Middlesex Community College   Spring 2014

ENG 101: Composition   # 1182

Online Course   3 credit hours

Semester Begins: 1/22/14

Instructor: Professer Joan Donati

Contact Information

Email: Use Blackboard email system.

I check site usually once in morning and once in evening, so I should be able to respond to your emails within a day.

Email through MxCC email only if Blackboard is down: **jdonati@mxcc.commnet.edu**

Office Hours: During the semester, I will set up a few times for open office hours on campus for those who want to meet individually with me (usually I schedule Fridays and late afternoons or early evenings). Other times: If, during the semester, you want to meet with me individually, contact me to set up an appointment day/time that is convenient for both of us.

Humanities Division Secretary: Pat Inferrera 860-343-5809

Course Prerequisites: See catalogue. Contact me if you have any questions about the requirements.

Required Texts: handbook: Hacker. *A Writer's Reference*. 7th ed.

memoir: Donofrio. *Riding in Cars with Boys.* Penguin.

Note: This section of ENG 101 does not have a reader (book of essays).

Other reading material: Because this is an online section, I will post links to newspapers, magazines, or other sites for additional readings. All online material is free.

Scope of Course: English 101 focuses on non-fiction writing techniques needed for college: organized thinking and writing; the writing process; correct grammar and mechanics; the power

of language; critical reading; evaluating and using sources. As you write about issues, themes, and writing styles encountered in the readings, ultimately you will gain fuller knowledge of your world and, ideally, of yourself.

This is a writing course; therefore, you will be spending a lot of time on some aspect of the writing process. There will be assigned readings that we will use to discover ideas and to examine techniques. I will be working with you individually as you go through the drafting of your papers.

Expected Outcomes

The English faculty have agreed that students in English 101 will

- learn to focus on exposition as the main technique in essay writing learn to focus on ideas of substance and merit

- learn to expand germinal ideas, developing depth and breadth learn the relative value of ideas through practice in subordination

- learn various ways of working with ideas by reading professional essays learn to place their ideas in effective sentences

- learn to create smooth, informative connections between thoughts and paragraphs learn to use correct grammar, sentence structures, punctuation, and spelling

- learn to use correct forms of citation in research writing learn to compose a variety of essays: expository, personal, and research

- learn to employ various rhetorical formats (exemplification, cause and effect, description, etc.) within the larger forms

- learn to vary sentence structures to create a pleasing flow

- learn to use appropriate vocabulary to insure clarity

- learn to improve their essays by means of repeated revision

- learn to identify what is an appropriate topic and scope of inquiry for research

- learn to use a variety of research methods competently

- learn to use the library and other information sources effectively

This course is important because it will strengthen your critical thinking skills and your written communication. Additionally, English 101 meets all general education core competencies but one: Mathematical Reasoning.

- **Communication**:
  The interactive process through which there is an exchange of verbal and/or nonverbal information.
- **Cultural Awareness:**
  Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
- **Social and Civic Responsibility:**
  Behavior that demonstrates adherence to legal/ethical standards established by society.
- **Critical Thinking:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
- **Mathematical Reasoning: General Education Core Competencies**
   Determination of approach, materials, and strategies necessary to solve a problem.
- **Technology Utilization:**
  Use tools of the trade to achieve a specific outcome.

These core competencies are important personally, academically, and professionally.
The outcomes, as stated in the syllabus, are covered in this course. This course is required in every program for an Associate's Degree.

Policies:

Attendance: Because this is an online course, it may seem that regular attendance policy does not apply. However, you must "be in class" and participate weekly (you should check in at least twice a week to post any assignments, reply to discussions, and read my messages).

Failure to log in weekly will result in points lost for participation, as weekly assignments are due and you will lose credit for any week you do not post assignments. You may not make up "response" points.

Below is the official policy. As you can see, participation does count toward grade.

> While "attendance" is not an assessment of academic performance, what students *do* with their attendance *is* a matter of assessment. If you are absent from class, you cannot demonstrate academic performance or mastery of course concepts. For example, in-class activities and involvement in class discussions ***count*** toward your participation grade. You are expected to attend every class session – if you miss a class, please do not expect the instructor to "re-teach" course material or to provide you with changes in the class schedule. Exchange email addresses with classmates to keep you up to speed.
>
> Of course, if you have serious medical or other issues, please contact instructor immediately to work on a solution before you get too far behind.

Students with Disabilities: 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.

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 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. (Policy 5.2.1)

For an online course, plagiarism is a major concern. I expect high ethical standards, and any instance of plagiarism will result in an F for that particular assignment and possibly for the course.

Notes:

Most students know that getting an essay (purchased or free) from an on-line site or other means is plagiarism.

Keep in mind that using ideas (not just direct quotes) from any sources (material you have read for a class, took notes from a lecture, read anywhere, etc.) without properly crediting the author is also plagiarism.

We will be going over the use of sources and documentation (Modern Language Association format is to be used and is fully described in your handbook), so you will understand how to use them ethically and properly.

Decorum and College Writing:

Remember that this is an on-line classroom, not a personal website or chat room.

Treat each other with respect.

Use appropriate tone and language in all emails, discussions, and other on-line submissions: use proper grammar and punctuation, including capital and lower case letters; do not use abbreviations or slang.

For on-line chat with each other and me, you may be slightly more informal, but keep abbreviations to a minimum and always use proper grammar. It is a good idea to write properly always so you won't get into bad habits.

Remember that I will be monitoring your group chats.

Late Work: There is usually a penalty: 10% minimum off the grade, if I accept the paper. Consult with me before due date if you are having a problem (personal or academic) and need extra time. Note: The research essay (including all stages) and the final exam essay must be submitted on time.

Each stage of each assignment must be completed and submitted before you begin the next stage. In a writing course, you are expected to learn from your previous attempts and to profit from my comments.

You will not improve your writing until you understand that writing is an ongoing process that yields cumulative benefits for your efforts.

Discussion responses cannot be made up, and any not submitted on time will receive a zero for that week.

Evaluation Points:

- ■ Final Drafts of Essays
  - 1 essay with full research package (2000-2500 words)   20 pts.
  - 3 essays (@ 600-900 words) @ 10, 15, 10 pts.   35 pts.
  - 2 shorter essays @ 500-600 words @ 5 pts.   10 pts.

- ■ *Weekly Discussion Assignments
  - Stages of Essays 1 & 2:   3 @ 2   6 pts.
  - Stages of Essay 3 (full research): 4 @ 3   12 pts.
  - First week orientation and library quiz   1 pt.
  - MLA quizzes: 2 @ 1   2 pts.

- ■ **Responses to weekly Discussion assignments posted by peers
  - 10 weeks of responses to be assigned:
    - 10 @ 1.5 pts.   15 pts.

The major essays will be expository or argumentative, not narrative.

Most of the essays will require use of sources (from required on-line readings) and documentation; one will require library/internet research (with some specific use of library data bases in addition to other resources).

The shorter essays (a little more informal, often more personal) will allow you to explore different patterns of writing and help you find your voice.

Grading Criteria for All College Writing:

A or B   **papers are above average in critical analysis, style, and mechanics**

C   **papers are average, with grammar, organizational, or development problems that distract from the easy flow of the essay**

D or F   **papers are those that do not meet the assignment, contain numerous errors, are not organized logically, or have repetition and generalities rather than development**

Final Letter Grade	Total Points Earned		
A	94-100	C+	77-79
A-	90-93	C	74-76

B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	64-66
		D-	60-63
		F	59 or lower

*Criteria for Weekly Discussion Assignments

Essays and Stages
- **meeting all specific requirements of the assignment**
- **thinking critically about the topic (If there is a reading, development vs. simply summarizing; providing evidence from the reading.)**
- **using proper grammar, punctuation, spelling, documentation (if required)**
- **organizing material vs. rambling or repeating generalities**

Note that Discussion writings, unless otherwise noted in assignment, are to be posted as attachments, not written in message box.

**Responses to Peers' Discussion Postings

You are to read and respond to a **minimum of 3 of your peers' weekly postings**. (Try to read and comment on the essays and stages of essays of different students each week so you will experience different styles of writing.)

You then will post a short (minimum one fully developed paragraph) reaction to each of the postings you have chosen. Note: These responses are to be written as part of the Discussion response message box, not as attachments.

You might comment on the style or content--agree or disagree, but be specific and don't just repeat or say you like or dislike something: that is not useful to the writer.

You are not specifically critiquing the grammar/writing, but may add some correction if you are certain about grammar rules. Note: Students should always refer to instructor's corrections for final clarification.

Remember that these comments are for all of us to read.

Assignment Format –Please read carefully and save for reference.

See **Getting Started & Help Information** link and contact MxCC's WebCT Help if you have problems with saving, attaching, or uploading your assignments. It is necessary that you know how to properly submit work, so get this out of the way before class starts.

Unless otherwise noted, assignments are to be posted as attachments.

- Use size 12 font, double spaced.

- Put your name, assignment name, and date at top of first page.

- Save your documents as <u>Rich Text</u> so everyone will be able to open and read them. WordPerfect or other formats will not be accepted.

- **Use <u>your name and name of assignment</u> for files you upload as attachments. Choose a format and be consistent for whole semester, please.**

  <u>Examples</u>: Jonesjintroduction   JJonesiintroduction JohnJintroduction

- Make sure you post your assignment to the proper place designated for each particular assignment.

- Assignments that are not properly labeled (document itself and file name) may not be accepted. I understand that you may need a couple of weeks to get used to the course set up and requirements, so at first I will note problems with reminders. But once into the semester, you should be able to follow rules so we can all have the course moving along smoothly.

Essay Assignments:

On Course Content page, in each **Weekly Folder**, you will find what is due (short writing, quiz, stage of long essay)—and where—that week. <u>Note that you are to open and read the folder ahead of the week the material is due so you will have time to complete the assignment by due date.</u>

<u>All due dates are also listed on</u> **Calendar.**

Because the long essays are due in stages, I also post the complete assignment, with due dates of stages, in a folder labeled **"Long Essay Assignments."**

Each assignment specific requirements and directions on where to post. Read and follow directions carefully.

Where to find course materials:

Syllabus, weekly folders, and long essay folder---all are on **Course Content.**
Check **Calendar** for overview of due dates.
Check **Announcements** for any updates or reminders.

Where to find grades:

All grades (final drafts of essays, stages of essays, and quizzes) will be posted to **My Grades**.

Essays: In addition to posting grades on **My Grades**, when I return the final draft of each essay, I put grade and comments at the end of the essay. You should save these graded papers to review my comments and suggestions for future assignments. Check handbook for grammar rules, some grading symbols, and information about specific topics such as composing essays, and documentation.

Grading for **Responses**: I will note points (.5 per response up to total of 1.5 pts. for the 3 required responses) in the "grading notes" section of Discussion grade.

-------Help & Survival Hints-------------------

* ❖ Discuss your work with others in the course; peer support and encouragement can help you deal with panic, writer's block, or procrastination.

* ❖ If you need to brush up on grammar, start right away; your handbook has all the rules and explanations and there are online exercises.

❖ Some of the writings will require library research: make sure you know how to access the **MxCC Library Site** and data bases. I will be posting more information about our library's research guides and other extremely helpful resources.

❖ This is a rigorous course that requires you to manage your time well, employ good study habits, and keep ahead of assignments. This is an intensive writing course.

❖ Online courses require extra discipline and time management, in addition to constant communication with the instructor.

Once you are committed to making this course a positive experience on your educational journey, relax and enjoy the readings, discussions, and opportunities for writing.
        I assure you I am committed to helping you produce that something extra you may not yet know you are capable of producing.

--Professor Joan Donati --

Schedule of Weekly Handbook Readings and Due Dates of Essays (all stages), Responses, and Quizzes

Schedule of Weekly Handbook Readings

(On-line articles will be assigned as part of the writing assignments.)

This handbook reading schedule corresponds to some writing and documentation processes, topics, and formats that you will be working on during the semester; however, you should not restrict yourself to just the material listed for each week: consult handbook—any section—whenever you need help or additional information about a rule or topic as you are writing. Check your returned papers for my comments and refer to handbook as needed individually.

It is your handbook: use it.

Also, on the website are many exercises that you may do on your own. Check them out.

Week of 1/22 (classes start Wednesday, 1/22)

Read information about handbook that I posted on **Course Content** and review handbook sections on grammar, punctuation, or mechanics as needed.

Read "How to use this book and companion website"; take the tutorials and check your answers;

Read section A1a-e ((Writing about Texts w Sample Paper)

I will reassign this section later in semester, but it will give you an overview of how to use sources as basis for critical writing.

Week of 1/27

Read sections C1 (Planning), C2 (Drafting), & C4 (Writing Paragraphs)

Week of 2/3

Read section C3 (Revising)

Week of 2/10

 Read sections R1 (Conducting Research) & MLA4 (Documenting Sources) & 5 (Manuscript Format w Sample Paper)

Week of 2/17

Read section R2 (Evaluating Sources)

Week of 2/24

Week Reread section A1 (Writing about Texts)

Read sections A2 (Constructing Reasonable Arguments) & A3 (Evaluating Arguments)

Week of 3/3

Review R3 (Managing Information & Avoiding Plagiarism)

Week of 3/10

Read/reread sections MLA 1 (Supporting a Thesis), 2 (Citing Sources), 3 Integrating Sources), 4 (Documenting Sources), 5 (Format & Sample Paper)

Week of 3/24

Reread section MLA 1

Week of 3/31

Reread sections MLA 4 & 5

Week of 4/7

Reread sections R2 & 3

Week of 4/14

Reread sections MLA 42 & 3

Weeks of 4/21—end of semester

Reread sections MLA 4 & 5 and Review as needed

Due Dates of Essays (all stages), Responses, and Quizzes

(See specific assignments for details.)

1/25   Library Quiz & Email

1/27   Short Writing 1

1/31   Responses

2/3   Stage 1 of Long Essay 1-generating ideas & organizing

2/7   Responses

2/10   Stage 2-full first draft

2/14 **Responses**

2/17 **MLA Quiz 1**

2/24 **Stage 3—final Draft**

2/28 **Responses**

3/3 **Stage 1 of Long Essay 2-full first draft**

3/7 **Responses**

3/10 **MLA Quiz 2**

3/15 **Stage 2-final draft (due before Spring Break begins)**

3/24 **Stage 1 of Long Essay 3-narrowed topic and abstract**

3/28 **Responses**

3/31 **Stage 2- informal outline with thesis and points, Annotated Bibliography**

4/4 **Responses**

4/14 **Stage 3- full outline with all notes keyed to outline order**

4/18 **Responses**

4/21 **Short Writing 2**

4/25 **Responses**

4/28 **Stage 4-full first draft**

5/2 **Responses**

5/12 **Stage 5- final draft research**

5/16 **final exam essay**

5/19 **Responses**