

MARTIN COMMUNITY COLLEGE
COURSE SYLLABUS

Semester/Year: Spring, 2011

COURSE NUMBER: ENG 090 5H2

INSTRUCTOR: Katrina Hinson

COURSE TITLE: Composition Strategies

OFFICE: Building 4, Room 8

CREDIT HOURS: 3

OFFICE/VIRTUAL HOURS:

Monday – 8AM-11AM, 3-4PM

Tuesday – 8AM-10AM,

Wednesday -8AM-10 AM

Thursday – 9 AM – 10AM

Friday – 8 AM- 10 AM

PREREQUISITES: ENG 080 or appropriate score
on placement test.

COREQUISITES: None

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COURSE DESCRIPTION:

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.*

PROGRAM LEARNING OUTCOMES:

1. Apply critical thinking skills to problem-solving.
2. Demonstrate appropriate use of discipline-related technology.
3. Demonstrate entry level skills needed for the first college-level course in the curriculum.

COURSE LEARNING OUTCOMES:

- Illustrate the writing process for a variety of assignments
- Write unified, coherent paragraphs within an essay
- Select appropriate revision strategies

COURSE COMPETENCIES:

At the completion of this course, students should be able to:

1. Analyze short essays to find main ideas and supporting details.
2. Examine and analyze essays for content, structure, purpose, and audience, author's purpose, tone, style and bias
3. Use pre-writing techniques and outlining to help plan and organize information for essays.
4. Write essays with focused topic sentences and thesis statements.
5. Write essays with effective introductions, body paragraphs, and conclusions.
6. Draft and revise numerous essays.
7. Infer meaning from illustrations and text, charts and tables
8. Work effectively in peer groups, commenting on readings and essays.
9. Write clear sentences in a variety of styles
10. Demonstrate an understanding of figurative language and effective word choice
11. Apply selected critical thinking skills to written material

12. Demonstrate comprehension by responding to written material in a variety of methods

REQUIRED TEXTBOOKS:

Fawcett, S. (2007) *Evergreen: a guide to writing with readings*, (8th ed.) Boston: Houghton-Mifflin.
ISBN: 978-0-618-87943-4

Hurston, Zora Neale. () *Their Eyes Were Watching God*.

SUPPLEMENTAL RESOURCES:

A note book (3 ring binder preferred but you may use a spiral bound note book), tabs for the notebook, loose leaf paper, 1 marble (black and white ones) note book, 5- 2 pocket folders, pens/pencils, a flash drive. Other resources such as poster board, markers and glue sticks may be needed during the semester for in/out of class projects. Essays will come from “The Compact Reader: Short Essays by Method and Theme (2011)”. They will be provided by the instructor.

I will also be using the following:

Cohen Samuel. *50 Essays: A Portable Anthology* (2011). Boston: Bedford.
ISBN 0-312-609-65-5

Zora Neal Hurston’s “*How It Feels to Be Colored Me*”

<http://xroads.virginia.edu/~ma01/grand-jean/hurston/Chapters/how.html>

Jonathan Swift’s “*A Modest Proposal*”

<http://www.gutenberg.org/files/1080/1080-h/1080-h.htm>

Walt Whitman’s “*I Hear America Singing*” (scroll down the page)

<http://theotherpages.org/poems/whitm02.html>

Langston Hughes’ “*Let America Be America*”

<http://oldpoetry.com/opoem/12624-Langston-Hughes-Let-America-Be-America-Again>
and

“*Mother to Son*”

<http://oldpoetry.com/opoem/10388-Langston-Hughes-Mother-To-Son>

and

“*Salvation*”

<http://www.courses.vcu.edu/ENG200-dwc/hughes.htm>

Mike Rose’s “*I Just Wanna Be Average*”

http://www.middlesexcc.edu/faculty/robert_roth/rosetext.htm

Anna Quindlen’s “*The C Word in the Hallway*”

<http://www.newsweek.com/1999/11/28/the-c-word-in-the-hallways.html>

LEARNING/TEACHING METHODS:

Lecture, in and out of class drafting, revising, and editing; outside reading assignments; reflection activities; writing and grammar practice; use of appropriate discipline related technology.

There will be an outside reading assignment for this course. The outside reading assignment will be assessed with quizzes at variable intervals as well as a final written assignment.

Peer reviews are a required component of this class.

1. Peer review days are scheduled to take place prior to the day each final essay is due.
2. On peer review days, you should plan to bring **TWO** copies of your essay draft, plus the original.
3. The rough draft must be a **good faith effort** of at least two full pages; notes and writing plans, while important elements of the writing process, do not count as drafts.

ASSESSMENTS/METHODS OF EVALUATION:

1. Journal Writing
2. Essay Writing
3. Outside Reading Assignments
4. Grammar Skills Practice Exercises
5. Writing Portfolio
6. Quizzes, In Class Board work, book work

GRADING POLICY:

Journal 10%
Outside Reading Assignments 10%
Essays 50%
Tests, Quizzes and Grammar Activities 10%
Portfolio Project 20%

*Students should hand in all work **on time**. The instructor ***might not*** accept late work. If the instructor accepts late work, students should not expect to earn full credit for this work. The maximum consideration for a late assignment or a missed quiz is 2 days. If no attempt is made within 2 days, ***the grade will stand at "0"***.*

*****Outside Reading: Novel – Their Eyes Were Watching God by Zora Neale Hurston – Assignments and quizzes will be announced and WILL BE DUE on TIME.***

All essays must be in standard MLA format. Essays must be:

- typed
- double-spaced
- on 8-1/2 x 11-inch standard weight paper,
- with 1-inch margins on all sides
- stapled (no paper clips or funny little folds in the corners to hold the pages together)
- carefully proofread.
- **I reserve the right to refuse any essay that does not meet the minimum requirements such as (but not limited to) length and proofreading, which will make it automatically late.**
- **I also reserve the right to give a D to an essay without marking it if it does not meet the above minimum requirements**
- Each essay **must be turned in a two-pocket folder** with all of the work for that assignment.

Grading Scale:

A	93 – 100
B	85 – 92
C	77 – 84
F	Below 77

Note: A grade of D may not be assigned; it will not transfer or allow the student to advance to the next developmental or curriculum course.

COURSE OUTLINE: *This course outline is subject to change and/or modification*

Week	Skills Review (may be reading or grammar related)		Reading and Writing Activities		Writing Assignments
1	Grammar Review/Assessment		Introduction to the course (transition from ENG 80 LC1 to ENG 90LC1)		"Success to Me" Activity
2	Clear and Effective Sentences and word choice, Part 1: Clarity, Conciseness, Emphasis		Charles' and Michael's "Cool" (129)		Moving from paragraph level thinking to developing an essay; Revising and Editing, Creating a Portfolio, Working with Sources
3	Denotation vs. Connotation, Concrete and Specific words		Jewel's "No Turning Back" (pps 103-110)		"Goals Quilt" Activity
4	Clear and Effective Sentence and word choice, Part 2: Parallelism and Variety, Figures of Speech		Langston Hughes' "Salvation" (Online) "Mother to Son" (online)		Working with Sources, Narrative Essay: Pre-Writing, Forming a Thesis, Organizing, Drafting, Revising and Editing.
5	Sentence Structure Issues: fragments and run-on's. Identifying sentence types.				Peer Review and Revision of the Narrative Essay
6	Continue with sentence structures and types		Zora Neale Hurston's "How it Feels to Be Colored Me" (online)		Descriptive Essay: Pre-Writing, Forming a Thesis, Organizing, Drafting, Revising and Editing
7	Parts of a Sentence: Subject and Predicate				Peer Review and Revision of the Descriptive Essay

8	Making Inferences		Marion Winik's "What are Friends For?" (pps 184-190)	Classification Essay: Pre-Writing, Forming a Thesis, Organizing, Drafting, Revising and Editing
9	Parts of Speech: Review: Part One			Peer Review and revision of the Classification Essay
10	Parts of Speech: Review: Part Two		"The 'Vision' of Homeless" by Robin (p 132-139) and Mike Rose's "I Just Wanna Be Average" (Online)	Definition Essay: Pre Writing, Forming a Thesis, Organizing, Drafting, Revising and Editing
11	Reviewing the Basics: Subject /Verb Agreement; Pronoun Agreement			Peer Review and revision of the Definition Essay
12	Reviewing the Basics: Subject /Verb Agreement; Pronoun Agreement		Leanita McClain's "The Middle-Class Black's Burden" (pps 230-235)	Review: Working with source material – MLA and APA Style
13	Reviewing the Basics: Punctuation and Capitalization		Walt Whitman's "I Hear America Singing" and Langston Hughes' "Let America be America"(both are online)	Compare and Contrast: Pre-Writing, Forming a Thesis, Organizing, Drafting, Revising and Editing
14	Reviewing the Basics: Punctuation and Capitalization			Peer Review and revision of the Compare and Contrast Essay
15	Mixed Review		Anna Quindlen's "The C Word in the Hallways" (and Jonathan Swift's "A Modest Proposal" (both are online)	Argument and Persuasion: Elements of Argument, Appeals to readers, Fallacies; Pre-writing, forming a thesis, organizing, drafting, revising and editing.
16	Mixed Review			Peer Review and revision of Argument and Persuasion essay
17	Final Exam			Revising and Editing, Preparing the Final Portfolio with cover letter.

STUDENT ATTENDANCE POLICY:

The maximum number of absences allowed for this class is ten percent of the class contact hours. Habitual tardies may also result in absences. Students will be counted absent from the date of registration. Students must be present in at least one class during the first ten percent of a course in order to be considered enrolled in the course. Students will be administratively withdrawn from the course for any of the following attendance issues: (1) If a student has not attended at least one class by the ten percent census date, (2) If a student is absent for more than ten percent of the course meetings, and (3) If a student is absent for more than six contiguous course hours. Students who are administratively withdrawn from the course must submit the paperwork to officially withdraw before the last date of withdrawal in order to avoid a "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. The last day to officially withdrawal before receiving an "F" is published in the academic calendar for each academic year. ENG 90 meets as traditional class.

This is a hybrid class. Hybrid courses are delivered through a combination of traditional classroom setting and internet assignments. Attendance will be taken in the seated class on our designated meeting days.

***In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make up any test or other missed work, a minimum of two excused absences per academic YEAR for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The **Request for Excused Absences for Religious Observances** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

COURSE POLICIES:

1. Academic Integrity: Students are expected to follow the academic integrity policy. Instances of cheating, lying, or plagiarizing will not be tolerated. Assignments and tests that have been plagiarized or exhibit proof of cheating will earn a grade of "F" for the first offense. Subsequent offenses will earn the student a failing grade for the entire course. See the note about plagiarism below:

Plagiarism:

Passing off the words of someone else as your own without giving them credit is a form of academic dishonesty known as plagiarism. It is a serious offense, and punishment will include at the LEAST a zero for the given assignment. Depending on the severity of the plagiarism, the student may receive an F for the entire class. To be safe, ALWAYS cite your sources. Proper citations in MLA style and a Works Cited page must accompany all papers (except in-class writing). You can find this in your text book, various online writing sources like the Online Writing Lab (<http://owl.english.purdue.edu/>). You can also find citation information by utilizing library resources.

2. Tardies: If you are more than ten minutes late to class, you will be marked "tardy." Three tardies are counted as an absence for attendance purposes. Leaving class early may also result in a tardy. You are responsible to collect any missing material that may result from any tardies.
3. Absences: You are strongly advised to NOT miss class. Missing class interferes with your ability to learn the material being taught. There is no excused versus unexcused absence. If you are absent, you're absent. **You MUST contact your instructor as soon as you know you are not going to be in class. It is recommended that you call AND email your instructor.** It is your responsibility to keep track of your absences. I will not warn you when you are close to or over the limit. Keep up with your absences and

keep them to a minimum. It is also your responsibility to make up any missing assignments/ tests/ quizzes/projects/journals within 2 days of your absence. After the end of the class period on the 2nd day, I will not take your work. Please note that this does not say the end of the day or the next day. It says the end of the class period. You are responsible for material covered in class whether you are present or not, including announcements of class-work and assignments due.

Financial Aid Info---Withdrawal from the College

Students who receive financial aid and withdraw from the College during the semester may owe large amounts of money to the U.S. Department of Education and Martin Community College. These debts will need to be satisfied before students will be allowed to continue their education. Before making a decision students **MUST** go the Office of Financial Aid to determine the financial consequences of withdrawing from school.

4. **Make-Up Work:** IF you are absent, you will only have 2 days to get your work in (in class assignment, journals, test, quizzes). **At the end of the 2nd class period**, if the work is not turned in, I do not have to and may not accept it. IF it is accepted, you will not get full credit for it but consider that partial credit is better than a “0.” Assignments are generally due at the start of class.
5. **Test Policies:** Act like adults, focus on your test or quiz. There is to be no talking during an exam. Any student talking during an exam could be seen as cheating and may result in a “0” for that assignment grade. Exams will begin and end on time; therefore, students arriving late will not receive additional time.
6. **Electronic Devices:** **Cell phone use is strictly prohibited during class.** This includes “bluetooth” and any other hands free device. **No texting or surfing the internet by phone during class.** If the instructor finds a student using a cell phone during class, you could be asked to leave class, which may result in an absence for the student. Keep your cell phone turned off or placed on vibrate and put away at all times during class. *If you have an emergency situation and must make or receive a call on your cell phone, please be courteous and exit the classroom first.*
7. No children or pets allowed in class.
8. **Ask for help before you start falling behind. I would like you to be successful in this class, and I will be glad to help you, time-permitting.**

Email

You can also email me to ask questions or request assistance on homework or papers. I will get back to you as soon as possible. I generally check my email often during the day when I have office hours and once in the evening around 6-7PM. You should continue to work while you’re waiting to hear back from me. **I cannot guarantee that I will check email on evenings and weekends.** I usually respond to emails within 48 hours. Please keep that in mind.

Some things I can easily help you with:

Questions about how to do specific assignments

Questions about what is due in class

(though you should also have the syllabus and the contact info of several classmates for this purpose)

Questions about writing, or your writing process, or about your work habits.

You can also ask me to look at a paragraph or two from your paper, **PASTED into the email. No attachments, please. I will not look at your ENTIRE paper. You will want to learn how to ask good questions, specific questions. The better your questions, the easier it is to assist you.**

Some Final Reminders

1. ALWAYS save/make a copy of your essays before you turn them in.
2. Save all essays and homework assignments until the end of the semester.
3. Come to class every day and come prepared, but if you aren't prepared, come anyway. You may find it difficult to participate when you are not prepared.
4. Complete all of the assignments and do them to the BEST of your ability.
5. Come see me—or call me—or email me--as soon as you encounter any problems with the class.

If you cannot reach your instructor, you may contact, Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252)789-0246 pr (252) 789-0247 by phone, pbroughton@martincc.edu by e-mail, or in person at her office in Building 2, Room 33.

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to www.martincc.edu.

If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 792-0293.