

**Middlesex Community College  
English 101: Composition**

**CRN #1292**

**Instructor:** Ashley Raithel

**Location:** online

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**Office Hours:** M/W 11:30-1:30, T/Th 11:00-12:00, or by appointment

**Office Location:** Snow 520

**Course Credit:** 3 credits

**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. *Reading Prerequisite:* ENG\* 073 or ESL \*173 with a grade of “C” or better, or placement, or SAT/ACT scores; *Writing Prerequisites:* ENG \*063 with a grade of “C” or better; or placement; or SAT/ACT scores; or ENG\*096 with a grade of “C” or better. (Fulfills an “L” course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)

**Required Texts:**

**Hacker, Diane, and Nancy Sommers. *A Writer’s Reference*. 8<sup>th</sup> ed.**

**Kirszner, Laurie, and Stephen Mandell. *The Blair Reader*. 9<sup>th</sup> ed.**

**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 (Florida).

**Contacting me:**

**Please contact me through MxCC email. If you have a question that the rest of the class can benefit from, please post it in the “Course Questions” forum under the Discussion tab.**

**Class Decorum:**

This is a college learning environment so it is expected that you will treat everyone with respect and consideration. We are tackling some sensitive topics in the discussion boards this semester, so remember that there is a human sitting behind each computer screen. Please disagree with each other, but disagree respectfully.

**Grading:**

A 100.0 - 93.0	B 86.9 - 83.0	C 76.9 - 73.0	D 66.9 – 63.0
A- 92.9 - 90.0	B- 82.9 – 80.0	C- 72.9 – 70.0	D- 62.9 - 60.0
B+ 89.9 – 87.0	C+ 79.9 – 77.0	D+ 69.9 – 67.0	F 59.9 – 0.0

*A* papers are *exceptional* in critical thinking, style, structure, development, and mechanics. Ideas are engaging, original, *well-developed*, and *convincing*—which also means that these essays tend to be close to the higher end of the required page limit. Textual analysis is thorough and insightful.

*B* papers are well *above average* in those areas, with a few grammatical issues and generally less development. Textual evidence is present, but analysis could be more thorough.

*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 and are closer to the minimum page requirement. Ideas lack depth and analysis of quotations is limited and often just summary.

*D* papers are *below average* and contain numerous grammatical/mechanical errors, are not organized logically, have repetition rather than development, demonstrate limited understanding of the text. Textual evidence is sparse.

*F* papers are *very weak* and have significant error patterns in grammar and/or mechanics, lack basic essay structure/organization, lack coherent paragraphs, have little/no development or direct textual support, and/or do not follow the assignment.

### **Assignments:**

All assignments are to be submitted in Blackboard. They are due by **11:59** on the date listed on the syllabus. **I do NOT accept late work.** Once the deadline has gone in Blackboard, the dropbox or discussion board will disappear, and there are no excuses. I give plenty of time to complete assignments, so this should not be a problem. Give yourself time before the first submission, to make sure that you do not have any technical difficulties.

### **Breakdown of Assignments:**

#### **Weekly Writing Assignment (20%)**

Each week (with the exception of one or two) you have a weekly writing assignment. This will correspond to either the readings or lecture for the week. All assignments should be submitted in MLA format (see below for formatting papers). These are due on either Wednesday or Saturday of the week, depending on what we are working on, so pay attention to due dates.

#### **Discussion Board (20%)**

Each week (again with the exception of one or two) you have a Discussion Board question to respond to. You are responsible for writing your initial post by Wednesday of the week, and responding to two classmates by Saturday of the week. See Course Content for grading rubric.

#### **Formal Essays and Research Paper (60 %):**

You will complete three essays, one of which is a research paper integrating outside sources. The due dates are highlighted in the course calendar and all writing must follow the format outlined below. **Assignments that are not properly formatted may be returned without a grade and/or will have a grade reduction.**

### Specific Essay Grades:

Essay 1	15%
MLK short assignment	5%
Essay 2	15%
Annotated Bibliography	5%
Research Essay	20%

I allow revisions for any essay. **I only recommend revising an essay which receives a grade of C or lower.** In order to revise an essay, **you must tell me your intention to do so within the week the essay was handed back and take a revised copy to the Learning Commons and meet with a tutor (get it signed).**

### Formatting your Papers:

- All papers should be spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- The body of your essay is double-spaced.
- Number pages beginning on page one in the upper right corner according to MLA formatting (your last name, one space, page number)
- Use MLA citation to document sources (we will go over this when the time comes)

### Plagiarism and Academic Honesty

Please submit work that is original to our class and in which you are the sole author. Document your work with the MLA format. **Work that violates college policy will result in an automatic zero. If you plagiarize a second time, you will get an F in the class and be reported to the Academic Dean.** As stated in the catalog, “Both plagiarism and cheating are grounds for a student’s immediate dismissal from the college.”

#### Plagiarism includes:

- Turning in material you did not write,
- Turning in papers written by you for another class (either high school or college),
- Turning in papers you drafted but revised or edited by another,
- Failing to paraphrase, summarize, or quote sources properly, or
- Getting your ideas from another source without properly documenting it

*Both plagiarism and cheating are grounds for a student’s immediate dismissal from the College. At MxCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Regents’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Regents’ 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. (-Board of Regents’ Policy 5.2.1)*

## 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: <http://mxcc.edu/catalog/academic-policies>

## 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

- o Dr. Adrienne Maslin
- o Dean of Students/Title IX and Section 504/ADA Coordinator
- o [amaslin@mxcc.edu](mailto:amaslin@mxcc.edu); 860-343-5759; Founders Hall Room 123|

### Secondary Title IX Coordinator

- o Anastasia Pych
- o Director of Human Resources and Labor Relations; 860-343-5751;
- o [apych@mxcc.edu](mailto:apych@mxcc.edu); Founders Hall Room 116

**The following schedule includes textbook readings and due dates. When you are in the weekly folders, you will see that there are also powerpoints, lectures, and videos which are not individually listed here.**

**BR = The Blair Reader**

**WR = A Writer's Reference**

**DB = Discussion Board**

**WWA = Weekly Writing Assignment**

Week	Reading Assignments	Due Dates
Week 1	<ul style="list-style-type: none"><li>• p3-11 BR</li></ul>	<ul style="list-style-type: none"><li>• DB initial 1/26</li><li>• DB response 1/27</li></ul>
Week 2	<ul style="list-style-type: none"><li>• p259-266 WR</li><li>• “The Sanctuary of School” p75 BR</li><li>• “School Is Bad for Children” p78</li></ul>	<ul style="list-style-type: none"><li>• DB initial 1/30</li><li>• DB response 2/2</li><li>• WWA 2/2</li></ul>
Week 3	<ul style="list-style-type: none"><li>• p207-218 WR</li><li>• p14-30 BR</li><li>• “Animal, Vegetable, Miserable”</li></ul>	<ul style="list-style-type: none"><li>• DB initial 2/6</li><li>• DB response 2/9</li><li>• WWA 2/9</li></ul>

	<ul style="list-style-type: none"> <li>• “A Chicken Without Guilt”</li> </ul>	
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• p3-11 (WR)</li> <li>• p372-380 WR</li> <li>• “We’ve Gone Too Far with Trigger Warnings” p97 BR</li> <li>• “Why I Use Trigger Warnings”</li> <li>• “Is College Worth It?” p102</li> <li>• “Plan B: Skip College” p106 BR</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 2/13</li> <li>• DB response 2/16</li> <li>• WWA 2/16</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• “Bossy, the other B-word” p227 BR</li> <li>• “Why I Want a Wife” p 230 BR</li> <li>• “Stay-at-Home-Dads” p232 BR</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 2/20</li> <li>• DB response 2/23</li> <li>• WWA 2/23</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• p384-426 WR</li> <li>• p84 WR</li> <li>• “The Time to Act Is Now”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to C/C 2/27</li> <li>• WWA 3/2</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• p78-86 WR</li> <li>• “The Case for Torture”</li> <li>• “Letter from Birmingham Jail” p411 BR</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 3/6</li> <li>• Compare/Contrast Essay 3/6</li> <li>• DB response 3/9</li> </ul>
<b>Week 8</b>	<b>SPRING BREAK</b>	<ul style="list-style-type: none"> <li>• MLK 3/13</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• p64-70 WR</li> <li>• “Shut Up and Play Nice” p159 BR</li> <li>• “Kindly Inquisitors, Revisited” p164 BR</li> <li>• “Should Neo-Nazis be Allowed Free Speech?” p172</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 3/20</li> <li>• DB response 3/23</li> <li>• WWA 3/23</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• “Connectivity and its Discontents” p190 BR</li> <li>• “After the Protests” p188 BR</li> <li>• “Reality Is Broken” p198 BR</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 3/27</li> <li>• DB response 3/30</li> <li>• WWA 3/30</li> </ul>

	<ul style="list-style-type: none"> <li>• “Mind Over Mass Media” p195 BR</li> </ul>	
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• p87-100 WR</li> <li>• p329-347 WR</li> </ul>	<ul style="list-style-type: none"> <li>• WWA 4/3</li> <li>• Paper Topic 4/6</li> </ul>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• p348-359 WR</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis Essay 4/10</li> <li>• DB initial 4/10</li> <li>• DB response 4/13</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• student sample papers</li> </ul>	<ul style="list-style-type: none"> <li>• DB initial 4/17</li> <li>• DB response 4/20</li> <li>• WWA 4/20</li> </ul>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• “American Dream? Or Mirage?” p338 BR</li> <li>• “The New American Dream” p340 BR</li> <li>• “Crumbling American Dreams” p343 BR</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography 4/24</li> <li>• DB initial 4/24</li> <li>• DB response 4/27</li> <li>• WWA 4/27</li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• “Measuring the Full Impact of Minimum Wage Laws” p377 BR</li> <li>• “If a Business...” p385 BR</li> <li>• “The Minimum Wage Delusion..” p388 BR</li> </ul>	<ul style="list-style-type: none"> <li>• WWA 5/1</li> <li>• DB initial 5/1</li> <li>• DB response 5/4</li> </ul>
<b>Week 16</b>	<ul style="list-style-type: none"> <li>• “The Truth about Plagiarism” p441 BR</li> <li>• “Student Plagiarism in an Online World” p445 BR</li> <li>• “A Better Way to Prevent Cheating” p452 BR</li> </ul>	<ul style="list-style-type: none"> <li>• WWA 5/8</li> <li>• DB initial 5/8</li> <li>• DB response 5/11</li> </ul>
<b>Week 17</b>		<ul style="list-style-type: none"> <li>• Research Project 5/18</li> </ul>

***General TAP Outcomes of the Course***  
ENG\*101 meets the following TAP Competency.

**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.

<b>Unit #</b>	<b><i>Instructional Unit</i></b>	<b><i>Specific Objectives of Instructional Unit</i></b> (The specific objectives reflect the behavioral outcomes that
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		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 be able to".)
<b>1</b>	Respond to Rhetorical Situations	<p>Adapt writing as audience and purpose requires</p> <p>Develop and apply an independent writing process that includes generating, revising, editing, and proofreading</p> <p>Reflect on and explain writing choices regarding audience and purpose</p>
<b>2</b>	Engage with and Use Authoritative Sources	<p>Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)</p> <p>Employ effective annotation skills to the reading of complex texts</p> <p>Locate and evaluate sources appropriate to the rhetorical situation</p> <p>Interpret and analyze argument, evidence, and rhetorical strategies in complex texts</p> <p>Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material</p> <p>Demonstrate critical and evaluative reading comprehension</p> <p>Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing</p> <p>Respond to an argument in a complex text and synthesize perspectives in multiple texts</p> <p>Integrate complex texts to fulfill the rhetorical purpose</p>
<b>3</b>	Crafting Logical Arguments	<p>Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions</p> <p>Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material</p> <p>By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using</p>

		complex texts
<b>4</b>	Apply Language Conventions	<p><b>Apply Language Conventions</b></p> <p>Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations</p> <p>Cite varied sources in MLA citation style</p>

**TAP Written Communication Competency**

**Goal:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Objectives:** ConnSCU students completing the general education course will be able to

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 ideas.
  - 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.