

ENGLISH 101: COMPOSITION COURSE SYLLABUS
7 WEEK - FALL 2016
MIDDLESEX COMMUNITY COLLEGE

COURSE NUMBER/DAY & TIME: 3299 CRN ONLINE

CLASS LOCATION: Your Computer

COURSE DESCRIPTION WITH PREREQUISITE:

Students will develop written texts of varying lengths and styles for different audiences and purposes. They will respond to rhetorical situations, use sources, craft logical arguments, apply language conventions, and formulate effective writing strategies. This is an "L" course. *Reading Prerequisite:* ENG* 073 or ESL *173 with a grade of "C" or better, or placement, or SAT/ACT scores; *Writing Prerequisites:* ENG *063 with a grade of "C" or better; or placement; or SAT/ACT scores; or ENG*096 with a grade of "C" or better.

COURSE CREDIT: 3 credit hours; 3 lecture hours a week

INSTRUCTOR: Lynn Patarini

OFFICE HOURS: By appointment only. Please feel free to email any concerns.

E-MAIL: LPatarini@mxcc.commnet.edu Please put ENGLISH 101 in subject line

LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY IS NOVEMBER 11TH

REQUIRED TEXTS AND OTHER LEARNING MATERIALS:

- *A Writer's Reference*, 8th edition, compiled by Diana Hacker
- *The Little, Brown Reader* 12th edition, edited by Marcia Stubbs and Sylvan Barnet
- Dictionary (on line is fine)
- Notebook for note-taking and a folder for handouts, including the syllabus and other course materials.
- A personal computer or knowledge of when and where you can access a computer (at MXCC computer lab in Wheaton Hall or MXCC Library in Chapman Hall.)
- Access to Blackboard Learn & your college email

"The goal of writing is NOT to have the final word on a subject, to bring the discussion to a close, but to push it forward, to say something new, something that seems to call for further talk and writing"

— Joseph Harris

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GENERAL OBJECTIVES OF THE COURSE

WRITTEN COMMUNICATION (DESIGNATED, FULL COMPETENCY)

- Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

CRITICAL ANALYSIS AND LOGICAL THINKING (FULL COMPETENCY)

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

CONTINUING LEARNING/INFORMATION LITERACY (FULL COMPETENCY)

- Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

APPRECIATION OF THE ETHICAL (FULL COMPETENCY)

- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

Unit No	Instructional Unit	Specific Objectives of Instructional Unit
1	Respond to Rhetorical Situations	Identify and evaluate the specific audience and purpose in different Writing situations, and adapt their writing appropriately to those situations. Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.
2	Use Sources	Locate and evaluate sources appropriate to the rhetorical situation. Read, comprehend, and summarize an argument from a complex piece of writing. Analyze, evaluate, and respond to an argument from a complex piece of writing. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own. Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.
3	Craft Logical Arguments	Generate a controlling idea or thesis. Provide clear and logical evidence, support, or illustration for their assertions. Choose appropriate and effective organizing methods, employing effective transitions and signposts. Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes
4	Apply Language Conventions	Use diction, tone, and level of formality appropriate to audience, purpose, and situation. Apply the conventions of Standard English grammar, spelling, and mechanics.
5	Formulate Effective Writing Strategies	Develop flexible strategies for generating, revising, editing, and proofreading their writing. Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.
6	Critical Analysis and Logical Thinking (full competency)	<ul style="list-style-type: none"> • Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: <ul style="list-style-type: none"> ○ Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. ○ Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. ○ Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation"). • Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: <ul style="list-style-type: none"> ○ Distinguish fact from opinion. ○ Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. • Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below : <ul style="list-style-type: none"> ○ Assess the reliability, reasonableness, and perspective of the sources of evidence. ○ Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own. ○ Apply criteria for evaluating the success of each kind of inference • Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion as outlined below: <ul style="list-style-type: none"> ○ Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and Methodology.

7	Continuous Learning/Information Literacy (full competency)	<p>Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.</p> <p>Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).</p> <p>Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work.</p> <p>Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.</p>
8	Appreciation of the Ethical (full competency)	<p>Respond critically to ethical issues.</p> <p>Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.</p> <p>Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.</p> <p>Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.</p>

REQUIREMENTS:

Weekly Journal entries

Discussion Board weekly participation

Two short essays (3-5 pages, plus Works Cited page if applicable)

One long research paper (5-7 pages, plus Works Cited page)

A Self-Reflection Final Essay Exam (3 pages)

Writing and homework assignments

**I DO NOT ACCEPT COMPLETED ASSIGNMENTS BY EMAIL.
ALL ASSIGNMENTS MUST BE UPLOADED INTO THE CLASS BLACKBOARD SHELL.**

ASSESSMENT

In assessing essays, I will use the following notions as criteria, either individually or in combination, as applicable.

- The extent to which essays conform to (1) the standards (alternately referred to—in our context—as the “mechanics”) of formal written English and (2) the fundamentals of the MLA guidelines (for style, substance, in-text citations, works cited pages, and so on), as these standards and fundamentals are detailed in *A Writer’s Reference* and as they apply to the particular assignment under consideration
- The extent to which essays conform to verbal and/or written instructions
- The extent to which essays are responsive to the specifics of the assignment
- The extent to which the writing reflects a mind engaged with the text(s) under consideration
- The extent to which the writing displays nuanced and open-minded thinking as opposed to dogmatic and close-minded thinking
- The extent to which the writing demonstrates the capacity to formulate, develop, and sustain an argumentative line of thought
- The extent to which the writing synthesizes content, organization, and style into a unified, coherent, and effective whole
 - A and B-range essays are well above average in critical analysis, manifesting originality and in-depth thought, with superior content, organization, style, and mechanics.
 - C-range essays are average, with mechanical, documentation, organizational, stylistic, or content-related problems that detract from the easy flow and effectiveness of the essay.
 - D-range or F essays are those that do not meet assignment requirements, contain numerous errors, are not logically organized and focused, or exhibit repetition and generalities rather than development.

Note: I will use an analogous set of criteria to assess the miscellaneous assignments. Please keep these criteria in mind as you complete your assignments. A copy of my “standard” rubric is included with this syllabus.

FINAL GRADES (think this as points to be earned, with 1000 total points as the maximum)

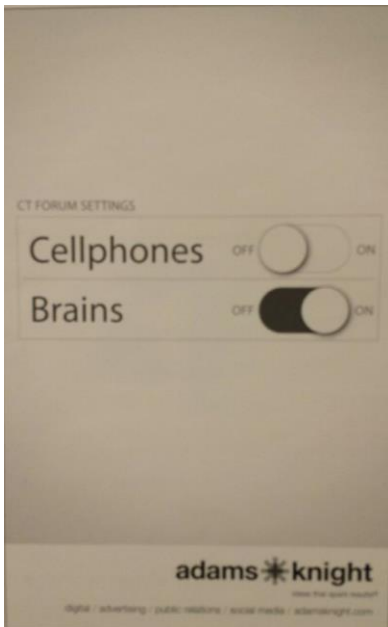
200	Two Short Essays (100 each)
100	Final Reflection Essay
300	Research Paper
140	Weekly Journal Entries on Blackboard
200	Discussion Board participation
60	Course Contract

LATE AND MISSING ASSIGNMENTS

Unless you make arrangements with me beforehand: the three essays and the research paper will be reduced letter grade for each class session past the scheduled final due date that they are late, for up to two consecutive class dates. In other words, I will not accept late material that is more than two classes past the original due date—unless there are very extenuating circumstances that you can document.

Please note- **Drafts are due on the assigned date and there is NO make up for late drafts or Peer Review Sessions.**

Missing assignments will receive a zero, which will be factored into the computation of your final course grade.



Excuses - I have heard them all and have no use for any. My feeling is if you messed up on an assignment own up to it. Same goes for plagiarism – it is the coward’s way out. I have more respect for the person who admits they messed up than for the person who tries to cheat.

PREPAREDNESS:

You are expected to have read the required materials prior to logging on each class session. This will enable you to effectively participate in the day’s activities. In most cases Discussion Boards are set up so you must make a post prior to responding to a classmate’s. This assists with every student having something original to bring to the conversation.

In other situations, students may be part of one long dialogue thread.

In either instance I will be monitoring and participating.

Peer Reviews will be set up by random computer generated groups.

Students must post their draft by Monday midnight and are expected to provide feedback notes by Thursday midnight. Failure to adequately participate will result in loss of points.

ADA ACCOMMODATION STATEMENT

“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.” For more information, contact the Disability Support Services (D.S.S) at 860-343-5879.

ACADEMIC HONESTY STATEMENT

“At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.”

PLAGIARISM:

Be wise. Most students do not need to be told to be wise about plagiarism, which literally means “kidnapping” another’s words or ideas and expressing them as your own. Plagiarism is a highly literary and academic offense. Offenders in this course will receive no credit for the assignment in question. Anti-plagiarism software is in use.

RELIGIOUS ACCOMMODATION STATEMENT

If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday

INCLEMENT WEATHER STATEMENT: We are on-line! Let it snow!

CLASS CANCELLATION: See above.

WITHDRAWAL POLICY

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

- For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

CALENDAR

This is a tentative schedule which will change according to each class's needs. You are responsible for noting any changes that occur.

You are responsible for a weekly assignments and participation on Blackboard.

Check Course Content folder at the start of each week.

Weeks run Sunday midnight thru Saturday at 11:59 p.m. unless otherwise specified.

For DRAFTS – The earlier you upload, the earlier you get feedback!

	<u>Theme</u>	<u>Reading</u>	<u>Assignment</u>
WK 1	Welcome Read The Syllabus Purpose – Occasion - Types – Audiences Thesis – Introduction Paragraphs	Read: Course Content folder WK 1 This is the only time this will appear on the syllabus yet it is a weekly task. LBR Page 2-16 WR Pages 2-10, 16	Busy week! Consult Blackboard (Do this at least 2x a week) Upload Course Contract 1st Essay Assigned 1st Draft Due Don't forget the Discussion Board & Journal Posts!
WK 2	Pathos – Ethos – Logos Breaking Down Appeals Rhetorical Analysis Academic Arguments	LBR Pages 22-45 <i>The Other Education</i> pg.307	1st Essay Due Essay 2 Assigned
WK 3	Plagiarism 101 MLA Formatting Work's Cited – In text Citations	LBR Pages 60-72 WR Pages 441-445 Gina Berraca piece on plagiarism (Content Folder) LBR Page 73, 85-108, 120 Skim WR Pages 431-525	Please take plagiarism test Essay 2 Draft Due
WK 4	B.E.A.M. Rockin' Conclusions	LBR Pages 122-128 <i>Everyone Is A Media Outlet</i> Pg.416 Watch <i>Funnels</i> Video	Peer Review (Partners are assigned randomly. Please upload your revised draft by Tuesday. Feedback due by Thursday. Hand in revised Final by midnight Saturday) Essay Two Due Research Paper Assigned

WK 5	Proposal verses Academic Arguments Review: MLA & Academic Integrity Composing A Research Paper Work's Cited Page – Be Prepared To Justify Sources Using B.E.A.M. Peer Review		Topic & Outline Due Draft Needed for Peer Review Works Cited Needed For Feedback
WK 6	Research Presentations		Research Paper Due
WK 7	Self-Reflection Essay	Don't forget to fill out course evaluation too!	DUE

PLEASE NOTE: Reading assignments will be updated as the semester progresses in order to keep up with the issues of the day. In other words just because it is blank it doesn't mean you do not have homework. Keep up to date by looking at the Announcements section on Blackboard & checking your email!

	Unsatisfactory	Needs Work	Competent	Excellent
Projectivity	Paper is solely designed to fulfill an assignment	Designed more for the class. Theories need further development	Project aspect exists yet writer did not go deep enough into the material.	Project is sketched out. Paper may be redefined and reinterpreted over time. Scope assists others in questioning assumptions.
Grammar & Mechanics	Too many errors make comprehension unrealistic.	Errors distract from reading/understanding text. Common mistakes (verb tenses, verb/subject agreement) are prevalent.	Errors somewhat distract from reading/understanding text. Common mistakes (verb tenses, verb/subject agreement) are present.	Errors do not distract from reading/understanding text. Common mistakes are minimal.
Thesis	Either no thesis is present or the thesis is entirely inappropriate for the subject matter or genre.	The thesis is not functioning as a controlling idea. There may be ideas here yet the essay wanders or the governing idea is simplistic or cliché.	Thesis is present and clear yet it could be more developed.	The writer has clearly indicated a thesis that guides and structures the essay. The thesis is appropriate complex for the scale of the essay. Thesis emerges from close intellectual engagement of the material.
Evidence and Sources	No appropriate or evidence is present. There is no analysis or merely random statements or assertions have no relationship.	There is evidence offered yet it is inappropriate or inadequate. There is summary yet no analysis.	There is appropriate evidence in support of the thesis yet it is in need of elaboration.	Writer offers convincing evidence in support of the thesis. Writers recognizes and incorporates other perspectives. Paper arrives at a meaningful and original conclusion. Sources do not overpower the writer's voice.
Argument Development	No evidence of intellectual engagement with the materials. Ideas, if present, may contradict one another.	Ideas may not shed light on the topic or be appropriate for the logic. Possible moments of clarity exist alongside of contradictions.	Although there are clear ideas present, they tend to be predictable and the connection to the topic isn't clearly developed.	Writer offer several thoughtful ideas that reveal a distinct analytical engagement with the topic.
Organization	Little in the way of structure. Sentences may be presented as paragraphs or whole pages may have no paragraphs or breaks.	Paragraphing is present but erratic. There is little in the way of transitions or other landmarks to help the reader through the argument.	Some paragraphs are unified and coherent yet others need to be expanded or combined. Transitions are inappropriate or missing.	Paragraphs are coherent and unified. Logic of argument proceeds smoothly with appropriate transitions and a clear relationship among the points presented.