English 101- Techniques of Reading and Writing I

Online Course Information:

Now that you've seen some of the broad information about the course, let's take a deeper look at the tenets of the course. If you understand these elements of the course, you will have success all along the way.

This course is a fully online course; as a result, there is no face to face interaction. You will use readings in the text in conjunction with discussion board posts, various writing exercises and assignments to learn course material. In addition to completing all reading and other assignments, active virtual interaction with your instructor and your classmates is necessary to be successful.

General Course Description:

This writing course emphasizes the process of critical thinking, reading and writing. Student writing progresses from a personal to more academic writing. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to outside readings and are introduced to standard documentation procedures.

Important: By the end of the course, students are required to submit a portfolio that meets English Department requirements.

Prerequisite:

Students can only take EN 101 if they have been placed into the class according to College requirements: assessment testing, completion of EN 001/EN 002, or completion of EL 104 with a grade of C or higher. Assessment level RD 120. If you have not met these pre-requisites, please check with Counseling and Advising to be sure you are taking the right class for you.
Course Outcomes:

To successfully complete this course, students should be proficient in the following categories:

Writing Process:

- Demonstrate the on-going writing process (prewriting, outlining, drafting, revising and editing);
- Generate an idea that allows an essay and each of its paragraphs to be unified;
- Use thesis/idea, either clearly stated or implied, as the organizing principle for writing essays;
- Apply the writing process under a time constraint to respond to a variety of academic situations;
- Incorporate feedback from peers and instructors when revising essays and provide effective peer feedback;
- Assess your own writing progress and recognize areas for improvement;
- Select and prepare appropriate writing assignments to be included in the final portfolio.

Expository Writing:

- Write a minimum of 4 essays of three pages or more (approximately 1,000 words), including an in class (timed) essay independent of external feedback and of a length appropriate to the time settings;
- Write the portfolio's self-assessment essay of 3 or more pages (approximately 1,000) words;
- Develop a unified essay using personal observations, critical thought, and outside readings;
- Develop logical and coherent college-level essay structure;
• Use rhetorical strategies, based on audience and purpose, to develop academic essays with a balanced expository exploration of a topic;
• Write essays that demonstrate facility with grammar.

**Critical Thinking, Reading and Writing:**
• Summarize and analyze college-level readings;
• Articulate and support a position in response to readings;
• Develop own ideas in relation to words and ideas of others.

**Integrating Outside Words and Ideas:**
• Incorporate and cite words and ideas of others;
• Integrate information into essays by quoting, paraphrasing and summarizing, based on assigned readings;
• Demonstrate standard documentation procedures;
• Write with academic integrity, recognize and avoid plagiarism.

**Student achievement of course outcomes will be measured by the following required assignments:**
• Writing assignments, including 4 formal essays (one completed in a timed setting);
• Portfolio Self-Reflection Essay;
• Portfolio;
• Discussion Board Reader Responses and Replies;
• Participation through discussion board and timely submission of assigned work.
**Technical Requirements:**

- Consistent and regular access to a computer and the Internet;
- Basic computer skills including the ability to use email, attach documents and/or follow instructions;
- Microsoft Word (other forms, such as Works, do not work well in Blackboard);
- Current Anti-Virus Software;
- Quick Time Software;
- Power Point or Power Point viewer: There may be several power point presentations. If you don't have power point software on your computer, you can download the power point viewer from Microsoft for free.

**Required Books:**

*Back to the Lake, 2nd edition* ed. by Thomas Cooley

*The Little Seagull Handbook, 1st edition* by Bullock and Weinberg

(Books can be purchased through the Montgomery College Bookstore. For more information go to the Montgomery College bookstore website, which can be found at [http://cms.montgomerycollege.edu/edu/department2.aspx?id=6511/](http://cms.montgomerycollege.edu/edu/department2.aspx?id=6511/))

For all technical Support call the Montgomery College IT Service Desk at **240-567-7222**.

**Grading Information**

You can earn a grade of A, B, C, D, or F in this course. Your grade will directly reflect the work you do throughout the semester. You will be graded on completing discussion posts, reading and writing assignments, class participation, and formal essays.

Your grade will be broken down as follows:

- 50% 4 essays, 1 with documentation;
• 20% Portfolio with reflection essay;
• 10% Two Reader Responses;
• 20% Class participation including participation on the discussion board, unit writing activities and grammar modules.

**Very Important:** Submission of all work is required for passing a class. Missing assignments (the formal essays in particular) or attempting to turn them in very late in the course can automatically result in a final grade of F even if the average of percentage points is passing.

**Guidelines for Graded Essays:**

"**A** Paper"-- An "A" paper is substantial, well-developed, and effectively organized and presented. It usually demonstrates substantial or original ideas; thoughtful engagement with content and sensitivity to diction, tone and style. An "A" paper usually exceeds the minimum stated requirements. The writing is well-structured, clear and precise. An "A" paper is correctly formatted and virtually error-free.

"**B** Paper"-- A "B" paper contains a number of the strengths of an "A" paper, but it often lacks the thoughtfulness, originality, sensitivity and full development of the "A" paper. It meets at least the minimum stated requirements. The writing demonstrates basic mastery, but lacks the sophistication of an "A" paper. In some instances, a "B" grade is given to a potential "A" paper undermined by minor mechanical errors.

"**C** Paper"-- A "C" paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. The thought and expression, however, are usually undistinguished and unoriginal. It basically meets at least the minimum stated requirements. The writing may be basic and unsophisticated; the essay is not marred by major grammatical errors. However, in some instances, a "C" grade might be given to a potential "B" paper that is undermined by recurring and serious errors in mechanics.

"**D** Paper"-- A "D" paper usually contains such weaknesses as poor organization, lack of adequate development or failure to focus on a thesis. A "D" paper may not meet the minimum stated requirements. The "D" paper may demonstrate repeated errors in mechanics and style. In some instances, a "D" grade may be given to a potential "C" paper undermined by
multiple, serious errors in mechanics.

"F" Paper-- An "F" paper generally does not meet assignment requirements. It shows any of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to assigned length. An "F" paper often contains numerous problems with one or more of the following: sentence structure; garbled or non-English syntax; run-on or fused sentences; fragments; comma splices; shifted constructions; faulty predication; dangling or misplaced modifiers; verb form agreement; punctuation, lack of necessary in-text citations and Works Cited page (where applicable).

Discussion Grading: Discussion posts will be graded at the end of each major unit (1, 2, 3, 4) for a total of 4 times throughout the semester using the following criteria:

3 Points-- Discussion posts reflect topic, the requirements for the assignment, and substantial content and ideas; they are well articulated, and the ideas are well developed; they significantly enhance the discussion; they are respectful of the ideas of other students; posts are free of substantial grammar, sentence structure, and punctuation errors; posts exceed the minimum requirements in terms of number, content or both; posts meet deadlines.

2 Points-- Discussion posts reflect topic, the requirements for the assignment and sufficient content and ideas; discussion posts are articulated, and the ideas are essentially developed; they enhance the discussion; they are respectful of the ideas of others; posts have few grammar, sentence structure and punctuation errors; posts meet minimum requirements; posts meet deadlines.

1 Points-- Posts show some consideration for the assignment; posts add little to the discussion; posts are not articulated; posts have substantial grammar errors; posts may or may not meet deadlines.

0 Points-- Discussion posts show no consideration for the topic or assignment; discussion posts do not add to the discussion; posts are not significant; posts show little or not consideration for grammar; posts do not meet minimum requirements; posts rarely meet deadlines.
Academic Integrity and Plagiarism

Safe Assign: The EN 101 Course uses a tool called SafeAssign. SafeAssign is a service that helps prevent plagiarism. You will submit all essays (both rough and final drafts) to SafeAssign through Blackboard. That way, you can prevent plagiarism from occurring in your own work. With this e-tool, you can check your own work and check in with me if you have concerns about the results or the process in general.

Montgomery College English Department Plagiarism Statement and Expectations Plagiarism is a very serious academic and ethical offense whether intentional or unintentional. It is a form of cheating and any student who does so is subject to the following sanctions at the discretion of your instructor:

- Failure of the assignment;
- Failure in the course;
- Referral to the appropriate dean for additional sanctions.

In your assignments, please give proper credit to borrowed material, whenever you

- Directly quote another person's exact words, whether oral or written;
- Paraphrase the words, ideas, opinions, or theories of others;
- Use another person's ideas, opinions, theories;
- Borrow facts, statistics, or illustrative material;
- Offer materials assembled or collected by others in the form of projects or collections without acknowledgment.

(Source: This information about the documentation of sources is adapted from the Indiana University Code of Student Rights, Responsibilities and Conduct)
Late Work Guidelines

One of the benefits of an online course is flexibility. However, the schedule of this course is rigorous and there's just not that much room for letting assignments slip even a day or more. The schedule is designed to help you achieve the course goals, so you have to be on top of your work at all time.

Why is timing important?

First, the course is sequenced to help you learn effectively. Each part of the course builds on the previous part. If you get too far behind and try to do the work at once, you will not learn from the building blocks, such as exercises and assignments.

Next, you will not do your best work if you procrastinate. Keeping with the course schedule will help you do your best because it means you are making this course a priority. It means that you will have made the time to do your best.

Finally, I have to be very scheduled in order to keep up with giving feedback and grading your work. Work that comes in past a due date negatively impacts the quality of feedback. Late work takes away from my ability to grade current work that other students have turned in on time. It may get lost or just not graded at all.

Late Work Policies:

- Discussion board or class work assignments that are submitted past the deadline will lose a minimum of 5 points. Essay assignments that are submitted past the deadline will lose a minimum of 10 points;

- Work that is submitted within 7 days of the due date will be graded, but will not receive feedback. Work that is submitted more than 7 days past the due date will not be graded and will earn 0 points;

- Work that is submitted at the end of the semester as a "hail Mary" attempt will not be graded.

These guidelines are designed to help you keep up with your work. They are not designed to be punitive, but they will become so if you cannot keep up with the course work. In emergency situations, you must contact me. With prior discussion or approval, these guidelines can be amended on a case by
case basis. You simply must keep up with your work and keep in regular contact with me regarding your work.

If you find yourself unable to participate in the course regularly, or submit your work on time, you may want to consider withdrawing from the course.

**Getting Feedback**

You will receive feedback from me throughout the course. The primary ways of getting feedback on your work is via discussions, writing assignments, formal essays and quizzes (primarily grammar).

**Discussion Boards:** For the most part, the discussion board will be a student-run forum. As your instructor, I will not comment on every discussion board post. Instead, I will contribute to the conversation occasionally to highlight effective student posts, to reinforce unit themes, and to correct misunderstandings. Discussion boards will be graded using a point system.

**Writing Assignments:** Writing assignments will be graded according to grading standards I have outlined here in the course for you. I will also comment on your individual work. Sometimes, you will see my comments in a comment section. Often, you may have to open the attached, returned document to see my comments and your grade.

**Formal Essays:** When you receive graded drafts back from me, you will have to open the attachment to view my comments and grading. You will receive comments in the margins of your essay and/or a list of strengths/weakness and suggestions for improvement (often at the end of the assignment). I will return formal essay rough and graded drafts as quickly as possible so you and improve on any subsequent writing assignments.

**Grammar Quizzes:** Each unit will include a grammar module. Grammar modules will include a pretest, suggestions for readings and practice and a post test. You must get an 80% on either the pretest or the post test to complete the module successfully. You must complete all 4 modules. Successful completion (80% or better) of at least 3 modules is required.
Successful completion of all modules will result in a 100 for the grammar portion of this course. Grammar modules must be completed by the close of each unit.