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| --- | --- |
| **Class Title:** | **ENG102:** First Year Composition/Essay Research & Writing |
| **Course Number:** | **11780** |
| **Days:** | **MW** |
| **Times:** | **10:30-11:45a.m.** |
| **Room:** | **M226** |
| **Instructor:** | **Marianne Botos** |
| **Telephone:** | **602-787-6558** |
| **E-mail:**  (Maricopa Email Only) | **Marianne.botos@paradisevalley.edu** |
| **Office/Hours:** | **M278**  **M-Th 9:30-10:30a and T 1:45-2:45p; F by appointment** |
| **Final Exam Time:** | **Wednesday, May 11, 10:30a-12:20p** |
| **Textbook:** |  |
| **Title:** | *Writing Commons,* a FREE Open Educational Resource (OER) text found at *http://collegewriting.org* |
| **Editor:** | Moxley, Joseph |
| **Edition:** | n/a |
| **Publisher:** | Most pages are published under a CC BY-NC-ND 3.0 or CC BY-NC-SA 3.0 license |
| **ISBN:** | n/a |
| **Student Maricopa E-Mail Policy** | **Your** [**MEID@maricopa.edu**](mailto:MEID@maricopa.edu) **e-mail account is the official form of communication between PVCC and you.  You are responsible for reading college messages and responding accordingly.** |

# Official Course Description

Emphasis on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Developing advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.

# Official Course Competencies

1. Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing's ethical, political, and cultural implications. (I, IV)

2. Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context. (II, V)

3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. (I, V)

4. Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives. (I, III)

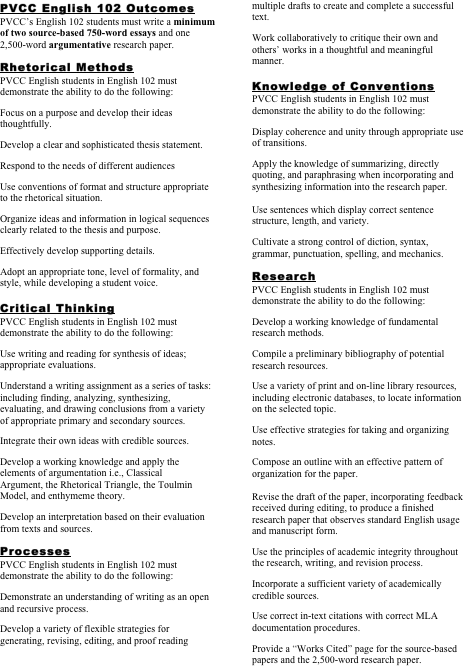
5. Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one's own ideas. (III, IV)

6. Identify, select and use an appropriate documentation style to maintain academic integrity. (III)

7. Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing. (II)

8. Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods. (II)

9. Generate, format, and edit writing using appropriate technologies. (II, V)



**ENG102: Critical Thinking, Research, Synthesis, Writing, and Problem Solving**

**in a Global Environment**

# C:\Documents and Settings\botos\Local Settings\Temporary Internet Files\Content.IE5\BB9P1L9A\MCj04398230000[1].png

“At the desk where I sit, I have learned one great truth. The answer for all our national problems

­­­­-- the answer for all the problems of the world -- come to a single word.

That word is education.” ~ Lyndon B. Johnson

“It is important that students bring a certain ragamuffin, barefoot irreverence to their studies; they are not here to worship what is known, but to question it.”  ~Jacob Bronowski

**Materials:** A 3-ring binder to collect research articles; an 8½ x 11 spiral notebook (single subject), labeled “Reading Notes”; a folder with pockets to turn in essays.

**Goals and Objectives:** The English 102 curriculum has been designed to teach you to be aware of the components of argument and create your own arguments in the context of a research paper. You will be required to use a variety of argumentative strategies and express a working knowledge of important rhetorical concepts, such as purpose, audience, and context. You will also be encouraged to explore and apply stylistic features, such as voice, tone and level of formality, depending on the rhetorical situation. You will apply the conventions of format, structure and language. In addition, you will be required to use the writing process, from invention/pre-writing stages to outlining, drafting, and revising. Because you will be held to a high degree of academic integrity, you will be taught how to quote, paraphrase and document sources appropriately. Furthermore, you will be expected to think critically and demonstrate such in all levels of your work for this class. You will work interactively with class members, and be encouraged to develop complex, rational, logic-based arguments based on a careful consideration of the different perspectives surrounding a problem or issue.

**The Global Community Goal:** As members and future leaders of the global community, you will discover and define a problem-based topic to explore through the semester that has a global element to it. You will analyze the causes and effects of the topic as defined and ultimately propose a solution to the problem. This will be explained further in class.

**Writing Skills:** This class promotes college-level writing skills. Such a level of writing demands successful analysis and synthesis of ideas in all of the steps in the writing process. College-level writing is not merely the presentation of superficial ideas – it goes below the surface, digs deeply, requires rational thought on the part of the writer and the reader, respects the audience, develops and supports ideas with specific evidence, is clearly organized, and shows imagination and creativity.

*Note:* At this stage, you are expected to have mastered basic grammar skills. If you find you have difficulty in this area, use the Learning Support Center/Writing Center and attend the Grammar Workshops, as grammar will not be covered during class time.

**New York Times Education Access:**

The PVCC Buxton Library has partnered with the New York Times (nytimes.com) to provide every student, faculty, and staff with free access to the online edition of the New York Times. Activate your subscription by going to the PVCC Library’s homepage and locate the [A-Z List of eResources](http://www.paradisevalley.edu/library/a-to-z-listing" \t "_blank) on the upper right hand corner (dark blue box) and click on this link. Now scroll down to locate the database [NYTimes.com](https://ezproxy.pvc.maricopa.edu/login?url=http://ezmyaccount.nytimes.com/grouppass/redir" \t "_blank)and click on it.

In addition, you can access the New York Times on your pc's as well on your mobile devices by downloading the apps at the following website: [http://www.nytimes.com/services/mobile/](http://www.nytimes.com/services/mobile/" \t "_blank). **Important:**  It is **necessary to register on campus** before using nytimes.com freely off campus.

**Preparation:** You must come to each class prepared to discuss issues, to write and share your drafts with others, and to revise what you have already written. Keep all your writing for this course, including in-class and out-of-class working notes, drafts, revisions, journal entries, workshop responses, handouts, and complete drafts in your binder. Also, keep at least one back-up; I suggest an email file. Computers regularly become infected with viruses and having a back-up in the cloud may help.

**Rules of engagement:**

1. A large portion of class time will be spent in small group workshops and large group discussions; often we can learn more from each other than a textbook or other “sanctioned” source. As a result, everyone must contribute to group work and participate in class discussion. Throughout class, especially during these discussion times, everyone must show respect for each other and the learning environment. This includes listening to each other and refraining from inflammatory speech.
2. Please keep in mind the **public nature** of your writing for this class; be aware that your essays and other work **will be shared** with other members of this class. Make sure that your chosen topics and content of your work are appropriate to college-level work.
3. Exchange of email and/or phone numbers with other students in the class for class assignment/group work is encouraged; however, this is not an invitation for communication of a personal nature. Be respectful of your classmates.
4. As Dr. Linda Elder asserts, “The development of the mind is time consuming” and takes focus. Allowing yourself to engage in side conversations about off-topic issues, checking of cellphones/texts and other distractions is inconsiderate of the learning environment. Stay engaged and concentrate on your responsibilities to your own learning and that of your classmates.

**Assignments/Grading:** I do not “give” grades; you earn them. The grade you earn for this course is based on the following: the writing of two preparatory modules and one research essays (150, 300 and 600 points), peer reviews (10 points each), homework and lab exercises (points vary), a final project (75 points), your participation in class discussions, and other daily assignments.

**Writing Commons Reading Notes**: Since the majority of our resources and text are online resources, keeping notes on your reading assignments will be essential to this course. I suggest a Writing Commons Reading Notes (WCRN) notebook or online document.

Quality and presentation count. All homework assignments, rough drafts and final essays are to be typed and thoroughly proofread. This includes responses to reading prompts that are entered into text boxes in Canvas. Unless specified beforehand, **work required to be submitted in class/in person which is not typed will not be accepted**. Points will be deducted for spelling and grammar errors; use a dictionary as well as computer spell-check.

Instructor Policy Special note: Accurate word use is key to effective communication. If more than three spelling errors occur in any formal paper, you may receive a substantial deduction for the paper. If plagiarism is found in any essay, I may stop reading and assign an F for the paper. (See plagiarism policy for more information.) Additionally, **you must complete all essays**, and if you do not earn a passing grade on your final essay, you will not pass the course even if it is mathematically feasible.

**Extra Credit:** Extra credit opportunities are defined by the instructor and will be announced in class. As the assignments and essays required take time and commitment, very little extra credit is offered, and no extra credit will be offered in the last four weeks of the semester. Do not count on extra credit to make up for poor quality or missing work.

**Late policy**: Homework will be assessed a 20 percent late fee, and will not be accepted after **one class period**/two days following due date. Essays submitted late will be assessed one letter grade late fee for **each day** past deadline, up to two **calendar days**. Essays will not be accepted after three calendar days. Extensions may be granted with permission under extreme circumstances only as determined by the instructor. Remember, “my printer is out of ink” or “my computer lost my work” sounds a lot like “my dog ate my homework.” Finally, in-class work is **not** subject to make-up.

**Research Essays**

Approaching the Research Paper is often daunting for students. In this class, we work with modules to develop the understanding and analysis of a single issue (student proposed/instructor approved).

Module 1: Definition (150 points)

Module 2: Causal Analysis (300)

Research Paper: Solution proposal (600 points)

**Grading Scale (percent):**

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

below 60= F

***Note on point totals:*** Some students assume if they write and do well on all essays, they will pass the course. This is not true. If you do not complete homework and in-class assignments, the point structure is such that you may not pass. Be sure to complete all work, on time, so you may succeed in this class.

**The Honors Program**

PVCC offers an Honors Achievement Award to students who have completed 12 credits (numbered 100 or higher) at any MCCCD college and have a Maricopa Community College GPA of at least 3.25. Benefits of this program include membership in the Honors Program, small class sizes, up to $500.00 award/semester, special academic opportunities and enrichment, trips, and social events, as well as transcript recognition. Any students who qualify for this award should contact Rikki Shannon in the Honors Center, K101 – 602-787-7888.

**Students Rights and Responsibilities:** Students are responsible to read and understand the District-wide Scholastic Standards found in the current Student Handbook. Pay particular attention to the technology section, 2.5.2 Student Disciplinary Code, Article III, Paragraph 15.

**Student Disabilities:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resource Center, KSC 119, 602.787.7171.

**Instructor’s Attendance Policy:** Students are expected to attend class every class period. Attendance will be taken at the beginning of each class. Be on time, in your seats, and ready to begin when class begins. If you come in late, you must notify the instructor after class. Two tardies or early exits will be considered as one absence. Students exceeding two absences may lose one letter grade per subsequent absence and may be withdrawn from the course after the fourth absence. If the student is failing at the time of withdrawal, a Y will be assigned unless the student has received approval from the instructor for a W. In the final four weeks, students may be assigned their current grade rather than being withdrawn. Don’t just disappear; let me know if you need to withdraw from the course. See the course catalogue for detailed absence/drop information.

**Attendance:** Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement, as determined by the course instructor, may be withdrawn.

Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may at the option of the instructor be withdrawn.

At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student’s responsibility to consult with the instructor regarding official or unofficial absences. **Absences begin to accumulate with the first scheduled class meeting**.

Students bear the responsibility of notifying the Office of Admissions and Records when they discontinue studies in a course or at the college. Please refer to the Withdrawal Procedures.

**Official Absences -- MCCCD policy states that:** Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate dean or associate dean and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the students will not be penalized.

IMPORTANT: Pursuant to Maricopa Community College District policy, an instructor may withdraw students who accumulate unofficial absences in excess of the number of times a class meets each week.

The District defines an ***OFFICIAL*** absence to include ***ONLY*** the following:

1. Religious Holiday
2. Required Court Appearances

3. Required Military Leave

In the event of the death of an immediate family member, absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

**Religious Holidays -- MCCCD policy states that:** Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

**Withdrawal Policy:** Student initiated unrestricted (without instructor signature) and restricted (with instructor signature) withdrawal are posted in individual class schedules. The English Division recommended policy states that English Division instructors may withdraw students who accumulate unofficial absences in excess of the number of times a class meets per week.

**Shared Responsibility:** Although the instructor has a vital role in the students’ educational experience and is responsible for goal-oriented class time, motivation, evaluation of student work, and advice/support in this field of study, the students are responsible for their own learning. They are required to:

* establish the level of knowledge, skills, behaviors, and attitudes they need to be more effective members of society
* assume the major responsibility for their own development success
* be actively involved in the learning process
* utilize campus resources to support the learning process
* assume responsibility and the consequences for their decisions

(From: “Student Development: A dynamic, active learning process that challenges students to become more self-directed.” Paradise Valley Community College: Fall, 1991.)

**Plagiarism:** *This is not high school.* Plagiarism in college is a serious offense. It is the unacknowledged use of another’s words, ideas, or information. Some common examples of plagiarism are summarizing or paraphrasing source material without documentation, quoting without citations, copying all or parts of another writer’s paper, having another person write the paper, or purchasing another writer’s paper.

Plagiarism includes recycling papers from previous classes. Plagiarism also includes use of teacher textbook editions whether they were unintentionally purchased or not. *To avoid plagiarism, students must give a source credit for any ideas, words or information they have used in an essay, whether they have paraphrased, summarized, or quoted from the source.*

A student who plagiarizes is subject to disciplinary probation and suspension (see page 218 of the PVCC Catalog.) The first occurrence of plagiarism may result in a zero for that assignment. A second occurrence may result in a grade of “F” for the course.

The Internet makes plagiarism seem easy and attractive. Don’t do it. *If you copy and paste from the internet, you must strictly follow MLA quotation and citation rules.* For more information on plagiarism, its definition and your understanding, visit the PVCC Library: [www.pvc.maricopa.edu/library/plagiarism](http://www.pvc.maricopa.edu/library/plagiarism).

**Materials:** Essays must be submitted in a **folder** with pockets. **Disks/jump drives** are required for computer lab. A **portfolio** of all assignments and essays must be maintained in order to complete your final project. I suggest a 3-ring binder. Keep copies of all your work.

**For Your Protection:** It is your responsibility to SAVE your essays and assignments on your hard drive, flash drive, or a back-up email file. Keep these copies in a safe place until you have received your final grade.

**Classroom Etiquette:** Drinks (except with secure lids or caps) and food are not permitted in the classroom, especially in computer rooms. Turn off or ignore all cell phones unless instructed for a class activity. If it is determined that you are possibly accessing your phone/tablet/computer for personal reasons during class, you must turn it over to the instructor for the remainder of that class period. Remember, real and good thinking and learning take your full attention. Recording of lectures/class activities is not allowed unless you receive special written permission from the instructor. Treat your classmates’ comments and work with respect and use constructive criticism.

Problems associated with inappropriate behavior will be referred to the Dean of Students for explanation and review prior to being allowed to return to the classroom.

# Computer Commons: The college has an excellent computer lab in E Building to meet your needs. For this course, classroom lab time is covered in your class fee. The Open Computer Lab is free; you must pay to print, however, so understand the print process *before* it is an emergency.

**The Writing Center:** Please feel free to use the writing center and its tutors, who can assist you with grammar, punctuation, vocabulary, spelling, thesis statements, research papers, and other editing concerns. The tutors cannot write your paper; the point for using their services is to become a better writer. You need to schedule an appointment to work with a tutor in the center. The Writing Center is located in the Learning Support Center, Bldg. E.

**Office Hours:** My office hours are listed on the first page of this syllabus. If you can’t meet during that time, I am also available by appointment. Please remember you may always contact me via email or phone for responses to questions. A 24-hour turnaround is standard unless special arrangements are made.

**Privacy Statement:** Be aware that your essays and other work are subject to peer review. Make sure that your chosen topics and content of your work are appropriate to college-level work.

***Final Note:*** Composition classes require more time than many other classes do. If you feel like you are getting behind, contact me. I will help you develop a strategy for future success.

**Guidelines for Writing and Formatting Assignments**

Formatting: MLA Format (double space, one-inch margins, paginated, header with last name)

12 point font: Times New Roman, Century Schoolbook, Garamond, or Perpetua

Page one required heading: Your Name

Prof. Botos

ENG102 – name of assignment

Month #, 2016

Additional Suggestions:

Avoid using slang and colloquialisms (e.g. “kids,” “messed up”)

Avoid writing in first and second person (I, we, our, you)

Proofread after running spell check to catch errors (e.g. “there/their/they’re,” “then/than,” “its/it’s”)

Editing Symbols used when evaluating assignments:

*sp* spelling

insert comma (or other punctuation)

capitalize

*cs* comma splice

**Wrong**: Many children enjoy folk tales, they understand the concepts of good and bad.

**Correct alternatives**:

Many children enjoy folk tales because they understand the concepts of good and bad.

Many children enjoy folk tales; they understand the concepts of good and bad.

Many children enjoy folk tales. They understand the concepts of good and bad.

*frag* fragment (incomplete sentence)

**Wrong:** Which means great literature enriches lives.

**Correct alternatives**:

Great literature enriches lives.

*n/p* noun/pronoun agreement

**Wrong:** A person reads literature to enrich their life.

**Correct alternatives:**

A person reads literature to enrich one’s life.

People read literature to enrich their lives.

*wc* word choice (incorrect word, slang, or nonsensical)

*vt* verb tense (incorrect or tense shift)

*?* unclear

delete

/ use a lower case letter

indent and begin new paragraph

**STUDENT CODE OF CONDUCT**

Students engaging in the following are subject to disciplinary sanctions outlined in the PVCC Catalog, Student Policies Section.

* Acts of Dishonesty; examples include:
  + - Plagiarism
    - Furnishing false information
    - Falsifying records related to coursework
    - Forgery, alteration, misuse of any college document
    - Tampering with the election of any college-recognized official
* Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or college activities. An instructor can remove a student from class for disciplinary reasons.
* Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or conduct that threatens the health or safety of any person.
* Attempted or actual theft
* Failure to comply with direction of college officials or law enforcement officers
* Unauthorized possession, duplication or use of keys to any college premises
* Violation of federal, state, or local laws on college campus or at college sponsored activities
* Use, possession or distribution of narcotics or other controlled substances
* Use, possession, or distribution of alcoholic beverages, or public intoxication
* Illegal or unauthorized possession of firearms, explosives, weapons, or dangerous chemicals
* Participation in a college demonstration that disrupts the normal operations of the college
* Obstruction of the free flow of pedestrian or vehicular traffic on college premises
* Conduct which is disorderly, lewd or indecent
* Theft or other abuse of computer time
* Abuse of the judicial system





PVCC STUDENT SERVICES RESOURCES

*Updated 10-31-12*

The majority of services are open Monday – Thursday 8:00 -7:00 and Friday 8:00 – 5:00.  Appointments may be required for some areas.  Visit our Web Site at [www.pvc.maricopa.edu](http://www.pvc.maricopa.edu/) for more information.

**Academic Advising – (602) 787-7060**. Advisors are available to assist with classes and degree information. Discuss your goals, education history, and interests with the advisor.  <http://www.pvc.maricopa.edu/advisement/>

**Admissions and Records** **– (602) 787-7020**.  Services include registration, withdrawals, transcript requests, graduation requests, and educational records. This office maintains all student records. <http://www.pvc.maricopa.edu/admissions/>

**Assessment Center** **– (602) 787-7050.** Services include placement, ESL, instructional , and CLEP testing. Assessment helps students identify their existing skills and knowledge. <http://www.pvc.maricopa.edu/assessment/>

**Athletics** –To learn more about our athletic programs call (602) 787-7173 or e-mail us at [www.pvc.maricopa.edu/athletics](http://www.pvc.maricopa.edu/athletics).

**Bookstore - (602) 787-7120.** The Bookstore, operated by Follett, sells new and used textbooks, school supplies, greeting cards, gifts, sundries, college clothing, trade books, and educationally priced software. [www.efollett.com](http://www.efollett.com/)

**Career Services/Job Placement - (602) 787-7073.** This office provides job listings on and off campus, assistance in job searches, internships, and Maricopa Career Network for on-line postings. [http://www.pvc.maricopa.edu/~careerservices/](http://www.pvc.maricopa.edu/%7Ecareerservices/)

**College Safety** **– (602) 787-7900.** Provides safety and security measures for the campus. Services include lost and found, emergency assistance, first-aid, parking decals, photo ID’s. <http://www.pvc.maricopa.edu/safety/>

**Computing Commons - 602.787.6760.** The Commons has word processing and other software packages for you to use to complete coursework. Note: To use the Open Lab (at any time), you must pay a $15 access fee in Admissions and Records. This is a per semester fee.  <http://www.pvc.maricopa.edu/cc/>

**Counseling – (602) 787-6540.** Free, confidential counseling is available to prospective and currently enrolled students at PVCC. Counselors are available by appointment. Please call or stop by the Counseling Office. <http://www.pvc.maricopa.edu/counseling/>

**Disability Resource Center/Student Development** **– (602) 787-7171.** This office participates in the Americans with Disabilities Act which include reasonable accommodations with access, resources, and support services. Student development activities include student orientations, ESL student support, and student diversity program.  [http://www.pvc.maricopa.edu/~drc/](http://www.pvc.maricopa.edu/%7Edrc/)

**Financial Aid** **– (602) 787-7100.** Services include financial counseling for students, assistance in completing the financial aid process and information about scholarship programs. Financial aid includes grants, loans, student employment and scholarships.  <http://www.pvc.maricopa.edu/finaid/>

**Learning Support Center,** **(602) 787-7180**. The Learning Support Center provides free tutoring and other learning support for most PVCC courses. Free tutoring includes study groups, drop-in tutoring, individual appointments and on-line tutoring. Learning Support resources include video tapes, software, and print materials to provide help with both course content and study skills. Hours: Monday – Thursday, 8:00 a.m. – 7:00 p.m., Friday 8:00 a.m. – 5:00 p.m., Saturday, 9:00 a.m. – 1:00 p.m. <http://www.pvc.maricopa.edu/lsc/>

**Library - (602)787-7200.** The PVCC Library offers a print and media collection of approximately 40,000 items.  In addition, the library now has a collection of electronic books. An online catalog provides indexing to much of the material held by PVCC as well as materials owned by other Maricopa County Community College libraries.  [www.pvc.maricopa.edu/library](http://www.pvc.maricopa.edu/library)

**Service Learning - (602) 787-7390.** Service-Learning is a direct expression of the PVCC vision statement.  Our college is dedicated to “building partnerships…that cross institutional boundaries for innovative instruction and coordinated community service.” Service-Learning combines academic learning and educational goals with student action in real life situations outside the four walls of the classroom. Students are given the opportunity to learn and develop as leaders through active participation in thoughtfully organized service experiences that meet vital community needs.  <http://www.pvc.maricopa.edu/%7Eservlearn/>

**Student Life** - **(602) 787-7240**. The center encourages students to participate in college and community life.  Some activities include honors, leadership training, service learning, student clubs, Student Leadership Council, Emerging Leaders Program and student insurance. <http://www.pvc.maricopa.edu/studentlife/>

**Veteran’s Services - (602) 787-7045**, is located in the Admissions and Records Office. <http://www.pvc.maricopa.edu/veterans/>

**SYLLABUS ACKNOWLEDGMENT RECEIPT**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Last First Middle

CLASS:\_\_\_\_\_\_ENG102\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_11780\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Prefix Class #

SEMESTER: \_\_\_\_\_\_\_\_\_\_\_TODAY’S DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The instructor has given me a copy of the course syllabus for this class. I have read the syllabus and understand the course content, grading & attendance policies, and the plagiarism policy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature

**ENG 102 ◊◊** **Course Calendar**

**Spring 2016 MW 10:30a-11:45a.m.**

**Please Note:** Assignments and due dates are tentative and subject to change. This calendar is subject to revision based on schedule coordination with the computer lab and library. It may also be adjusted based on the needs of the class. All links are active in Canvas.

**Week 1 January 18- Introduction – Perception**

**M: Martin Luther King Jr. Holiday ◊** **College closed**

**W:** Video:

Take what you learned in Active Reading and complete the following:

Read and annotate “How to Bring our Schools…” and “90 Million Workers…” (handouts) and complete assignment. ‬‬‬‬‬‬‬

\*\*\*All homework (HW) is due the following class period unless otherwise specified\*\*\*

**Week 2 January 25 – Living in a Global Village – Critical Reading and Analysis**

**M:** Discussion: “How to Bring Our Schools…” and “90 Million Workers…”; homework preview; writing stimulation: “What is your perception of …?”

**HW:** Follow the links in Canvas to find and view “[How to read a scholarly article](https://www.youtube.com/watch?v=3SmOq6gENPM)” by Western University on youtube;actively read Wang/Aamodt’s “Your Brain Lies to You” posted at <[http://www.dailykos.com/story/2008/06/27/542945/-The-neuroscience-of-false-beliefs#](http://www.dailykos.com/story/2008/06/27/542945/-The-neuroscience-of-false-beliefs) > then complete the following in MLA format, **typed and printed out** to hand in in class:

Divide and Conquer format: Click the link to your term/group and review the article. 1) Provide the name, author(s) and a brief summary of the article *abstract*. 2) Skim the article and note the sections/quality of the article.

Groups: 1-source amnesia; 2-tend to remember; 3-legends propagate; 4-follow up

Next view the prezi\* (<<http://prezi.com/hiwr2qux9dxd/fact-inference-judgment/>>) and be ready to define *fact*, *false fact*, *inference* and *judgment* with the proper distinctions between the four.

\*If the link doesn’t work, google “fact false fact judgment friedman” to find the prezi.

Answer the following discussion question based on what you have learned in the previous two reading assignments (about ½ to 1 page, typed in MLA format and printed as homework):

“What common factors in perception and belief influence our reading and acceptance of information? Why can’t we just ‘choose’ to believe what we want in an academic environment?”

**W:** Wang/Aadmodt discussion; critical thinking, reading and analysis

**HW:** Tour npr.org, who.org, un.org as well as news sites to find possible topics to write about.

1) View the organization websites to narrow your choices.

2) Browse news sites nytimes.com, csmonitor.com, washingtonpost.com or other valid news sources (not “talk radio” or Fox) to stimulate ideas.

3) You may also use the *CQResearcher* database at the PVCC Library website.

Print, annotate, record MLA documentation at top (may print *clearly*), and bring to class two articles of interest to you.

**Week 3 February 1 – The Basics of Argument: Defining the Issue**

**M: Speed dating possible topics:** Topic generating and narrowing; global focus

**HW:** Read/view under Research Methods, “Research Primer” (first screen only) and “Demystify research methods”; under Information Literacy: Critical Reading Practices, read “Identifying a Conversation”; complete the reading prompts online in Canvas.

Reading Prompts:

**Primer:** What is another example you can think of regarding how research methods have evolved besides the study of animals in their natural habitats versus cages?

**Five Misconceptions**: Which of the five misconceptions resonates with your own impressions or experiences? Explain.

What are the lessons learned from Gary Starkweather?

**Identifying a Conversation**

How is your research and writing a puzzle? React to this analogy used in this article.

**W:** Structuring and Writing the Definition Module; topic feedback/enhancement.

**HW:** Write your mini paper (topic exploration).

**Week 4 February 8 – Critical Evaluation of Sources**

**M: Scholarly Articles/Keyword/Database searching; Research lab E144**

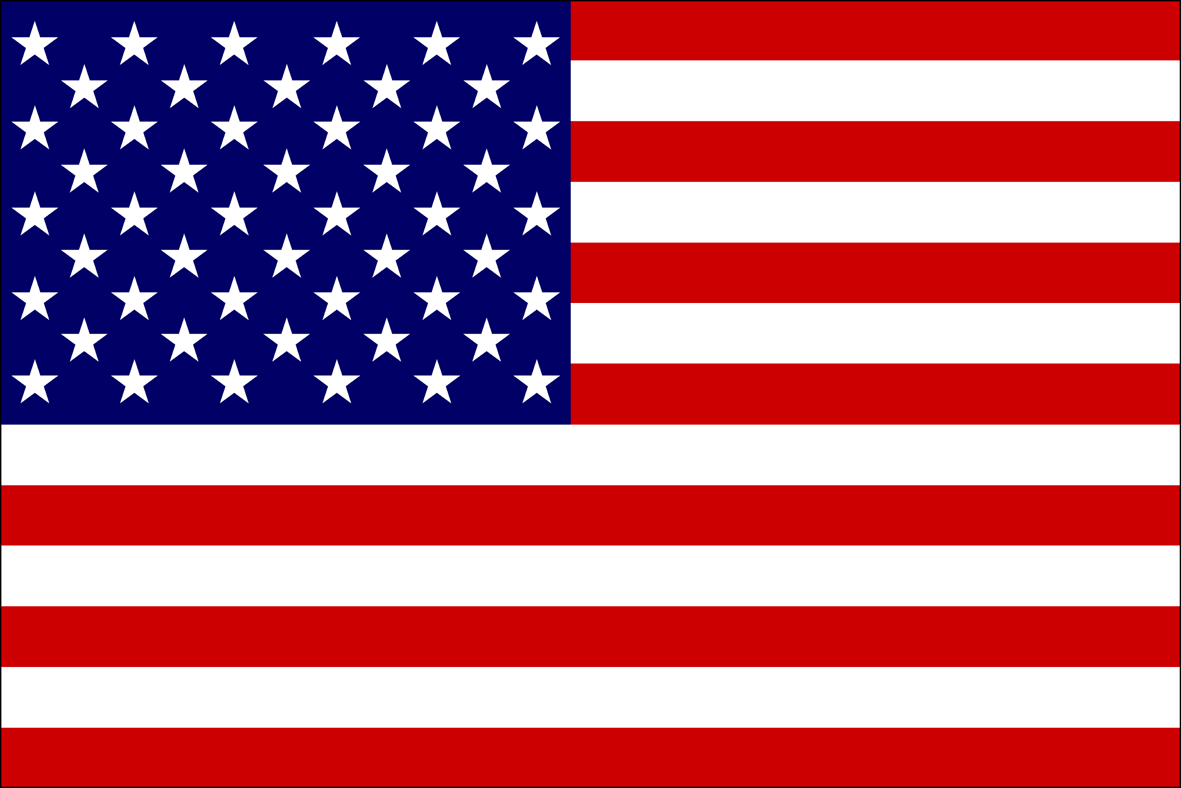
**Due:** mini paper

**HW:** Actively view “My Reviewers Video Series: [Evidence: An Exploration](http://collegewriting.org/open-text/research-methods-methodologies/integrate-evidence)” at the Integrate Evidence introduction section and complete the study guide in Canvas. Read [Textual Research](http://writingcommons.org/open-text/research-methods-methodologies/textual-research/269-textual-research) and view the embedded “What is a Scholarly Article?”; be ready for quiz. Find and print two articles related to your topic and bring to class; one must be what you’d consider a scholarly article.

**W:** Don’t beDUPED: Evaluating Sources

**HW:** Work on researching and drafting definition module; bring two new annotated articles you might use in your essay. Under Writing Processes, actively read “Develop Effective Writing Habits” and “Demystify Writing Misconceptions” (only first screens in each); online in Canvas, answer Reading Prompt: What one or two things from each reading surprise you or influence your thinking?

**Week 5 February 15– Incorporating Sources from Research**

**M:** **President’s Day ◊ college closed**  ****

**W:** Topic enhancement: information, interpretations and additional viewpoints

**HW:** read under Integrate Evidence, “Incorporating Evidence into a Research Paper” and view the video; answer Reading Prompts in Canvas.

Reading Prompt: How might your evidence be “thrown out of court” in your research papers?

What is the difference between *research* and *evidence*?

## **HW:** Continue researching, writing and revise your essay; finalize draft; read under Incorporate Evidence, “Introduce Evidence” and “Avoid Plagiarism” (don’t forget to view the videos in these section); answer the Reading Prompt in Canvas; read/review Summarize and Paraphrase Sources.

Reading Prompts:

**Introduce Evidence:** Briefly explain one bulleted point; did you learn anything new? What?

**Avoid Plagiarism:** What are four ways you can commit plagiarism?

**Summary and Paraphrase:** What makes an effective summary?

How is paraphrasing different than rewording? Explain.

**Week 6 February 22**

**M:** Basic MLA: Signal phrases and parenthetical referencing.

\*Bring your current draft of your essay with you, printed out, to class

**W:** Peer Review—bring 2 copies of rough draft (including Works Cited)

**HW:** Finalize your Definition module; bring your packet with your draft, rough drafts/peer reviews and annotated source material to next class.

**Week 7 February 29**

**M: Research/Revision Lab E144**

**HW:** Finalize your definition module and make sure all your sources are printed and annotated; double check your in-text citations against your original sources for accuracy (avoid plagiarism!)

**W:** **\*\*\*Due: Definition module** (complete packet in folder)\*\*\*

Structuring Causal Analysis: Basics of Argument: Assumptions, Claims, and Evidence (Toulmin) and Ethos, Pathos, Logos (Aristotle)

**Wildfire Causes/ Dr. Reese Halter at** <http://www.youtube.com/watch?v=P0S2dLrvCGw>

# HW: Begin researching/drafting your Causal Analysis section of your research paper; read Philip Cohen’s “[How Can We Jump-Start the Struggle for Gender Equality?](http://opinionator.blogs.nytimes.com/2013/11/23/how-can-we-jump-start-the-struggle-for-gender-equality/?emc=eta1&_r=0%20)” from the *New York Times*, 23 November 2013; answer reading prompts in Canvas.

Reading Prompts: According to sociology professor Philip Cohen, what are the causes of gender inequality in the United States? What most surprises you about the causes?

**Week 8** **March 7 Causal Analysis**

**M:** Causal Analysis discussion with Gender Inequality example

HW: Read sample student essays (handout) and annotate/assess per instructions given in Canvas; complete mini-paper.

**W:** Causal Analysis discussion: planning/drafting your research paper; introduction strategies

**Due:** Analysis of sample student essays (handout); mini-paper.

**HW:** Work on rough draft; look forward to homework due Wednesday after spring break and begin early?

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**Week 9 March 14 Spring Break**

**Week 10 March 21 – Advanced Web Searching**

**M:** **Advanced Web Searching and Research Lab** **E144**

**HW:** work on research and drafting Causal Analysis essay; read under Information Literacy, Rhetorical Analysis: Why Study Rhetoric? and the sub-category at the page bottom, “Logical Fallacies.” Be sure to click through Fallacious Ethos, Pathos, Logos and Kairos. Pick one fallacy from each section and two video clips overall to describe in your own words. Type your answers, print and bring to class.

**W:** Logical Fallacies; Critical thinking and real world situations

**Week 11 March 28 Finalizing your rough draft**

**M:** MLA Review; Summary and Paraphrase; in-class ABCs; Annotating your source copies

**HW:** complete rough draft for Wednesday

**W: Peer Review**

**Due:** 3 copies of rough draft

**HW:** Work on rough draft; identify one book source and describe how/why you find it useful, applying the DUPED analysis; read Analyzing Evidence. We will complete the work sheet in class April 4.

**Week 12 April 4**

**M:** Integrating and analyzing evidence (yellow worksheet)

HW: Complete your Causal Analysis essay.

**W: Revision lab E144**

**HW:** read “A Modest Proposal” at <https://andromeda.rutgers.edu/~jlynch/Texts/modest.html> (or any version) and answer reading prompt in Canvas.

**Week 13 April 11 Proposing Solutions – Writing the Completed Paper**

**M:** Writing the Proposal: Proposing reasonable solutions: Swift’s “A Modest Proposal”

**Due: Causal Analysis Packet**

**HW:** Read/annotate/assess sample student essays

**W:** Sample student essay discussion

**Week 14 April 18 Proposing Solutions**

**M:** Meet in Computer Commons lab **E144**

**W:** Individual Conferences: bring your rough draft and all your source material copies

**Week 15 April 25**

**M:** Individual Conferences: bring your rough draft and all your source material copies

**W:** Peer reviews – bring 1 copy of rough draft; Proposal Completion: Tips for Success

**Week 16 May 2**

**M:** Final Project overview

**W: ENG102 “Best of” and your Resume**

**Proposal Essay Packet Due**

**Week 17 May 9 ≈ Final Exam week: ENG102 Final Wed., May 11, 10:30a-12:20p**