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# ENG 101—English Composition I

# English Department

**Spring 2016**

**Course Description**: This college transfer course emphasizes the study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing skills. A review of standard usage and the basic techniques of research are also presented.

**Prerequisite(s)**: ENG 100 or ESL 110, RDG 100 or ESL 100 or equivalent placement test scores.

**Credit Hours**: 3

**Departmental Website**: <http://www.midlandstech.edu/learn/academics/academic-departments/english-department>

**D2L Login Page**: [https://elearn.midlandstech.edu](https://elearn.midlandstech.edu/)

**Instructor**: Gerald Jackson

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**Campus Mailbox**: Beltline Campus: Wade Martin 445; Airport Campus: Robinson 105

**Departmental Assistant**: Beltline Campus: Minnie Thompson, [thompsonm@midlandstech.edu](mailto:thompsonm@midlandstech.edu), 803-738-7667

**Department Chair**: Dr.Katherine Mille, millek@midlandstech.edu

**Class Schedule[s]**: MW 3:55 – 5:20

**Office Hours**: None, meetings by appointment via Skype or other accommodation.

**Textbook(s)**: Wysocki and Lynch, *The Little DK Handbook*, 2nd edition, 2016

Muller, *The McGraw-Hill Reader: Issues Across the Disciplines,* 12th ed.

A college dictionary

**Equipment**: A flash drive or other secure means to save and backup your work is required. A FLASH DRIVE OR DROPBOX WITH MULTIPLE COPIES OF YOUR WORK IS HIGHLY RECOMMENDED.

Course Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate understanding of rhetorical context (including audience and purpose) and associated elements that shape print and digital communication, across text-based and visual components.
2. Use rhetorical awareness to annotate and analyze readings, identify genre conventions, select and evaluate sources, and construct their own effective texts.
3. Recursively engage in writing processes including invention, drafting, reviewing, revising, editing, and proofreading to standards appropriate to rhetorical context and genre conventions.
4. Select, evaluate, integrate and document support from multiple sources as appropriate for rhetorical situation and genre.
5. Use feedback from instructors and peers to revise, provide feedback to peers, and reflect upon and assess their own processes and products.
6. Use technology to complete and enhance writing and research projects, with formatting appropriate to rhetorical situation and genre.

General Education Core Competency Statement: This course addresses both the *Communication* and *Information Literacy* components of MTC’s general education core.

**Communication Outcome:** The *Communication* component of the general education core states:  “Graduates should be able to generate and comprehend written and oral communication appropriate for a variety or audiences, purposes, and subjects.”

**Communication Competency:** Students who use this course to satisfy the *Communication* core competency should be able to:

1. Understand how to read a variety of genres analytically
2. Understand how purpose and audience determine their choices as a writer
3. Write an argument supporting their own ideas and an analysis of another writer’s text
4. Write an effective in-class essay
5. Edit their own writing effectively

**Performance:** Success on the *Communication* competency will be measured by the student’s performance on the portfolio of essays (including an in-class essay), and reading responses.

**Information Literacy Outcome:** The *Information Literacy* component of the general education core states: “Graduates should be able to recognize a need for information, access the information effectively and efficiently using various mediums, critically select and evaluate information and incorporate it into their knowledge base, and present information in an appropriate format.”

**Information Literacy Competency:** Students who use this course to satisfy the *Information Literacy* core competency should be able to:

1. Conduct academic research
2. Use secondary sources effectively and correctly

**Performance:** Success on this competency will be measured by the student’s performance on assignments which require research.

A.   Students are expected to attend **all** classes.

* **There are no excused absences**.  All absences are counted, regardless of the reason for the absence.
* Absences are counted from the first day of the semester session.
* Even when absent, students are responsible for all in-class work as well as out-of-class assignments due.
* Absence is not a valid excuse for turning in assignments late.
* Instructors are not obligated to repeat information or allow students to make up missed work.

B.   As noted above, there are no excused absences.  But in the event of extenuating circumstances, such as illness, students are allowed a certain number of absences, depending on the length of the session:

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| 14-week session | 4 absences |
| 10- or 12-week session | 3 absences |
| 7- or 5-week session | 2 absences |
| Fast Track session | 0 absences |

C.   Students are expected to be in class for the entire meeting period, with consequences for not doing so as follows:

* Students will be counted absent if they **miss more than 10 minutes of any portion of the class**.
* Students arriving after the class meeting start-time but within the first 10 minutes will be marked TARDY.
* If a student arrives after the instructor has taken roll and marked the student absent, but within the first 10 minutes of the period, it is the student’s responsibility at the **end** of that class meeting to request that the absence be changed to a tardy. The instructor is not obligated to change the roll at a later date.
* Three (3) tardies = one (1) absence.

**If a student exceeds the allowed absences, he/she will be withdrawn from the course and receive a W or WF.**

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

No Shows:If you register for a course and decide not to attend for any reason, you must complete a drop form and process through the student Records Office. You will not be automatically purged for non-attendance. If you do not submit a drop form, you will be responsible for course tuition and fees. By not officially dropping the course, you will incur a bill with the college that can only be addressed through the College’s Finance Office. The college’s refund policy and dates are posted each semester.

**Effective Spring 2015, the Student Ombudsman’s office will no longer be the initial point of contact for requesting No Shows to be processed. Students who incur a bill must contact the Finance Office.**

Administrative Drop Requests: A student requesting an Administrative Drop resulting from medical, death of family member, and other extenuating circumstances experienced while enrolled at Midlands Technical College should be directed to the Student Ombudsman’s office. Our policy dictates a request must be made no later than 30 days after the affected term. Supporting documentation is required and must be received before the request can be processed. Once the request form is received along with supporting documentation, it takes approximately three weeks for processing. As a result of an approved Administrative Drop Request, the student may be granted a refund of tuition and fees.

According to College Procedure 3.10.1, students having to withdraw from college because of Military Deployment (active duty personnel) while enrolled must complete a withdrawal form and submit to the Records Office along with a copy of military orders.

Disabilities Statement: The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology please contact [Counseling and Career Services](http://www.midlandstech.edu/student-resources/disability-services). It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at [disability@midlandstech.edu](mailto:disability@midlandstech.edu) if you have any questions or concerns.

## D2L Brightspace Help:

**Online Learning Support Help Desk:** Technical questions related to the operation and use of Desire 2 Learn can be answered from our [Support Help Desk](http://swhd.midlandstech.edu/). A response will be provided within one business day.

To login: use your MTC e-mail account username and password.

(Student Username Example: georgeasmith)

(Faculty Username Example: smithg)

**Desire 2 Learn Assistance Online:** Technical questions related to the operation and use of Desire 2 Learn can also be answered by leaving the information by telephone at (803) 822-3561, or emailing [D2LHelp@midlandstech.edu](mailto:D2LHelp@midlandstech.edu). A response will be provided within one business day.

For MyMTC log-in issues please call 803-738-7888.

Academic Dishonesty: The students of MTC have adopted the following Honor Code:

*As a member of the Midlands Technical College community, I will adhere to the college’s Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*

* The Student Code(Appendix I of the *MTC Student Handbook*)defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
* Cheating on tests includes:
* Copying from another student’s paper.
* Copying or presenting someone else’s work as your own.
* Using unauthorized materials during a test.
* Collaborating with any other person during a test without permission.
* Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
* Bribing any other person to obtain information about tests.
* Substituting for another student, or permitting another student to substitute for you.
* Plagiarism is taking another person’s work and using it without giving the source credit in any graded assignment.
* The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
* For more information about academic dishonesty, see the Student Code.

If a student or students are suspected of cheating, the instructor will inform the student. The student may explain or refute the allegation. If instructor still thinks the charges are founded, you will be referred to the Office of the AVP, SDS. Documentation is submitted to the Office of the AVP, SDS, by the instructor. You will then meet with either Dr. Holloway or Mr. Hayden. After the meeting, you will receive a letter with the sanction grade of zero (0) and any other sanctions deemed appropriate. The student has a right to file an appeal. Once the hearing and the notice of the right to appeal have been completed, the instructor will be notified to apply the sanction grade of zero (0).

**Course Requirements**:

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| **Rhetorical Analysis** | **20** |
| **Annotated Bibliography** | **30** |
| **Researched Argument** | **40** |
| **Hypertext** | **50** |
| **Participation** | **30** |
| **Short Writing Assignments (SWA)** | **30** |
| **In-Class Writing** | **50** |
| **Total:** | **250** |

**Note that this is an *intensive* reading and writing course**, as students are expected to repeatedly practice and reflect the concepts and genres introduced in class. Absences, while allowed by the university, are discouraged if avoidable. Students are allowed **Four** absences during the course of the semester: absences beyond this will result in Instructor Withdrawal from the course. I understand that students have jobs, families, and other commitments (outside of unexpected disasters or other life events) that can distract from school. I appreciate these things, and expect that students will remain in contact with me should anything arise. But make no mistake that since you have signed up for this course you are tacitly agreeing to complete the objectives and assignments stated at the time they are required. While I respect life outside of school my primary job is preparing you, to the best of my ability, for further college work. Per MTC guidelines, no absences or tardies are considered excused unless I am given express notification otherwise by Student Services. If you have an issue that prevents you from attending class or completing assignments, do not come to me: follow guidelines listed above under the attendance policy.

Our class starts and ends at the scheduled times. All assignments will be **formatted to standard MLA guidelines** unless otherwise noted by the instructor. For a handbook on MLA formatting, I base by assessment of the OWL at Purdue website, at <https://owl.english.purdue.edu/owl/resource/747/01/>.

**Class Participation and Courtesy**: This is a DISCLAIMER: This course requires participation--participation in class discussions, readings, and conferences. Engagement with your peers, your instructor, the material and your writing are musts. As such, I include a participation grade. Students who do not speak in class, text in class, sleep in class, are disruptive or belligerent in class, never speak to me about their work, and those who generally are unwilling to participate in any way will have their grade affected.

The prime directive for this course is this: participate, and respect each other, respect the class, and respect your teacher. Students who come unprepared (not having read, unresponsive to direct engagement from the teacher or other students), students who want to sleep during class, students who do not participate in discussions, workshops, or conferences, and students who are directly disrespectful, disruptive, or threatening will be asked to leave, garnering an absence for the day. I am always open to differing opinions, spirited discussion, engaged debate, and so on, but I have no patience or tolerance for any of the above-listed offenses.

**Grading Scale**

90-100 A Superior Work

80-89 B Good Work

70-79 C Average Work

60-69 D Below Average Work

0-59 F Unsatisfactory Work

All homework will be collected the day of class that it is due via digital upload to the course website for my records. Updates to the syllabus or course assignments and readings will be made via D2L News and/or in class. Students are responsible for any changes in the course syllabus, so check D2L regularly (including your email) and take notes during class.

**I will not accept late work. Period.**

**Course Calendar of Units and Assignments:**

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| **Week 1** |  | |  |
| **1/11** | **Introduction:** Syllabus, course policies, grading, attendance, technology, materials, assignments, and introductions. | | **Readings:** Syllabus. |
| **1/13** | **Rhetoric:** Analysis, structure, and imagery. Basic introduction to close reading and analysis.  **Assigned:** SWA 1 - Literacy Narrative**.** | | **Readings:** Plato, “The Allegory of the Cave” (MHR). |
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| **Unit 1: Persuasion and Argument** **Students will work with the basic concepts of writing, including classical rhetorical appeals, attention to audience and context, and claim making, to critically read and write about literature and expository non-fiction. The primary assignment will include brief rhetorical analysis of a text, with a focus on identifying argument and appeals, as well as logical structure. Students will also engage in-class writing assignments that ask them to reflect on writing practices, and begin to start thinking about what it means to think rhetorically.**  **Week 2** | | | |
| **1/18** | **Persuasion:** Audience, logic, authorship, and context.  **Last Day to Withdraw w/o 'W'.** | **Viewings:** TED Talks, “What Aristotle and Joshua Bell can Teach Us About Persuasion” (D2L).  Political Speeches and advertisements (videos embedded on D2L). | |
| **1/20** | **Audiences:** Discuss audience through analysis, identify possible audience traits and appeals.  **Assigned:** Analysis Essay.  **Due:** Literacy Narrative | **Viewings:** Collected Speeches (on D2L, In  Class). | |
| **Week 3** | | | |
| **1/25** | **Computer Lab - Commentary and Response:** Identifying how arguments and persuasive essays arise from responses to texts. | **Reading:** Berger, “Hiroshima” (MHR).  Japanese Broadcasting Company, “The Unforgettable Fire” (D2L). | |
| **1/27** | **Commentary Continued.** | **Reading:** Berger, “Hiroshima” (MHR).  Japanese Broadcasting Company, “The Unforgettable Fire” (D2L). | |
| **Week 4** | | | |
| **2/1** | **Cultural Analysis:** How people talk about society, make change, and do so through argumentation. | **Reading:** Wallace, “Consider the Lobster” (D2L). | |
| **2/3** | **Cultural Analysis continued.**  **Analysis Essay Due.** | **Viewing:** Wallace, “This is Water” (D2L). | |
| **Unit 2: Academic Writing, Peer Review, Revision**  **This unit will focus on the craft of writing academically. Using the previous unit, and its focus on audience and appeals, unit 2 will break down the basics of academic writing with a particular emphasis on craft, style, and process. This will be accomplished through an engagement with the “nuts and bolts” of writing, engaging (sometimes dense) texts with an eye towards breaking down both their argument and their structure. The major assignment here will be broken across multiple assignments: extensive peer review feedback (in and out of class) alongside the crafting and revising of the Analysis essay and introductory paragraphs.**  **Week 5** | | | |
| **2/8** | **Peer Review: Analysis Essay** | **Readings:** None. | |
| **2/10** | **Peer Review: Analysis Essay** | **Readings:** None. | |
| **Week 5** |  |  | |
| **2/15** | **Introductions and Conclusions:** Writing effective introductions (thesis statements, claims, background) (Workshop).  **Assigned:** Essay 1 Revisions  SWA 2 – Short Introductions | **Readings:** “Reading and Writing Effective Arguments” (MHR) (pg. 136-162). | |
| **2/17** | **Computer Lab:** Revisiting Toulmin's model and reverse outlining to map the particulars of an argument. | **Readings:** None. | |
| **Week 6** |  |  | |
| **2/22** | **Invention:** Planning a document and its contents, work shopping and brainstorming (Workshop). | **Readings:** “Reading and Writing Effective Arguments” (MHR) (pg. 136-162). | |
| **2/24** | **Invention:** Workshop Continued, focusing on style and flow.  **Due:** Short Introductions. | **Reading:** None. Bring in your analysis for revision. | |
| **Week 7** |  |  | |
| **2/29** | **Computer Lab**: Revisions, outlining, revisiting your paper (Workshop).  **Assigned:** Researched Argument,  Webtext Remediation | **Readings:** None. | |
| **3/2** | **No Class – Conference Travel (See D2L for assignments).**  **Due:** Analysis Essay Revisions | **Readings:** None. | |
| **Unit 3: Research**  **This unit, unsurprisingly, focuses on research and writing. The focus of these few weeks will fall on advanced research (source evaluation, synthesis, and argument) as well as revision techniques and annotation. Students will produce an annotated bibliography of sources for their final work, and work on shorter writing assignments that build towards annotation writing, synthesis of information, and source analysis.**  **Week 8** | | | |
| **3/7** | **Spring Break** |  | |
| **3/9** | **Spring Break** |  | |
| **Week 9** |  |  | |
| **3/14** | **Introduction to Structure and Argument:** Reading with an eye towards imagery, structure, and claims.  **Assigned:** SWA 3 – Annotations  Analysis Essay Revisions (Part 2). | **Readings:** Swift, “A Modest Proposal” (MHR). | |
| **3/16** | **Introduction to Structure and Argument:** Conversations, synthesis, and responses to multiple viewpoints. | **Readings:** Swift, “A Modest Proposal.” | |
| **Week 10** |  |  | |
| **3/21** | **Peer Review: Statement of Purposes.** | **Readings:** None. | |
| **3/23** | **Computer Lab:** Planning the bibliography with an eye towards argument, basic intro to database research.  **Due: SWA 3** | **Readings:** None**.** | |
| **Week 11** |  |  | |
| **3/28** | **Sourcing an Argument:** Using data and patterns to discuss trends and events. | **Viewing:** “Killing Us Softly 3” (D2L). | |
| **3/30** | **Sourcing an Argument:** Using large numbers of sources to frame a position (Workshop).  **Due:** Annotated Bibliography | **Readings:** “A Research Project Casebook: Working with Sources across Media” (MHR pg. 791-805). | |

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| **Unit 4: Digital Writing**  **Following previous units on rhetoric, writing, and research, this final unit emphasizes digital writing, especially multimodal composition and hypertext. Students will use their previous knowledge to construct a digital literacy narrative that reflects not only on their previous literacy narrative, but also addresses how they think reflexively about their use of digital tools. The final project will be a hypertext document created in Wix, utilized to make non-linear documents with various media.**  **Week 12** |

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| **4/4** | **The Ethics of Research.** | **Viewing:** *Loose Change* (D2L)**.** |
| **4/6** | **Sources and Information:** Effectiveness, truth and objectivity, information overload.  **Due:** Revision Essay Analysis Revisions (Part 2). | **Viewing:** *Loose Change* (D2L).  *Democracy Now!,* Debate, Popular Mechanics vs. *Loose Change* (D2L). |
| **Week 13** |  |  |
| **4/11** | **Digital Literacy:** What is digital literacy, locating literacy in social media, ubiquitous computing, privacy. | **Readings:** Howe, “The Rise of Crowdsourcing” (D2L).  Beckett, “The Dark Side of the Web” (D2L). |
| **4/13** | **Computer Lab:** Planning for the Project. Wix Tutorial.  **Due:** Researched Argument  Annotated Bibliography Revisions | **Readings:** None. |
| **Week 14** | **Computer Lab:** Building your project, revising for publication. | **Readings:** None. |
| **4/18** | **Social Networks and Publishing:** When and where to publish. Audience, logic, authorship in social media. Surveillance society and digital writing. | **Readings:** Shirky, “Everyone is a Media Outlet” (D2L). |
| **4/20** | **Social Networks and Publishing.** | **Readings:** Lessig**,** “It’s Time to Rewrite the Internet to Give Us Better Privacy, and Security” (D2L). |
| **Week 15** |  |  |
| **4/25** | **Last Day of Class:** Digital Evaluations, final discussions.  **Portfolios Due** | **Readings**: None. |