

# ENG 101, Composition – Summer 2018 (5/29-7/3)

**Instructor:** Terence McNulty

**Meeting Times:** Online

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

**Office:** Snow 520

**Office Hours:** By appointment via Skype, **Skype Username:** mcnulty.mxcc

**CRN:** 2026

**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.

## Required Texts:

Hacker, Diana. *A Writer's Reference, 8<sup>th</sup> Edition w/ MLA Update*.

Kirszner, Laurie, et al. *The Blair Reader, 9th Edition*.

## Structure of Course

Our online course is broken into **three units, and each unit will contain three assignments**. For each unit, we will follow the same formula. **YOU HAVE AN ASSIGNMENT DUE EVERY WEDNESDAY AT 11:59 PM AND EVERY SUNDAY AT 11:59 PM.**

- **Assignments for the week will be released every Monday morning at 9 AM.**
- **The first assignment of each unit** will be to read a series of articles and write a post to the course discussion board.
- **The second assignment of each unit** will be to study a PowerPoint lesson and to write a one-page paper that demonstrates mastery of that PowerPoint's content. This is harder than it seems—to write an effective one-page paper you must be concise, focused, and thoughtful.
- **The third assignment of each unit will be to write a research-driven "Major Paper"** (3-4 pages). One page papers may be used to develop these major papers. For that reason, **I will return all work promptly over the course of the semester.**
- **Our course squeezes a 15 week semester into just 5 weeks. That means we're moving at 3 times the pace of a normal semester.** Students in a 15 week semester are told that each course they take is a 9 hour per week commitment. **That means, in a course moving at 3 times the speed, you should be prepared for a 27 hour per week commitment to this course.** I do not advise taking another summer course at the same time as ENG 101. If you are working, I do not recommend working more than 30 hours per week during our 5 week course. 30 hours of work + 30 hours of class is 60 hours of work per week. For most students, 60 hours of work+school is a limit. Beyond that, your performance at work or in school is likely to suffer.

## Grading:

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

<b>Three Major Essays:</b>	50%
<b>One Page Papers:</b>	30%
<b>Discussion Boards:</b>	20%

All grades will be kept in “real time” on BlackBoard.

## Grading Scale

Letter Grade	Number Range	Figured As
A	93-100	95
A-	90-92	92
B+	87-89	88
B	83-86	85
B-	80-82	82
C+	77-79	78
C	73-76	75
C-	70-72	72
D+	67-69	68
D	63-66	65
D-	60-62	62
F	Below 60	50

## 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 6 essays for this course. The three primary essays will each be approximately 3-4 pages in length. The three one page papers may not exceed one page. You will also be graded on your discussion board posts.

**You are encouraged to rewrite any essay you would like to rewrite, but no revision will be required.**

**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 10 points per day late (including holidays and weekends).

**LATE WORK WILL RECEIVE A GRADE, BUT IT WILL NOT RECEIVE INSTRUCTOR FEEDBACK. This means that late work can't 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 an 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.). **Because we are completing the semester in 1/3 the time, you should expect to spend 20-30 hours per week on this 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.**

## **Learning Objectives/Expected Outcomes:**

### **General Objective:**

Students will learn to write substantial essays for varied purposes

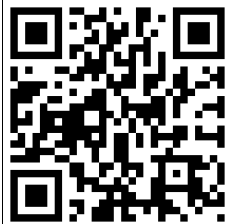
**Specific Objectives:**

- 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.
- Learn to place ideas in effective sequences.
- Learn to create smooth, informative connections between thoughts and paragraphs.
- Learn to use correct grammar, sentence structures, punctuation, and spelling.
- Learn to use correct forms of citations in research writing.
- Learn to compose a variety of essays—expository, personal, and research.
- Learn to employ various rhetorical formats within larger forms.
- Learn to vary sentence structures to create a pleasing flow.
- Learn to use appropriate vocabulary to insure clarity.
- Learn to improve essays through revision.
- Learn to identify what is an appropriate topic and scope of inquiry for research.
- Learn to use a variety of research methods competently.
- Learn to use the library and other information sources effectively.

**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/](http://www.mxcc.edu/catalog/syllabus-policies/)

OR scan the QR code below:

**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 Blair Reader*.

## Unit One: Is The American Education System Working?

**Goal:** To form an opinion on the American education system.

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

### Assignment 1.1 (Due Sunday 6/3)

- **Read:** “Sanctuary of School” (75) and “We’ve Gone Too Far with Trigger Warnings” (97). “School Is Bad for Children” (78). “The Human Cost of an Illiterate Society ” (148).
- **Write:** A discussion board post.
- **Due:** A discussion board post due on the message board by **Sunday at 11:59 PM**.

### Assignment 1.2 (Due Wednesday 6/6)

- **Read:** “Basics of Essay Writing” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due:** A one page paper by **Wednesday at 11:59 PM** in the appropriate dropbox.

### Assignment 1.3 (Due Sunday 6/10):

- **Read:** “Expanding a One Page Paper” PowerPoint.
- **Write:** A 3-4 page “Major Essay.”
- **Due:** A major paper by **Sunday at 11:59 PM**, in the appropriate dropbox.

## 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.

### Assignment 2.1(Due Wednesday 6/13):

- **Read:** : “When I Moved Online” (56) and “Online Higher Education’s Individualist Fallacy” (91). “Cuddling up to Cyborg Babies” (link). “Connectivity and its Discontents,” (190). “Smartphone Addiction Could Be Changing Your Brain” (link). “MLA Citation Overview” PowerPoint. Also watch the linked videos.
- **Write:** A discussion board post.
- **Due:** A discussion board post due on the message board by **Wednesday at 11:59 PM**

### Assignment 2.2 (Due Sunday 6/17):

- **Read:** “The Although/Because Thesis” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due:** A one page paper by **Sunday at 11:59 PM** in the appropriate dropbox.

### Assignment 2.3 (Due Wednesday 6/20):

- **Read:** Research for your major paper.
- **Write:** A 3-4 page “Major Essay.”

- **Due:** A major paper by **Wednesday at 11:59 PM** in the appropriate dropbox.

<b>Unit Three: Biohacking and Transhumanism: Should People Hack Their Biologies?</b>
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**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.

**Assignment 3.1 (Due Sunday 6/24)**

- **Read:** : “Mind Over Mass Media” (TBA). “BBC NEWS: A Brief History of Hacking” (link). “Cyborg America: Inside The Strange New World of Basement Body Hackers” (link). ““Transhumanism: The Dangers of Creating Humanity 2.0”” (link). “Copenhagen’s DIY Bio Community: An Open Debate” (link). “Biohackers Pushing Life to the Limits with DIY Biology” (link).
- **Write:** A discussion board post.
- **Due:** A discussion board post due on the message board by **Sunday at 11:59 PM**.

**Week 3.2 (Due Wednesday 6/27):**

- **Read:** “Scholarly Sources” PowerPoint.
- **Write:** A one page argumentative essay.
- **Due:** A one page paper by **Wednesday at 11:59 PM** in the appropriate dropbox.

**Week 3.3 (Due Sunday 7/1):**

- **Read:** Research for your major paper.
- **Write:** A 3-4 page “Major Essay.”
- **Due:** A major paper by **Sunday at 11:59 PM** in the appropriate dropbox.

**Our semester concludes on Tuesday, 7/3 and the course will be closed at that time.**