

**ENGLISH 101: COMPOSITION COURSE SYLLABUS**  
**FALL 2017 – ONLINE – 12 WEEK**  
**MIDDLESEX COMMUNITY COLLEGE**

**COURSE NUMBER/DAY & TIME:** CRN 3298 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](mailto:LPatarini@mxcc.commnet.edu) Please put ENGLISH 101 in subject line

**LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY IS NOVEMBER 10TH**

**REQUIRED TEXTS AND OTHER LEARNING MATERIALS:**

- *A Writer’s Reference*, 8<sup>th</sup> edition, compiled by Diana Hacker
- *The Blair Reader* 9<sup>th</sup> edition, edited by Laurie Kirszner and Stephanie Mandell
- Dictionary (on line is fine)
- A working 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
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1	<b>Respond to Rhetorical Situations</b>	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	<b>Use Sources</b>	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	<b>Craft Logical Arguments</b>	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	<b>Apply Language Conventions</b>	Use diction, tone, and level of formality appropriate to audience, purpose, and situation. Apply the conventions of Standard English grammar, spelling, and mechanics.
5	<b>Formulate Effective Writing Strategies</b>	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	<b>Critical Analysis and Logical Thinking (full competency)</b>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works.</li> <li>○ Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components.</li> <li>○ Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and “reasoning to the best explanation”).</li> </ul> </li> <li>• 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"> <li>○ Distinguish fact from opinion.</li> <li>○ Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance.</li> </ul> </li> <li>• 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"> <li>○ Assess the reliability, reasonableness, and perspective of the sources of evidence.</li> <li>○ Identify their own assumptions and minimize confirmation (“my-side”) bias while considering viewpoints other than their own.</li> <li>○ Apply criteria for evaluating the success of each kind of inference</li> </ul> </li> <li>• 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"> <li>○ Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and Methodology.</li> </ul> </li> </ul>

7	<b>Continuous Learning/Information Literacy (full competency)</b>	<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	<b>Appreciation of the Ethical (full competency)</b>	<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:**

#### **Short Weekly Writing Assignments**

#### **Discussion Board weekly participation**

**One 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)**

**I DO NOT ACCEPT COMPLETED ASSIGNMENTS BY EMAIL.  
ALL ASSIGNMENTS MUST BE UPLOADED INTO THE CLASS BLACBOARD SHELL  
IN A PDF OR WORD.DOC FORMAT.**

### **ASSESSMENT**

Assessment on all assignments are based on the rubric attached to said assignment. Please review!

**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.

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

- 150 One Short Essays
- 140 Final Reflection Essay
- 350 Research Paper
- 240 Short Weekly Writing Assignments
- 120 Discussion Board participation

### **LATE AND MISSING ASSIGNMENTS**

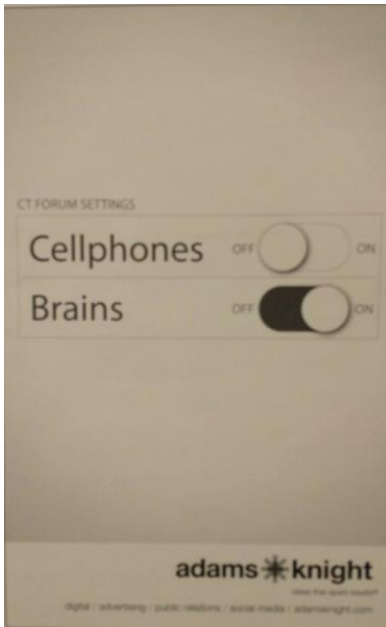
Unless you arrange with me beforehand: the short essay and the research paper will be reduced by 10% for each day past the scheduled final due date that they are late, for up to one week. In other words, I will not accept late material that is more than a week past the original due date—unless there are very extenuating circumstances that can be documented.

**Drafts are due on the assigned date and there is NO make up for late drafts, weekly short writing assignments, discussion boards, or the Self Reflection Essay.**

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

**If you would, please note:**

- **Blackboard is finicky and will only let me view PDF's or Word.docx. Any other file is not visible and I cannot accept the format.**
- **Please the only place we should be uploading files is for Assignments. Discussion Boards should be typed (or cut and pasted) into the boxes.**



**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. I will be monitoring and participating. Make certain to add to the conversation on others’ threads in addition to starting your own.

**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/](http://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/](http://www.mxcc.edu/nondiscrimination/).

**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!

## 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 also responsible for having a working computer with internet access.

**Make certain to check the weekly Content Folder and participate in Discussions.**

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

	<u>Theme</u>	<u>Reading</u>	<u>Assignment</u>
WK 1	Welcome Review syllabus M.L.A. Formatting	Read: Course Content folder WK 1 This is the only time this will appear on the syllabus yet it is a weekly task.	Consult Blackboard (Do this at least 2x a week) Upload Course Contract Check Assignments (This is the only time this will remind you)
WK 2	Rhetorical Analysis	Blair Reader pgs. 3-13 Shirky's "Everyone's A Media Outlet"	
WK 3	<b>Pathos – Ethos – Logos</b> Breaking Down Appeals	Blair Reader pgs 14-39 WR pgs. 15-16	<b>1st Essay Asg.</b>
WK 4	<b>Introductions</b> <b>Life Is A Funnel</b>		<b>Draft Due</b>
WK 5	Essay One Discussion	WR Pages 441-445 Blair Reader pgs. 178-187	<b>Assignment One Final Is DUE!</b>
WK 6	<b>Watch &amp; Discuss "Outfoxed"</b> Take good notes!	Skim WR Pages 431-525	
WK 7	Research Paper Introduction LibGuides		Research Paper Assigned
WK 8	<b>B.E.A.M. Research Evaluation</b>		Have Research completed for paper.
WK 9	Open discussion	Watch: <i>Outfoxed</i> follow up. Read: "The Ethical Responsibility of Journalists"	<b>Due: Complete Draft With Annotated Bibliography</b>
WK 10	<b>Rhetorical Analysis Review</b>	Read: "Why Fake News..."	
WK 11	<b>Research Presentations</b>		<b>Research Paper Due</b>
WK 12	Read: Hunter S. Thompson article	Don't forget to fill out course evaluation too!	<b>Self-Reflection Essay DUE</b>