

**ENGLISH 101: COMPOSITION COURSE SYLLABUS
SPRING 2018
MIDDLESEX COMMUNITY COLLEGE
LYNN M PATARINI, INSTRUCTOR**

COURSE NUMBER/DAY & TIME: CRN 1108

CLASS LOCATION: On-Line

COURSE PREREQUISITE: 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.

COURSE CREDIT: 3 credit hours; 3 lecture hours a week

INSTRUCTOR: Lynn Patarini

OFFICE HOURS: By appointment Tuesday mornings.

E-MAIL: LPatarini@mxcc.commnet.edu Please put **ENGLISH 101** in subject line

LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY IS APRIL 16TH

REQUIRED TEXTS AND OTHER LEARNING MATERIALS:

- *A Writer's Reference*, 8th edition, compiled by Diana Hacker
- *The Blair Reader* 9th edition, edited by Laurie Kirsznner and Stephanie Mandell
- Dictionary (on line is fine)
- Various essays in the Content Folder on Blackboard.
- Dictionary (on line is fine)
- **A personal computer or knowledge of when and where you can access a computer** (at MXCC computer lab in Wheaton Hall or MXCC Library in Chapman Hall.) **along with internet access.**
- A disk or USB device on which you store all versions of your essays. (You may want to consider cloud storage).
- **Access to Blackboard Learn & your college email**

"The goal of writing is NOT to have the final word on a subject, to bring the discussion to a close, but to push it forward, to say something new, something that seems to call for further talk and writing"

– Joseph Harris

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.

GENERAL OBJECTIVES OF THE COURSE

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)

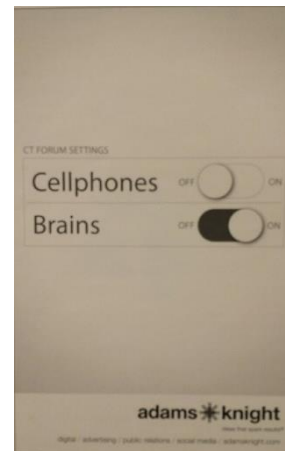
- Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

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. 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.

REQUIREMENTS:

- Weekly reflection entries on Blackboard
- Two short essays (3-5 pages)
- One long research paper (6-8 pages, plus Works Cited page)
- A Final Essay Exam
- In-class writing and homework assignments
- Study of Grammar and Usage
- Attendance

I DO NOT ACCEPT COMPLETED ASSIGNMENTS BY EMAIL. ALL DRAFTS AND FINALS MUST BE UPLOADED TO BLACKBOARD IN THE CORRECT FORMAT. (UNLESS OTHERWISE INDICATED).



ASSESSMENT

Assessment on essays and the research paper is based on the attached rubric. Please review! Reflection Posts and other assignments have separate criteria (content and spelling). Make certain to understand how these are graded!

**“LETS TRY TO
MASTER THE TASK
INSTEAD OF
CONCENTRATING ON
THE SCORE”**

FINAL GRADES (think of percentages as points to be earned, with 100 total points as the maximum)

30%	Essay 1 & 2 (15% each)
10%	Final Exam Essay (in-class)
30%	Research Paper
15%	Weekly Reflections on Blackboard
15%	Discussion Board Participation

LATE AND MISSING ASSIGNMENTS

Unless you plan with me beforehand: the two essays and the research paper will be reduced letter grade for each class session past the scheduled final due date that they are late, for up to two consecutive class dates. In other words, I will not accept late material that is more than two classes past the original due date.

Please note- **Drafts are due on the assigned date and there is NO make up for late drafts.**

Missing assignments will receive a zero, which will be factored into the computation of your final course grade.

PREPAREDNESS:

You are expected to participate actively in the Weekly Discussion Posts. Initial post is required by Wednesday noon along with a minimum of three additional interactions with your peers.

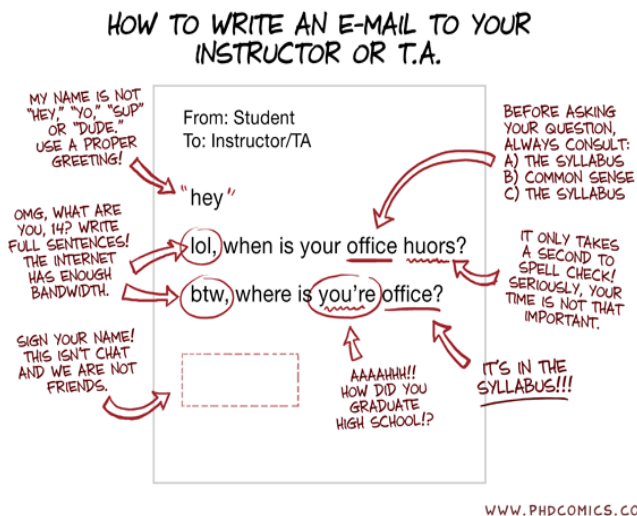
When commenting please do more than just agree. Add to the conversation. Pretend we are in an actual classroom having a discussion. What would you bring into the circle?

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.

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."

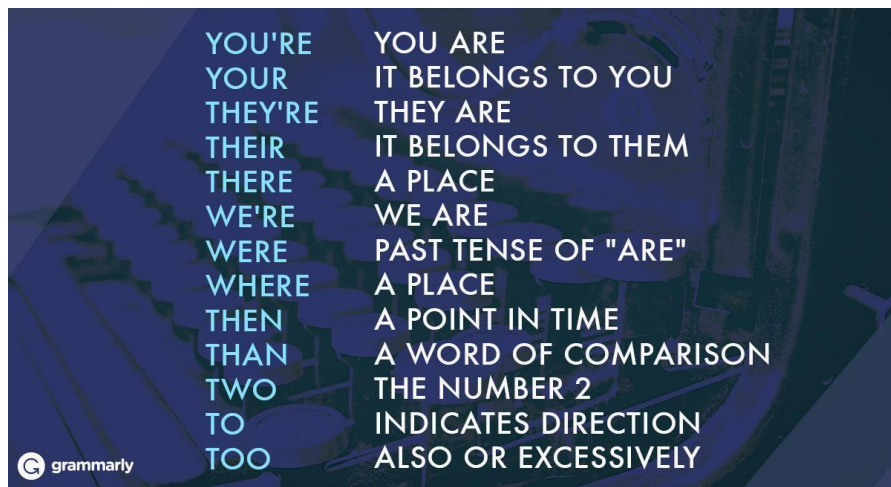
PLAGIARISM: Be wise. Most students do not need to be told to be wise about plagiarism, which literally means "kidnapping" another's words or ideas and expressing them as your own. Plagiarism is a highly literary and academic offense. Offenders in this course will receive no credit for the assignment in question.

CLASS CANCELLATION: There are none! We are online. Let it snow!

WITHDRAWAL POLICY

You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

FOR MORE INFORMATION, PLEASE VISIT: <http://mxcc.edu/catalog/academic-policies>



CALENDAR

This is a tentative schedule which will change according to each class's needs. You are responsible for noting any changes that occur, even if you are absent when the changes are made. Consider exchanging phone numbers or email addresses with other students.

Reminder: You are responsible for a weekly reflection on Blackboard.

Entries must be made by 11:59 PM every Saturday for credit.

	<u>Theme</u>	<u>Reading</u>	<u>Assignment</u>
WK 1	Welcome Syllabus Details		Weekly Reflections Start
WK 2	MLA & Other Pertinent Information Analyzing Sources 1 Audience - Intent - Purpose	Read: TBR pg.3-13 "Eminem Is Right" pg.181	
WK 3	In-class Discussion Using Stereotypes Introductions Drafting An Effective Argument Pathos - Ethos - Logos	Read: TBR pg.14-39 WR pg. 15-16	Essay One Assigned
WK4	Thesis Statements Claim Vs. Argument Let's Edit		Essay One Draft Due Hard Copy in Class
WK 5	Conclusions		
WK 6	Looking at the Media	Read: TBR pg.178-215 WR pg.	Essay 1 Due Uploaded to BlackBoard
WK 7	"Out Foxed"	Look up information about "Out Foxed"	2 nd Essay Assigned
WK 8	Making Connections Ethics	Read: TBR "Reality Is Broken" Read: TBR pg.396-399 441-451	Draft Due Please highlight your working thesis along with any quotes.
Spring Break No Class			
WK 9	Discussion	"The Ethical Responsibility of Journalists" (Content Folder)	
WK 10	In-class discussion Qualifying Sources B.E.A.M.	Read: TBR pg. 206-215	Essay 2 Due with ancillary materials
WK 11	Proposal Arguments Library Day Make certain to visit the MxCC Library site		Research Project Assigned Proposals Due
WK 12	Thesis work		1 st Draft Due

WK 13	Qualifying Sources		
WK 14	Presentation of Research		Research Project Due Uploaded to Blackboard
WK 15	Class Wrap Up - Moving Forward	Hunter Thompson Essay (Content Folder)	Reflection Essay Assigned
Final Exam			Reflection Essay Due by Noon

Please note: Reading assignments will be updated as the semester progresses in order to keep up with the issues of the day. In other words, just because it is blank it doesn't mean you do not have homework. Keep up to date by looking at the Announcements section on Blackboard & checking your email!

****Be certain to review rubric for each assignment. ****

	Novice	Needs Work	Competent	Excellent
Thesis	Either no thesis is present, or the thesis is entirely inappropriate for the subject matter or genre.	The thesis is not functioning as a controlling idea. There may be ideas here yet the essay wanders or the governing idea is simplistic or cliché.	Thesis is present and clear, yet it could be more developed.	The writer has clearly indicated a thesis that guides and structures the essay. The thesis is appropriate complex for the scale of the essay. Thesis emerges from close intellectual engagement of the material.
Evidence & Sources	No appropriate or evidence is present. There is no analysis or merely random statements, or assertions have no relationship.	There is evidence offered yet it is inappropriate or inadequate. There is summary yet no analysis.	There is appropriate evidence in support of the thesis, yet it is in need of elaboration.	Writer offers convincing evidence in support of the thesis. Writers recognizes and incorporates other perspectives. Paper arrives at a meaningful and original conclusion. Sources do not overpower the writer's voice.
Argument Development	No evidence of intellectual engagement with the materials. Ideas, if present, may contradict one another.	Ideas may not shed light on the topic or be appropriate for the logic. Possible moments of clarity exist alongside of contradictions.	Although there are clear ideas present, they tend to be predictable and the connection to the topic isn't clearly developed.	Writer offer several thoughtful ideas that reveal a distinct analytical engagement with the topic.
Organization	Little in the way of structure. Sentences may be presented as paragraphs or whole pages may have no paragraphs or breaks.	Paragraphing is present but erratic. There is little in the way of transitions or other landmarks to help the reader through the argument	Some paragraphs are unified and coherent, yet others need to be expanded or combined. Transitions are inappropriate or missing.	Paragraphs are coherent and unified. Logic of argument proceeds smoothly with appropriate transitions and a clear relationship among the points presented.
Grammar & Mechanics	Too many errors make comprehension unrealistic.	Errors distract from reading/understanding text. Common mistakes (verb tenses, verb/ subject agreement) are prevalent	Errors somewhat distract from reading/understanding text. Common mistakes (verb tenses, verb/subject agreement) are present.	Errors do not distract from reading/understanding text. Common mistakes are minimal.
Draft	The writer has turned in a final project, but has not participated in the drafting and revision process	The writer has participated in the revision process in a superficial way. The writer has not used the revision process to full advantage	The writer has participated actively in the process and made substantial revisions from rough to final draft, taking full advantage of feedback from instructor and peers	The writer has participated actively in the process and made substantial revisions from rough to final draft, taking full advantage of feedback from instructor and peers. Furthermore, the writer has continued with this process of revision until the final product is as strong as possible.
Peer Review	Did not participate.	In-class yet did not give thoughtful feedback or showed up unprepared.	In-class. Participated yet did not warrant excellent standing.	In-class. On time. Thoughtful feedback.