ENG 103 SYLLABUS

Fall 2026
3 credits
Prof. Liz Ranfeld
*See Canvas course for contact information

Course Description

Introduces students to principles of diverse rhetorics and writing processes, and to research processes and information literacy; provides practice analyzing how the processes and practices of language use vary across cultural and rhetorical situations; focuses on the creation of written and multi-modal texts.
Prerequisites: none.

Course Outcomes

- Identify and analyze a variety of rhetorical concepts from different cultures
- Assess strategies for invention, drafting, and revision for individual composing styles by setting goals and tracking growth
- Demonstrate an awareness of the rhetorical history and impact of conventions (grammar, citation, format, and genre) as they vary by culture and discipline
- Engage critically and carefully as readers (and listeners) of others' perspectives and diverse language practices
- Produce texts in multiple modes for different rhetorical purposes and audiences
- Incorporate evidence and synthesize information from multiple secondary sources to support a sustained argument

Course Rationale

ENG 103 is an essential component in the Indiana College Core (ICC) Foundational Intellectual Skills for written communication, enabling students to interpret and compose texts that are central to their academic and civic lives. Based in current scholarship and best practices in the field of rhetoric and composition, the course is designed to develop students' awareness and understanding of rhetorical principles (audience, purpose, context, genre, conventions) from diverse cultural perspectives and to increase their facility both analyzing and creating written and multimodal compositions.

Course Content, Outline, & Format

The content of ENG 103 is designed to enable students to achieve the course goals; specifically, students in ENG 103 will:

- Discuss, analyze, and respond to a variety of written and multimodal texts, from a variety of cultural and ideological perspectives.
- Discuss and analyze the rhetorical history and impact of conventions (grammar, citation, format, and genre) as they vary by culture and diverse language practices.
- Complete regular informal writing assignments that involve and/or attend to writing processes (invention, drafting, feedback, and revision)
- Complete at least three (3) major projects that engage with different modes of delivery for a variety of rhetorical purposes and audiences.
    - At least one major assignment will incorporate secondary research
    - At least one major assignment will address rhetorical knowledges
    - At least one major assignment will be multimodal
        - *Note*: Any one assignment may meet multiple requirements
- Engage in practices of peer review, reflection, and revision
- Complete multiple formal or informal writing assignments that involve self-reflection and self-assessment of writing processes (invention, drafting, revision)

Methods of Evaluating Student Performance

The writing program encourages faculty to use a grading method that fits with their teaching style and is equitable to all students. This includes the use of contract-based grading, ungrading, holistic grading, or rubrics. Faculty should be able to clearly articulate their grading system to students. Classroom assessment should be grounded in *what is taught* in a specific section of the course and rubrics should be specific to a given assignment prompt.

In general, some or all of the following areas will form the basis for the evaluation of student writing, with varying emphases and combinations according to the requirements and goals of individual assignments:

- content development/argument;
- audience and purpose;
- research;
- cultural and disciplinary genre conventions; and
- writing process/revision.

Students will be evaluated on a variety of writing and composing tasks, including at least three major projects and, in varying forms and combinations short, informal

writing assignments (in class or out of class), quizzes, discussion board posts, self- and peer- assessments, journals, blogs, and other assignments; students will also be evaluated on the basis of writing processes (engagement with the course, attendance and participation, invention, drafting, reflection, and revision).

In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C- to pass; **a grade of D+ is not passing.** Writing Program courses may be repeated as many times as necessary to meet the requirement but:

- The first and all other grades will show up on the transcript.
- Only the most recent grade earned in the course will be used to compute the cumulative GPA.
- A grade of W will not replace a previous grade.
- Course credit hours apply only once to graduation requirements.

Required Text

BallPoint, Vol. I is the required text for this course. Use this password to access the text: chirp103

Project Packets

Students in Prof. Ranfeld's ENG 103 will be provided with 3 project packets to complete throughout the course. It is the student's responsibility to bring their packet to class every day, complete the work, and turn them in at the end of the unit for credit. Project packets and Canvas homework in this course are worth 30% of the course grade.

Late & Make-up Work

Missed In-class Points

If you miss in-class points, you must speak with Prof. Ranfeld about whether or not the work can be made up. Discussion-based activities are not usually able to be made up, but some quizzes and activities can be. Please have this conversation within 2 days of returning to class.

In-class points cannot be earned more than 1 week after the absence.

Late Homework Assignments on Canvas

Canvas homework assignments close at the time listed in the course schedule (usually midnight on the day the assignment is due). There will be a 24-hour grace period when there is no penalty for submitting late homework. These assignments will not be accepted after that Canvas grace period has closed.

Late Major Assignments (Drafts, Revisions, and Projects)

Major course assignments (drafts and essays) close 24 hours after the due date. Submitting within that window has no associated penalty. If you need an extension, you may contact Prof. Ranfeld before the assignment is due to request one. Generally, extensions are approved.

If you do not contact Prof. Ranfeld about an extension, a 20% grade penalty will apply for work completed after the 24-hour grace window, but drafts and revisions will not be accepted more than 1 week after the due date.

Your Google Doc will confirm when the assignment was completed.

Evaluation of the Course

In accordance with BSU policies and academic best practices, students will provide anonymous feedback using the University-approved evaluation instrument. Instructors are urged to evaluate and revise individual syllabuses on a regular basis.

Attendance Policy

This course follows BSU's attendance policies.

Attendance for this class is required, so it is crucial that you attend class as often as possible. This is an in-person class, and it has been designed to function best in that modality. You simply cannot be successful in the class if you are not in the class.

That being said, we are all humans, we have lives, and we cannot always be present in class (physically, mentally, emotionally, etc.). So, it is okay if you need to miss class for whatever reason. Doctor's notes and prior permission are not required. It is, however, important to communicate with the instructor if you miss class, because this is a key aspect of being a respectful, active member of a community. You will miss the opportunity to learn from those in the class, and share your own knowledge with them.

Any slideshows we discuss in class will be posted to Canvas after the fact, but please note that these slideshows do not capture the lecture or discussion portion of the class. They are meant to supplement the instruction; they are not the same as the instruction.

The following absences are excused per university guidelines:

- Disability accommodations
- Pregnancy, hospitalization, or medical leave
- Bereavement leave
- Religious observation
- Jury duty or court witness leave
- Military leave
- Ball State sponsored events

It is important to note that while these above absences are excused by the university, they must be supplemented with appropriate make-up work.

Prof. Ranfeld will take daily attendance for ENG 103. Attendance is incentivized authentically, as quizzes and in-class activities (including packet work) usually are unable to be made up after the fact. To accommodate for potential absences, 3 missed in-class activities will be adjusted so that they do not impact your final grade.

Missing more than ⅓ of class meetings (13 absences) for any reason may result in an automatic failure of ENG 103. Please note that failing to participate in virtual day activities counts as an absence.

Academic Integrity Policy

This course will follow BSU's Academic Integrity Policies.

Artificial Intelligence (AI) Policy for Ranfeld's ENG 103 Courses

Prof. Ranfeld will work with each section of ENG 103 to develop an AI policy. This policy will include a few specific guidelines from Prof. Ranfeld and a lot of decisions made by the students in the class.

Students will be expected to adhere to that policy, which will be posted to Canvas. Violations of the AI policy may be viewed as academic dishonesty and lead to grade

penalties and reporting to the university.

Students will make policy decisions on the role of AI in:

- Outlining
- Idea generation
- Summarizing and responding to sources
- Quizzes
- Manuscript formatting
- Habit analysis (Essay #3)
- Other issues

The policy will also address detection methods, penalties, citation requirements, and environmental considerations.

For assignments that are meant to assess a student's human writing activities (homework, drafts, revisions, and Rhetorician's Log activities, etc.):

- None of the language in any draft, revision, or homework assignment should include language generated by an LLM/generative AI platform (ChatGPT, Claude, Gemini, Grok), etc.

Google Docs Policy

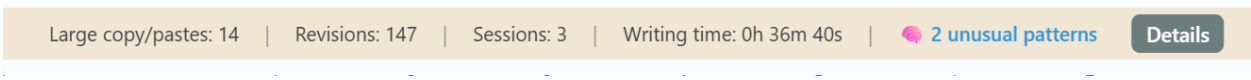
In addition to abiding by the professor- and student-authored AI policy, students must use Google Docs to complete certain assignments. The instructions will specify when you are required to use Google Docs.

To create a record of authentic, human writing, **all major drafts and revisions in ENG 103 must be created in Google Docs, from start to finish.**

Requirements:

- Students may not write in another platform and then copy/paste it to Google Docs. **From the first word to the last revision, your work has to be completed in a Doc.**
- Students must give Prof. Ranfeld **full access to their doc as an editor.** The best option to do this is to change the sharing settings so that anyone with access to the doc is an editor. Alternatively, students can share their files with me directly.
- Students will submit the same document multiple times for the 3 major essays.

Important: Prof. Ranfeld will be using the Revision History Chrome Extension for Google Docs on these assignments. The extension provides all document editors with a more detailed view of the edits, including the following:



Revision History provides an in-depth analysis of those Doc history details. This is why it's a requirement for your work to be completed in Google Docs from start to finish; otherwise, you don't have a Revision History to show your authentic work.

Feedback on drafts and revisions will be provided via Google Doc comments.

Grade Categories

In-Class Points and Canvas Homework	30%
Project #1 (Essay #1 and Rhetorical Map)	20%
Project #2 (Essay #2 draft and revision)	20%
Project #3 (Essay #3 draft)	10%
Project #3 (Essay #3 revision; due during finals week)	20%

Grading Scale

Letter Grade	**Range**
A	100-94%
A-	<94-90%
B+	<90-87%
B	<87%-84%
B-	<84-80%

C+	<80-77%
C	<77-74%
C-	<74-70%
D+	<70-67%
D	<67-64%
D-	<64-61%
F	<61-0%

Disability Services Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Additional Resources

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses

at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found here.