GENERAL COURSE INFORMATION

Course Overview

Technology has increased global connectedness and raised awareness of global problems. Solutions to such problems often begin at the local level by responding to the particular circumstances of a given community and addressing a specific audience. Proposing solutions to local problems requires grounding research in the local context and communicating clear solutions and calls for actions that are understandable and relevant to local audiences.

English 102 introduces students to discourse, research, and research writing for the purpose of proposing solutions to problems. Rather than learning about these subjects in the abstract, students will learn by engaging with local problems and issues in their communities. To achieve this, students will learn how to:

- Develop an actionable central research question,
- Propose a research project,
- Conduct primary and secondary research, and
- Design an action-oriented research project for web publication.

In short, the goal for ENG 102 students is to learn about and conduct research, write about a particular issue, and call for action based upon their research.

Credit earned will count as ASU’s First-Year Composition course; 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 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 detail—each week. You will work towards achieving these outcomes and habits by:
• Reading a variety of texts chosen with these outcomes and habits in mind;
• Composing three major writing assignments including a project proposal, annotated bibliography, and persuasive research project;
• Maintaining a Writer’s Journal where you will work through the ideas presented in the course;
• Designing and creating an ePortfolio website;
• Participating in regular discussions with peers.

Through the design of the course, we will also engage with ASU’s Eight Design Aspirations:
• Leverage Our Place: ASU embraces its culture, socioeconomic and physical setting.
• Transform Society: ASU catalyzes social change by being connected to social needs.
• Value Entrepreneurship: ASU uses its knowledge and encourages innovation.
• Conduct Use-Inspired Research: ASU research has purpose and impact.
• Enable Student Success: ASU is committed to the success of each unique student.
• Fuse Intellectual Disciplines: ASU creates knowledge by transcending academic disciplines.
• Be Socially Embedded: ASU connects with communities through mutually beneficial partnerships.
• Engage Globally: ASU engages with people and issues locally, nationally and internationally.

**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.**

Although ENG 101 is a prerequisite to ENG 102 at Arizona State University, there is some flexibility in the Global Freshman Academy. In other words, GFA students may take ENG 102 before completing ENG 101. However, some institutions require that students complete both ENG 101 and ENG 102 as part of general education requirements. For example, for students planning to enroll at Arizona State University, completing ENG 101 before ENG 102 makes sense because they will need to take both classes. If you plan on using credit earned in this course at another institution, be sure to check with that institution to determine requirements, procedures, and so forth.

**Online Course Requirements**

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

**Computer Requirements**

This course is best accessed by a reasonably modern browser on a laptop or desktop computer. **Only course videos can be accessed using the edX app for iPhone and Android.** Review the information at this link for more information about mobile compatibility.

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.

**Course Communications**

Communication will take place in discussion boards and updates (i.e. announcements).

**Instructional Team and Faculty Associate (FA) Roles**

The Instructional Team and Faculty associates will actively participate in discussion forums each week, working to address student questions and concerns in a timely manner. Additionally, they will provide grades and feedback to ID-Verified Students for the major writing projects. Audit-track students will self-assess major writing projects through a detailed assignment rubric.

**Course Time and Participation Commitment**

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

This 8-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. This includes working on major writing assignments, composing Writer’s Journals, completing all readings, watching all lectures, and actively participating in discussion forums.

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

All assignments must be submitted via edX. Major writing projects and Writer’s Journals will be composed or pasted in your ePortfolio, and you will submit a web address (URL) that links to each project or journal entry. Each assignment will have a designated place for submission.

Assignment Deadlines

Late assignments will not be accepted at any point during the course. Establish your time management schedule for this course during the first two days that the course is open to meet all course obligations. For time management tips, review the Time Management section of the GFA Orientation course. Sign up on this page to enroll in the GFA Orientation course. Also, be sure to make use of the weekly activities checklist to help you pace your work for each week.

Course Content Release and Updates

This is an instructor-paced class, and course content is released one week at a time. At the beginning of each week, the instructional team will e-mail students with important updates and reminders. Students will also have access to weekly “wrap-up” announcements near the end of each week (on the course home page). Additionally, the instructional team will pin important discussion forum posts and threads within the course. Be sure to pay attention to all course e-mails, updates, and pinned posts so you do not miss important course information.

Subject to Change Notice

All materials, 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 work and discussions 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 the “Avoiding Plagiarism” unit in the Before the Course Begins unit of the course, and also see https://provost.asu.edu/academic-integrity.

**Discussion Forum Work and Etiquette**

Discussion questions are open-ended and exploratory, allowing students to articulate viewpoints in situations where there is more than one correct answer. Each week there will be multiple questions posted related to that week’s content. These discussions will not be graded, but you are encouraged to engage with these questions by posting responses, responding to your classmates, and/or asking further questions.

Additionally, when you have questions about the course, you will post these questions in the weekly discussion forums and mark them as “question” posts.

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 moderate the forums. If you spot something you think violates our community rules, you can flag the post for our attention.

**ASSIGNMENTS AND GRADING**

**Course Grades**

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<tr>
<th>Item</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Writer’s Journals</td>
<td>10%</td>
<td>16</td>
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<tr>
<td>Writing Project #1- The Project Proposal</td>
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<tr>
<td>Writing Project #2 - The Annotated Bibliography</td>
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<tr>
<td>Writing Project #3 - The Persuasive Research Project</td>
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<tr>
<td>Writing Project #4 - The ePortfolio</td>
<td>35%</td>
<td>1</td>
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**Creating Your ePortfolio**

In addition to turning projects in through the edX platform, you will also curate your work in an ePortfolio throughout English 102. You will craft 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.

Weebly is the preferred website provider for your ePortfolio, but you can use whatever free option is available to you as long as the website is dedicated solely to this course. Instructions on what, when, and how to post to your ePortfolio will be provided throughout the course.
Writing Journals

The Writer's Journal assignments in this course 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.

There are 16 journal assignments spread throughout the course. 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.

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

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

Writing Projects

Writing Project #1
This 750-1000 word Project Proposal will explore and outline a course-long inquiry-based project.

Writing Project #2
This annotated bibliography assignment will collect, collate, analyze, and evaluate a body of research based on the writer's course-long project.

Writing Project #3
This 1500-1750 word Persuasive Research Project will present the results of the writer's inquiry and outline a course of action and/or additional inquiry. Persuasive Research Projects will aim at productively engaging with problems in each writer's community.

Writing Project #4
This e-Portfolio will be an opportunity to collect the work the writer has done throughout the course and to design it in a manner that highlights that work, their processes, and who they are as a writer.

STUDENT SUPPORT

The link below will take you to the edX Student Frequently Asked Questions page:
https://www.edx.org/about/student-faq.
If you experience any technical challenges connecting to edX or elements of the courseware, please contact edX technical support using the "Support" tab on the left side of the screen, or through gfa@edx.org.

ACCESSIBILITY AND ACCOMMODATIONS

If you are a student with a disability, and you would like to request an accommodation, please send an email to accessibility@edx.org.

COURSE CREDIT

In order to be eligible to purchase Arizona State University credit for this course you must successfully complete all of the following steps:

1. Register as an ID Verified Student by the course ID Verified Deadline and successfully pass the ID Verification process. There is a $49 USD fee to be an ID Verified student. Complete the course with a grade of 70% or higher.

If you fail or do not attempt any of the steps above, you will not be eligible for ASU credit, although you still may receive an edX ID Verified certificate if you are ID Verified and pass the course.

Once you fulfill all of these requirements, at the end of the course you will be eligible to purchase credit for the course from Arizona State University. The cost of this course will be $600 USD.

For more information about Global Freshman Academy policies, please review the Global Freshman Academy Orientation course (approximately 15 minutes of time needed) at the link that follows here: GFA Orientation course