**MASSASOIT COMMUNITY COLLEGE**
**ENGLISH COMPOSITION I - ONLINE**

**Course Description**

**COURSE DESCRIPTION:**
ENGL 101
English Compostion I
3 Credits

English Composition I is a course designed to help students develop and organize extended pieces of writing. Students will focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques, documentation of sources, and a short research paper will be included. Constant reading and frequent writing will be required.

**Prerequisites:**Preparing for College Reading I (ENGL091) and Introductory Writing (ENGL099), or waiver by placement testing results, or Departmental Approval.

**TEXTS:**

* Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide, 12*th edition. Boston: Bedford/St. Martin, 2012.
* Hacker, Diana. *Rules for Writers.*7th edition.  Boston: Bedford/St. Martin, 2012.

**Course Outcomes**

English Composition I is a course designed to help you become a better writer. It can help you to think more clearly, plan more efficiently, write with more ease and fluency, and communicate more effectively. By the end of the course you should be able to:

1. **Gather** information from personal experience as well as reading and research in order to generate ideas and support for essays that will serve in academic settings and help prepare for writing in career and community settings.
2. **Assess** information and ideas in order to discover connections and develop a clear purpose/thesis for an essay.
3. **Write** logically organized, analytical essays that will appeal to an audience through introductions that gather attention and provide focus, unified body paragraphs that support a thesis/purpose, and conclusions that reach a satisfying close.
4. **Revise** drafts of essays with an awareness of audience to improve organization, development, and clarity.
5. **Edit** essays according to the rules of Standard American English so that the reader is not distracted from the essay’s purpose/thesis by grammatical and mechanical errors.
6. **Write** essays that analyze and interpret ideas generated by non-fiction readings and thoughtfully integrate material from those readings.
7. **Compose** essays that apply fundamental techniques of research and documentation.
8. **Compose** outside of class largely correct, word-processed essays that are written through a process of gathering information, reflecting, crafting, and multiple drafting.
9. **Compose** a satisfactorily correct in-class essay that demonstrates the ability to write independently and to focus expression within the time constraints of classroom writing across the disciplines.
10. **Strengthen** Core Competencies\* in order to increase success in this and other courses and in the workplace.

**\*Critical Thinking, technology skills, oral communications, quantitative skills, reading, and writing**

**Course Structure & Grading Criteria**

**Weekly Structure**

Assignments for the week can be found under “Modules”, found on the left hand margin vertical menu. Any Discussion Posting assignments
MUST be done by Saturday at 11:59 PM to receive full credit. Any postings after this deadline will not be given credit. You should always read the postings of each class member as I may create a quiz question from any one of the comments made. I will release the next week’s assignments every Sunday, before noon.

**Weekly Online Postings -20%**

Postings are a VERY important aspect to this class; they comprise 30% of your final grade! Posting to the discussion board serves as your attendance and your participation.

Guidelines for ALL postings – Please read the following carefully:

* Though I do not do a word count on each posting, all postings should be close to the assigned word count.
* In general, postings should be specific to the reading and it should be clear to me that you not only read the literature, but that you also thought about it and analyzed it. Be sure to make specific references to the reading. It is NOT acceptable for someone to give merely a plot summary. There must be analysis or reflection. Wrong answers and differing interpretations are OK, but lack of thought and effort is not.
* Write every posting on Word and save it before you highlight, copy, paste and post it to the discussion board. If you do this, you will never lose your posting because you made an error operating the course site.
* The prose style of the postings must be formal and correct. DO NOT use the prose style of personal e-mails, Instant Messages, or text messages. I am not as worried about typos or misspellings as I am about people who write too casually or use IM speak.
* Each response should offer some new insight.  A student who seems to simply read previous postings and more or less repeat what has already been said will not receive a high grade for that posting.

 **Assessments -20%**

 Assessments include assigned projects, mini-quizzes or any other assignment.

**Essays - 35 %**

**Research Paper - 25%**

The research paper is a culmination of everything learned in the course. This paper is not just graded on the final product, but also the competition of the writing process. The research paper will be scaffolded for students. Small pieces of the paper will be assigned throughout the semester.

**PLAGIARISM:**
Plagiarism means using another person’s words or ideas without giving that person credit. It is a form of cheating and theft, but it can easily be avoided by using proper documentation. Plagiarism will result in an F for the assignment and may result in an F for the course

**Accomodations:**

Students in need of classroom or testing accommodations are encouraged to contact Disability Services at the beginning of each semester. For the Brockton or Middleboro Campus, please contact Andrea Henry at extension 1805 or Julie McNeill-Kenerson at extension 1424. For Canton Campus, please contact Andrea or Julie  at extension 2132.

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| **Grading Scale** |
| A =  94-100 | B- =  80-82 | D+ =  67-69 |
| A- =  90-93 | C+ =  77-79 | D =  63-66 |
| B+ =  87-89 | C =  73-76 | D- =  60-62 |
| B =  83-86 | C - =  70-72 | F =  Failing |

**COURSE OUTLINE**:
This schedule is tentative and may vary based on assessment of the needs and progress of the class.

Module 1: Reading and Writing Process, Introductions to Class

Module 2:  The descriptive paragraph, imagery and narration

Module 3:  Narrative Essay, Leads and Conclusions, Fragments and run-on sentences

Module 4:  Writing in response to literature, In-text Citations

Module 5:  Using Examples, Works Cited Page

Module 6:  Point-by-Point vs. Subject-by-Subject Structure; Paragraphing and Transition words

Module 7:  Comparison and Contrast Essay, Commas and apostrophes

Module 8: Argumentation; analysis of paired essays; Topic Proposal; parts of speech and sentence patterns

Module 9: Evaluating Websites, Annotated Bibliography; Capital Letters and subject-verb agreement

Module 10: Definition; Verbs and Pronoun-antecedent agreement

Module 11: Definition Continued, Writing a documented outline; quotation marks and shifts

Module 12:  Drafting a Research Paper; dangling modifiers and choppy sentences

Module 13: Division and classification; Revision; colon/semi-colon and adjectives/adverbs

Module 14:  Division and classification; Who vs. whom and active verbs

Module 15:  Research paper due; other punctuation and misused words