MONTGOMERY COLLEGE  
Course Syllabus EN102 Critical Reading, Writing, and Research (template)  

Instructor:  
Office:  
Office Hours:  
Phone:  
Email:  
English Department Website: www.mc.cc.md.us/Departments/englisrv/  

TEXTS AND SUPPLIES:  
- A Montgomery College English Composition Folder  
- Flash drive  

Course Description: Studies in argumentation and research. Students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. (ENGF)  

PREREQUISITE: A grade of C or better in EN 101 or EN 101A or consent of department. Three hours each week.  

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<th>English 102 Outcomes</th>
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<tr>
<td><strong>1. Written and Oral Communication - Effective Writing</strong></td>
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<tr>
<td>a. Write multiple-page essays including one 8-10 page research paper that meet college-level standards for content, organization, style, grammar, mechanics, and format.</td>
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<td>b. Write effective, sound, well-supported arguments using a variety of rhetorical techniques.</td>
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<td>c. Manage the research and writing process effectively and show evidence of planning for research project methods and resource use.</td>
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<td>d. Identify and respond effectively to a range of audiences in written and oral assignments.</td>
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<td>e. Formulate a thesis to anchor development of an argument appropriate to audience and purpose.</td>
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<td><strong>2. Information Literacy</strong></td>
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<td>a. Identify valid issues for research.</td>
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<td>b. Formulate research questions that aid in exploration and analysis.</td>
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<td>c. Use traditional library and online research skills to locate and evaluate college-level research materials as well as types of sources appropriate to research and writing.</td>
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<td>d. Integrate outside information into essays.</td>
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<td>e. Use appropriate standard documentation procedures in essays.</td>
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<td>f. Recognize and avoid plagiarism.</td>
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<td><strong>3. Critical Analysis and Reasoning</strong></td>
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a. Analyze readings for implied and direct meaning and for tone, audience, and purpose.
b. Synthesize a variety of viewpoints to develop an individual argument position.
c. Develop and analyze arguments using logic and other appeals.
d. Identify and avoid flawed logic or logical fallacies.
e. Participate constructively in discourse that may be controversial in nature.

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<th>Montgomery College EN 102 Course Requirements:</th>
<th>Meets outcomes...</th>
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<td>A minimum of 25 pages of formal, polished writing, to include:</td>
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| At least one annotated bibliography of five or more sources using a standard citation style, each annotation an entry of at least 100 words to include a summary and explanation of how the text will contribute to the research paper, for a minimum of three pages. | 1: c, d, e  
2: a, b, c, d, e, f |
| A three-page assignment to be determined by the instructor – for example an additional annotated bibliography, exploratory essay, analytical essay, self-assessment, revision plan, or other document relevant to course outcomes. | 1: a (others vary) |
| Four formal essays to include 1-4 below, all of which: Maintain focus on a clearly-stated thesis  
Demonstrate critical thinking and logical reasoning  
Use appropriate rhetorical strategies  
Integrate relevant source material to support claims  
Incorporate feedback through content revision  
Use standard documentation style | 1: a, b, c, d, e  
2: a, b c, d, e, f  
3: a, b, c, d, e |
| 1. One essay of at least three pages that analyzes rhetorical, argumentative, or literary techniques. | 1: a, d, e  
2: e, f  
3: a, c, d, e |
| 2. One essay of at least three pages that makes a unique argument based on synthesis of assigned texts. | 1: a, b, d, e  
2: e, f  
3: a, b, c, e, f |
| 3. One paper of 5-7 pages that develops an argument based on at least five sources located using the research process, at least one of which must address a counterargument. | 1: a, b, c, d, e  
2: a, b, c, d, e, f  
3: a, b, c, d, e |
| 4. A researched argument paper of 8-10 pages (2000-2500 words) using at least 10 sources, and which requires students to implement a research plan; use a rhetorically effective method of organization; formulate, develop, and support a thesis using sound evidence, reasoning, and appropriate appeals; and incorporate alternate positions into a sustained argument. | 1: a, b, c, d, e  
2: a, b, c, d, e, f  
3: a, b, c, d, e |

Practice in written communication, critical analysis and reasoning, and information literacy
Analysis, interpretation, evaluation, and response to at least 150 pages, to include both instructor-assigned readings and credible texts students find through research.

Assignments that give students the opportunity to demonstrate skills needed for formal writing, including but not limited to analyzing sources; recognizing and using various types of appeals; responding to and incorporating alternate positions; recognizing and avoiding logical fallacies; summarizing, paraphrasing, quoting, and integrating sources; and documenting sources using standard documentation procedures.

Assignments focused on information literacy and research skills, including formulating appropriate research questions, using library databases and search techniques, evaluating the credibility of sources, and implementing a research process.

Your Specific Course Requirements

1. Course Policies and Procedures:

- Students are expected to purchase and bring to class the assigned textbook. Please make sure to save all your graded work (particularly the online assignments). This will be needed at the end of the semester.

- According to MC academic regulations, students are required to attend and be prepared for all classes. The instructor has the option of dropping students for excessive absence (as defined in the MC Catalogue under "Academic Standards"). Attendance is taken the first five minutes of each class session. You are expected to be punctual and to attend every class. Students who arrive after the first ten minutes of class will be counted as absent. You may have up to three (3) absences. For every absence over three (3), five (5) points will be deducted from your final course grade. If you miss a class, it is your responsibility to get in touch with me, or a classmate immediately to find out what work you have missed. An absence does not excuse you from turning in an assignment.

- Students are expected to submit all assignments on the due dates announced by the instructor. Because effective writing usually comes through thoughtful revision, students should revise and edit all work before submission. They will be given the opportunity to rework some assignments. The instructor will determine at what point a piece of writing receives a definitive grade.

- To pass this course, students must complete all assignments, revise and correct them as directed, and maintain a folder or portfolio of course work. At the end of the semester, they must submit this folder to the instructor. Folders will be kept by the instructor or the department until the deadline for grade appeal, which is four weeks after the
beginning of the fall or spring semester immediately following the semester in which the course is taken. Policies governing return of folders may vary among the campuses.

2. **Academic Integrity and Plagiarism**

Plagiarism is a very serious academic and ethical offense whether intentional or unintentional. It is a form of cheating and is grounds for failure on an assignment, in the course, or referral to the appropriate dean for additional sanctions. **My plagiarism policy:** If an assignment is found to be plagiarized, you will receive an “F” for the assignment with no chance for a re-write. If a second paper is found to be plagiarized, you will be reported to the English Department and further action at the discretion of the Chair will be taken.

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

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

(adapted from Indiana University Code of Student Rights, Responsibilities and Conduct)

For the College’s policies on plagiarism, please refer to the student handbook under the heading, “Academic Dishonesty and Misconduct” or consult the MC Code of Student Conduct at:

3. **Grading of Written Work**

- Students are expected to do college-level writing. The English Department assumes that EN102 students have at least minimal "C" level EN101 writing competence. If students are weak in the writing skills prerequisite for this course, it is their responsibility to seek help. The instructor will offer comments to help students improve papers. Papers inappropriate for a mature, reasonably intelligent audience, as well as those weak in grammar or presented in an inappropriate format, may be failed or returned for total revision.
- **Reading Assignments**: Please read the material assigned for each class **before** you come to class. The in-class written exercises, class activities and unannounced quizzes will be based on the readings.
- **Writing Assignments**: There will be various types of writing assignments. You will need to successfully complete these assignments in order to pass the course.
- **Graded Essays**: Please refer to the class schedule I will give you for due dates and instructions. All essay drafts must be typed. Graded essays must be also typed and double-spaced.
• **Quizzes:** In-class quizzes will be based on the reading material assigned. Latecomers and absentees need to check with me regarding a make-up quiz. Please keep all your quizzes in your folder.

• Although the grading of individual assignments may vary—and some assignments may, in fact, be ungraded—the following standards will, in general, be applied to written work:

  **An "A" paper** is substantial, well developed, and effectively organized and presented. It demonstrates original or thoughtful engagement with content and sensitivity to diction, tone, and style. Its sentences are clear, precise, and well-structured. The paper is appropriately documented and formatted and virtually error-free.

  **A "B" paper** contains a number of the strengths of an A paper, but it typically lacks the thoughtfulness, originality, and sensitivity of the superior paper. It is also virtually error-free.

  **A "C" paper** fulfills the assignment and is adequately organized. The writer communicates ideas and develops a thesis, although supporting evidence may be minimal and organization rather mechanical. The writing is not marred by habitual or serious grammatical errors. Thought and expression are competent. (A detailed description of a "C" paper is available in "Standards for a 'C' Grade in English Composition.")

  **A "D" paper** typically is marked by failure to focus on a thesis, poor organization, lack of development, or recurrent mechanical errors.

  **An "F" paper** may ignore the terms of the assignment, or it may be devoid of thesis, support, or organizing principle. Typically it contains numerous mechanical errors that seriously interfere with comprehension; it may also be marred by serious errors in documentation.

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**Standards for a "C" Grade in English Composition**

Statewide English Composition Committee (March 1998)

A. **Content**

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author’s awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

B. **Organization**

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.
C. Style/Expression
The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

D. Grammar/Mechanics
The "C" paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

4. General Education Statement:

EN102 satisfies a General Education English Composition Foundation requirement. Montgomery College’s General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and their personal lives. This course provides multiple opportunities to develop competency in written and oral communication and information literacy. For more information on the General Education Program, go to www.montgomerycollege.edu/gened

5. Writing Support:
The Writing and Reading Center and Computer Writing Room and Language Laboratory are useful resources at Montgomery College that are available to all MC students free of charge.

The Writing and Reading Center – 002 HUM
For information 301 251-7401
Hours: Monday-Thursday 8:30a.m.- 9:00 p.m.
Friday 8:30a.m.- 4:00 p.m.
Saturday 10:00a.m.- 3:00 p.m.

6. Disability Support Services:
Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. In order to receive accommodations, a letter from Disability Support Services(R-CB122; G-SA175; or TP-ST120) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: www.montgomerycollege.edu/dss/evacprocedures.htm

7. Veteran/Active Reserve Military Personnel Support - If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs, and/or services, please visit the Combat2College website at
www.montgomerycollege.edu/combat2college/ and/or contact Joanna Starling at 240-567-7103 or at joanna.starling@montgomerycollege.edu

8. **Cell Phone Policy:**

   Please turn off all cell phones when in class. The instructor reserves the right to ask you to leave the class if you are caught texting.

9. **MYMC / MC email / Blackboard:**

   All course related materials can be found on Blackboard. Most of our online communication/email will occur through Blackboard; however, MC email may occasionally be used. Thus, please get into the habit of checking both Blackboard and MC email daily.