MAP
Middlesex Accelerated Program

Composition; ENG-101: Composition *(CRN 3219) 3 Credits*
Middlesex Community College

TIME: Fall 2019   Session 1: August 27th – September 29th, 2019

PLACE: Online

INSTRUCTOR: Mrs. Lynn M Patarini
Office Hours: by appointment
E-Mail: Please contact me through the Blackboard shell.
       If Blackboard is down email: LPatarini@mxcc.commnet.edu

COURSE PREREQUISITES: Reading Prerequisite: ENG* 073 or ESL *173 with a grade of "C" or better, or placement, or SAT scores; Writing Prerequisite: ENG *063 with a grade of "C" or better, or placement, or SAT scores. This is an "L" course.

TEXT: Hacker, Diane. A Writer's Reference. 8th edition
       The Blair Reader. 9th Edition. Edited by Laurie Kirszner and Stephanie Mandell

I. COURSE OBJECTIVES:
 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.

II. SPECIFIC LEARNING OUTCOMES:

Unit No	Instructional Unit	Specific Objectives of Instructional Unit
1	Respond to Rhetorical Situations	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	Use Sources	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.

1

		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	**Craft Logical Arguments**	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	**Apply Language Conventions**	Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
		Apply the conventions of Standard English grammar, spelling, and mechanics.
5	**Formulate Effective Writing Strategies**	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	**Critical Analysis and Logical Thinking (full competency)**	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:
		Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works.
		Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components.
		Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and "reasoning to the best explanation").
		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:
		Distinguish fact from opinion.
		Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance.
		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:
		Assess the reliability, reasonableness, and perspective of the sources of evidence.
		Identify their own assumptions and minimize confirmation ("my-side") bias while considering viewpoints other than their own.
		Apply criteria for evaluating the success of each kind of inference
		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: Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and Methodology.
7	**Continuous Learning/Information Literacy (full competency)**	Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.
8	**Appreciation of the Ethical (full competency)**	Respond critically to ethical issues. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. 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. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

III. COURSE REQUIREMENTS- OVERVIEW:

1. Course materials will be delivered via Blackboard and will enable student to complete their academic work in a flexible manner, completely online.

2. The "lectures" for this course consist of PowerPoint presentations, videos, and readings from the text. PowerPoint presentations and videos will be posted on Blackboard for students to access.

3. Reading assignments must be completed before completing the discussion forum. Questions may be posted on the discussion forum to assure that the readings have been completed, the materials understood, and to stimulate class discussion.

4. Assignments must be turned in on time. **Late work will not be accepted**. Instructor reserves the right to modify this rule only in exceptional cases.

6. Your grade is the average of points earned and total possible points based on the results of:

Pre-Writing Exercises	(50 points each)	200 points
Draft/Peer Review	(100 points each)	200 points
5 Discussion Boards	(20 points each)	100 points
1 Quiz	(100 points)	100 points
Final Research Paper	(400 points)	<u>400 points</u>
	Total:	1000 points

IV. IMPORTANT DATES:

Please see course calendar for all due dates!

V: EXAMS:

Exams wills be online with a 2-hour time limit.

They are a combination of multiple choice and true and false. Exams are not generally cumulative, but may be semi-cumulative if necessary. Exam material comes from textbook reading, lecture material, chapter PowerPoints, or any other material posted in the Blackboard Shell.

- Exams must be completed before the deadline of 11:59 pm on the due dates. Late submissions will not be accepted.

- Please make certain to read all the chapters and complete all assignments prior to starting the exam.

- Please note that it is the student responsibility to make certain that they have a continuous internet connection for the duration of the exam. Exams will not be reset if they lose internet access during the exam.

- **Cheating of any kind will not be tolerated and will result in a grade of "<u>F</u>" for the course and immediate referral to the Academic Dean for further disciplinary action.**

VI: DISCUSSION BOARD:

The discussion boards consist of an initial discussion question or prompt. Each student is responsible for an initial post and then responding to at least four classmates. When responding please be aware of tone and word choice. Always decide to be kind.

Each student must post his/her individual response on the Discussion Board by 11:59 pm on Wednesdays. Late submission will not be accepted.

Students must interact with other students in the course by posting questions and addressing the initial posts of **FOUR** of their classmates. Response posts are due by Sunday evening, 11:59 pm. These responses must be informative and contribute to the advancing knowledge of the topic. Add something to the overall conversation. "Good job," or "nice post," are not acceptable.

Initial Post: Due Wednesdays
- 150-200 words in length – no more no less (refers only to the body of your response)
- 12 font – Times New Roman
- Proper grammar, punctuation, and sentence structure
- **If you cite a source, in text citations and references required.**
- Please note that all rules in regards to plagiarism and proper citations must be followed.
- ****When you have a question about citing information correctly – ASK FOR HELP!****

Response Posts: Requirements: Due Sundays
- Respond to at least 4 classmates' initial posts.
- Each post must be at least 125 words in length.
- 12 font – Times New Roman
- Proper grammar, punctuation, and sentence structure

Student are expected to adhere to the MAP Netiquette Guide as well as the Discussion Grading Rubric when posting to the discussion board.

VII: SYLLABUS AND MLA QUIZ:

Syllabus Quiz: Students will take a brief quiz on the syllabus and introductory material during the first four days of the course. Students should review the Introduction PowerPoint which will outline the expectations for the course. Questions on the syllabus quiz will pertain to policies, procedures, and the general format of the course. The quiz is meant as a vehicle to test students' understanding of the expectations for the course.

MLA Quiz: Students will have to complete a quiz on MLA formatting. Every assignment should be submitted in this format. Assignments not in MLA format will result in a zero. This includes minor infractions such as misspelling my full name. We will work on properly sourcing in-text quotes and developing a valid Works Cited page as the semester progresses. Once again, it is the student's responsibility to ensure that they have continuous internet access for the duration of the quiz. Quizzes will not be reset if a student loses their connection.

VIII: MAP GRADING SCALE:

Letter Grade:	Percentage:		Letter Grade:	Percentage:
A	93-100		C	73-76
A-	90-92		C-	70-72
B+	87-89		D+	67-69
B	83-86		D	63-66
B-	80-82		D-	60-62
C+	77-79		F	Below 60

IX: WITHDRAWAL:

Withdrawal: Student may withdraw from the class with a grade of "W" before the 75% completion date of the course. After that date, students will receive a "W" or an "F." Students may withdrawal from the course only after speaking with the Division Director and instructor as well as filing all the proper paperwork. Note: The primary responsibility for initiating a withdrawal rests with the students. Withdrawal from the course is official only when initiated in writing through the Records office, all requested signatures are obtained, and the proper papers are filed with the Records Office by the indicated deadlines.

<mark>THE FINAL DAY THAT I WILL SIGN A WITHDRAWAL WILL BE FRIDAY September 20TH.</mark>
No withdrawals will be signed after that point.

X: CLASS CANCELLATION AND OTHER MxCC POLICIES:

We are on-line. Unless the state completely shuts down (think natural disaster) the class is a go!
Additional Syllabus Information: 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/emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/

XI: ANTI-PLAGIARISM DETECTION SOFTWARE

SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an "originality report" for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report which indicates the potential for plagiarism.

In this course you may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

All Article Summaries will be submitted via a Safe Assign Assignment in the Blackboard Course Shell. Please note that assignments that are not submitted via Blackboard will not be accepted.

XII: IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

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/.

NON-DISCRIMINATION 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
  Ms. Anastasia Pych
  Director of Human Resources and Labor Relations
  apych@mxcc.edu; 860-343-5751; Founders Hall
  Room 115|

- Secondary Title IX Coordinator
  Ms. Queen Fordham
  Coordinator of the Meriden Center Welcome Desk
  qfordham@mxcc.edu; 203-608-3011

Disclaimer: The instructor reserves the right to amend any portion of this syllabus to meet the educational needs of the students in the course.

Topics Covered & Writing Assignments in Composition:

Below is a list of topics that will provide a guide for students during the semester. The students should become familiar with each of these topics. Each topic includes important concepts and vocabulary with which the students will develop competencies.

Week	Instructional Unit	Specific Objectives of Unit
1	M.L.A. Formatting Mindful Reading	• Properly format in M.L.A. • Read with purpose. • Annotate others work. • Audience, Intent, & Purpose
2	Working with Text	• Pathos, Ethos, Logos • Pre-writing strategies • Quoting & paraphrasing
3	Working with Outside Sources	• Library session. • Developing a question to *add to the conversation*. • Thesis development
4	Funnels & Outlines	• Defining the relationship between evidence and a working thesis. • Outlining to organize. • Rough drafting.
5	Final Revisions	• Peer Reviews • Revisions & Edits • Polishing the final.
	Final Paper Due	• Congratulations!

Fall 2019 - Session 1: August 27 – September 29th   ENG-101 Due Dates

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	**26**	**27**	**28**	**29**	**30**	**31**
First Day of Class Intro Video Read: Hacker Pgs. 427-452	Read: Blair Reader Chapter #1	"Annotating for purpose" Video	Syllabus Quiz Due MLA Quiz 11:59 p.m. Forum Discussion "Mindful Reading" Initial Post Due 11:59 p.m.	Read: Hacker pgs. 57-60	Read & Annotate: Eberstadt pg 181 (Blair Reader)	
1	**2**	**3**	**4**	**5**	**6**	**7**
Pre-Write 1 Assigned "Annotations" Response posts Due 11:59 p.m.	Read: Blair Reader Chpt. 2	Pathos, Ethos, Logos Read: Hacker pgs. 78-86	Pre-Writing 1 Due 11:59 p.m. Forum Discussion Initial Post Due 11:59 p.m.	Quotes & Paraphrasing Video	Pre-Writing 2 Quotes & Phrases	
8	**9**	**10**	**11**	**12**	**13**	**14**
Pre-Writing 2 Due 11:59 p.m. How do your quotes relate to one of your overall question? Response posts Due 11:59 p.m.	Building with Research First Video Developing a resource list. Library Session Video	Read Hacker pgs. 329-3555 Read Hacker pgs. 329-355	What is the question your research will answer? Pre-Writing 3 Relate your evidence back to your evidence. Forum Discussion Initial Post Due 11:59 p.m.	Thesis development. "Adding to the Conversation"	Study	
15	**16**	**17**	**18**	**19**	**20**	**21**
Pre-Writing 3 and Working Thesis due. 11:59 p.m. Pre-Writing 4 Outlining Response posts Due 11:59 p.m.	Working Introduction "The Funnel" Developing an outline Read: Hacker pgs.87-100		Pre-Writing 4 due 11:59 p.m. Draft Assigned (Pre-Writing 5) Forum Discussion Initial Post Due 11:59 p.m.	Developing a Rough Draft	Study	
22	**23**	**24**	**25**	**26**	**27**	**28**
Pre-Writing 5 Due 11:59 p.m. Peer Review Asg. Response posts Due 11:59 p.m.			Forum Discussion Initial Post Due 11:59 p.m.	Peer Review Due 11:59 p.m.	Study	
29						
Last Day of Class Research Paper Due 11:59 p.m. Response posts Due 11:59 p.m.						

It is STRONGLY recommended that students print this calendar and post it by their computer.