



Course Number, Title and Credits

ENGU 103 - Writing and Rhetoric - 3 credits

Course Catalog Description

The course provides instruction that focuses on the writing process, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research paper, and documenting research. Students will learn that reading is a complex process. Students are required to complete a minimum of 10,000 graded words in essays that include a researched essay. All work shall be submitted as a part of a final writing portfolio. 3 credits.

Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

[Click here](#) to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The [UMass Global online library](#) provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

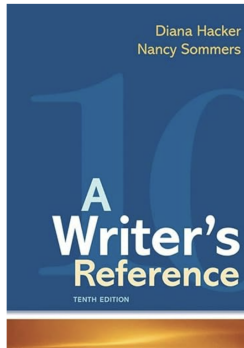
Artificial Intelligence Policy for ENGU-103

Artificial Intelligence (AI) technology has many useful applications but it also may limit critical thinking, problem solving, and writing skills. AI technology may include programming engines, software, and assignment-generating programs. English 103 emphasizes original thinking and problem-solving skills as well as your own writing voice/tone and your own ability to edit draft essays. Therefore, students in English 103 are not authorized to use any AI software to prepare or develop graded assignments. Your instructor may screen your submissions for AI detection using plagiarism detection software. If your work is detected to have been AI-generated, it will be considered plagiarism. Penalties for using AI to prepare or develop a graded assignment may include a zero on the assignment, failure of the course, and further sanctions that will be reported to the Dean.

University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the [University Catalog](#).

Required Textbooks



A Writer's Reference

9781319169404

Diana Hacker and Nancy Sommers

Bedford/St. Martin's

2021

10th

All student textbooks are available at the University of Massachusetts Global Bookstore:

<https://www.bkstr.com/umassglobalstore>

Course Learning Outcomes

By the end of the course, students should be able to:

1. Generate ideas using brainstorming techniques.
2. Draft, revise, and edit an academic essay.
3. Analyze audience, purpose, exigence, ethos, pathos, and logos.
4. Research a topic, specifically how to access, evaluate, and effectively use information from the Internet, books, media, and peer-reviewed journals.
5. Synthesize different points of view and anticipate readers' responses.
6. Document and cite sources accurately, using either the APA or MLA citation system.

Major Study Units

1. The Writing Process: Brainstorming, Drafting, Revising
2. Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence

3. Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation
4. Researching: Locating, Evaluating, and Synthesizing sources (including APA or MLA citation guidelines)

Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents

Grade Point System

(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - = 70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Discussion Board: Each week, unless otherwise noted, you must post your answers to the discussion prompt(s) by Thursday night before midnight. You will then have until Sunday night at midnight to complete your additional responses to at least two other students. Please note attendance and participation policies courses. There are 8 discussion boards that are each worth 25 points for a total of 200 points or 20% of your grade.

Library Tutorial on Academic Integrity and Plagiarism Avoidance: This is a tutorial by the UMass Global Library. You will complete it and submit the completion certificate to Blackboard by Sunday of week four. This is worth 20 points or 2% of your final grade.

Essays and Writing Assignments: The following assignments are a series of writing assignments. Most will require a draft and a final draft. Please pay close attention to the due dates. Most drafts are due on the Thursday of the week they are due, while the final drafts are due on Sunday of the week they are due.

- **Drafts:** All submitted as required. The draft and the completed essay must demonstrate revision based on instructor and Grammarly feedback. Drafts must be on time and complete in order to earn these points. Essay drafts will be due on Thursdays and submitted to Grammarly and Blackboard.
- **Final Drafts:** Final essay assignments will be due on Sundays and will be submitted to Blackboard.
- **NOTE:** The final draft of the Research Essay Signature assignment is due on **Saturday**, which is different from other final drafts.

Diagnostic Essay: This essay is due in week one. The essay is ungraded, but is mandatory.

****Signature Assignment - Research Essay:** Students will complete an argumentative (persuasive) research essay of at least 2,000 words, using a minimum of five secondary sources, correctly documented in either APA or MLA style citation style. The final essay will be due the Saturday of the last week of the course. This full assignment is worth 550 points total or 55% of your final grade.

The Signature Assignment is a multi-part assignment with elements submitted for points in different weeks:

1. **Research Essay Proposal:** In week two you will submit a research proposal form with at least two credible sources from the university library for your research essay due in. Watch the relevant library videos from Week One to complete this assignment. (25 points)
2. **Draft: References or Works Cited and Summary with Citation:** This is due by Thursday of week four (0 points, non-scored assignment, but is mandatory)
3. **Final Draft: References or Works Cited and Summary with Citation:** This is due by Sunday of week five (100 points)
4. **Draft: Argument Analysis Essay:** This is due by Thursday of week five (50 points)
5. **Final Draft: Argument Analysis:** This is due by Sunday of week six (100 points)
6. **Research Essay Outline:** This is due by Thursday of week six (25 points)
7. **Draft of Research Essay:** after you have used Grammarly to make minor revisions, submit to Blackboard by Thursday of week seven, before midnight. (50 points)
8. **Final Draft of Research Essay (Signature Assignment):** It is due to Turnitin in Blackboard by Saturday of week eight, before midnight. (200 points)

Other Essays/Assignments: There are two smaller essays as well that demonstrate understanding of rhetorical modes in the course.

- **Problem and Solution Essay** (draft, week two, 30 points; final draft, week three 100 points)- 130 points or 13% of grade
- **Reflection Essay** (*only one draft due week eight)- 100 points or 10% of grade

*All Essay drafts due by Thursday of the week due before midnight; final drafts due by Sunday of the week due before midnight. The Research Essay due in week 8 is due on Saturday of that week before midnight.

Methods of Evaluation for Determining Grades:	CLOs Addressed	Week(s) Due	Possible Points
Discussion Board Participation (25 points each)	1-6	1-8 (Initial posts by Thursday, responses to classmates by Sunday)	200
Diagnostic Essay (non-scored assignment, but is mandatory)	1, 2	1 (By Sunday)	0
Draft: Problem and Solution Essay	1, 2, 5	2 (By Thursday)	30
Final Draft: Problem and Solution Essay	1, 2, 5	3 (By Sunday)	100
Research Proposal Form	4, 6	3 (By Sunday)	25

Draft: References or Works Cited and Summary with Citation (non-scored assignment, but is mandatory)	4, 6	4 (By Thursday)	0
Library Tutorial: Academic Integrity and Plagiarism Avoidance	4-6	4 (By Sunday)	20
Final Draft: References or Works Cited and Summary with Citation	4, 6	5 (By Sunday)	100
Draft: Argument Analysis Essay	1-6	5 (By Thursday)	50
Final Draft: Argument Analysis Essay	1-6	6 (By Sunday)	100
Research Essay Outline	1, 4, 6	6 (By Thursday)	25
Draft: Research Essay	1-6	7 (By Thursday)	50
*Signature Assignment Final Draft: Research Essay	1-6	8 (By Saturday)	200
Reflection Essay (only one draft)	1, 2	8 (By Sunday)	100
		Total	1000

Class by Class Outline for Course:

Week	Topics	Assignments
Week 1 CLO 1,2	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising 	Readings/Preparation: <ul style="list-style-type: none"> Read and review all resources Graded Work Due This Week: <ol style="list-style-type: none"> Diagnostic Essay on "Maturity" Discussion Board
Week 2 CLO1,2, 4-6	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising; Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence 	Readings/Preparation: <ul style="list-style-type: none"> Read and review all resources Graded Work Due This Week: <ol style="list-style-type: none"> Draft of Problem and Solution Essay Discussion Board
Week 3	<ul style="list-style-type: none"> Generate ideas, draft, revise, and edit an academic essay, 	Readings/Preparation: <ul style="list-style-type: none"> Read and review all resources

<p>CLO1,2,4-6</p>	<p>demonstrating the writing process</p> <ul style="list-style-type: none"> Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence 	<p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Final Draft: Problem and Solution Essay Research Proposal Form Discussion Board
<p>Week 4 CLO1,2,4-6</p>	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines) 	<p>Readings/Preparation:</p> <ul style="list-style-type: none"> Read and review all resources <p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Draft: References or Works Cited Page Library Tutorial on "Academic Integrity and Plagiarism Avoidance" Discussion Board
<p>Week 5 CLO1-6</p>	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines) 	<p>Readings/Preparation:</p> <ul style="list-style-type: none"> Read and review all resources <p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Final Draft: References or Works Cited Page Draft: Argument Analysis Essay Discussion Board
<p>Week 6 CLO1-6</p>	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising 	<p>Readings/Preparation:</p> <ul style="list-style-type: none"> Read and review all resources

	<ul style="list-style-type: none"> Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines) 	<p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Final Draft: Argument Analysis Essay (final copy) by Sunday, before midnight. (100 points) Research Essay Outline Discussion Board
<p>Week 7</p> <p>CLO1-6</p>	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation Researching: Locating, Evaluating and Synthesizing sources (including APA or MLA citation guidelines) 	<p>Readings/Preparation:</p> <ul style="list-style-type: none"> Read and review all resources <p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Draft: Research Essay Discussion Board
<p>Week 8</p> <p>CLO1-6</p>	<ul style="list-style-type: none"> The Writing Process: Brainstorming, Drafting, Revising Analyzing the Rhetorical Situation: Audience, Purpose, and Exigence Analyzing Rhetorical Appeals and Strategies: Pathos, Logos, and Ethos; Concession and Refutation Researching: Locating, Evaluating and Synthesizing sources 	<p>Readings/Preparation:</p> <ul style="list-style-type: none"> Read and review all resources Read Signature Assignment: Research Essay document Read: Reflection Essay Assignment document <p>Graded Work Due This Week:</p> <ol style="list-style-type: none"> Final Draft: Research Essay Reflection Essay (Only one draft). Discussion Board

	(including APA or MLA citation guidelines)	
--	--	--

Methods of Evaluation for Determining Grades

N/A

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 \(ADA\)/Americans with Disabilities Act Amendments Act of 2008 \(ADAA\)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of Accessible Education \(OAE\) website](#) for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

UMass Global's CARES Team

The [CARES team](#) is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)