

ENG 101, Composition CRN: 3181

Fall 2017

Instructor: Riana Cornelius **Meeting Times:** Online. Course opens Monday 8/28/17 – Monday 12/18/17

Email: RCornelius@mxcc.commnet.edu or via Blackboard

Credit: 3 credits

Office Hours: By appointment only. Location: Snow Room 414

Prerequisites: Placement scores or successful completion of English 063 and English 073 or ENG 096 (C or better).

Course Description:

ENG*101, 3 credits, Composition

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.

Required Texts:

Hacker, Diana. *A Writer's Reference, 8th edition*

Kirszner, Laurie G and Stephen R. Mandell. *The Blair Reader, 9th edition (BR)* with 2016 MLA update.

Additional readings as assigned (posted on Blackboard). You may need to print out articles from Blackboard.

A good dictionary, print or online.

Structure of the Course:

Weekly Journal entries

Discussion Board weekly participation (initial post and response)

Three shorter essays (3-5 pages, plus Works Cited page if applicable)

One group assignment

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

Write to learn exercises and homework assignments

Quizzes

Final Self-Reflection Journal

Please do not submit completed assignments by email.

All assignments must be uploaded into the class Blackboard shell in Word.doc or docx format.

Technology Use Expectations:

It is your responsibility to upload your work into the required assignment folders or discussion boards/journals. Please do not e-mail me papers WITHOUT MY PERMISSION. Please allow yourself time for contingencies.

Check your college email every day as college messages (and instructional messages) will be sent to that address. In addition to that, you should check your messages from within

Blackboard each time you log on to the course. You will need to log in several times over the course of the week (to view multimedia files, to download PowerPoints and other files, to create discussion posts and upload assignments, etc.).

Blackboard is reliable in the main, but there have been downtimes in the past. In the event that the system DOES become unavailable, you will receive an e-mail message from me telling you what to do. You should also have a contingency plan in case of prolonged power outages e.g. during unusually heavy snowstorms and loss of power at your house. We will deal with each situation as it arises, but, in general, I can be flexible when it affects a majority of students and you have first tried other avenues. Your first choice should be to make every effort to find an alternative way to participate in the course such as visiting a local library or campus or using a work computer or one at the home of a friend or family member. Computers are available at the MXCC computer lab in Wheaton Hall or MXCC Library in Chapman Hall.

Grading:

- **A and B papers** are well above average in critical analysis, style, and mechanics. Thoughtful content, researched material, clear organization, and accurate grammar and MLA format are required to earn an A or a B.
- **C papers are average**, with grammar, organizational, or developmental problems that distract from the easy flow of the essay.
- **D or F papers** do not meet the assignment, contain numerous errors, are not logically organized, or lack substantial development.

Grades: A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79
C = 73-76 C- = 70-72 D+ = 67-69 D = 63-66 D- = 60-62 F = 0-59

Final Grades (points to be earned, with 1000 total points as the maximum)

Discussions	100
Journals	100
Peer Review	40
Quizzes	40
Final Journal	40
Drafts	30
Assignments ¹	300
Research ²	300
Homework ³	50

Essays and other writing assignments

You will write three 4-page text-based essays, several shorter writing assignments, and one longer researched paper (5-7 pages). I will post details for all assignments. All papers must be typed and formatted in MLA manuscript format (see *Hacker* for details).

¹ Includes Essays 1 through 3 with their postwrites, summaries 1 & 2 and group project.

² Includes annotated bibliography, outline, topic proposal, working thesis, article summary, Essay 4

³ Includes grammar exercises from *A Writer's Reference* and miscellaneous tasks.

You may rewrite any essay you would like to rewrite as long as you submitted the paper on time. Please submit revisions within a week of a paper's return. I also encourage you to visit our Academic Success Center for free tutoring and to use MXCC's free online tutoring service.

Due Dates:

Due dates for all assignments are noted in the syllabus. **Papers are due at 11:59 p.m. on the day noted on the syllabus.**

- Only if you have discussed your situation with me in advance, will I allow you to submit work late. Late drafts earn a penalty except in very extraordinary circumstances. I may require you to submit additional documentation to verify your situation.
- It is essential to plan your time. If a medical emergency occurs, communicate with me, and we'll work something out.
- If you know you're going to be otherwise engaged the day a paper is due, please submit the paper early.

Resources: The Academic Success Center offers free tutoring (usually by appointment). I urge you to seek assistance when writing your essays – even the best writers can benefit from an extra set of eyes. I am happy to give you additional guidance as well. We may set up a Skype session or make an appointment on campus if that is feasible.

Plagiarism and Academic Honesty:

“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 collaborations 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.” (Board of Trustees’ Policy 5.2.1). Please note that it also constitutes plagiarism to submit a paper containing identical or substantially identical material in fulfillment of two separate assignments, in two different classes, whether to the same instructor or not, during the same semester or not, or at the same school or not. For detailed information on ways to avoid plagiarism, please consult *A Writer’s Reference* and the resources I make available to you on Blackboard. You must use the techniques for citation taught in this class. Often students plagiarize because of deadline stress or confusion regarding an assignment. I am here to help you if you are confused, but it is your responsibility to ask for help. Plagiarism is treated in a serious manner, e.g. an automatic failing grade (i.e. an F for the paper without the right to revise it and/or an F for the course) and may, in addition, result in a referral to the office of the Dean (possible suspension, or expulsion from the college). As stated in the catalog, “Both plagiarism and cheating are grounds for a student’s immediate dismissal from the college.”

Policy on missed assignments, tests, quizzes, or exams

Work is due on the dates stated in the course outline. I reserve the right to amend due dates, but will not accept late work without penalty. I do not accept assignments by e-mail. There are no make-ups on tests or quizzes. If you do not complete a quiz when or before it is due, your score for that quiz will be zero, unless you request an accommodation in writing and I grant you one. Late work will receive a grade, but it may not receive instructor feedback. In addition, you may not revise late work. I do not expedite the grading of late work.

Final Exam

The final exam period for this class is the week of Dec. 12-18, 2017. In lieu of a final exam, you will submit a mandatory final reflective journal entry that discusses the progress you have made in this course. I will give you further guidelines for the journal entry closer to the deadline.

Changes in the course outline

Adjustments in the course outline are at the discretion of the instructor.

ADDITIONAL SYLLABUS INFORMATION

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website:

www.mxcc.edu/catalog/syllabus-policies/

Specific Outcomes of Instructional Unit:

Instructional Unit	Specific Objectives of Instructional Unit (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement begins with "Students will be able to.")
1 Respond to Rhetorical Situations	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

Instructional Unit	Specific Objectives of Instructional Unit (The specific objectives reflect the behavioral outcomes, which include what the student will be able to do at the completion of the unit. Evaluation is based on the student's accomplishment of these objectives. Assume that each statement begins with "Students will be able to.")
3 Craft Logical Arguments	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Continuous Learning/ Information Literacy	<ul style="list-style-type: none"> • Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. • Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). • Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. • Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
7 Appreciation of the Ethical	<ul style="list-style-type: none"> • Respond critically to ethical issues. • Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. • 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. • Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Disabilities

Students with physical or learning disabilities who may require accommodations are encouraged to contact the Disability Support Services Office. After disclosing the nature of the disability, students complete an Academic Adjustment form with Disability Support Services. 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 Disability Support Services (D.S.S) at 860-343-5879.

Religious Accommodations:

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 that shows the published date(s) of your religious observance(s) or holiday(s).

Recommendations for Staying on Track:

- Submit all work on time, including contributions to discussions and essay drafts for peer review. This course is rigorous and requires you to manage your time well, employ good study skills, and keep ahead of assignments. Expect to spend at least nine hours a week on this course alone.
- Read - You need to do the assigned reading in order to help create an atmosphere of shared learning and discovery and to gain maximum benefit from the course. Completing the reading forms the basis for your discussion board grade. Complete the assigned readings on the syllabus before posting to the discussion board.
- Furthermore, think of the class as an opportunity to explore your thoughts and to learn how to express those thoughts with greater clarity and focus.
- In addition, revise your work, edit, and proofread what you have written. Prepare drafts of all formal papers for peer review. Do not skip steps in the writing process.
- Finally, please communicate. If you need extra help, ask for it; I'll help you with choosing a topic, clarifying a thesis, or revising a draft. I'm eager to help you become the best academic writer you can be, but you have the most important role to play in making this a reality. Check Blackboard often for group messages or changes in assignments. (Use Blackboard course message or my college email for corresponding with me on matters of a private nature or to communicate questions relating to a grade: RCornelius@mxcc.commnet.edu.)
- Make use of the Course Questions discussion board to ask general questions about assignments or the readings. Your peers may be able to help and when one of you has a question, it is to everyone's benefit when I answer only once instead of replying to a number of individual emails.

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.”

- 9/11: last day to withdraw in person with a 50% refund
- 11/10 last day to withdraw – please communicate with me to obtain permission and fill out paperwork for withdrawal by this date.

** The withdrawal deadline for accelerated courses (late start/early end, winter, and summer) is the date at which 75% of the total course time has been completed.*

Assignments

Journals: You are required to submit 10 journal entries throughout the duration of this course. There is a 450-word minimum word count for each weekly journal, except for the final reflective journal, which will be longer. If you do not meet the minimum word count, you will not receive points for the journal entry. In journal entries, I am primarily interested in your engagement with the reading, not in correct usage and grammar, although that is always something I appreciate. Please note that you are writing in this journal primarily for yourself, but it is not a diary. It is a reading journal, a place to record your responses to the readings for this class. I will have access to this journal, so I am part of your audience, but nobody else has access. Occasionally, I may ask your permission to share something you wrote, but I will not do it if it makes you uncomfortable. Our goal with the journals is to practice writing and to build fluency in dealing with complex ideas. The journals are a great way to reflect on your own reading and writing processes and I will give you prompts to respond to in order to steer you in that direction.

Please note that I will not accept multiple journal entries submitted after they are due. You are meant to do them throughout the semester in order to build fluency and show engagement with the reading assignments, not all at once at the end of the semester.

Discussion Board Expectations/Grading

You need to have read the required materials from the textbook and any online readings prior to participating in discussion boards and before completing your journal entries. This will enable you to have something to say that contributes to the conversation in an original way. You must make an initial post by Wednesday at 11:59 PM before responding to a classmate’s post by Saturday at 11:59 PM. You are, of course, free to respond more than once and to more than one person. I may on occasion facilitate or participate. At other times, I may be a fly on the wall. Regardless, posts are graded and earn up to 10 points per week. I will provide you with a discussion board rubric that explains how to earn the points. I will grade your discussion board posts on content, but using proper grammar will help you to succeed in engaging others

in your point and this is especially true for me. Please become familiar with the Netiquette guidelines posted on the discussion board and use them when posting.

Grammar Assignments: I will assign sections from *A Writer's Reference* as needed for homework. Students in ENG 101 should use correct English grammar, sentence structure, punctuation, and spelling. It is your responsibility to use the available resources to make your essays nearly error-free. I strongly urge you to do both the assigned readings and exercises from *A Writer's Reference*, to consult it when you have questions and to use both the MXCC online tutoring and the Academic Success Center even if you already have a firm grasp of standard written English. Careful proofreading will also serve you well.

Formal essays: each assignment will have its own requirements, so read the assignment instructions carefully. All papers must follow the MLA manuscript format with properly cited attributions. All papers must use 12-point Times New Roman or similar font, double spaced, and formatted according to MLA standards.

Peer Review: You will have an opportunity to review the work of your peers for formal essays and to receive feedback from them on your writing. Each peer review session earns 10 points. You have to submit both your own draft and comments on the drafts of your peers in a timely and courteous manner in order to earn the points. Therefore, please hold each other accountable. It is in your own interest to be an active and valued member of your peer review group. There is NO make up for late drafts or Peer Review Sessions. **You must post your draft to File Exchange by Wednesday noon and provide feedback to your peers on File Exchange by Saturday noon** (this applies to all peer reviews except for the research paper peer review - see Assignment Schedule and grade center for details). Groups are computer generated, but I may make changes to groups that fail to function as intended.

Postwrites: With each draft you turn in, you will also include a postwrite—i.e. a reflective memo to readers in which you write in detail about what kinds of revisions you have made, why you made them or respond to specific questions I will ask. A draft turned in without a postwrite is unacceptable and will earn one grade lower than it merits. No late postwrites please.

Quizzes: Please expect a quiz or writing prompt on the reading for each week beginning in week 2. There are no make-ups on tests, exams, or quizzes. If you neglect to take the quiz by the time it is due, your score for that quiz will be zero, unless you request an accommodation in writing. Extra credit opportunities will be at my discretion.

Assignment Schedule

This is a tentative schedule of assignments and participation on Blackboard for this online course. Please check Course Content folder at the start of each week as well as announcements and messages in Blackboard in addition to consulting the syllabus for possible changes in the requirements of the class.

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

	<u>Theme (s)</u>	<u>Reading</u>	<u>Assignment</u>
WK 1	Welcome to ENG 101 Review syllabus Introduce yourself Academic Integrity and Critical Reading	Read: Course Content folder WK 1 This is a weekly task. Read the Syllabus. <i>Blair Reader (BR)</i> 3-13 <i>Writer’s Reference (WR)</i> 71-83 Reading and Writing Critically. View Plagiarism video.	Consult Blackboard (Do this <u>at least</u> 3 x a week) Upload Course Contract Student Bio Journal 1 Plagiarism Exercise
WK 2	Rhetorical Triangle Pathos – Ethos – Logos The Writing Process Writing a Literacy Narrative Introductory Paragraphs Essay Structure (Politics of Language)	Douglass, “Learning to Read and Write,” <i>(BR)</i> 132-137. Tan, “Mother Tongue,” <i>(BR)</i> 127-132. <i>WR</i> 3-38 Composing and Revising; 95 Appeals. Giles, “The Habit of Self-Reflective Writing” (online).	1 st Essay Assigned 1 st Draft Due Peer Review 1 Journal 2 Week 2 Discussion Week 2 Quiz
WK 3	Writing Strategies Summary, paraphrase, quotation Developing a Thesis Statement (Politics of Language)	Kozol, “The Human Cost of an Illiterate Society,” <i>(BR)</i> 148-156. Balko, “The Curious Grammar of Police Shootings,” <i>(BR)</i> 119-122. Nilsen, “Sexism in English: Embodiment and Language,” <i>(BR)</i> 137-148. <i>WR</i> 75-76 Summary; 399-409 Citing Sources; Avoiding Plagiarism; Integrating Sources; 9-12 Working Thesis. Rafoth, “ Why Visit Your Campus Writing Center?” (online).	Summary 1 due Essay 1 Final due Journal 3 Week 3 Discussion Week 3 Quiz

	<u>Theme (s)</u>	<u>Reading</u>	<u>Assignment</u>
WK 4	Academic Writing MLA documentation system Using Sources (Politics of Language)	Turley, "Shut Up and Play Nice: How the Western World Is Limiting Free Speech," (BR) 159- 163. Rauch, "Kindly Inquisitors, Revisited," (BR) 164-171. Rosenbaum, "Should Neo-Nazis Be Allowed Free Speech?" (BR) 172-174.	Summary 2 due Journal 4 Week 4 Discussion Week 4 Quiz
WK 5	Rhetorical Situations; Genres; Word Choice; Voice Markers Rhetorical Analysis Conclusions (Gender)	WR 79-88 Analysis Papers. Tannen, "Marked Women" (BR) 235-240. Sandberg and Chavez, "'Bossy,' the Other B-Word," (BR) 227-230. Brady, "Why I Want a Wife," (BR) 230-232. Dirk, "Navigating Genres" (online).	2 nd Essay Assigned Draft Due Peer Review 2 Journal 5 Week 5 Discussion Week 5 Quiz
WK 6	Argument I Rogerian Argument Synthesis The Research Process (Work)	Curry, "Why We Work," (BR) 353-358. Spar, "Crashing into Ceilings," (BR) 358-362. Brooks, "It's Not about You," (BR) 368-370. Farrell, "Exploiting the Gender Gap," (BR) 373-375. Skim Mauk, Gates, and Focus Section, (BR) 377-393. Sample topic proposal (online). WR 359-362, 368-369 Research Questions; Research Proposals.	Essay 2 Final due Journal 6 Week 6 Discussion Week 6 Quiz
WK 7	Argument II Visual Arguments - Group project assigned (due week 13) Counterargument (Race/Ethical Choices)	King, "Letter from Birmingham Jail," (BR) 411-426. WR 83-88 Images and Multimodal Texts; 105-106 Addressing Counterarguments.	Essay 3 Assigned Topic proposal draft due Journal 7 Week 7 Discussion Week 7 Quiz

	<u>Theme (s)</u>	<u>Reading</u>	<u>Assignment</u>
WK 8	Midterm Argument III Fallacies (Race/Identity)	Reading and Writing Arguments, (WR) 89-112. Staples, "Just Walk on By" (BR) 313-316. Focus Section: "Do Racial Distinctions Still Matter?" (Rodriguez, Staples, McWhorter) (BR) 295-307.	Essay 3 Draft due Peer Review 3 Journal 8 Week 8 Discussion Week 8 Quiz Reflection on course goals
WK 9	Composing a Research Paper (Research Paper Assigned) Research Questions Research paper topic proposals Creating an annotated bibliography (Education)	Focus Section: "Is a College Education Worth the Money?" (Leonhardt, Steinberg, Dwyer) (BR) 102-113. WR 386-389 Annotated Bibliography; WR 355-389 Research.	Essay 3 Final due Final topic proposal due Journal 9 Week 9 Discussion
WK 10	Composing a Research Paper Review: MLA & Academic Integrity Evaluating Information Signal Phrases; Sentence Style	Complete Library Research Tutorial.	Summary of article from MXCC databases on your topic. Journal 10 Week 10 Discussion
WK 11	Composing a Research Paper Integrating sources Developing an Outline In-text citations; Synthesizing Information; Punctuation and Mechanics	Zinsser, "Simplicity" (online). WR 403-412 Integrating Sources; WR 413-421 MLA In-Text Citations; WR 409-411 Synthesizing Sources; WR 287-330 Punctuation and Mechanics.	Working thesis & outline due Week 11 Discussion Week 11 Quiz Annotated bibliography due
WK 12	Works Cited Practice Online tools MLA refresher	WR 364, 366-67 Web Resources; WR 422-464 MLA List of Works Cited.	Research paper drafts due Provide permalinks/DOI for all digital sources used
WK 13	Read Peer Drafts Continue work on research papers	Nov. 23 Happy Thanksgiving!	Group project due Peer Review 4 (Provide peer feedback for research paper)
WK 14	Questions, problems, issues	Branham, "Student Teacher Conferences" (online).	Asynchronous/synchronous troubleshooting (conferences)
WK 15	Final revisions, works cited	WR 22-31 Revision.	Research Papers Due (NO LATE PAPERS) Provide permalinks/DOI for all digital sources used
WK 16	Self-Reflection	Don't forget to fill out course evaluation too!	Final reflective journal due

