MOUNT WACHUSETT COMMUNITY COLLEGE
GARDNER, MASSACHUSETTS

ENG 101 ENGLISH COMPOSITION I
COURSE SYLLABUS ~ SPRING 2012

Professor
Room 380
Office hours:

Course Description (from MWCC's catalog): “Students will develop college-level writing skills with an emphasis on the writing process, models of rhetorical modes, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced several essays totaling at least 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students will also write at least one paper that incorporates outside source material accompanied by library instruction. Prerequisites: ENG100, RDG100, FYE101, or placement.”

Course Objectives: The English Department is committed to the proposition that writing is a process involving both the collection of information and the formulating of ideas in order to arrive at an opinion, judgment, or thesis that may be communicated in a coherent way to others. To this end the students should be able to:

- Discover, refine, and clarify ideas through the process of revision and rewriting in order to improve the effectiveness of their writing;
- Write effectively for a variety of occasions, audiences, and for different purposes;
- Use language confidently according to the accepted standards of written English, including correct sentence structure, verb form, punctuation, word choice, and spelling;
- Incorporate information from outside sources into their writing through accurate quoting, paraphrasing, summary and proper citation.

Teaching Methodology: Students will produce academic essays by writing and rewriting multiple drafts of every assignment. The focus will be on the process of writing as well as the final product. The teaching methodology will emphasize in-class writing, revision, class discussions, peer review, assigned readings, and a final exam.

Required Text: Rules for Writers, by Diana Hacker (Bedford St. Martins)

Course Requirements: Students will be given topics in class on which to develop five essays. They will write and revise both in and out of class. Emphasis will be on the writing process, as well as the final product; several drafts are required. Each essay is worth 20%. (More detailed assignment descriptions will be given in class.)

Criteria for Grading Student Writing
An “A” paper or exam demonstrates superior writing skills and an in-depth discussion of the topic. Superior writing skills include writing that is clear and focused, has few grammatical and structural problems, and uses sophisticated language (syntax and vocabulary). An in-depth
discussion of a topic has a strong thesis and is focused and thorough. It is when a writer says as much as possible about a topic and brings in evidence in the form of detail and examples to support the paper’s main idea.

A “B” paper or exam demonstrates good writing skills and sufficient discussion of the topic. Good writing skills include writing that is clear and focused but with some grammatical and structural problems, such as run-on sentences and sentence fragments. Syntax and vocabulary get the point across but lack sophistication. A discussion of a topic is considered sufficient when the writer has made some good points to support the thesis but does not elaborate or bring in strong textual evidence.

A “C” paper or exam demonstrates adequate writing skills and a limited discussion of the topic. Adequate writing skills include writing that can be read and understood but that has enough repeated grammatical and structural problems to detract from the overall reading experience. The writing does not, for example, make good use of paragraphs as a way to organize ideas for the reader. A limited discussion of a topic is one that does not have a clear thesis, lacks focus, and has little textual evidence.

A “D” paper or exam demonstrates weak writing skills and a vague discussion of the topic. Weak writing skills include writing that has so many grammatical and structural problems as to make the meaning of the paper almost incomprehensible. A vague discussion lacks a thesis, or has a weak thesis, and has little or no textual evidence.

**Formatting:** Follow the rules for submitting essays in MLA style in *Rules for Writers*. Use Times New Roman, 12-point font, double-spaced, 1-inch margins. Type student’s name, instructor’s name, course, and date in the left hand corner, center the title, and number the pages. Label each draft: first, second, third, final, etc.

**Student Consultation:** Call, email, visit my office: making and maintaining contact with your professors is an important ingredient in college success.

**Attendance and Absence Policy:** “Eighty percent of success is showing up.” Woody Allen
Students enrolled in this class are allowed three absences. Coming late and leaving early counts as an absence. Excessive absences may result in withdrawal.

**Appropriate Classroom Behavior:** Come to class with the work that is due; participate, be engaged; be respectful to each other and to me; refrain from texting/cell phone use.

**Academic Honesty:** Using the words of someone else without giving credit is selling yourself short and it’s plagiarism and it will not be tolerated. Read the college’s plagiarism policy. Students who cheat or plagiarize will receive an “F.”

**Special Needs:** Students with documented disabilities who need accommodations should contact the Counselor for Students with Disabilities (room 135, ext.120) as soon as possible.

**College Credit Hour Policy:** “One college hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for 15 weeks for one semester of credit or equivalent amount of work over a different amount of time. For example, a three-credit course is 3 college hours (50 minutes for each hour) of classroom instruction and a minimum of six hours out of class student work per week for a 15 week semester. Laboratory work, internships, practicum, studio work, clinical placements and other work leading to credit hours will be at least equivalent to what is listed above. Out of class work is listed as a minimum estimate. Students should expect to spend more time on out of class work dependent upon the course.”

**Tentative Assignment Schedule**
THU 1/19  Introductions; course, textbook, and syllabus discussed
TUE 1/24  In-class writing
THU 1/26  In-class writing
TUE 1/31  In-class writing
THU 1/2   Field Trip: Library and Academic Support Center (meet in class first)
TUE 2/7   In-class writing
THU 2/9   Essay one to be completed
TUE 2/14  In-class writing
THU 2/16  In-class writing
TUE 2/21  In-class writing
THU 2/23  NO CLASS - COLLEGE FOLLOWS A MONDAY SCHEDULE
TUE 2/28  Essay two to be completed
THU 3/1   In-class writing
TUE 3/6   In-class writing
THU 3/8   In-class writing
WEEK OF 3/12 - SPRING BREAK
TUE 3/20  In-class writing
THU 3/22  Essay three to be completed
TUE 3/27  In-class writing
THU 3/29  In-class writing
TUE 4/3   Library Instruction (meet in the library)
THU 4/5   Library Instruction (meet in the library)
TUE 4/10  In-class writing
THU 4/12  In-class writing
TUE 4/17  In-class writing
THU 4/19  Essay four to be completed
TUE 4/24  In-class writing
THU 4/26  In-class writing
TUE 5/1   Essay five to be completed
THU 5/3   Final Exam Review