

# ENG 101, Composition – Summer 2019 (6/2-7/7)

**Instructor:** Terence McNulty

**Meeting Times:** Online

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

**Phone:** (860) 343-5889

**Office:** Snow 520

**Office Hours:** By appointment, in Snow 520 or via the web

**CRN:** 2053

**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*, 9<sup>th</sup> edition.

Miller, James. *Acting Out Culture*, 4<sup>th</sup> 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 Sunday 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:**

### **Respond to Rhetorical Situations**

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

### **Engage with and Use Authoritative Sources**

- 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)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

### **Craft Logical Arguments**

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

### **Apply Language Conventions**

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

## **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: <https://mxcc.edu/catalog/academic-policies/syllabus/>

## **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.

All readings with a page number are in your anthology, *Acting Out Culture*. All readings marked (link) are linked directly within our BlackBoard shell.

### Unit One: What Should the Purpose of Education Be?

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

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

#### Assignment 1.1 (Due Wednesday 6/5)

- **Read:** “From Grading to De-Grading” (240), “Preparing Minds for Mass Markets” (283), “Welcome to the ‘Real World’” (317), “Learning in the Shadow of Race and Class” (274). Watch the course overview video, which guides you through this syllabus and helps you understand how the course is structured.
- **Write:** A discussion board post.
- **Due:** A discussion board post due on the message board by **Wednesday at 11:59 PM**.

#### Assignment 1.2 (Due Sunday 6/9)

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

#### Assignment 1.3 (Due Wednesday 6/12):

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

### Unit Two: Is Privacy Still Possible?

**Goal:** To form an opinion on contemporary privacy.

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

#### Assignment 2.1 (Due Sunday 6/16):

- **Read:** “The Public Square” (440), “How Companies Learn Your Secrets” (456), “The Things We Eat Alone” (171), “Won’t You Be My Neighbor” (478). “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 **Sunday at 11:59 PM**

#### Assignment 2.2 (Due Wednesday 6/19):

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

#### Assignment 2.3 (Due Sunday 6/23):

- **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.

<b>Unit Three: Biohacking and Transhumanism: Should People Hack Their Biologies?</b>
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**Goal:** To form an opinion about whether people should hack their biologies.

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

**Assignment 3.1 (Due Wednesday 6/26)**

- **Read:** “Encyclopedic Knowledge” (307), “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), “Genetic Self-Experimenting “Biohacker” under Investigation by Health Officials” (link). “Cuddling up to Cyborg Babies” (link).
- **Write:** A discussion board post.
- **Due:** A discussion board post due on the message board by **Wednesday at 11:59 PM**.

**Week 3.2 (Due Sunday 6/30):**

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

**Week 3.3 (Due Wednesday 7/3):**

- **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.

**All revisions must be received by BB Messages no later than noon on Friday, 7/5.**

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