

**MARTIN COMMUNITY COLLEGE
COURSE SYLLABUS**

Semester/Year: Spring 2011

COURSE NUMBER: ENG 111 -50

INSTRUCTOR: Katrina Hinson

COURSE TITLE: Expository Writing

OFFICE NO: Building 4, Room 8A

CREDIT HOURS: 3

OFFICE/VIRTUAL HOURS:

CONTACT HRS/WK: 3

Monday – 8AM-11AM, 3-4PM

Tuesday – 8AM-10AM,

Wednesday -8AM-10 AM

Thursday – 9 AM – 10AM

Friday – 8 AM- 10 AM

PREREQUISITES: ENG 090 and RED 090 or appropriate score on placement test.

COREQUISITES: None

PHONE NO: Phone: (252) 789-0308

FAX: (252) 792-0826

E-MAIL: khinson@martincc.edu

COURSE DESCRIPTION:

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process, including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

PROGRAM LEARNING OUTCOMES:

1. Apply critical thinking skills to problem-solving.
2. Demonstrate appropriate use of discipline-related technology.
3. Exhibit effective oral and written communication skills.

COURSE LEARNING OUTCOMES:

1. Apply the conventions of standard written English.
2. Compose task appropriate modes of writing which match purpose of assignment to intended audience.
3. Determine the fundamentals of research.

COURSE COMPETENCIES:

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

1. To have students write about reading material from a text
2. To master the writing of summaries.
3. To master the conventions of standard grammar, usage, and style.
4. To write polished and effective short reports.
5. To practice critical interpretation -- analytical thinking.
6. To practice writing essay-type examination questions
7. To compose a short research paper
8. To present a short research paper

9. To sharpen composing and revising skills.

REQUIRED TEXTBOOKS:

Wyric, Jean (2011) *Steps to writing well, 11th ed.* Bosto: Cengage.

SUPPLEMENTAL MATERIAL:

This is an ONLINE COURSE. Use of technology is required and necessary for the successful completion of the objectives. It is also recommended that you have access to a computer on a regular basis and that your computer have Microsoft Office 2003 or greater, Adobe Acrobat reader (available for free at www.adobe.com). If you do not have Microsoft Office, you can download a program called Open Office at www.openoffice.org for free. This program provides a word processor, an excel spreadsheet program and a PowerPoint program.

Material for the lectures will come from:

Aaron, John E., and Ellen Kuhl Repetto. *"The Compact Reader: Short Essays by Method and Theme"* (2011). Boston: Bedford. ISBN 0-312-67325-6

Beason, Larry and Mark Lester. *A Commonsense Guide to Grammar and Usage* (2009). Boston: Bedford. ISBN 0-312-53799-9

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

Mauk, John and John Metz. *The Composition of Everyday Life* (2010). Boston: Cengage. ISBN 978-0-495-80202-0

Necessary readings will be uploaded as PDF files for students. Additionally, links for some other short readings will be provided. Others will be provided as the course progresses.

Martin Luther King Jr.'s "Three Ways of Meeting Oppression"

<http://www.gibbsmagazine.com/Ways%20to%20respond.htm>

Judity Viorsts' "Friends, Good Friends and Such Good Friends"

<http://www.scribube.com/limba/engleza/literature/JUDITH-VIORST-Friends-Good-Fri131122315.php>

William F. Buckley's "Why Don't We Complain"

<http://www.smartercarter.com/Essays/Buckley%20-%20Why%20Dont%20We%20Complain.html>

Michael Pollan's "What's Eating America"

<http://www.cohoctonfree.com/articles/CornHaber.pdf>

Sojourner Truth's "Ain't I a Woman"

http://www.ipooa.com/sojourner_truth_aint_I_woman.htm

Thomas Jefferson's Declaration of Independence- Rough Draft

<http://www.princeton.edu/~tjpapers/declaration/declaration.html>

Thomas Jefferson's Declaration of Independence- Final (Congressional Draft is located here too)

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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.

ASSESMENTS/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
7. Discussion Board

GRADING POLICY:

Journal and Reading Responses 10%
Discussion Board and Grammar Activities 10%
(this may also include quizzes or tests)
Essays 50%
Outside Reading Assignments 10%
Research 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 – A Tree Grows in Brooklyn – 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
D	76—70
F	Below 70

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	Discovering what you know about writing, grammar and mechanics.	Introduction to the Course	
2	Sentence Building and Introduction to Rhetorical Knowledge	The Reading / Writing Connection (CH. 8 -pps 179-191 in your text book)	Modes of Expository Writing, Inventing Ideas, and The Writing Process
3	Sentence Building Cont'd and Identifying audience and purpose	Ch. 12 pps 343-355	Narrative Essay (1st Essay)
4	Primary vs Secondary Research, Evaluating your sources, incorporating into your text and documentation styles	Ch. 14 pps 371-440	Introduction to Research (2nd Essay) Assign Research Paper- Due Week 16 and Final Presentation Due for Final Exam
5	Clauses and Phrases and Identifying voice and tone; formal vs informal writing	Martin Luther King's "The Ways of Meeting Oppression"; Marion Winik's "What are Friends For?" and Judith Viorst's "Friends, Good Friends and Such Good Friends."	Classification Essay (3rd Essay)

6	Subject and Verbs and Understanding genre			Peer Review and Revision
7	Verbs: Tense and Voice Critical Thinking, Critical Reading, Critical Writing		William F. Buckley's "Why Don't We Complain" and Michael Pollan's "What's Eating America"	Cause and Effect (4 th Essay)
8	Pronoun and Pronoun References			Peer Review and Revision
9	Mechanics: Capitalization and Punctuation		Jamie Bentley's "American Consumerism," Simon Benlow's "An Apology to Future Generations" and Judith Cofer's "The Myth of the Latin Woman: I Just Met a Girl Named Maria"	Compare and Contrast (5 th Essay)
10	Grammar/Usage/Mechanics Review			Peer Review and Revision
11			Sojourner Truth's "Ain't I A Woman"; Thomas Jefferson's "The Declaration of Independence"; Steven Johnson's "Games" and Marie Winn's "Television: The Plug-In Drug"	Argument and Persuasion (6 th Essay)
12	Writing to Read #1 - Analyzing			Peer Review and Revision
13			Susan Sontag's "Regarding the Pain of Others", Rebecca Hollingsworth's "An Imperfect Reality"	Analyzing Images (7 th Essay)
14	Writing to Read #2- Evaluate and Synthesis			Peer Review and Revision

15	Putting it all together	Simon Wykoff's "Unemployed and Working Hard" "Don't Let Stereotypes Warp Your Judgement," "A White Woman of Color" and "The Middle-Class Black's Burdern"	Looking Beyond Ourselves- Essay – Pushing Beyond Stereotypes (8th Essay)
16	Review		Research Paper due
17			Final Exam: Research Presentation

STUDENT ATTENDANCE POLICY:

To enter section 50 (Internet) courses, students must do two things:

- (1) First, students must complete a technology assessment located on the Blackboard or Moodle login page.
- (2) Second, students must login into Blackboard or Moodle and complete the first assignment within seven (7) school days.

Both the technology assessment and the first assignment must be completed for students to remain in the course. If students are taking more than one online course, the student ONLY takes the technology assessment ONE time.

***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.

This ENG 111 class is an online class and will require your ACTIVE participation. Lack of comments on discussion board assignments and/or the lack of completing online activities as directed can result in your attendance being affected.

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: This is an online course but attendance is just important here as it is in a face to face environment. As an instructor online, there are resources in Blackboard that allow me to see how often you visit the course and even how often you visit particular parts of the course. You will be assigned 2-3 assignments each week and failure to complete your assignments in a timely manner will result in your being considered absent. I cannot stress enough that completing of your assignments is directly related to your attendance in class; however, equally important to that is your active participation in any and all discussions in the discussion board area. Failure to communicate will be considered an absence. Students who do not log on to the course within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and College Catalog). Students who fail to maintain active participation in an online course, active meaning you are actively completing assignments and participation in the discussion board, will be dropped from the course. 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.**

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.

In an online class there is NO make-up work. Assignments will be posted on Sunday Night and are due by Friday night at Midnight. It is your responsibility to see that they are turned in. You should always keep a copy for your records.

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 or (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.

Online Resources

1. *Guides to **Writing** with Microsoft Word®* located at this address:
www.sandhills.edu/academic-departments/english/wordguide/.
2. *MLA Format for Essays and Research Papers* located at this address:
<http://www.sandhills.edu/academic-departments/english/wordguide/mlaformat.html>.
3. ***Writing**, Literature, and Research Guides* at this address:
www.sandhills.edu/academic-departments/english/writingguides.html.
1. Nuts and Bolts of College Writing
<http://nutsandbolts.washcoll.edu>
2. The Five Paragraph Essay
<http://www.englishdiscourse.org/5.paragraph.essay.format.html>
3. UNC Writing Center
<http://www.unc.edu/depts/wcweb/handouts/>
4. A Guide for Writing Research Papers Based on MLA Format
<http://webster.commnet.edu/mla/index.shtml>
5. Narrative and Descriptive Writing
<http://grammar.ccc.commnet.edu/grammar/composition/narrative.htm>
6. Myth's and Legends
<http://www.myths.com/pub/myths/mythold.html>
7. Online Writing Lab at Purdue
<http://owl.english.purdue.edu/owl/>
8. LEO Writing Center
<http://leo.stcloudstate.edu/acadwrite/process.html>

9. Colorado State Writing Center
<http://writing.colostate.edu/guides/>
10. Grammar, Mechanics and More
<http://grammar.ccc.commnet.edu/>