



ENG 101: English Composition

General Course Information

Course Overview

Language and the ability to communicate effectively are critical skills in the global economy and in our daily social exchanges, but they are also essential to gaining a deeper understanding of who we are. This introductory composition course will help you develop and express ideas effectively for a variety of personal and professional purposes, audiences, and occasions.

During the course, you will complete five major written projects, maintain a writer's journal, learn and apply a variety of concepts in the field of rhetoric and composition, and create an ePortfolio where you will showcase your work and your evolving identity as a writer.

Credit earned will count as one of ASU's First-Year Composition courses; however, it is strongly encouraged that you consult with your institution of choice to determine how these credits will be applied to their degree requirements prior to transferring the credit.

Course Learning Objectives and Topics

In this course you will learn about:

- Rhetorical Knowledge: how to craft your writing to meet the needs of specific audiences for specific purposes
- Critical Thinking: how to make decisions about what to include and not include in your writing
- Writing Processes: how to use invention, research, drafting, revising, and editing in your writing
- Knowledge of Conventions: how to use various formats and stylistic choices, including genre conventions
- Digital Technology: how to use diverse technologies to write more effectively and efficiently
- Habits of Mind: how to benefit from and cultivate curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and reflection

We will be discussing our course outcomes and “habits of mind” in each module. You will work towards achieving these outcomes and habits by:

- Reading and watching a variety of texts chosen with these outcomes and habits in mind;
- Composing five major writing assignments including a literacy narrative, context analysis, audience analysis, purpose analysis, and rhetorical analysis;
- Maintaining a Writer’s Journal where you will work through the ideas presented in the course;
- Designing and creating an ePortfolio website;
- Learning and applying a variety of rhetorical concepts.

Recommended Prior Knowledge

This course is not intended to teach English; instead, it is designed to introduce students to rhetorical and compositional concepts, skills, and practices. **Basic proficiency in English is a necessary prerequisite for successful completion of this course.**

Online Course Requirements

This is an online course, so all course interactions will utilize Internet technologies. The content and learning activities will be found within the course. It is your responsibility to complete any assigned readings, participate in online writing activities, watch the recorded lectures, complete all quizzes, and ask any questions you have in the appropriate discussion area.

Computer Requirements

This course is best accessed by a reasonably modern browser on a laptop or desktop computer.

Students who are interested in taking the course for credit will need to meet additional computer requirements. [Please review the following web page for more information on computer specifications.](#)

Reading Materials

All reading materials will be provided digitally within the course.

Course Communications

Communication will take place via course emails and in discussion boards. Be sure to carefully monitor the email address associated with your username.

Course Time Commitment

Class preparation means reviewing all information and completing all assigned work required for that module. Attendance in an online course means logging into the course on a regular basis and participating in all of the activities that are posted.

This 7.5-week, three-credit course requires 135 hours of student work. Therefore, expect to spend **approximately 18 hours per week** preparing for and actively participating in this course.

Bear in mind, however, that the exact time breakdown will vary from module to module, and you may need more or less time as you become acquainted with particular technologies and/or work on particular assignments.

Submitting Assignments

While you will host your writing projects and Writer's Journals on your ePortfolio website, all assignments must be submitted within the course. You will submit URLs (web addresses) in the course platform that link to your work. Each assignment will have a designated place for submission.

Note: submitting and scoring assignments is not available for audit track students.

Assignment Deadlines

Late assignments will not be accepted at any point during the course. Establish your time management schedule for this course during Module 0 to ensure you are able to meet all course obligations.

Subject to Change Notice

All material, assignments, and deadlines are subject to change. It is your responsibility to read the course announcements regularly to be aware of any changes or updates in the course.

Creating Original Work, Plagiarism, and Academic Honesty

What "original" writing or work is varies between contexts and communities. In this course, "original work" refers to the idea that any writing you turn in is yours, and the ideas and words you produce are yours and not another person's. Of course, we often incorporate the words and ideas of others into our writing. When you draw on the ideas of others in your own writing, you need to credit those other people or works by showing your audience which words and ideas belong to someone else. If you are ever in doubt about whether or not (or how) to credit another person's words or ideas, please ask the instructional team. If you turn in work that belongs in whole or in part to someone else without indicating that it belongs to someone else, then you have "plagiarized" that person's work. Plagiarism is a violation of academic honesty in this course--as well as any other course.

Academic honesty is expected of all students in all coursework and writing. All submitted writing, quizzes, and communications must be produced by the student. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure, registration disqualification, and dismissal. For more information, see <https://provost.asu.edu/academic-integrity>

For more information on plagiarism, please see the Avoiding Plagiarism section in *Module 0: Before the Course Begins*.

Discussion Forum Work and Etiquette

In each module, our course will offer discussion forums set aside for you to communicate with other students or ask instructional staff questions. Participation in these forums is optional. When you have questions about the course, you will post these questions in the "Questions for Staff" discussion forum. Please do not post questions for staff in other discussion forums--staff will be unable to locate them.

We have two fundamental community rules for participation in the discussion forums: be civil, and don't post offensive or illegal content. Your instruction team will not moderate the forums, but if you spot something you think violates our community rules, you can flag the post for our attention.

Title IX

As mandated reporters, the course team is obligated to report any information we become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can obtain information about support, including counseling and academic support, from the University at <https://sexualviolenceprevention.asu.edu/faqs>.

Assignments And Grading

Course Grades

Item (number)	Weight
Writer's Journals	10%
Participation Assignments	5%
Writing Project #1- Final Draft	4%
Writing Project #2 - Final Draft	4%
Writing Project #3 - Final Draft	4%
Writing Project #4 - Final Draft	4%
Writing Project #5 - Final Draft	8%
ePortfolio - Final Draft	6%
Content Mastery	15%
Quizzes	40%

Creating Your ePortfolio

In addition to turning projects in through the course, you will also curate much of your work in an ePortfolio throughout English 101. In Module 7 of the course, you will turn your attention to crafting this ePortfolio as a professional website that you can continue to access after the course and use for a variety of personal and professional purposes.

The ePortfolio is a graded project itself, and you will use a guided rubric to self-assess it at the end of Module 7.

Wix is the preferred website provider for your ePortfolio, and we will offer tutorials on everything you need to know in order to build a website in that platform. If you do not want to use Wix, you may use the website provider of your choice provided it is publicly accessible. Instructions on what, when, and how to post to your ePortfolio will be provided throughout the course. Be sure to set up your basic ePortfolio before Module 1.

Writer's Journals

The Writer's Journal assignments in ENG 101: First-Year Composition are designed to help students practice writing, exercise successful "habits of mind," incubate ideas for the major writing projects, and reflect upon their growth as writers in an environment that is part private, part public, tentative, and provisional.

These assignments have been designed with a number of purposes in mind. Some entries will provide a space for the generation of ideas. Other entries will help students practice working with skills and concepts learned in the course. Perhaps most importantly, these writing journals are a place for students to reflect on the course, their work, and even their identities.

You will assess each Writer's Journal based on a Writer's Journal rubric. This self assessment provides yet another moment of reflection, and it gives you another opportunity to practice reading your work with specific purposes in mind.

For information on specific Writer's Journal assignments and prompts, see the appropriate Writer's Journal assignment.

Note: Graded submissions will not be available for audit track students, but they will still be able to access all other course content.

Participation Assignments

Throughout the course, you will complete a number of participation assignments. These assignments are assessed on completion. You will assess these assignments immediately after completing them.

Note: Graded submissions will not be available for audit track students, but they will still be able to access all other course content.

Writing Projects

Writing Project #1: The Literacy Narrative

In this 700-1000 word project, you will explore your engagement with a literacy or set of literacies centered on writing, and you will tell a story about a particular literacy event from your past.

Writing Project #2: The Context Analysis

In this 500-1000 word project, you will explore how a medium of communication or communication interface that you use both creates opportunities and limits them.

Writing Project #3: The Audience Analysis

In this 500-1000 word project, you will analyze how an audience is constructed within a particular rhetorical situation.

Writing Project #4: The Purpose Analysis

In this 500-1000 word project, you will explore how particular strategies work to support or achieve a purpose in a particular rhetorical situation.

Writing Project #5: The Rhetorical Analysis

In this 1000-1500 word project, you will seek to understand how the multiple analyses that are a part of a rhetorical analysis build to an overall analysis and evaluation of a communicative act's success.

Writing Project #6: The ePortfolio

This ePortfolio will be an opportunity to collect the work you have done throughout the course and to design it in a manner that highlights that work, your processes, and who you are as a writer.

All writing projects will be self-assessed using guided rubrics. Leading up to the final draft submission and self-assessment, you will participate in a variety of process-oriented tasks including inventional activities, self- and peer-review, and revision activities (these will be tied to your participation grade). Staff will not provide individualized feedback and grades on writing projects.

Note: Graded submissions will not be available for audit track students, but they will still be able to access all other course content.

Content Mastery and Course Quizzes

In each module, students will work through a "Content Mastery" unit using the Cerego adaptive-learning software in the course. This content mastery unit serves four purposes:

- It reinforces conceptual knowledge covered throughout the course;
- It allows you to test your conceptual knowledge and review those ideas that may be giving you trouble;

- It prepares you to be successful on the associated module's course quiz;
- It earns you Content Mastery completion credit (completing these units is worth 15% of your overall course grade).

Be sure to complete each module's Content Mastery Unit before completing that module's course quiz--the Content Mastery Units are designed to help you maximize your understanding of concepts and, by extension, your success on each module's quiz.

Note: Since Content Mastery units and quizzes are graded activities, they will not be available for audit track students.

UTC Time Zone

To accommodate students from across the globe, all deadlines are posted in UTC time, the global standard. Please see "Deadlines and the UTC Time Zone" section of "Before the Course Begins" section for a detailed explanation.

Remember, it is your responsibility to understand UTC and determine the due dates and times for your time zone. Make sure you address this, ideally before the first set of assignments is due. Deadline extensions will **not** be granted for misunderstanding UTC time.

Student Support

All students learn differently. If there is anything that the instructional team can do to help work with your learning style or needs, please let them know as soon as possible.

Student Support: Please be sure to review the Student Support section in the "Before the Course Begins" section for further information.

The link below will take you to the edX Student Frequently Asked Questions page:

<https://www.edx.org/about/student-faq>

Accessibility: If you are a student with a disability, and you would like to request an accommodation, please send an email to drc@asu.edu.

Taking This Course for ASU Credits

ASU Credit: Students wishing to take this course for ASU credit are required to do the following:

- ID Verify by August 27, 07:00 UTC
- Pass the course with a C or better (70% or higher)

Important: Provided you have met all requirements for this course, you can purchase credit from ASU for **up to one year** after you become credit eligible.

Your date of eligibility **may differ** from the course end date. Please visit your course progress page, specifically the “Requirements for Course Credit” section, to see the status of your credit eligibility.

Please review the information on credit eligibility in the “Before the Course Begins” section for additional details.

Verified Certificate: Students wishing to take this course for a verified certificate are required to do the following:

- ID Verify by August 27, 07:00 UTC
- Pass the course with a C or better (70% or higher)

ID Verification Status

To be eligible for academic credit, you must verify your identity so we know who you are. This is required to complete proctored exams and lets us ensure the academic credit you earn appears on your official ASU transcript.

You must verify your identity by the deadline listed within your course(s). You only need to verify your identity once per year.

Please check your verification status regularly.

It will take a few days for the ID verification process to be completed, so please plan accordingly. Deadlines will not be extended due to re-verification issues.

Limited Internet Connectivity Statement

Potential limitations of internet connectivity by some countries are beyond the control of Arizona State University and may limit the ability of a Credit Eligible student residing in those countries to complete all the assessments, thereby potentially affecting eligibility to earn college credit. Students impacted by such limitations should contact gfa@edx.org.