

Middlesex Community College
English 101: Composition Syllabus

Item #3203/Online

Course Runs 9/24 – 12/18

Instructor: Professor Christine Ruggiero, English Department Coordinator



ENG 101 Course Credit: 3 credits; credit counts toward meeting degree requirements; course fulfills Aesthetic Dimensions and Creativity TAP General Education Outcomes

Office: Snow Hall, Room 520; **Office Phone:** (860) 343-5878; **E-mail:** cruggiero@mxcc.edu E-mail is the best way to reach me; allow 24 hours for me to reply, and please no ASAP!

Office Hours: Tuesday and Thursday, 9:30 - 12:30, and by appointment or by arranged phone conference.

The best way to reach me is through E-mail. If you have a question on a specific assignment which I may need to look at in order to answer, then you should email me in Blackboard. However, for inquiries that do not require my looking at Blackboard files, for a more immediate response, e-mail me at cruggiero@mxcc.edu. E-mails sent to this address go directly to my cell phone which I check often. Expect responses within 24 hours, depending on the time of the e-mail.

Required Texts and materials:

A Writer's Reference, Hacker, 9th edition

The Blair Reader, Kirszner & Mandell, 9th edition

Course Description:

ENG*101, Composition (3 credits)

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.** (Updated November 2014)

Scope of Course:

The focus of this course is to hone students' reading, writing, and critical thinking skills. Readings are selected to enhance students' deep comprehension of challenging texts, their awareness of a text's intended audience, and their proficiency at identifying themes, evaluating arguments, and comparing and contrasting many perspectives on the same issue. Students will articulate their responses to texts through class discussion, group work, response writing, and essay composition. Students will demonstrate that they can develop a thesis and sustain their own ideas/opinions by supplying sufficient supporting evidence and effectively synthesizing and integrating source information.

Getting Help:

Please seek my assistance regarding any aspect of this course with which you may experience difficulty. See me during my office hours or ask for an appointment outside of those hours. The college offers additional resources for help. From getting started, to organizing your ideas, to proofreading, tutors at our Academic Success Center (Learning Commons, Chapman Hall) are available to help you (see link below). Our librarians are also eager to assist students with any aspect of research, such as how to access/use the library guides and databases. The English Department's Instructional Support Specialist, Emily Detoro will be at the ASC on Friday mornings and in Meriden on Tuesday evenings. Ask for help if you need it; be your own advocate.

ENG101 Course Outcomes:**Respond to Rhetorical Situations**

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Course Guidelines/Requirements: Students will:

- Structure thesis-driven essays. Demonstrate effective organization, logical development, and sufficient supporting evidence. Provide an organized response to the topic, develop ideas, and generally signal relationships within and between paragraphs. Use vocabulary that is appropriate for the essay topic and that avoids over-simplification and distortion. Paraphrase, summarize, use direct quotes, properly citing and documenting in MLA format. All papers must include a Works Cited page.
- Write one argumentative essay of 2-3 pages; write one critical analysis essay of 3-4 pages; and a third persuasive essay of 6 pages, using research--the required number and types of sources; stages must be submitted for review and comments (introduction, body outline, working works cited). There are no revisions allowed, and there is a seven point penalty (deducted from the final paper grade) for each missing piece of the process. Finally, students will complete a final, argumentative essay.
- Optional Revisions: Revise according to essay requirements. Revisions are optional for the first and second papers. Revisions are not an option for the research based persuasive essay or the final exam. In order to receive a "higher" grade on revision, students must demonstrate substantial, thoughtful changes (e.g., expansions, clarifications) to content, and/or organization, or essay parts — to whatever areas I identify on the first draft. I will not give a higher grade for a "revision" that reflects edits only to grammar/spelling/punctuation errors that I pointed out and/or helped to fix on the first draft. Spelling, punctuation, and other mechanics of writing are *your* responsibility.
- Use only Times New Roman, font 12, or Arial, font 10, for all typed work and double-space response writing and essays. All assignments must include your name, the date, myname, course title, and assignment title typed in the top left corner of the page. Please keep in mind that assignment titles are not the same as the title you give your essay. Essays must also be paginated according to MLA.
- Identify and minimize errors in grammar, syntax, and mechanics. Sentences should be grammatically correct, although some errors may be present when sentence structure is particularly complex. With few exceptions, grammar and mechanics (spelling, etc.) should be correct.
- Submit papers on time. Late papers will NOT be accepted (*except under extenuating circumstances with a documented emergency*). Accepting late papers under any other circumstance is at my discretion. If you are having difficulty, I can't help you if I don't know your concerns.
- Submit written responses for specified topics/readings. Responses should be 1-1/2 pages (double-spaced —please remember this). **Late responses will NOT be accepted, so do not ask me for an extension on responses.** Comments within responses should not focus on whether you liked what you read. Rather, concentrate on analyzing, interpreting, and commenting on themes of a text or a block of readings; responses will be focused and based on prompts.
- Read each assigned text carefully, looking up words you don't know, and keep in mind that there is no make-up work unless you provide written documentation of illness or emergency.

Grading/Assessment:

Available on Blackboard

Essay #1 (Argument):	150 points (revision optional); 2-3 pp. Essay
#2 (Critical Analysis):	200 points (revision optional); 3-4 pp. Essay
#3 (Persuasion):	250 points (no revisions); 6 pp.
*Participation/Responses	300 points (individual points given for each assignment)
Final Exam:	100 points (essay based on reading)

Total Points: 1,000

Policies:

- ❖ I do not give incompletes unless in the most extreme cases. In the case of withdrawal, try to seek me out prior to withdrawing to see if there is something we can work out in order for you to persist in the course. Please keep in mind that if you disappear from the course, you will receive an F. It is your responsibility to seek a withdrawal. I cannot give a W for a grade. The last day to withdraw is Monday, November 12 (instructor's signature or approval e-mail required).

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/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

ACADEMIC HONESTY

Plagiarism and cheating are prohibited. You may face discipline or dismissal for these and other acts of academic misconduct.

At Middlesex Community College, we expect the highest standards of academic honesty. Academic misconduct is prohibited in accordance with the **Board of Regents Policy on Student Conduct**, Part D, Section 1. This policy prohibits **plagiarism**, defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution, and all forms of **cheating** including not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the College/University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

NONDISCRIMINATION POLICY STATEMENT:

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

- Primary Title IX Coordinator **Dr. Adrienne Maslin**; Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123
- **Ms. Anastasia Pych**, Director of Human Resources and Labor Relations apych@mxcc.edu; 860343-5751; Founder Hall 115

- ❖ This is an online course. However, it is not at your own pace. I will make assignments available one week prior to their due dates (sometimes more). Under course content there are folders that indicate homework due dates (what is due and when is in these folders). Course content folders will also house documents, links when applicable, and directions for readings and writing requirements.
- ❖ My online presence: Generally (but not as a hard and fast rule), I will be online on Tuesdays and Thursdays, once in the morning and once in the evening, and on Mondays and Wednesdays once, probably later in the evening, checking e-mail, answering any non-technical questions as they arise.
- ❖ If I forget something, such as to make a document available, or unlock a discussion board, please do not panic; that's called human error. And, as soon as I recognize an error or one is pointed out to me, I will work to correct it as quickly as possible and you will never be penalized, in this instance. If you don't hear back from me right away, keep in mind that I am probably in my ground classes or otherwise indisposed but will check-in again at a later time.

Directions based upon FAQs:

1. How to title your work: Titles of your documents should include your first initial, full last name, and the assignment title. For example, if your name is Cindy Johnson and you are submitting your first essay assignment, you would title your document: cjohnsonessay1
2. How to submit work: **Written work should be submitted as attachments** (unless otherwise indicated). Essays will be submitted through SafeAssign, which is an anti-plagiarism tool. If students are caught plagiarizing, they will receive an "F" for that assignment without the privilege to revise. If they are caught a second time, they will automatically fail the course. Also, if they are not submitted as an attachment when I ask them to be, I will not read them, and you will get a zero for that assignment. I cannot use track changes to make comments when you copy and paste your work into discussion postings or e-mail. Remember to attach as a word or rich text document (not as notepad, etc.) If you do not have word, you can download it for free from your college e-mail by following these instructions:
http://supportcenter.ct.edu/Service/Office365/Accessing_Student_Advantage.pdf
3. When to submit work: **Most assignments will be given a due date of 11:59 p.m.** on whatever day they are due, usually every two-three days, and the work will require having done a lot of reading and demonstrating that you have comprehended what you've read in order to support writing tasks.
4. How to boost your grade: Seek tutoring assistance at the Academic Support Center (ASC), which is in the Learning Commons, first floor Chapman Hall. There you will find an instructional support specialist in English every Friday from 9-12 who can offer outstanding assistance with essay writing. In addition, you can visit the ASC on any other day. Here is the link to the center's hours and tutoring information: <http://mxcc.edu/wp-content/uploads/2018/09/2018-fall-schedule.pdf>
5. Additional points: One or two times during the semester, there will be poetry readings/events on campus for which your attendance and/or participation will earn you 3-5 points, added to your final grade at the end of the semester, so look for these announcements and incentive opportunities.

