-stakes assignments, no late work will be accepted. Please review our Discussion Board Guidelines provided in the course Learning Management System (LMS) Blackboard for how to communicate effectively and earn good grades for your discussion board posts. Your first two weeks of Discussion Board posts will be "credit/no credit" and then you'll be graded appropriately. It's important to maintain your consistent experience in the course.

DEMONSTRATING MASTERY:

A grade of C- or a CRD is considered a passing grade. Regardless of your completion of homework assignments and other work (which affects your grade) you must demonstrate mastery of the SLOs in your Final Paper to move onto

WRT 111. That means your final research paper must earn a C- in order to pass the course, regardless of your grades on other assignments.

LEARNING ABOUT DOCUMENTATION STYLES:

Please make sure you utilize MLA format for all of your essays EXCEPT the Research paper, for which you'll be using APA format. You can review the MLA and APA Documentation Guides in our course text book.

PEER REVIEW:

We will be doing Peer Review for our assignments using discussion board. Students will be required to read and review the work of others and to have their work read and reviewed. You'll be expected to post drafts on time (Wednesdays - no matter how terrible or incomplete you think they are) so that you can get feedback by Fridays in time to turn in your papers by Sundays. The peer review process will help YOU learn more about your own work by looking at the work of someone else, and you will get feed back from your peers. I also encourage you to get feedback from the ULV Writing Center/Learning Assistance Center.

REVISION POLICY:

If you receive an R on your paper, that means that I'd like you to revise it y the end of the following week for a C grade. This option is only available to students who have turned in a complete final draft on-time. I want to make sure you're developing your skills appropriately and that you're fulfilling the complete assignment parameters.

ATTENDANCE

is counted as completion of 70% minimum of the work each week and completing 1 WAC (Weekly Attendance Check-in) each week. You should be checking into the site twice per week at a minimum – once to preview our module and at least once more to complete your assignments and posts. If you miss completing at least 1 assignment during any given week, 7 that counts as a 1-week “absence.” Missing two full weeks in a row without participating and you may be dropped from the course. If you have any three weeks at less than 70% completion of assignments and course work, you may be dropped from the course. However, if you're struggling, please come speak with me. I want to make sure you have a good experience in the course and I will do everything in my power to assist you. Please be sure to DROP YOURSELF if you feel you need to drop the course. Don't count on me dropping you.

PLAGIARISM:

Please review the University handbook policy on plagiarism. Please don't cheat by using other's words as your own without attribution, or by copying chunks of text from the internet and pasting them into your paper. I find that people usually plagiarize because they're stressed out, confused, or they lack confidence. Guess what? I can help with all three of those things! Ask for help.

SPECIAL ACCOMMODATIONS:

Please review the DSPS and Accommodations statement in the ULV handbook. Please provide me with your accommodations document by the end of Week 1 via email at kogden@laverne.edu. Find out more information here: <https://sites.laverne.edu/disabled-student-services/> Often, students with DSPS needs taking online courses know the kinds of adaptations they'll need. Please speak with me if something in class doesn't meet a standard of equitable participation for you, and we'll work together to remedy the issue quickly.

FEEDBACK:

For many of your assignments, feedback will come through the automatic grading comments feature and through a general “ANNOUNCEMENT” to the entire class. If you’d like detailed individual feedback, please set up an appointment with me by contacting me through email and we can make an appointment and go over your paper in more detail. For many assignments like Discussion boards, I read through all student materials in the course and give general comments back to the class as a whole, clarifying information, ideas, and concepts. For papers, you’ll get feedback on 2 or 3 areas to work on in future assignments, usually as a class. I do not do “line edit grading” on your papers. I count on you to review our course concept materials, get peer review feedback, review the handbook, and apply the skills and concepts we’re working on to your essays and writing assignments. This course is about you learning how to write – not writing “to the teacher” – I want you to be able to review your own work and develop your skills with my guidance, not a “fix and correct this” grading exchange. Make sure you’ve read all of the course material – many of your questions will be answered there.

COURSE SCHEDULE: (SUBJECT TO CHANGE BASED ON STUDENT PROGRESS)

- The following course schedule has major readings and assignment due dates, but there may be other activities and readings in our Course Folders and Learning Modules, so if you’d like to get started early on assignments prior to the opening of Modules on Mondays, use the course outline to Pre-Read and Annotated all of the reading material. Then you’ll be prepared for the assignments that begin on Mondays in blackboard.
- For the Everyday Writer and Researcher text, please read, annotate, and take notes on the material. Be sure to be proactive and ask questions about the content of this text as we review it. You’ll also be using this text in WRT 111.
- Complete your reading of *Writing to Change the World* and *Loveability* by Week 5. You should annotate, take notes, and pull “quotes” and other important information from these texts, which will be the basis for your Research Papers.
- There may be additional in-module sample essays to read that are not listed here, so try to complete your foundation readings (below) prior to Tuesday of each week.

COURSE OUTLINE AND MAP OF ACTIVITIES AND READINGS

WEEK #	<p>Try to have readings completed by Tuesdays. We have a lot of reading, but it's "easy" reading and you. might do well to get ahead when you have time.</p> <p>Pipher <i>Text Writing to Change the World</i></p> <p>Loveability Text</p> <p>Handouts (also alternately listed in Modules)</p> <p>*ALWAYS Read and Markup/Annotate your texts – you'll be asked to collaborate on notes and share occasionally</p>	<p>Everyday Writer and Researcher HANDBOOK</p> <p>*Includes how to do Research, How to do MLA, How to do APA, and grammar exercises as well as Peer Review guidelines</p>	<p>Minor Assignments</p> <p>*Discussion Board 1st post by Wednesdays</p> <p>*Freewrite Proof due each Sunday</p> <p>*Research/Reflection Journal due each Sunday</p>	<p>Major Assignments</p> <p>*Usually due by Sundays</p> <p>*Drafts due Wednesdays, Peer Review due Fridays</p>
<p>1: 9/24-9/30</p> <p>*Weekly Attendance Checkin (WAC) due Thursday</p>	<p>Freewriting https://drive.google.com/file/d/1kAkvv_UbpoLorYof7ynotWWEepiQ3eHL/view?usp=sharing</p> <p>First Thoughts https://drive.google.com/file/d/10e3y8pGY-YtZWwgiRIaA_569CuhdXrIY/view?usp=sharing</p> <p>Critical Thinking https://drive.google.com/file/d/1RPfEwGX7fUrsWIRTRCuk3xst3tTn-Ol/view?usp=sharing</p> <p>Shitty First Drafts https://drive.google.com/file/d/1Lfhiqsya1YOAyqZzmlQSQRw84XqzCNS/view?usp=sharing</p> <p>How to Mark a Book https://drive.google.com/file/d/1Lfhiqsya1YOAyqZzmlQSQRw84XqzCNS/view?usp=sharing</p>	<p>Ch. 4 Exploring Ideas pg. 32-38</p>	<p>Wk 1 Freewriting Proof (FW)</p> <p>Wk 1 Learning Journal (LJ)</p>	
<p>2: 10/1 – 10/7</p> <p>WAC due Wed</p>	<p>Pipher: Intro, Ch 1</p> <p>Loveability: Introduction, Part 1, Ch 17</p>	<p>Ch. 9 pg. 91-107</p>	<p>Wk 2 Freewriting Proof (FW)</p> <p>Wk 2 Learning Journal (LJ)</p>	<p>ESSAY 1</p>

<p>3: 10/8-10/14</p> <p>WAC due Wed</p> <p>*Begin Personal Research for Research Papers</p>	<p>Pipher: Ch 2, Ch. 3</p> <p>Loveability: Chapter 1, Chapter 2</p>	<p>Ch. 5 “Planning and Drafting” pg. 39-51</p>	<p>Wk 3 Freewriting Proof (FW)</p> <p>Wk 3 Learning Journal (LJ)</p>	<p>Essay 2</p>
<p>4: 10/15-10/21</p> <p>WAC due Wed</p> <p>*Continue Personal Research for Research Papers</p>	<p>Pipher: Ch. 4 Ch. 6, Ch. 13</p> <p>Loveability: Chapter 3, Chapter 4</p>	<p>Ch. 6 “Developing Paragraphs” p. 51-64</p>	<p>Wk 4 Freewriting Proof (FW)</p> <p>Wk 4 LJ</p>	<p>Essay 3 Draft</p>
<p>5: 10/22-10/28</p> <p>WAC due Wed</p> <p>* Continue Personal Research for Research Papers</p>	<p>Pipher: Ch. 8</p> <p>Loveability: Chapter 5 and Part II,</p>	<p>Ch. 7 Reviewing, Revising, and Editing” pg. 65-87</p> <p>Ch.1 “The Top Twenty” pg. 4 – 13</p>	<p>Wk 5 FW</p> <p>Wk 5 Learning Journal (LJ)</p>	<p>Essay 3 Final</p>
<p>6: 10/29-11/4</p> <p>WAC due Wed</p> <p>* Continue Personal Research for Research Papers</p>	<p>Pipher: Ch. 10 & Ch. 7</p> <p>Loveability: Chapter 6 and Chapter 7</p>	<p>Use Ch. 1 “The Top Twenty” pg. 4-13 and guidelines in Ch. 7 for Peer Review of Viramontes essays</p>	<p>Wk 6 LJ</p> <p>Wk 6 Freewriting Proof (FW)</p>	<p>Essay 4</p>

<p>7: 11/5-11/11</p> <p>WAC due Wed</p> <p>* Continue Personal Research for Research Papers</p>	<p>Pipher: CODA</p> <p>Loveability: Ch 8, Ch 9, Part III</p>	<p>Ch. 57 “The Basics of MLA Style” and Ch. 58 “MLA Style for In-text Citations”</p>	<p>Wk 7 FW</p> <p>Wk 7 Learning Journal (LJ)</p>	
<p>8: 11/12-11/18</p> <p>WAC due Wed</p> <p>* Continue Personal Research for Research Papers</p>	<p>Loveability: Ch 10, Ch 11, Ch 12,</p>	<p>Ch. 59 - MLA Style for a list of Works Cited</p>	<p>Wk 8 LJ</p> <p>Wk 8 Freewriting Proof (FW)</p>	<p>Essay 5</p>
<p>9: 11/19-11/25</p> <p>WAC due Wed</p> <p>* Continue Personal Research for Research Papers</p> <p>Note (Thanks giving 11/21-11/23)</p>	<p>Loveability: Ch 14, Ch 15, Ch 16</p>	<p>Ch. 61 – APA Style and 63 APA Style for In-Text Citations including sample student essay “The Mystery of Post-Lyme Disease Syndrome” pg. 556</p>	<p>Wk 9 FW</p> <p>Wk 9 Learning Journal (LJ)</p>	<p>Draft Research Paper Due (Blend Previous 2 essays)</p>
<p>10: *11/26-12/9</p> <p>WAC due Wed</p>		<p>Keep your book for WRT 111!</p>	<p>Course Survey Completion</p>	<p>Research Paper Final Draft due Friday,</p>

<p>*All assignments must be turned in by 12/7 *Check BB on 12/9 to be sure everything you turned in was ok</p>			<p>11:59pm PST</p>
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If you have any questions at all, I am here to help you! Dr. Ogden; 818-391-7698; kogden@laverne.edu.

I'm so looking forward to working with you!

TIPS, TOOLS, AND ULV RESOURCES

- If something isn't working right, try a new browser. (If you were using Firefox, try Chrome instead).
- Know that MACs and PCs act differently. Be sure you have the most up to date operating system to use Blackboard effectively.
- Print course documents. It seems redundant, but sometimes reading things on paper clarifies and helps you slow down when reading directions.
- Reach out to peers for help. You can message peers through Blackboard. Ask questions and make friends.
- ULV Online has a lot of resources for you. Visit the Laverne Online page at <https://laverne.edu/online/> and review the support materials there, including La Verne online orientation videos, library and technology resources, and more.
- Visit this page for FERPA information: <https://sites.laverne.edu/registrar/student-information/ferpa>
- Visit the Blackboard Tutorials Online: [Click Here](#) <https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>