



ENG 102: English Composition: Research and Writing

I. 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;
- compose an action-oriented research project for web publication; and
- design an academic poster project for research sharing.

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.

On the way to achieving the above goals, students will also learn about and acquire various sets of literacies by studying

- argumentation,
- research technologies, and
- website design.

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 referencing 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 Project Proposal, Primary Research Project, Secondary Research Project, Persuasive Research Project, and Academic Poster Project;
- 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.

Through the design of the course, we will also engage with [ASU’s Eight Design Aspirations](#):

1. Leverage Our Place: ASU embraces its culture, socioeconomic and physical setting.
2. Transform Society: ASU catalyzes social change by being connected to social needs.
3. Value Entrepreneurship: ASU uses its knowledge and encourages innovation.
4. Conduct Use-Inspired Research: ASU research has purpose and impact.
5. Enable Student Success: ASU is committed to the success of each unique student.
6. Fuse Intellectual Disciplines: ASU creates knowledge by transcending academic disciplines.
7. Be Socially Embedded: ASU connects with communities through mutually beneficial partnerships.
8. Engage Globally: ASU engages with people and issues locally, nationally and internationally.

II. WEEKLY ACTIVITIES AND 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.

Course Content and Assignments

Videos and Reading Materials:

This course includes lecture videos on specific topics, designed to help you learn key concepts. All reading materials will be provided digitally.

Creating Your ePortfolio

In addition to turning projects in through the course site, you will also curate much of your work in an ePortfolio throughout English 102. In each course module, you will learn about designing and working with an ePortfolio website.

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 builder of your choice, as long as 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 102 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. 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 Project Proposal

In this 750-1000 word project, you will create and present a proposal for a course-long persuasive research project.

Writing Project #2: The Primary Research Project

In this 1000-1500 word project, you will use one of the qualitative research instruments covered in our course - direct observation, interview, or survey - to collect data related to your course-long research project.

Writing Project #3: The Secondary Research Project

In this 750-1000 word project, you will create two secondary research annotations to help you organize and think about secondary research that you have conducted and will use in your persuasive research project.

Writing Project #4: The Persuasive Research Project

In this 2000 word project, you will prepare and present your overall research project to an audience that has the ability to do something about the problem or issue you have been researching throughout the course.

Writing Project #5: The Academic Poster Project

In this project, you will remediate the work you did in your Persuasive Research Project as an academic poster.

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” exercise using the Cerego adaptive-learning software in the course. Content Mastery serves the following four purposes:

1. It reinforces conceptual knowledge covered throughout the course.
2. It allows you to test your conceptual knowledge and review those ideas that may be giving you trouble.
3. It prepares you to be successful on the associated module’s course quiz.
4. 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 exercise 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.

Important: *In addition to achieving an overall grade of 70%, all ID Verified students who have verified their identity must take the proctored Module 7 Quiz to be eligible for credit or a verified certificate.*

III. COURSE REQUIREMENTS AND COMMUNICATION

Course Requirements

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.**

To be adequately prepared for this course, a recommended prerequisite course is ENG 101 English Composition. At some institutions, students should take ENG 101 before ENG 102 to ensure that the course credits will transfer. Please check with your institution prior to enrolling.

Online Course Requirements: This is an online course, so all course interactions will use Internet technologies. All 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, 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.

Course Communication

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

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.

Discussion Forum Work and Etiquette

We have two fundamental community rules for participation in the discussion forums: be civil, and don't post offensive or illegal content. Your instructional 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.

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 email students with important updates and reminders.

The instructional team will also pin important discussion forum posts and threads on the discussion board. Be sure to pay attention to all course emails and pinned posts so you do not miss important course information.

IV. STUDENT EVALUATION

The breakdown of your grade is as follows:

Item	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	8%
Writing Project #5 - Final Draft	4%
Writing Project #6 - ePortfolio - Final Draft	6%
Content Mastery	15%
Quizzes (Note: ID Verified students must take the proctored Module 7 Quiz to be eligible for credit or a verified certificate.)	40%

Final grades are based on the number of points you earn on the course activities listed above. There is no extra credit available. You can see your percentage of the total points to date on your progress page. Final scores will be calculated as follows: 90% or better will receive an A, 80% or better a B, 70% or better a C, below 70% is a failing grade. There will be no + or - added to grades.

Credit Eligibility: You must pass the course with a grade of C (70%) or higher and be on the ID Verified track. Please note that exams that fail the proctoring

review will result in an assignment grade of 0. A student earning an overall grade of a C or higher who fails proctoring is not eligible for credit.

If your proctored exam is marked as suspicious, you have up to 75 days from when you completed the exam to appeal the decision. After that time, appeals will not be accepted or reviewed.

V. POLICIES

Submitting Assignments

While your Writing Projects and Writer's Journals will be hosted on your ePortfolio website, all assignments must be submitted via the course site. 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 in the course 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. Also be sure to make use of the weekly checklists provided to help you pace your work for each week.

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 can vary 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 Module 0: Before the Course Begins section of the course, and review ASU's [Academic Integrity Policy](#) and [Terms of Use](#).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources on this FAQs page, [Sexual Violence Awareness, Prevention and Response](#)

As a mandatory reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

VI. 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 the “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, to avoid any unnecessary stress.

Countdown timers: Please note that countdown timers are provided as a resource, but should not be relied on for official due dates. Students are required to follow the course schedule for all assignment deadlines. **No extensions will be granted.**

VII. GENERAL AND TECHNICAL REQUIREMENTS

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

Proctoring

Students who are interested in taking the course for credit will need additional computer requirements and skills to access the remote proctor service. Please see the [Software Secure](#) site, which details Proctor Now’s requirements.

If you are not certain about your system, it is highly recommended that you complete the practice proctored exam to confirm system compatibility.

VIII. GENERAL AND TECHNICAL ASSISTANCE

Student Support and Accessibility

Please access the [edX Help Center](#) for solutions to common problems, and review the “Student Support” page in the “Before the Course Begins” section for further details.

Proctoring Support

To address technical issues related to proctoring, please do the following:

1. Contact our proctoring partner, Software Secure (a division of PSI Services), at 1-855-436-2039 for US and Canada, and 1-617-658-2879 for international residents (Outside US and Canada).
2. Contact [edX Student Support](#).

You must contact both Software Secure/PSI Services and the edX support team to ensure resolution. Please put “Problem with proctored exam” in the subject line. Again, be sure to provide as much information as possible.

IX. TAKING THIS COURSE FOR CREDIT

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

- ID Verify by the assigned deadline
- Take the proctored Module 7 Quiz
- Pass the course with a C or better (70% or higher)

Credit Redemption

Important: In order to be eligible for credit, you must complete and pass each of these 2 courses with a 70% or higher: English 101: English Composition, and English 102: Research and Writing. The score required to pass each course and receive a course certificate is 70%.

Learners who successfully earn the MicroBachelors Program certificate in Professional Writing from Arizona State University will be able to elect transferable college credit at no additional cost. Please note, credit for this program is not provided by (Arizona State University). This program is currently under review by [Thomas Edison State University](#).

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 the assigned deadline
- Take the proctored Module 7 Quiz
- 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.

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

Note: Potential limitations of internet connectivity by some countries may limit the ability of a credit eligible student residing in those countries to complete all the assessments, and therefore potentially impede the eligibility to earn college credit. Students impacted by such limitations should submit a [ticket](#) via the [edX Help Center](#).