

# Eng 101, Composition – Spring 2016

**Instructor:** Terence McNulty

**Meeting Times:** Online

**Email:** Via BB or to tmcnulty@mxcc.edu -- don't expect a response after 8 p.m.!

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**Office Hours:** **M** 1-2, **W** 9-10, **R** 10-11, 2-3 – Online Office Hours **M** 2-3 (Skype or G-Chat) Other times by appointment.

**CRN:** 1293

**Credits:** 3 credits.

**Prerequisites:** Placement scores/successful completion of English 096.

## Course Description:

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, 8<sup>th</sup> Edition*.

Stubbs, Marcia, et al. *The Little Brown Reader, Twelfth Edition*.

## Structure of Course

Our online course is broken into **four units, and each unit will last for four weeks**. For each unit, **we will follow the same formula. OUR WEEKS BEGIN ON MONDAY AND END ON SUNDAY.**

- During the **first week**, you will read a series of articles and write a post to the course discussion board. **These posts are due by Thursday at 11:59 PM.** You will also need to respond to one other person's post on the discussion board by **Sunday at 11:59 PM.** I'll provide clear directions and examples within the course.
- During the **second week** you will be presented with a PowerPoint lesson to master and you will be required to write a one page argumentative essay. This essay is due by **Sunday at 11:59 PM** (they will be returned to you by Wednesday evening and oftentimes sooner).
- During the **third week**, you will study a PowerPoint about academic research and take a quiz based on that PowerPoint. You will also develop a “Major Paper” proposal that includes a paper outline and research plan. Both are due on Sunday at 11:59 PM.
- During the **fourth week**, you will write your “Major Paper” (3-4 pages) for the unit. As you write this paper, it will be expected that you apply the comments from the one page paper you wrote during Week 2. This essay is due **Sunday at 11:59 PM.**

## Grading:

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

<b>Four Major Essays:</b>	40%
<b>One Page Papers:</b>	20%
<b>Discussion Boards:</b>	15%
<b>Research Quizzes</b>	15%
<b>Major Paper Proposals:</b>	10%

## Discussion Board Expectations/Grading Scale

Discussion board postings are graded on a numerical scale from “100” to “zero.”

- Simply meeting the criteria for the assignment does not earn you an A (if you meet the basic criteria without excelling, that’s average work, or a 75).
- If you meet the criteria for the assignment and do average work, you will earn a C (a 75).
- Grades between 80 and 100 are reserved for those students who are going above and beyond basic course expectations and who are thus engaging in above average work.
- **Although you are allowed to revise essays in this class, you are not allowed to revise discussion board posts.** I highly recommend that you write your posts in Microsoft Word (or equivalent word processing software) first, check your spelling and grammar, and then copy and paste your posts into the discussion boards. Your discussion board posts are graded on both content and grammar.

## Essay Expectations/Grading Scale

You will be required to write 8 essays for this course. The four primary essays will each be approximately 3-4 pages in length. The four one page papers may not exceed one page. You will also be graded on your discussion board posts, quizzes, and paper proposals.

**You are encouraged to rewrite any essay you would like to rewrite – any paper submitted on time has “infinite revisions.” A and B papers** are well above average in critical analysis, style, and mechanics. **C papers are average**, with grammar, organizational, or developmental 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 logically organized or lack substantial development. As we learn the specific skills of English 101, I’ll explain these grading policies in the context of each of those skills.

## Late Work

Late work loses 5 points per day late (including holidays and weekends). All late work must be submitted via the “Late Work” link.

**LATE WORK WILL RECEIVE A GRADE, BUT IT WILL NOT RECEIVE INSTRUCTOR FEEDBACK. This means that late work can not be revised. I do not expedite the grading of late work – it is your responsibility to submit your work on time.**

## Online Rules:

1. Obviously, no personal attacks are permitted. If there is a difference of opinion, mature discussion and conflict resolution are expected.
2. If I have to delete your post from a discussion board (for personal attacks, inappropriate language or action, etc.), you will receive and automatic zero for that week’s discussion.

3. You are expected to login several times over the course of the week (to listen to .mp3 files, to download PowerPoints and other files, to create discussion posts and upload assignments, etc.). **Just like a class in a physical classroom, it's my expectation that you will be committing 9 hours per week to this online course.**

### **Plagiarism and Academic Honesty:**

The following is the college's statement on Plagiarism and Academic Honesty:

“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 but 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 University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.”

**You must use proper citation. Presenting another person's ideas or language as your own will result in an F for that paper without the right to revise it. Having others complete your work for you will result in an F on the affected assignments. Either infraction may also result in an F for the course and escalation to the office of the Dean.**

Very often students plagiarize because of deadline stress or confusion regarding an assignment. It's my job to help you if you're confused. It's your job to ask for help and **to not plagiarize.**

## Course Objectives and Expected Outcomes:

### General Objective:

Students will learn to write substantial essays for varied purposes

<i>Instructional Unit</i>	<i>Specific Outcomes of Instructional Unit</i> <small>(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".)</small>
<b>Content</b>	<p>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</p> <p>learn to place their ideas in effective sequences            learn to create smooth, informative connections between thoughts and paragraphs</p>
<b>Organization</b>	<p>learn to use correct grammar, sentence structures, punctuation, and spelling            learn to use correct forms of citation in research writing</p>
<b>Mechanics</b>	<p>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</p>
<b>Form</b>	<p>learn to vary sentence structures to create a pleasing flow            learn to use appropriate vocabulary to insure clarity</p>
<b>Style</b>	<p>learn to improve their essays by means of repeated revision</p>
<b>Process</b>	<p>learn to identify what is an appropriate topic and scope of inquiry for research</p>
<b>Research</b>	<p>learn to use a variety of research methods competently            learn to use the library and other information sources effectively</p>

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:**  
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.

## **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.

## **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 which shows the published date(s) of your religious observance(s) or holiday(s).

## **In Order to Succeed in This Course**

Please keep in mind that this course is rigorous. It requires you to manage your time well, employ good study skills and keep ahead of assignments. It can also be extremely interesting and enjoyable as it encourages you to explore your thoughts and to learn how to express those thoughts with greater clarity and focus.

Remember – I'm willing to work as hard as you're willing to work. Want to revise your work? Good! I'll read it again. Want help narrowing an idea for a paper? Good! That's my job. Let's work together to help you realize your potential as a reader, writer and thinker.

## Plan of Study, English 101, McNulty

Please note I may change this schedule at any time to match the pace and needs of the class. On given weeks it may be expected that you listen to an audio file to supplement or clarify the work already assigned.

Unless otherwise noted, all readings are in your anthology, *The Little Brown Reader*.

### Unit One: Is Consumer Identity Constructive or Destructive?

**Goal:** To form an opinion on American consumerism.

**Skill:** Argument and the “although” thesis.

#### Week 1.1 (week of 1/25):

- **Read:** “Wal-Mart: Everyday Low Prices – at What Cost?” and “The Chutzpah of Wal-Mart’s Critics” (521-527). “Fast Food” (505). “Kid Customers,” (389). “In Praise of Consumerism - Bees, Bacteria And The Value Of Wasted Time” (online reading).
- **Write:** A discussion board post according to the model provided. A response to a peer according to the model provided.
- **Due:** A discussion board post due on the message board by **Thursday at 11:59 PM**. Response to a peer due on the same message board by **Sunday at 11:59 PM**.

#### Week 1.2 (week of 2/1):

- **Read:** “Basics of Essay Writing” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due: Sunday at 11:59 PM** in the appropriate dropbox (your paper will be returned to the same drop box).

#### Week 1.3 (week of 2/8):

- **Read:** “Finding and Using Web Sources” PowerPoint.
- **Write:** A Major Paper Proposal.
- **Due: “Web Sources Quiz,” Sunday, 11:59 PM. ALSO Major Paper Proposal Sunday at 11:59 PM,** in the appropriate dropbox (your work will be returned to the same drop box).

#### Week 1.4 (week of 2/15):

- **Read:** Research for your major paper.
- **Write:** A 3-4 page “Major Essay.”
- **Due:** Major Paper, **Sunday at 11:59 PM**, in the appropriate dropbox (your paper will be returned to the same drop box).

## Unit Two: What Role Should Technology Play in People's Lives?

**Goal:** To form an opinion on the relationship between humanity and emerging technologies.

**Skill:** The “because” and “although/because” thesis.

### Week 2.1 (week of 2/22):

- **Read:** : “What Adolescents Miss When We Let Them Grow up in Cyberspace” (423) and “Big Mother Is Watching” (428). “Cuddling up to Cyborg Babies” (link). “Unplugged,” (309). “2050 and Immortality Is within Our Grasp” (link). **Also watch the linked videos.**
- **Write:** A discussion board post according to the model provided. A response to a peer according to the model provided.
- **Due:** A discussion board post due on the message board by **Thursday at 11:59 PM**. Response to a peer due on the same message board by **Sunday at 11:59 PM**.

### Week 2.2 (week of 2/29):

- **Read:** “The Although/Because Thesis” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due:** **Sunday at 11:59 PM** in the appropriate dropbox (your paper will be returned to the same drop box).

### Week 2.3 (week of 3/7):

- **Read:** “Finding and Using Scholarly Sources” PowerPoint.
- **Write:** A Major Paper Proposal.
- **Due:** “Scholarly Sources Quiz,” **Sunday, 11:59 PM**. **ALSO Major Paper Proposal Sunday at 11:59 PM**, in the appropriate dropbox (your work will be returned to the same drop box).

### Week 2.4 (week of 3/14):

- **Read:** Research for your major paper.
- **Write:** A 3-4 page “Major Essay.”
- **Due:** Major Paper, **Sunday at 11:59 PM**, in the appropriate dropbox (your paper will be returned to the same drop box).

**THERE ARE NO ASSIGNMENTS FOR THE WEEK OF 3/21 (SPRING BREAK)**

### **Unit Three: Biohacking and Transhumanism: Should People Hack Their Biologies?**

**Goal:** To form an opinion about how a specific advertiser structures their written and visual texts.

**Skill:** The “in order to” thesis statement and the ability to move between thesis structures.

#### **Week 3.1 (week of 3/28):**

- **Read:** : “Mind Over Mass Media” (435). “BBC NEWS: A Brief History of Hacking” (link). “Cyborg America: Inside The Strange New World of Basement Body Hackers” (link). “The Problem with Transhumanism” (link). “If Eternal Life Becomes a Medical Possibility, I Will Have It Because I am a Tech Pirate” (link). **Also watch the linked videos.**
- **Write:** A discussion board post according to the model provided. A response to a peer according to the model provided.
- **Due:** A discussion board post due on the message board by **Thursday at 11:59 PM.** Response to a peer due on the same message board by **Sunday at 11:59 PM.**

#### **Week 3.2 (week of 4/4):**

- **Read:** “Sentence Level Rhetoric” PowerPoint.
- **Write:** A one page argumentative essay. A list of research paper topics.
- **Due: Sunday at Midnight,** in the appropriate dropbox (your paper will be returned to the same drop box).

#### **Week 3.3 (week of 4/11):**

- **Read:** “Effectively Blending Source Types” PowerPoint.
- **Write:** A Major Paper Proposal.
- **Due: “Blending Source Types Quiz,” Sunday, 11:59 PM. ALSO Major Paper Proposal Sunday at 11:59 PM,** in the appropriate dropbox (your work will be returned to the same drop box).

**THE LAST DAY TO WITHDRAW FROM CLASSES IS WEDNESDAY, APRIL 13TH**

#### **Week 3.4 (week of 4/18):**

- **Read:** Research for your major paper.
- **Write:** A 3-4 page “Major Essay.”
- **Due:** Major Paper, **Sunday at 11:59 PM,** in the appropriate dropbox (your paper will be returned to the same drop box).



## **Unit Four: Primary Philosophy: Ethics, Environmentalism, or Metaphysics?**

**Goal:** To think about what it means, most fundamentally, to be human.

**Skill:** Mastery of all thesis structures.

### **Week 4.1 (week of 4/25):**

- **Read:** Unit Overview PowerPoint. “The Madman” (Link). “Letter from Birmingham Jail” (456). “Eco-Defense” (542). “We Can’t Wish Away Climate Change” (547). “The Myth of the Cave” (259).
- **Write:** A discussion board post according to the model provided. A response to a peer according to the model provided.
- **Due:** A discussion board post due on the message board by **Thursday at 11:59 PM**. Response to a peer due on the same message board by **Sunday at 11:59 PM**.

### **Week 4.2 (week of 5/2):**

- **Read:** “The Academic Thesis” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due:** **Sunday at 11:59 PM**, in the appropriate dropbox (your paper will be returned to the same drop box).

### **Week 4.3 (week of 5/9, final exam week):**

- **Read:** The comments on your one page essay.
- **Write:** A 3-4 page “Major Essay” (**NO REVISIONS FOR THIS ESSAY**)
- **Due:** **Sunday at 11:59 PM**, in the appropriate dropbox (your paper will be returned to the same drop box).