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**Author**

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**Title**

Creating a Thematic Unit on Uzbekistan for Introducing Community College Students to Inquiry-Based Research and Writing in the Composition Classroom

**Abstract**

This five-week unit is designed to increase students' awareness of Uzbekistan while also building their research and composition skills (see Unit 3 in syllabus). The unit is structured to research Uzbekistan's history, culture, and socioeconomic landscape in order to understand the intricacies of living as a citizen of Uzbekistan. The capstone of the unit is for students to write a persuasive research paper showcasing what they have learned about life in Uzbekistan.

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# Syllabus Fall 2020

## English 111 - Composition I - Section 1264

M/W/F 9:00-9:50 am — Online Scheduled

- This course will utilize Blackboard, your ICC Google account, and Zoom.
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Illinois Central College, East Peoria, IL

### INSTRUCTOR

- Brian Fischer
- Email: [Brian.Fischer@icc.edu](mailto:Brian.Fischer@icc.edu)
- Office hours will be held in two different formats:
  1. I will hold office meetings on Monday through Friday via Zoom on a request basis.
  2. When significant assignments are in progress, I will offer specific times for students to schedule conferences during which we will discuss the student's progress in a 1-1 Zoom meeting using a shared Google Doc.
    - Email is the best way to contact me. I will respond within 24 hours to emails on Monday-Friday.

### USEFUL ICC CONTACTS

- Technology Desk: 309-694-5457 or <https://icc.edu/students/technology-help-desk/>
- Academic Support: <https://icc.edu/academics/academic-support/academic-support-center/>
- Studio (Writing Center): <https://icc.edu/academics/academic-support/the-studio/>
- Library Services: <https://icc.edu/library/>
- Academic Advising: <https://icc.edu/academics/academic-advisement/>
- ADA Services: <https://icc.edu/around-campus/access-services/>
- Testing Center: <https://icc.edu/around-campus/testing-center/>
- Career Services: <https://icc.edu/around-campus/career-services/>
- Counseling: <https://icc.edu/students/student-services/counseling/>
- MyAlert: <http://icc.edu/media/ICC-Using-MyAlert.pdf>

### A. GENERAL INFORMATION

1. Catalog Title: COMPOSITION II
2. Description: This course progresses the student from writing analysis of and inquiring about issues to writing argumentative and persuasive compositions using research, through critical reading, discussion, exercises, conferences, and revision. The majority of the writing is argumentative. A grade of C or higher fulfills IAI General Education Core Curriculum requirements for transfer programs. ( C1 901R )
3. Prerequisite: Approved reading placement score, or equivalent, and ENGL 110 or equivalent course with a grade of "C" or better
4. Contact hours: Three lecture hours per week
5. Credit: Three semester hours (TC)

## B. COURSE-LEVEL OUTCOMES & INSTITUTIONAL LEARNING OUTCOMES

| <b>Course-Level Outcomes:</b>   | <b>Institutional Learning Outcomes:</b> |           |                |
|---|---|-----------|----------------|
| <i>Upon successful completion of this course, the student will be able to:</i>  | Communication                           | Reasoning | Responsibility |
| 1) construct a variety of texts across genres using advanced knowledge of rhetorical concepts—such as audience, purpose, context, genre, and design.  | X                                       |           |                |
| 2) apply purposeful writing shifts in response to the demands of varied rhetorical situations, including multimodal genres and authentic writing tasks.   |   |           |                |
| 3) examine and synthesize a diverse range of texts for specific and varied rhetorical techniques—such as logical structures and patterns as well as varied perspectives.  |   |           |                |
| 4) demonstrate refined research strategies--such as locating and evaluating primary and secondary research materials, including books, scholarly and professional databases or archives, and internet sources.                          |   | X         |                |
| 5) demonstrate refined application of strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate validating evidence from appropriate sources to support the writer’s ideas. |   |           |                |
| 6) demonstrate flexible and rhetorically appropriate composing strategies—such as reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.   |   |           |                |
| 7) produce rhetorically sound peer feedback and execute purposeful revisions based on peer and instructor feedback.   |   |           |                |
| 8) use reflection to identify rhetorical practices and choices and apply those to new writing contexts.   |   |           |                |
| 9) apply citation conventions skillfully, reflecting an understanding of the ethics of documentation.   |   |           | X              |
| 10) use genre-appropriate linguistic conventions deliberately to enhance textual efficacy.  |   |           |                |

## **C. MATERIALS OF INSTRUCTION**

- The Purdue OWL (OER option): <https://owl.english.purdue.edu/owl/>

## **D. METHODS OF PRESENTATION**

1. Analysis and discussion of selected readings
2. Analysis and evaluation of student writing
3. Lecture/discussion/group work
4. In-class drafting, evaluating, and rewriting
5. Student conferences

## **E. METHODS OF ASSESSMENT OF STUDENT LEARNING**

1. Pre- and post-course writing samples
2. Reflective writing
3. Portfolio

## **F. EVALUATION OF STUDENT ACHIEVEMENT**

1. Writing assignments (70% or more of grade)
2. Quizzes
3. Attendance: excessive absence may be just cause for lowering course grade
4. Final examination
5. The student must earn a grade of D or higher on the major multi-sourced assignment (MC 5) to earn a C or higher in the course.
6. Course grade calculated as follows:
  - 60% based on the final drafts of major compositions
  - 40% based on all other work (e.g. draft compositions, homework, classwork, and quizzes)
7. See “Semester Overview” below in Section I for more information.
8. Grade Scale
  - A** 100–90%
  - B** 89.9–80%
  - C** 79.9–70%
  - D** 69.9–69%
  - F** 59.9–0%

## **G. COURSE CONTENT**

1. A student in English 111 will produce from 4 to 6 compositions totaling approximately 6,000 words of guided writing during the semester.
2. The critical reading process will accompany writing assignments chosen to achieve analytical, argumentative, and persuasive aims with the majority of the writing being argumentative.

## **H. ADDITIONAL REQUIREMENTS**

### **CLASSROOM ENVIRONMENT**

A good writing classroom is based on inquiry. This requires students to engage in thoughtful discussion as an online classroom community, so each of us should:

1. Feel safe sharing ideas
2. Be comfortable with back and forth discussion of those ideas
3. Always speak respectfully

The point of discussion is not to agree, but to gain a deeper understanding of the material and learn new skills.

Blackboard and your ICC Google Drive ecosystem are an integral part of our class and it is your responsibility to properly utilize them as a daily learning tool.

I will start class on time and you are expected to be logged on to your computer and ready to work at the start of class. You should always have the necessary materials for class.

### **COURSE MATERIALS AND TECHNOLOGY REQUIREMENTS**

1. Reliable computer (not a cell phone) with Internet connection.
2. Be able to regularly access the ICC Blackboard system and your ICC Google Drive ecosystem.
3. Regularly check your ICC email and respond to instructor emails.
4. Utilize Zoom for class meetings and conferences.
5. Have pen/pencil, paper/notebook, and folder for coursework during online class.

### **ONLINE SCHEDULED**

Because this course is "Online Scheduled", it will function like an in-person class in that attendance is expected at each class period and our Zoom and Google ecosystem environment will be equivalent to a classroom in terms of behavior, expectations, and academic rigor.

This class is scheduled to meet online on Monday, Wednesday and Friday. I will be putting the most important in-person material into the Monday and Wednesday classes. As such, I will occasionally replace in-class meetings on Friday with an assignment delivered via Blackboard. I will always notify you of the plan for Friday's class delivery method by Wednesday at 5:00 pm.

### **ACADEMIC HONESTY**

Plagiarism, intentional or inadvertent, is a serious act. Any plagiarism will be reviewed with the possible results including a zero on the assignment or an F in the course, depending on the severity of the infraction. If you are having difficulty with an assignment, please contact me well before it is due so I can help you learn the applicable skills. The sooner you start an assignment, the earlier you will realize you need assistance.

### **CODE OF CONDUCT**

Students are expected to adhere to the ICC Student Code of Conduct: <https://icc.edu/students/files/ICC-Student-Code-of-Conduct.pdf>

### **WITHDRAWAL DATES**

Students must be aware of, and adhere to, all withdrawal dates. See the ICC class schedule for more information.

## **LATE WORK AND ATTENDANCE**

1. **Major compositions** are due by the assigned time. For each day that the composition is late, it will be marked down 10%. Major compositions are due on time regardless of whether an absence is excused or unexcused unless formally arranged with the instructor. All major compositions must be turned in by the end of the last regular class in order to pass the course (per department policy).
2. **Online Attendance** is crucial to your successful completion of this course, especially because there will be several project-based activities. Since late work is not allowed and many assignments are completed in class, being absent will significantly impact your grade in terms of points and material not learned. If you miss more than the equivalent of two weeks of class (6 days for Mo/We/Fr classes), regardless of whether these absences are excused or unexcused, your course grade may be lowered.
3. **Homework assignments and rough drafts** are due on time. Late homework and classwork will NOT be accepted unless the absence is excused.
4. **Excused absences** (in regard to late homework and in-class assignments) for weddings, funerals, court dates and other such obviously compelling matters must be approved ahead of time, and procedures for making up missed work must be formally arranged with the instructor. All absences that you wish to be designated as “excused” as a result of illness or an emergency must be officially documented; this documentation must be provided to the instructor no later than one week after the absence in order for the absence to be marked as “excused.” Therefore, if you are not feeling well enough to come to class and wish the absence to be excused, you will need to provide evidence of a visit with a health care professional. The designation of absences as excused vs unexcused and regarding make-up work is at the discretion of the course instructor.

## **COMPOSITIONS AND ASSIGNMENTS**

All compositions, both rough draft and final, must be double-spaced with one-inch margins and 12 pt. font in a standard style/size font (such as Times New Roman). When double spacing, new paragraphs should be indented. All documents that you upload to Blackboard must be submitted in Microsoft Word or PDF. Any submissions made via Google Drive must be “shared” with the instructor using both your and the instructor’s ICC Google accounts. If the instructor is unable to open your document, the assignment is not considered turned in and late rules will apply.

All compositions should have your name, instructor’s name, the course, and the date with the class start time. This information should be double spaced and placed in the upper left corner of the first page.

*Rough drafts* will be typed, meet assignment requirements and be completed to the best of your ability. On the day rough drafts are due, submit the draft via the assigned method (Blackboard or shared on Google Drive) and be ready to share your draft with classmates for peer editing.

*Final drafts* will be submitted as described above.

Additional requirements for specific assignments will be given as necessary. Again, all major compositions must be turned in by the last day of regular class in order for the student to pass the course.

# **I. SEMESTER OVERVIEW**

## **Day 1**

Researcher's Opening Letter. Reflect on being a researcher **(MC 1)**

## **UNIT 1: The Art of Rhetoric**

**2 weeks: Aug 17 - 28**

### **Objectives**

- Review prewriting, rhetorical situation, topic threads, and composition structure.
- Understand the elemental nature of content in writing.

### **Evaluation**

- The Self and Agency. Analysis Composition **(MC 2)**

## **UNIT 2: Foundations of Research Writing**

**3 weeks: Aug 31 - Sept 18**

### **Objectives**

- Review critical reading skills by summarizing, analyzing, interpreting, and synthesizing information, as well as distinguishing fact from opinion and evidence from inference.
- Evaluate and cite sources using MLA style.
- Write sentences and paragraphs that follow the principals of clarity and cohesion while building claim chains.

### **Evaluation**

- Researched Compare and Contrast Composition **(MC 3)**

## **UNIT 3: Deep Research: Uzbekistan**

**~ 5 weeks: Sept 21 - Oct 23**

### **Objectives**

- Master process of inquiry and research.
- Utilize various digital resources to gain deep and comprehensive understanding of new subject area: Uzbekistan.
- Appreciate the role of research and composition in building a nuanced appreciation of another culture.
- Understand argument in rhetoric.

### **Evaluation**

- Uzbekistan Position Paper **(MC 4)**

## **UNIT 4: Independent Inquiry & Composition**

**~ 5 weeks: Oct 26 - Dec 7**

### **Objectives**

- Engage in critical reading skills and independent researched inquiry.
- Review argument strategies.
- Craft a composition that deeply engages the reader with nuanced argument and credibly presented research.

### **Evaluation**

- Researched Argument Composition **(MC 5)**

## **Semester Conclusion**

Researcher's Closing Letter. Reflect on being a researcher and completed writing portfolio **(MC 6)**

\* **(MC)** = Major Composition



# MC4 Deep Research

## *Uzbekistan*

### Key Process Elements

|             | Notes  |
|-------------|--|
| Outline     | Should include clear paragraph structure, persuasion-driven thesis, claims, and specific evidence. |
| Rough Draft | Include your works cited and citations for evidence.   |
| Final Draft | Review the information below and rubric.   |

### Prompt

You are reviewing a new course proposal. You must make a recommendation on whether Sociology 220 should be approved as a course at Illinois Central College. The course description follows:

#### ***Sociology 220—Experiencing the Other: Uzbekistan***

*Through the study of Uzbekistan’s history, culture, and socioeconomic landscape, understand the intricacies of living as a citizen of Uzbekistan. The final three weeks of the course involve traveling through Uzbekistan and journaling about what it may be like to live as an Uzbek.*

### Guidelines

1. Clearly stated thesis that persuades your audience to support your position.
2. At least four different sources must be used. Your sources must be from the instructor’s reading list or you must get instructor approval for new sources.
3. You must have at least six pieces of researched evidence, including at least two quotes and two paraphrases.
4. Evidence must be reasonably dispersed throughout your recommendation so that claims are reasonably supported.
5. Employ MLA format in parenthetical or in-text citations, as well as in works cited.
6. The composition should be at least 750 words.
7. You may write in first or third person. You may also use headings.

## Resources

Fischer's Google Doc summary of "Purdue OWL—Best of Working Working Doc": [https://docs.google.com/document/d/1s0oYfp4eQro4AD1xLub\\_hWVqqFg4it3FTfPSFP5QDDw/edit?usp=sharing](https://docs.google.com/document/d/1s0oYfp4eQro4AD1xLub_hWVqqFg4it3FTfPSFP5QDDw/edit?usp=sharing)

"MLA Overview and Workshop" Purdue OWL: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_overview\\_and\\_workshop.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_overview_and_workshop.html)

"Paraphrasing, Quoting and Summarizing" Purdue OWL: [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/quoting\\_paraphrasing\\_and\\_summarizing/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)

"MLA Sample Paper" Purdue OWL: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html)

| <b>Rubric</b>  |           |
|--|-----------|
| <p><b>FOCUS</b></p> <ul style="list-style-type: none"> <li>• Clearly stated thesis that supports your position.</li> <li>• Thesis statement is supported by logically ordered body paragraphs.</li> <li>• Topic sentences elaborate upon thesis.</li> <li>• Paragraphs support topic sentence.</li> <li>• Transitions employed.</li> <li>• Interest is developed and held throughout, beginning with an engaging introduction.</li> </ul>  | <b>20</b> |
| <p><b>SUPPORT/ELABORATION</b></p> <ul style="list-style-type: none"> <li>• Body paragraphs contain clear topic sentences.</li> <li>• Topic sentences are supported by claim chains.</li> <li>• Claim chains are solid: <u>claim &gt; evidence &gt; explanation of how evidence supports/proves the claim.</u></li> <li>• Evidence does not come out of the dark; rather, it is preceded by text which sets it up as part of a claim chain.</li> <li>• Evidence is credible and clearly relevant, as well as reasonably dispersed so as to support claims.</li> </ul> | <b>40</b> |
| <p><b>RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Research is presented in credible manner with signal phrases where appropriate.</li> <li>• MLA format followed for citations per assignment.</li> <li>• Researched evidence cited at least six times (utilizing at least four different sources) including at least two quotes &amp; two paraphrases.</li> </ul>   | <b>25</b> |
| <p><b>TECHNICAL</b></p> <ul style="list-style-type: none"> <li>• Grammar, usage and spelling are properly employed.</li> <li>• Works cited page included &amp; properly formatted.</li> <li>• Assignment specs and expectations such as heading, word count, etc. are met.</li> </ul>  | <b>15</b> |

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