

<p style="text-align: center;">Course Syllabus ENG 200: Advanced Composition (CRN 1184) Online Spring 2013</p>
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Instructor: Adam Floridaia

Middlesex Community College

Office Hours: T/Th 11:00-12:30 and M/W 9:30-11:00 (Snow Hall 520)

Course Prerequisites: **B- or better in English 101.**

Course Description: ENG 200 presents the writer with sophisticated challenges in subject matter, rhetoric, and grammar. Focus on prose style, argument, and editing. *Minimum* of three term papers. Readings included.

Required Texts:

Everything's an Argument with Readings, 6th edition edited by Lunsford et al.
Palm Sunday by Kurt Vonnegut (any edition is fine)

Strongly Recommended Text:

A Writer's Reference Seventh Edition by Diana Hacker. (This is the good ol' "Grammar Bible" that you had for ENG 101...hopefully you didn't sell it back.)

Really Important Note: Think of this syllabus as a contract. It's my best attempt to tell you honestly and accurately what you can expect in the course. All rules and expectations are clearly outlined (I hope), and unless you experience some major medical emergency and notify me asap there really won't be any exceptions/modifications. You probably have jobs and family responsibilities and other classes and friends and such. So do I; so does everyone else in this class. That means that none of us are special, so none of us should expect special treatment. I will not change the following rules and expectations; you will either choose to meet them or not and be graded accordingly.

E-mail Policy: Never hesitate to e-mail me should you have any questions or concerns. I will get back to you as soon as possible and will always do my best to get back to you within 24 hours. **Please, please, please use the "Blackboard Mail" function within our course to send e-mail.** That way it will be linked to our course and won't get lost or relegated to "junk" in my external e-mail. Thank you! (**Note:** Be sure to check your internal course/Blackboard mail as that is how I will contact you as well!)

Structure of Course

On An Average Week You Can Expect:

- Each week you will be asked to read somewhere around 50 pages.
- **The expected average workload per week is the same as a “ground” class: that is 9-12 hours per week. (Yes, really!)**
- Most weeks you will also be asked to review course notes, media files, PowerPoints (lectures) or other outside sources alongside your reading.
- **By 8 PM on Wednesday of each week** you will generally be required to post a homework assignment to the weekly discussion board.
- **By Noon on Saturday of each week** you will generally be required to post another homework assignment to the weekly discussion board.

So....

- The rhythm of our course will be as follows:
 - Saturday at Noon:** I will “unlock” the following week. (I will allow you to work up to one week ahead of schedule.)
 - Wednesday at 8 PM:** All posts must be present and accounted for. No late posts accepted.
 - Saturday at Noon:** All posts must be present and accounted for. No late posts accepted.
 - Repeat.** It goes on like this...kind of like any regular twice per week class. This should let you get into a regular schedule for the course and organize your time accordingly.

Weeks When A Paper Is Due:

- You will have a major paper due the final week of each unit.
- You will have one week to write each paper.
- During that week, there will be no reading assignments or discussions.
- I’m happy to *scan* drafts of papers during the week. **You will be allowed to revise the first two papers.** More on re-writes to follow.

Late Work: **No late work will be accepted.** You need to meet the deadlines stated in the syllabus. **If you fail to hand in a paper on time or to post a discussion on time, then you will receive a zero** with no “re-dos,” “revisions,” “exceptions because you feel special,” or “excuses: my computer died, I was sick, my dog ran away, my car won’t start, I’m lazy, etc.” Any post time-stamped one minute past the deadline is a zero. Plan ahead!

Grading:

Your grade in this course will be figured by the following formula:

Unit 1 Didactic	Discussion Posts (Homework)	15%
	Paper 1	20%
Unit 2 Argumentation	Discussion Posts (Homework)	7.5%
	Paper 2	25%
Unit 3 Argumentation	Discussion Posts (Homework)	5%
	Paper 3	27.5%

As you can see, every grade is extremely important. **Zeros will impact your grade severely – just do the math above. And PLEASE do not bother asking for extra credit. Ever.** (The *one* exception is if you have done every assignment extremely well and just want more work to challenge yourself.)

Grading: “A” and “B” papers are well above average in critical analysis, style, and mechanics. Ideas are engaging, original, well-developed, and *convincing*. “C” papers are average, with relatively minor grammar, organizational, or development problems that distract from the easy flow of the essay. Generally these lack true depth of thought. “D” or “F” papers are those that do not meet the assignment, contain numerous errors, are not organized logically, or have repetition rather than development. Note: An “F” can be anywhere from a zero to a 59, and I have given single digit grades to papers that earn single digit grades. Please follow directions and **proofread** (at least twice!) and follow directions carefully!

Because of the prerequisites for this course, I’m assuming everyone enrolled knows how to write a basic academic essay (clear thesis at the end of the intro, unified body paragraphs, etc.). In this class you will be learning some more formal types of arguments as well as gaining a much deeper knowledge of what makes a strong argument. In a sense, this course won’t be teaching you so much in terms of new ways to write, but rather new ways to *think*.

Here’s where I echo the words of David Foster Wallace (great author—check him out!) from a course syllabus of his: “If you are used to whipping off papers the night before they’re due, running them quickly through the computer’s Spellchecker, handing them in full of high-school errors and sentences that make no sense and having the professor accept them ‘because the ideas are good’ or something, please be informed that I draw no distinction between the quality of one’s ideas and the quality of those ideas’ written expression, and I will not accept sloppy, rough-draftish, or semiliterate college writing. Again, I am absolutely not kidding.”¹

Rewrites: I encourage you to rewrite papers that receive a “B-” or lower. You may re-write the paper regardless of the grade, BUT to earn a higher grade I need to see that you have made extensive improvements rather than simply minor revisions (which is often more difficult for a paper that has already earned an above-average grade). Your final grade for the paper will be determined by averaging the grade of the original and that of the rewrite (remember what I

¹ Roiphe, Katie. “The Extraordinary Syllabus of David Foster Wallace: What his Lesson Plans Teach Us About How to Live.” *Slate.com*. The Slate Group, 23 Nov. 2011. Web. 4 Dec. 2011.

mentioned above about the range of “F” papers before you think about handing in garbage because you know you can re-write it.) Paper 3 will not be eligible for a re-write. Also, it should go without saying that late papers are not eligible for a re-write (they’re just a big fat zero.)

Discussion Board Expectations

So in an average week you’ll have two assignments due on the week’s discussion boards. Unfortunately, for this class “discussion” is really a misnomer. You’re basically just posting your homework there. Why? Glad you asked. While you don’t *have* to read anyone else’s work, I strongly encourage you to. In the first unit, I hope that you are intrigued, impressed, and entertained by your classmates’ work. In fact, I even encourage you to “vote” on your favorite posting of the week. The more active you are on the discussion board, the more brownie points you’re earning. (Wow, I guess there sort of is a little extra credit.) Basically, it’s the difference between me bumping a borderline B+/A- up to a solid A-.

Discussion Board Grading Scale

The majority of your posts will be graded based on a two part rubric: content and writing. The rubric should be available to you on each discussion board. All assignments should reflect your best academic writing.

Obvious Online Rules:

1. No personal attacks are permitted. If there is a difference of opinion, mature discussion and conflict resolution are expected. Disagreement can lead to wonderful discussion and insight—just keep it civil!
2. If I have to delete your post from a discussion board (for personal attacks, inappropriate language or action, etc.), you will receive an automatic zero for that week’s discussion. Basically, remember that even though you’re a mysterious, semi-anonymous, online presence this is a college class. Appropriate behavior/interaction is expected.
3. ALL writing for the course should be academic in nature. Yes, you are writing in an online format; No, you are not writing an e-mail to friends. Wording, usage, development, thought, clarity, professionalism should all meet high academic standards. That said, I really want you to get creative with your examples for Unit 1—these do *not* have to be academic (even though your analysis does).
4. You are expected to login several times over the course of the week (to watch lectures, to post and to respond). Logging in once a week for one hour will not lead to success in this course. **The expectation of this course is 9-12 hours per week of work (Remember? I mentioned this before, too).**

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: You must use proper MLA citation for all writing assignments. Presenting another person’s **ideas or language** as your own will result in an F for the paper without the right to revise it. If you plagiarize any of the homework assignments, you will receive a zero for every homework assignment in that unit. Even worse: Plagiarism may also result in an F for the course because I will report the incident to the Chair of the English Department and to the Academic Dean since it is a violation of the Student Code of Conduct.

What does this mean for you? If you

- Turn in material you did not write,
- Turn in papers written by you for another class (either high school or college),
- Turn in papers you drafted but revised or edited by another,
- Fail to paraphrase, summarize, or quote sources properly, or
- Turn in papers written by someone else and edited or revised by you,
- Get all of your ideas from another source

you have plagiarized.

Don’t do it. I’ll find out, and it’s really not worth the consequences. My sincere advice/plea/warning: do your own work. I want to challenge *you* to *think*, and I want to read *your* ideas.

In the interest of full disclosure: I will scan every single writing assignment turned in to see if *any* of it is plagiarized. Remember, if you can find something online, so can I. And I do check!

Finally: This is a rigorous course that requires you to manage your time well, employ good study habits, and keep ahead of assignments. I expect you to devote time and thought to the reading assignments and the discussion posts. Hopefully, this will make for an extremely interesting and enjoyable course, as it encourages you to look at everything through a critical lens and re-examine the world around you!

“MxCC offers **FREE TUTORING** on campus (Chapman Hall 711), at the Meriden Center, and online (**etutoring.org**). For more information, visit the College Learning Center Website (click www.mxcc.edu/clc) or call (860) 343-5770. **Take advantage of these services and excel in your classes!**”

<i>Unit No</i>	<i>Instructional Unit</i>	<p align="center"><i>Specific Outcomes of Instructional Unit</i></p> <p>(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 then to be based on the student's accomplishment of these objectives. Assume that each statement is prefixed with "The student will".)</p>
	<p>Reading matter</p> <p>Discovery</p> <p>Analysis</p> <p>Writing</p>	<p>read works of recognized merit in British prose and poetry, beginning with Old English and moving to contemporary writings</p> <p>learn to recognize the distinguishing characteristics of significant literary periods and movements</p> <p>learn about the historical, social, cultural, and creative contexts that influence the writing of literature from period to period</p> <p>learn about the relationship between the literature and the lives of the writers</p> <p>learn to interpret literature on the basis of textual evidence</p> <p>learn to recognize and understand the value of standard literary elements and devices within literary works</p> <p>learn to recognize conventional themes within and among literary works</p> <p>write examinations and/or papers that demonstrate a grasp of the elements listed above, and will do so in acceptable prose</p>

College Policies

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.

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(s).

Hey...are you still reading? The syllabus is over. Go click on “Unit 1” and proceed to Week 1.