



## COURSE SYLLABUS

---

### ENG 102-WE English Composition II

#### **Self-Paced Course – Web-Based Format Option**

Session begins on the 1<sup>st</sup> day of enrollment month and ends on the last day of the 6<sup>th</sup> month.

---

#### Instructor Information

**Instructor Name:** Professor H. Ireson

**UIU Faculty Email:** [iresonh@uiu.edu](mailto:iresonh@uiu.edu)

You are required to use your UIU issued email account for correspondence.

Please email me with questions or concerns and I will usually reply within 24 hours.

I do not work on Sunday.

**Be sure to include the course number in the subject line and your name in the email.**

**Contact Information:** For questions, comments, or concerns please contact the Self-Paced Degree Program office:

Telephone: 563-425-5200 or 1-800-553-4150

E-mail: [selfpaced@uiu.edu](mailto:selfpaced@uiu.edu)

Address: Upper Iowa University, PO Box 1857, Fayette, IA 52142

---

#### Course Description

**Semester Credits:** 3

**Catalog Course Description:** This course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation, and the use of research material. A formal research paper is required among the regularly assigned writing compositions. This course does not count toward the completion of the English major.

**Prerequisite:** ENG 101 or equivalent.

#### **Credit Hour Policy:**

As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see *UIU's Policy Guidelines for Instructional Time Expectations*: [UIU Policies](#).

---

## Course Materials

It is the student's responsibility to make sure the student has access to all required course materials by the start of the session.

### Required Textbooks

Kennedy X.J. *The Bedford Guide for College Writers* (12<sup>th</sup> Edition) Bedford/St. Martin's, 2020.

### Ordering Textbooks

Purchase your textbook through the online university bookstore, [BNC Direct](#), or by phone at (800) 325-3252.

### Recommended Resources

APA formatting and citation are a requirement for this course. This packet contains many useful resources, but if you have access the following is also recommended:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association: The official guide to APA style* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3217-8

**The APA Style Guide Online:** <https://apastyle.apa.org>

### Recommended Resources

UIU Writing Center

- Email: [writingcenter@uiu.edu](mailto:writingcenter@uiu.edu)
- Phone: (563) 425-5272

UIU Academic Success

- Email: [academicsuccess@uiu.edu](mailto:academicsuccess@uiu.edu)
- Phone: (563) 425-5264

---

## Course Objectives

The objectives in this course will be: to hone written and rhetorical skills, integrate outside sources, demonstrate critical thinking, and effectively engage in academic conversations.

1. Integrate a variety of outside sources into a persuasive essay of 1,200 words.
2. Defend a thesis statement with different forms of evidence, including statistical evidence, testimonial evidence, anecdotal evidence, and analogical evidence.
3. Understand the differences between credible and non-credible sources.
4. Locate and evaluate primary, secondary, and tertiary sources.
5. Cite sources according to appropriate academic conventions

---

## Program Student Learning Outcomes

ENG 102 is part of Upper Iowa University's General Education Program. The following is the General Education Mission Statement:

The Upper Iowa University General Education program is guided by the Peacock Pillars and promotes foundational learning in multiple disciplines. The Peacock Pillars are student learning outcomes achieved by all Upper Iowa University graduates and represent critical skills necessary for meaningful participation in society.

---

## General Education Task

Upon successful completion of this course, you should be able to synthesize intellectual property from a variety of sources into an appropriately formatted research paper.

---

## Creating Success in Your Self-Paced Course

Whether you are taking one course or pursuing your degree, your satisfaction is important to us. We look forward to working with you to successfully complete this course. ***Please fully review the syllabus. It is extremely necessary to fully review each unit and complete the reading requirements as you complete each unit.***

1. **Before you begin coursework, be sure you understand course objectives and procedures.** Procedures do change, so please review all forms, even if this is not your first self-paced course. Your course status may be affected if policies are not followed.
2. **Do not submit a Unit until you have received feedback from the previous Unit.** The feedback received from your instructor is *critical* to your success in subsequent units.

3. **As a best practice, you are encouraged to *always* keep a copy of your Units before submitting them for grading.**
4. **Please address specific questions about course content to your instructor.** If the information is not clear, contact your instructor for additional guidance. If your units are not returned within a reasonable period of time (3 weeks), please contact our office.
5. **The Self-Paced Program staff and faculty are dedicated to providing you with a rewarding distance learning experience.** We would like to hear from you with any comments, questions, or concerns.

---

## Course Requirements and Grading Criteria

### Course Requirements

1. Review the **entire** course syllabus before beginning the course. Be sure you understand the course procedures and objectives. Procedures do change, so please review **ALL** requirements and policies even if this is not your first course including, but not limited to, administrative withdrawal. Your course status will be affected if policies are not followed.
2. Students who develop a regular time schedule and set goals for unit completion are most successful in completing courses within a specific timeframe.
3. The feedback you receive from the instructor on your work is **critical** to your success in subsequent lessons. These comments allow you to improve and modify the next units if necessary.
4. Assignments are submitted using uiuLearn. Please complete all assignments and modules in order.
5. If the information in your syllabus is not clear or if units are not graded within a reasonable period of time, please contact your instructor using uiuLearn's email tool, if that doesn't work contact the Self-Paced Program office. We would like the opportunity to address concerns, however, we may not know unless we hear from YOU!
6. ALWAYS keep a copy of your completed work when submitting it for grading.

---

## Course Requirements and Grading Criteria

Course letter grade will be based on the following criteria:

### Assignments

Composition II is divided into **8 “Units”** covering various genres of writing that require content analysis and the use of rhetorical techniques, culminating with the composition of a research paper in which you pose a question or problem and argue an answer or solution, with the support of appropriate sources.

As an extension of Composition 101, this course’s main **“Assignments”** will involve writing, reading, analysis, and synthesis. I have also included **“Responses”** in most Units to give you the chance to consider the course content without the pressure of writing for a formal assignment or essay.

### Summary of Unit Components

Each Unit may contain the following components for you to complete:

1. Reading assignments
2. Response assignments
3. Major written assignment or essay

See each Unit for specific information as to how to complete the assignments and submit them.

### Preparation Exercises

You will notice each Unit contains a number of steps that should be accomplished *before* you begin drafting the major assignments. These might involve additional reading or various ways to generate ideas upon which to base an essay. If we were in a traditional classroom setting, these steps might be accomplished by classroom conversation, group activities, or instructor lectures. If we were in an online class with a set schedule, these might be accomplished through threaded online discussions. However, in this self-paced class, you must take these tasks on by yourself. The preparation for writing formal assignments is even more important in this class because you do not have the opportunity to receive feedback from classmates. So please, be diligent about completing *all* of the steps in each assignment.

### Grading

Grading for the analysis of essays and writing of your own essays will be based on how well the final product meets the requirements of the assignment. **For major assignments and essays, the grading will be dependent on the clarity of thesis and purpose, organization**

**of material, integration of evidence and examples, appropriateness of language, and correct use of APA style formatting.**

These major essays will include a first draft for instructor comment, then a revised final draft for grading. It is assumed that the student can present a final draft in which the wording is not only grammatically correct but concise and accurate. This course does not focus on how to improve the accuracy and precision of one's writing, but on occasion, I may offer some suggestions.

## Writing Standards

This course assumes you are already familiar with the fundamentals of writing. Certain stylistic features unique to research papers, such as the use of quotations and parenthetical citations, will be addressed. I am aware that early papers may be flawed in style and mechanics, and I will offer suggestions to improve your personal writing style. As you progress through the course, you will be held to higher standards of excellence.

We will not be able to cover *all* of the sections of our textbook. However, it contains valuable advice on the stages of the writing process (which I would recommend making use of) and an extensive grammar reference section (that you should consult on questions of grammar or mechanics).

**Again, I would recommend that you NOT submit a Unit for grading until the previous unit has been returned.** This procedure allows you to incorporate my suggestions and corrections in future work, gives you the opportunity to ask clarifying questions, and prevents repeated mistakes. Work submitted for grading cannot be resubmitted for a higher grade.

## Grading Scale

Letter Grade	Percent	Points
A	93-100%	1209-1300
A-	90-92%	1170-1208
B+	87-89%	1131-1169
B	83-86%	1079-1130
B-	80-82%	1040-1078
C+	77-79%	1001-1039
Letter Grade	Percent	Points
C	73-76%	949-1000

C-	70-72%	910-948
D+	67-69%	871-909
D	63-66%	819-870
D-	60-62%	780-818
F	0-59%	0-788

---

## Course Schedule

Dates are subject to change throughout the self-paced period as the professor sees fit. All changes will be communicated via mail, email, and UIULearn. You are strongly encouraged to complete the units in the order they are shown below. Completing units out of sequence could result in a loss of points and a reduced grade.

Unit	Activity	Points
Unit 1	Reading: Chapter 1	
	Writing Response	20
	Assignment: Literacy Autobiography	50
Unit 2	Reading: Chapters 2 & 3	
	Writing Response	20
	Response	20
Unit 3	Reading: Chapters 26 & 16	
	Writing Response	20
	Assignment: Research Proposal	50
Unit 4	Reading: Chapters 27 & 28	
	Writing Response	20
	Assignment: Source Evaluation	100
Unit 5	Reading: Chapters 29 & 32	

Unit 6	Writing Response	20
	Assignment: Annotated Bibliography	200
	Reading: Chapter 8	
	Writing Response	20
	Assignment: Position Paper	200
Unit 7	Reading: Chapter 9	
	Writing Response	20
	Assignment: Solution Paper	200
Unit 8	Reading: Chapter 19 & Chapter 30	
	Writing Response	20
	Final Checklist	20
	Assignment: Research Paper	300
Total		1300

## Grades and Feedback

This syllabus contains all assignments necessary for completing your self-paced course. But you must carefully read each Unit in the course. Submit your completed assignments via uiuLearn.

If you need academic assistance with the course, please feel free to contact the Self-Paced Degree Program office.

To protect the integrity of the final assessment/exam, you only receive your final grade on the exam; you do not receive any feedback on the answers to the exam questions. The answers to the questions on the exam are not shared with students. Please remember to stay academically honest.

## Turnitin

Turnitin is a tool for both teachers and students to ensure academic integrity by checking the originality of submitted papers to avoid issues of plagiarism and academic dishonesty. Students should be aware that Turnitin scans submitted work and compares it to ALL other sources on file.

## Incompletes

Students will be allowed to request an extension and receive an 'I' (incomplete grade) at the end of their original six-month enrollment period if:



- A minimum of one assignment has been received for grading per guidelines **AND**
- All course units and exams are not completed and submitted **OR**
- A course withdrawal has not been initiated.

Note: The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

#### Incomplete grade details

- When the extension is granted and an incomplete grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'I' grade posted to the student's official record will be replaced with a final letter grade; however, the incomplete will remain on the official transcript as a notation.
- If the course is not completed by the end of the incomplete period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can re-enroll and repeat the entire course for credit.

Note: Students are not reported as enrolled during the incomplete period and are not eligible for student loan deferment.

---

## Course Expectations

### Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#) (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

---

## University Policies

### Withdrawal (W)

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period\* 100%

After the first lesson through 10% of the enrollment period 90%

After the first 10% through the first 25% of the enrollment period 50%

After the first 25% of the enrollment period 0%

\*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision.

Upper Iowa University is required to use a pro-rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to [uiu.edu/financialaid](http://uiu.edu/financialaid).

### **Administrative Withdrawal (AW)**

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. **At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course.** Students who are administratively withdrawn for non-submission of assignments will be charged an administrative fee of \$99. Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

### **Academic Accommodations**

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an application for services that can be found on the Student Accessibility

Webpage. The Application Packet for New Students can be found here: <https://uii.edu/experience/student-accessibility-services> In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

Contact the Director at (563) 425-5949, [accessibility@uii.edu](mailto:accessibility@uii.edu) or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

### **Academic Misconduct Policy**

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

**Cheating** includes, but is not limited to:

- The use of unauthorized books notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
- The submission of the same work for two or more classes without the approval of the instructors involved.

**Academic dishonesty** includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately.
- Accessing another person's work without permission.
- Providing false or incomplete information on an academic document.
- Changing student records without approval.
- Obtaining and using texts or other materials intended for instructor use only.

**Plagiarism** includes, but is not limited to:

- The presentation of another's published or unpublished work as one's own.
- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
- Using charts, graphs, statistics or tables without proper citation.

### **Levels of Academic Misconduct and Sanctions**

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final

decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university ([Academic Misconduct Policy: Table 1](#)). A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined in [Academic Misconduct Policy: Table 1](#) should be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

---

## Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

**This syllabus is subject to change.**

© 2021, Upper Iowa University