

ENG 1101: College Writing (online)

I. GENERAL INFORMATION

Instructor: Brian K. Hudson

Office: SRC-203

**Office Hours: M(3:00-5:30), T(Noon-2:30),
or by appt.**

Phone: (505) 224-4000 x53402

E-mail: bhudson11@cnm.edu

Course/Section: 1101 (61/62/63)

Term: Fall 2017

Credit Hours: 3

CNM Learn: learn.cnm.edu

II. COURSE DESCRIPTION

Emphasizes text-based composition, including critical reading, summary writing, and synthesis.

Prerequisite: Credit in IRW 0980; or Accuplacer Sentence Skills=85+ with a combination Accuplacer Sentence and Reading score of 166+; or ACT between 16 and 22, or SAT between 330 and 450.

Failure to meet a prerequisite (or corequisite) may result in students being dropped from the class at any time during the term.

Extended Course Description: English 1101 is a course in text-based composition. Assignments include critical reading, summary and analytical writing, and synthesis. English 1101 is an expository writing course with readings designed to provide topics for discussion and writing and to improve students' accurate uses of language. The course emphasizes learning how to organize and support ideas clearly, fully, and interestingly in written form. Students review English grammar, usage, and punctuation in the context of college writing.

To pass the course with a D or better, students must turn in all required texts and take the final exam, although passing the final exam in itself does not guarantee that students will pass the course.

Although a D is a passing grade and may be accepted by some CNM departments and other New Mexico schools, the CNM Communications, Humanities, and Social Sciences Department (CHSS) strongly recommends retaking English 1101 if your final grade is a D. A final grade of C or better in English 1101 indicates the student is reading and writing at the college level and is prepared to take English 1102. A final grade of C or better in English 1102 also shows readiness for upper-division courses upon transfer to a four-year college.

III. TEXTBOOKS/MATERIALS

- CNM's Free English 1101 and 1102 Textbook - <https://mind.cnm.edu/miles/engoer/>
- All other readings will be provided through CNM Learn or the CNM Library
- Any good, up-to-date, desk edition of a college dictionary--for example, *The American Heritage*, *Random House*, or *Webster's New Collegiate* or access to dictionary through the CNM library (cnm.edu/depts/libraries)
- Flash drives for saving documents.
- A current MyCNM account

IV. COURSE OUTCOMES

- Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.
- Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.
- Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.

V. COURSE REQUIREMENTS/ATTENDANCE

A. Course Requirements

All students will write three texts plus a final exam. One of the texts will be a research paper for which students will integrate several sources and use formal documentation.

In addition, students may expect to complete some or all of the following additional activities: homework assignments; reading journal; quizzes; oral reports or presentations; free writings; revisions; conferences with instructor; library tour.

B. Attendance

Students enrolled for credit, credit/no credit, or audit are expected to attend all class sessions. The instructor will take attendance. A student with excessive absences—15% of total class hours—may be dropped from the class. Students should not assume they will be dropped from the class automatically. Absences do not relieve students of the responsibility for missed assignments and exams. Students must take the initiative in arranging with their instructor to make up missed work. Enrolled students who miss the first class meeting and have not contacted the instructor or who miss two consecutive class meetings in the first week may be dropped from the course.

Students who are dropped by an instructor for non-attendance will be notified at their CNM e-mail address. If the student believes a mistake has been made, he or she must contact the instructor within two working days of receipt of the drop notification. (Faculty Senate 10/11/15)

C. Special Needs Statement

Qualified students with special learning needs are encouraged to notify the instructor at the beginning of the class about any specific assistance that may be required to support the student's learning. It is the instructor's intent to assist qualified students with special learning needs by making course modifications that will ensure a successful learning experience for the student.

Students are asked to contact the CNM Disability Resource Center (DRC) office in order for support staff to assist the instructor with course modifications. The Disability Resource Center contact information is: Phone (505) 224-3259 (phone); TTD Line 224-3262; Fax 224-3261. When students are assigned to a support counselor, individual email contact information is also provided.

VI. GRADING - Points

900-1000=A
800-899=B
700-799=C
600-699=D
below 600=F

Course Grade will be calculated by points below:

Digital Literacy Narrative Blog @ 200

Digital Community Informational Report Blog @ 300

Digital Identity Argument Blog @ 400

Final Reflection @ 100

Points for Homework, Participation, and Attendance will factor into essay grades per grading rubrics

In the event CNM closes during the final week of classes, final grades for students will be calculated based on all work assessed up to that point in the course.

Academic Dishonesty Policy:

<https://www.cnm.edu/depts/dean-of-students/academicdishonesty.html>

VII. SCHEDULE OF ASSIGNMENTS/READINGS

| DATE | Due by 11:59PM |
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| 30-Aug | Watch video of my introduction to the course Watch "Writing Music" video Read Chapter One: Introduction to College Writing, Chapter Two: Reading Strategies, & Chapter Three: Common Writing Assignments Upload to Intro discussion board: Introduce yourself and post link to your favorite writing music. Upload to Freewrite #1 discussion board: Give a short (1/2 page) explanation of a specific event when you struggled (or excelled) with a particular digital technology (phone, tablet, computer, etc). |
| 2-Sep | Watch "Kids React to Old Computers" video Read prompt for digital literacy blog Read Chapter Twelve: "Personal Narratives," Read "To Siri, With Love" by Judith Newman & answer quiz on Newman Read excerpt on dialogue by Lee Gutkind Upload to Hacking Tools #1 discussion board: What hacking tools can you identify in the narrative by Judith Newman? Be specific by giving quotes. Respond to two other posts on Freewrite #1 discussion board Upload to Freewrite #2 discussion board: Can you remember any dialogue (internal or external) during the event in which you struggled (or excelled) with a particular digital technology? |
| 6-Sep | Read Neal Stephenson excerpt from "In the Beginning was the Command Line" Read Alex Lockett "I Am Not a computer Programmer" Answer quiz on Stephenson and Lockett |
| 9-Sep | Respond to two other posts on Hacking Tools #1 discussion Read excerpt on detail and description by Lee Gutkind Upload to Hacking Tools #2 discussion board: Name at least three different hacking tools used by Stephenson and/or Lockett and give specific quotes as examples. |

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| 13-Sep | <p>Respond to two other posts on Hacking Tools #2 discussion</p> <p>Read chapter 5: "Considering Audience"</p> <p>Upload one page to Freewrite #3 discussion board: SHOW the event when you struggled (or excelled) with a particular digital technology (phone, tablet, computer, etc) by using as many hacking tools as you can.</p> |
| 16-Sep | <p>Respond to two other posts on Freewrite #3</p> <p>Upload at least 500 words of your digital literacy narrative blog to Digital Literacy Narrative Blog Peer Review discussion board</p> |
| 20-Sep | <p>Read chapter 10: "Revising and Peer Review"</p> <p>Answer peer review questions for the four digital literacy narrative drafts you are assigned</p> |
| 23-Sep | Digital Literacy Narrative Blog Due |
| 30-Sep | <p>Read chapter 13: "Reflection Writing"</p> <p>Upload journal entry reflecting on the feedback on your digital literacy blog</p> |
| 4-Oct | <p>Watch video of my explanation of Digital Community Informational Report Blog</p> <p>Read Essay Prompt for Digital Community Informational Report Blog</p> <p>Read chapter 11: "Summary" & chapter 15: "Reports"</p> <p>Watch "What is the difference between a network and a community?" video by Jonathon Hutchinson</p> <p>Read "The Fun Culture in Seniors' Online Communities" by Galit Nimrod</p> <p>Upload to Hacking Tools #3 Discussion board</p> |
| 7-Oct | <p>Respond to two other posts in Hacking Tools #3</p> <p>Read "Hashtags as online communities with social support: A study of anti-sexism-in-science hashtag movements" by Jennifer Golbeck, Summer Ash, and Nicole Cabrera</p> <p>Read "Being an online celebrity: Norms and expectations of YouTube's beauty community" by Florencia García-Rapp and Carles Roca-Cuberes</p> <p>Upload to Hacking Tools #4</p> <p>Upload to Possible Digital Community discussion board: List three possible digital communities you would like to research and why you chose them.</p> |
| 11-Oct | <p>Respond to lists of digital communities from the four peer posts you are assigned in Possible Digital Communities discussion board. Do all three fit the definition of a digital community per Hutchinson? If not, explain why. If so, are there any questions your peer might have overlooked?</p> <p>Respond to two other posts in Hacking Tools #4</p> <p>Read "What is Primary Research and How do I get Started?" (https://owl.english.purdue.edu/owl/resource/559/01/)</p> <p>Read "Observing" (https://owl.english.purdue.edu/owl/resource/559/07/)</p> <p>Read "Interviewing" (https://owl.english.purdue.edu/owl/resource/559/04/)</p> <p>Read "Surveying" (https://owl.english.purdue.edu/owl/resource/559/05/)</p> <p>Upload to Research Plan discussion board: Explain how you will observe the digital community and what important people you would interview in the community, including what types of question you would ask during an interview and/or survey.</p> |
| 14-Oct | <p>Respond to two other posts in Research Plan discussion board</p> <p>Choose one digital community and conduct two of the three types of primary research: observation, interviewing, and/or surveying.</p> <p>Upload your research to the Research discussion board.</p> |

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| 18-Oct | Review four of your peers' research (will be assigned). Does the research give you an understanding of the digital community? What follow-up research (observations, interviews, surveys) would be helpful in understanding the community? |
| 21-Oct | Upload at least 500 words of your Digital Community Informational Report Blog to Digital Community Informational Report Blog Peer Review discussion board |
| 25-Oct | Answer peer review questions for the four digital community informational report blog drafts you are assigned |
| 28-Oct | Digital Community Informational Report Blog Due |
| 8-Nov | Upload journal entry reflecting on the feedback on your digital research blog |
| 8-Nov | Watch "How Social Media Shapes Identity" by Ulrike Schultze Read excerpt from "Why Youth Love Social Network Sites" by danah boyd & answer quiz on boyd Read chapter 28: "Arguments and Persuasive Writing" Read "Definition Arguments" (PDF) |
| 11-Nov | Read chapter 4: "Writing for Different Rhetorical Situations" Read excerpt from "Personhood" chapter of Coming of Age in Second Life by Tom Boellstorff & answer quiz on Boellstorff Upload 1/2 page freewrite to Identity Freewrite discussion board: How is identity defined similarly/differently by boyd and Boellstorff? How do you think identity in the Second Life community is similar/different to identity in the digital community you researched? Do you need to do more research on your digital community to understand identity in it? Conduct more primary research (interview, observation, survey) if needed. |
| 15-Nov | Respond to two other posts on Identity Freewrite discussion board Read excerpt from "The User" chapter of Synthetic Worlds by Edward Castronova & answer quiz on Castronova Read chapter 26: "Recognizing the Rhetorical Situation" Upload to Hacking Tools #5 |
| 18-Nov | Respond to two posts in Hacking Tools #5 Read chapter 6: "Drafting Strategies" Read chapter 7: "Outlining" Read chapter 8: "Thesis Development" Upload a working thesis on how identity is constructed in the digital community you researched to Working Thesis discussion board. |
| 22-Nov | Read chapter 9: "Paragraph Development" Upload at least 500 words of your Digital Identity Argument Blog to Digital Identity Argument Blog Peer Review discussion board |
| 25-Nov | NO CLASS FOR THANKSGIVING |
| 29-Nov | Answer peer review questions for the four Digital Identity Argument Blog drafts you are assigned. |
| 2-Dec | Digital Identity Argument Blog Due |
| 9-Dec | FINAL |