Instructor: Laura Paddack
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Office: AAB 224
Office Phone: 410-572-8778
Office Hours: Monday 8:15 a.m.-8:45 a.m., Tuesday 8:15 a.m.-8:45 a.m., 10:45 a.m.-11:45 a.m., & 2:45 p.m.-5:15 p.m., Wednesday 8:15 a.m.-8:45 a.m., and by appointment

Fall 2013 Syllabus
English 096C-11: Basic Writing/Fundamentals of English I Combined
Monday-Thursday, 9:00-10:30a.m.
AAB 214

Texts:

* Accompanying website: www.dianahacker.com/writersref

Required materials: 1 two-pocket folder, one lined notebook
Suggested materials: USB flash drive, pencils/pens, folders/binders

Blackboard:
Blackboard is being used as a supplementary site in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in MTC 200, AAB 217, HH 100, GH 204, WDC 305, and AHB 108.

To log in to Blackboard:
Above Quick Links on the college homepage (www.worwic.edu), click on myWor-Wic. Enter your username and password to login to your myWor-Wic student portal. In the “My Blackboard Classes” box, click on our class, and you will be directed to our Blackboard site.

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:
· Using the campus computing network and facilities to violate the privacy of other individuals.
· Sharing of account passwords with friends, family members or any unauthorized individuals
Violators are subject to college disciplinary procedures.
Blackboard will be used for the course syllabus and for course content at the instructor’s discretion.
**Course Description:**
This course is designed to help students master the skills necessary for success in English 101 by providing a scaffold of instruction and practice. Emphasis will vary depending on the class needs but typically will be placed on the writing process, organization of ideas, grammatical concerns, and ethical research skills. This course is open to students who need 096 but do not need a developmental reading course. Students must pass both this course and English 101 with a “C” or better in order to enroll in English 151.

<table>
<thead>
<tr>
<th><strong>Objective:</strong> What should I be able to do by the end of this course?</th>
<th><strong>Assessment Goals:</strong> What are the specific skills I must learn in order to meet the course objectives?</th>
<th><strong>Assessment Strategies:</strong> How will my skills be assessed?</th>
</tr>
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<tbody>
<tr>
<td>1. Evaluate effective characteristics of essays written in various modes (GEO 2 and 3)</td>
<td>1. Distinguish characteristics unique to essays written in specific modes 2. Identify characteristics of effective essays 3. Analyze effectiveness of authors’ rhetorical strategies (for addressing purpose, audience, constraints) and logic</td>
<td>In-class writing and activities, homework, journal responses.</td>
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<tr>
<td>2. Compose expository and argumentative essays (synthesis) which meet or exceed the Maryland “C” Standard (GEO 1, 2 and 3)</td>
<td>1. Develop thesis statements for expository and argumentative essays 2. Develop adequate support for various types of essays 3. Organize ideas and connect them coherently between paragraphs 4. Organize ideas and connect them coherently within paragraphs 5. Use appropriate rhetorical strategies 6. Employ precise diction and sentence structure 7. Apply conventions consistent with standard written English</td>
<td>In-class writing, journal responses, portfolio.</td>
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<tr>
<td>3. Employ information literacy skills ethically and correctly according to MLA style (GEO 2, 3, and 7)</td>
<td>1. Use multiple forms of media to identify, gather, and synthesize information from a variety of sources # 1a. Identify the nature and extent of the information needed 1b. Locate sources effectively and efficiently 2. Critically determine the credibility, accuracy, and utility of source information 3. Demonstrate ability to quote, paraphrase, summarize, and cite all sources accurately 4. Employ correct MLA format for essay, the in-text citations, and the works cited entries # These items are also Information Literacy Competency Standards</td>
<td>In-class writing and activities, pre-and post-information literacy assessment, journal responses, portfolio.</td>
</tr>
</tbody>
</table>
Classroom Civility:
The importance of the learning environment cannot be overstated; therefore, all students are expected to adhere to the civility statement listed in the catalog. These behaviors include, but are not limited to, the following: using electronic devices only for emergency situations or instructor-directed educational purposes in the classroom, remaining attentive throughout the entire class session (I do not tolerate leaving the classroom while class is in session—this counts as a lateness), listening actively and avoiding side conversations while the instructor or another student is presenting information, and meeting the instructor during office hours instead of during class time if you need clarification of course material missed due to absence. Behaviors which detract from a positive classroom environment will be addressed and may result in the offender being asked to leave the classroom.

Writing Assistance:
Please see me immediately if you have questions or concerns about the course or the assignments. Since the only way to learn to write well is to write and revise often, the most important and effective writing “help” is from attending all classes for instruction and feedback, thoughtfully completing all assignments, and by considering and using feedback from me as well as your peers. If you are having difficulty, you have tools: your texts are excellent resources, and you should learn to use them when you have a question. Also I will show you websites which offer suggestions for writing. Finally, I am available outside of class to meet with you.

The college offers individual writing conferences, where you may meet with an English instructor for 30 minutes to discuss a writing assignment you are working on. Hours for conferences will be as follows starting on September 16th and ending on December 4th (no conferences will be held on November 25th, 26th, and 27th):

- Mondays 3:00-6:00 pm
- Tuesdays 1:00-4:00 pm
- Wednesdays 11:00 am-2:00 pm

To schedule an appointment with a writing conference instructor go to your My Wor-Wic portal, selecting the Student Resources tab and then selecting Academic Support. Click on Writing Conferences to schedule a conference. Limited time slots are available, so an appointment is required. If you are unable to attend a conference, you must go back into the same scheduling site and cancel the appointment so another student can take advantage of the time slot.

Please keep the following in mind when considering a writing conference:
1. Time slots are limited, so an appointment is required.
2. You should come prepared for the conference (a PowerPoint presentation at the scheduling link will explain what you need to do).
3. These 30-minute conferences are not meant for quick APA or MLA questions or for proofreading; they are meant for specific concerns about the content, organization, style, and/or grammar/punctuation/mechanics of your writing.
4. You should not sign up for more than one time slot per writing assignment.
5. Do not wait until the day before an assignment is due to try to schedule an appointment.

Special Needs:
If you need special accommodations due to a disability, please see me as soon as possible to make arrangements.
**Emergency Preparedness Statement**

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College's website and email system.

**Grading:**

Your course work will consist of the following assignments and weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Portfolio/Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
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</tbody>
</table>

TOTAL 100%

Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F

**Portfolio/Journals**

The major project for this course will be the completion of an ongoing learning journal (“ALP Writing Journal”) and a final portfolio comprised of revised and edited selections you’ve written for your course learning journal. A separate handout will explain the specific requirements. This portfolio assignment will NOT be accepted late.

**Writing**

We will do many in class writings as well as out of class writing assignments. They will vary between journal prompts, article analysis assignments, responding to articles in class, group writings, and free-writing. Most of these writing tasks will be collected and assessed. There will be at least one writing assignment per week. All writing assignments will collectively comprise 30% of your grade. Drafts and final versions of all essays MUST BE TYPED, double-spaced in proper MLA format.

**Participation**

Participation is vital for success in this course. Because the lessons will shift with the needs of the group, and we will often complete group work and exercises, the participation of the whole group for each class session is essential. Come to each class session prepared with questions, completed assignments, and a positive attitude; be ready to write, ready to learn, and share often.

**Homework**

This course is an intensive writing course. Expect to have written homework, in some form, every class session. A good rule of thumb is that homework will take two hours out of class for every hour in class. Expect to spend six hours each week completing the work for this half of the course and six hours each week completing the work for the 101 part of the course.

**Attendance/ Participation:**

English 096/101 is designed so that important material is covered in every class; therefore, missing even one or two classes may be detrimental to your progress in the course. **YOU** are the person responsible for finding out what you may have missed and for keeping BOTH your reading and writing assignments current. **Absence is not an excuse for being unprepared for the next class.** Regular attendance and participation are
the best ways to ensure your success in every class. Missing three classes will require you to meet with your instructor to discuss your progress and continuance in the class. (CO 1, 2, 3)

**Late Work:**
If you know that you will not be able to turn in an assignment on the due date, the best policy is to inform me ahead of time as soon as you know you have a problem. Essays and informal writing assignments are due at the beginning of class on the date specified on the schedule. Otherwise they are considered late. The best policy is to communicate with your instructor as early as possible that you have a problem. Not showing up to class or not handing in an assignment when due will not only have a grade penalty, but also sends a message that you are not fully committed to your education.

Pay special attention to these items:
- Late papers and graded writing assignments will be accepted late for a deduction of 5 points per day.
- The final **Portfolio Assignment** will NOT BE ACCEPTED LATE!
- **No make-up quizzes will be given; missed graded class work may not be made up.** This includes peer-review and group work completed during class.
- Homework may not be turned in late.
- Formal essays submitted without a Works Cited page and/or internal citations will be returned without a grade. The first time this happens, you may submit the essay with the corrections made, but 5 points per day will be deducted for every day it is late. After the first offense, papers without a Works Cited page and/or missing internal citations will not be accepted; the paper will earn a zero, and it may be turned in to the student faculty disciplinary committee for plagiarism.
- Absolutely no late work will be accepted beyond the last day of scheduled classes.

**MLA Research Guides:**
This course provides instruction in the research guidelines of the Modern Language Association (MLA) which were most recently revised in 2009 in the *MLA Handbook for Writers of Research Papers* (7th ed.). Also, see *Successful College Writing* for a simplified explanation of MLA format. Additionally, there is an entire section in *A Pocket Style Manual* devoted solely to MLA. I will also provide you with a hard copy of the media center MLA guide.

**In-Class (Informal) Writing and Class work:**
In-class essays/class work depend on your reaction to or interaction with some aspect of reading, lecture, or discussion; no class work can be made up. Only one in-class essay can be made up if you let me know about the absence ahead of time.

**Grades and Grade Reports:**
You should get into the habit of keeping track of your own grades. Please make an appointment with me if you have questions or concerns about your grade. *I so not send grades via email or post them online.*

**Academic Honesty Policy**
Academic honesty is expected of all students. Students should refer to the “Student Conduct” section of the college catalog for an explanation of the violations of academic values and the procedures that will be followed if a student is charged with one of these primary offenses, which include:
- Cheating
- Plagiarism
- Facilitating academic dishonesty
• Fabrication
• Other forms of academic dishonesty

**Students who are confused about what constitutes plagiarism should meet with their instructor.**

More on plagiarism:
In this course, we will spend a great deal of time explaining plagiarism and ethical uses of research. I do expect you to be honest when using sources. I take plagiarism extremely seriously, and have no tolerance for malicious plagiarism. Furthermore, because this course is a research-writing course that focuses on scholarly, reliable and reputable research, I do not allow the use of Wikipedia or other non-academic internet sources. If you would like to use the Internet, you must always get prior approval from me so that I can help you make sure the source is, indeed, appropriate for college level writing, researching, and thinking. This will help to ensure that you are learning the skills you will need to be a successful college writer, researcher, and thinker. Internet sources not approved by me PRIOR to writing a paper will not be accepted as valid sources and may invalidate your essay submission. You will primarily have to use a .edu, .org, or .gov if you use the Internet.

On a final note: I look forward to an engaging and exciting semester. Remember that I am here to help!

Course Schedule:
As you will see from the attached course schedule, English 096C-101C is a fast-paced, demanding writing course. It will place considerable responsibility on you to take the writing assignments seriously and complete them in a timely manner. Be sure to look ahead and plan your time accordingly. Also, be aware that there are plenty of resources available to you outside of class to help you on this journey. You are not alone, but the responsibility of seeking out help and completing the assignments rests entirely in your hands.

How to use the Course Schedule:
It is your responsibility to know what will be covered in each class and what homework is due for each class. You should actively use the schedule to record completion of work (by checking it off) and to record your grades. Make sure to look ahead on the calendar, as reading and writing assignments are listed on the dates they are due, not assigned. Expect changes throughout the semester. If you miss a class, check with me or a classmate--prior to class--to see what you missed. Do not try to find out missed assignments at the start of class! Do not use absence as an excuse for being unprepared for class.

Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Details</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, Course syllabus, Using the textbooks, Online resources</td>
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<tr>
<td>9/4-9/5</td>
<td>Formal/informal tones; purposes of writing;</td>
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<td>Week 2</td>
<td>Pre-Writing; Thesis development; introduction to Illustration</td>
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<tr>
<td>9/9-9/12</td>
<td>Narrative writing sample due 9/12; Article Analysis #1 due 9/24</td>
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<tr>
<td>Week 3</td>
<td>Organization; drafting and revising; writing paragraphs; using transitions</td>
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<tr>
<td>9/16-9/19</td>
<td>pre-writing for Illustration Essay</td>
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<tr>
<td>Week 4</td>
<td>Paragraphs; conclusions; putting it all together; review of MLA format</td>
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<tr>
<td>9/23-9/26</td>
<td>first Peer Review Workshop</td>
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<tr>
<td></td>
<td>Final Illustration Essay due 9/25</td>
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<td></td>
<td>Article Analysis #1 due 9/24</td>
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</table>
Week 5  Cause/Effect Intro; introduction to the databases; practice with summary, paraphrase and Quotes; first look at Works Cited page; Article Analysis #2  
Article Analysis #2 due 10/15

Week 6  Paraphrasing; using quotes; signal phrases; in-text citations; constructing the C-E essay; C-E Peer Review Workshop  
Journals Due 10/10

Week 7  Intro to the Extended Definition; annotating sources; prewriting and organizing  
10/14-10/17  Final Cause-Effect Essay due 10/14  
Article Analysis #2 due 10/15

Week 8  Learning about bias; using the databases to find sources; sorting, screening and selecting sources; Extended Definition peer review workshop  
10/21-10/24  Article Analysis #3 due Nov. 5

Week 9  Definition Essay wrap-up; Argument prewriting; developing a good research question; compiling and organizing information  
10/28-10/31  Extended Definition Essay due 10/28

Week 10  Source review/annotation/in-class writing  
11/4-11/7  Argument writing workshop; source dialogue  
Article Analysis #3 due Nov. 5

Week 11  Argument conferences—you must attend during your time slot!  
11/11-11/14  Argument workshop  
Article Analysis #4 due Nov. 26

Week 12  Final Argument Questions/Workshop  
11/18-11/21  Argument Papers due 11/20: NO EXCEPTIONS!!  
Journals Due 11/21

Week 13  Portfolios Due—12/3  
11/25-11/27  Article Analysis #4 due Nov. 26

Week 14  Looking ahead; APA format; Reading literature  
12/2-12/5  Review for final exam

PLEASE NOTE: DEPENDING ON THE SPECIFIC NEEDS AND PROGRESS OF THE CLASS, THE ABOVE TENTATIVE SCHEDULE MAY CHANGE FROM TIME TO TIME. ALL CHANGES WILL BE ANNOUNCED IN CLASS.

Final Exam, 101: Monday, December 9th, 9:00 a.m.-11:00 a.m.