The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

ENGL 1010 ACE Freshman Composition I Semester/Year

This course outline is subject to change with notice.

Credit Hours:
3

Prerequisites:
Exemption from or completion of ENGL 0810 and READ 0810.

Catalog Description:
This course focuses on essay writing using a variety of expository patterns and emphasizes critical reading and discussion of selected essays, logical thinking, and an introduction to incorporation and documentation of material from primary sources.

Instructor Information:
Title and Name:
Office:
Office Hours:
Office Phone Number:
Email:

Required Texts:

Additional Requirements:
Flash Drive
Microsoft Word or other program compatible with D2L

Student Learning Outcomes:
By the end of the course, students will be able to . . .

- Distill a primary purpose into a single, compelling statement.
- Order and develop major points in a reasonable and convincing manner based on purpose.
- Develop their ideas using appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation, etc.) and other special functions (i.e., analysis, research, etc.).
- Employ correct diction, syntax, usage, grammar, and mechanics in their writing.
- Manage and coordinate basic information gathered from multiple sources.
- Respond adequately and appropriately to the needs of the audience and the requirements of the writing situation.
- Understand that the writing process includes procedures such as planning, organizing, composing, revising, and editing.
Course Objectives:

- To practice writing as a process involving Invention, Drafting, Revising, and Editing.
- To formulate a clear thesis and support it fully.
- To practice an awareness of the rhetorical situation by writing with a focused purpose to a narrow audience.
- To practice the use of 3 to 4 rhetorical patterns and functions of organization such as narration, comparison and contrast, cause and effect, argumentation, etc.
- To practice editing and revising strategies for errors in syntax, usage, grammar, and mechanics.
- To practice correctly quoting, paraphrasing, and summarizing source material in MLA format.
- To practice reading comprehension and rhetorical analysis skills.

Assignments and Method for Calculating the Final Grade:

Minor assignments: Discussion postings (15 @ 10 points each = 150 points /18 % of final grade)

Major assignments: (total of 700 points/82% of final grade)
  - Paper 1: Explaining a Concept (100 points)
  - Paper 2: Finding Common Ground (150 points)
  - Paper 3: Making an Evaluation (200 points)
  - Paper 4: Speculating about Causes (250 points)

TOTAL NUMBER OF POSSIBLE POINTS: 850

COURSE POLICIES:

Class Participation/Attendance Policy:

According to the Motlow grading system policy (see catalog), excessive absences (more than 15%) will result in automatic failure of the course the course. For an ACE class, two or more unexcused absences will result in an automatic F for the course. Medical absences will require a note from a medical professional. Students may be given an institutional excuse for absence on the basis that the student represents the college at a public event in the interest of the college or is engaged in an activity such as a field trip, which contributes to the education of the student. In granting an institutional excuse for absence, the college does not excuse the student from the responsibility for material covered or assigned during the absence.

Required Course Work for ACE classes: Students in English ACE classes attend five classes of four hours each (240 minutes each meeting) and are required to complete additional minutes of work outside of classroom attendance. Students should expect to spend the minimum of the following amounts of time in the classroom and in completing assignments:

Classroom attendance: 5 meetings @ 240 minutes each = 1200 minutes
Assigned readings = 500 minutes

Discussion postings: 15 @ average of 25 minutes each = 350 minutes

Composition of papers: 4 @ average of 188 minutes (3.1 hours) each = 752 minutes

**TOTAL expected expenditure of time required to complete the course: 2802 minutes**

Late Work Policy:
The only assignments that I will accept late are the final drafts of essays. I will accept those only for one week after the due date, but I will deduct 10% for the total number of points the essay is worth.

Submitting Essays:
Final drafts of essays must be typed in *Microsoft Word* and submitted to me via the appropriate Dropbox for our class in D2L no later than the day and time stated as the due date on the Assignment Schedule below. **Any essay not submitted via D2L will be given a grade of 0 even if the student submits a hardcopy of the assigned essay in class on the due date.**

CLASSROOM POLICIES:

Academic Misconduct Policy:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b) assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. For more information, see the 2013-2014 *Catalog and Student Handbook.*

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, the use of **any type** of tobacco product, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device.
which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).

Food and Drink Policy for Face-to-Face Classes:
As we will be meeting in a computer classroom, no food or drink will be allowed.

Class Cancellation Policy:
If class is cancelled for any reason, you will be notified via our D2L page and will be told there how to prepare for the next class period.

EDUCATIONAL TECHNOLOGY:

Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:
For help with D2L including how to submit materials to a Dropbox, see this page:
MSCC techtube link [new window]

Technical Support/Assistance:
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

EMERGENCY PROCEDURES POLICY FOR FACE-TO-FACE CLASSES:
In case of a medical emergency we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location. In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

Loud warbling sound throughout Building (FIRE)
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

Tornado Siren (SEVERE WEATHER):
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)
Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE): Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor - out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

Classroom Locked-Door Policy:
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

STUDENT SERVICES:

Disability Services/Accommodations:
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mscc.edu/disability/index.aspx.

Confidentiality of Student Records:
The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Student Success:
MSCC Instructors can guide students to specific resources regarding Advisement and Tutoring in their discipline. For additional help, see the Student Success page:
Student success link [new window]

Writing Center Tutoring:
You’ll be able to work with me, your instructor, and a Writing Center tutor that is embedded in our D2L course shell. You can also schedule a tutoring session and take any writing assignment for any class to the Writing Center on your campus for extra help!

The Writing Center offers one-on-one sessions with knowledgeable, attentive tutors. They can assist you with any writing project at any stage in the writing process. While they are happy to help you improve any individual assignment, the ultimate goal is to help you become a more confident, competent college writer! Writing Center locations
on each campus can be located on the Writing Center’s website, Link to MSCC's Writing Center [new window], or you can make an appointment by going to mscc.mywconline.com [new window].

SAMPLE ASSIGNMENT SCHEDULE

Abbreviations:

SM—The St. Martin’s Guide to Writing
LBH—The Little, Brown Handbook
D2L—Desire to Learn (This is the program through which you can access course instructional materials and submit your work.)

Week 1

Introduction to the course: course outline, upcoming assignments, using D2L; using sources and plagiarism; review of SM Chapter 1: “Introduction: Thinking about Writing” 1-6; discussion of rhetorical strategies: narration, description, example, cause & effect, comparison & contrast; creating a title page and outline and formatting a paper in MLA; review of SM Chapter 4: “Explaining a Concept: 116-22

Handout: Paper 1 Guidelines: Explaining a Concept

Assignments to be completed during week 1:

- D2L: Content: MLA format, Using sources, Plagiarism, Punctuation & grammar reviews
- D2L: Discussion 1: Title page
- D2L: Discussion 2: Outline
- D2L: Discussion 3: Response to either title page or outline posting
- Reading assignment:
  SM—Ch. 5: “Finding Common Ground”172-213; “Understanding the Issue of Parenting Style”; “Understanding the Issue of Sports Helmet Use”227-33

Week 2

Punctuation & grammar review; discussion of paper 1 rough draft in class; cueing the reader (transitions, etc.); Creating a title page and outline in MLA

PAPER 1 DUE in class AND in D2L dropbox

Handout: Paper 2 Guidelines: Finding common ground

Assignments to be completed during week 2:

- D2L: Discussion 4: Audience
- D2L: Discussion 5: Purpose
- D2L: Discussion 6: Response to posting
- Reading assignment:
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**D2L: Content:** Punctuation & grammar reviews 1 & 2


**Week 3**

Discussion of paper 2 rough draft; documentation (works cited page and in-text citations)

**PAPER 2 DUE in class AND in D2L dropbox**

**Handout:** Paper 3 Guidelines: Making an evaluation

**Assignments to be completed during week 3:**

- **D2L: Discussion 7:** Audience
- **D2L: Discussion 8:** Purpose
- **D2L: Discussion 9:** Support
- **D2L: Discussion 10:** Response to posting
- **Reading assignment:**
  SM—Ch. 9: “Speculating about Causes” 402-14; “The Telescope Effect” 415-18; “Why We Crave Horror Movies” 422-24

**Week 4**

Checking the works cited page and in-text citations for paper 3; researching a topic in the databases

**PAPER 3 DUE in class AND in D2L dropbox**

**Handout:** Paper 4 Guidelines: Speculating about causes

**Assignments to be completed during week 4:**

- **D2L: Discussion 11:** Audience
- **D2L: Discussion 12:** Purpose
- **D2L: Discussion 13:** Support
- **D2L: Discussion 14:** Draft of paper with use of sources and parenthetical citations
- **D2L: Discussion 15:** Response to posting

**Week 5**

Discussion of paper 4

**PAPER 4 DUE in class AND in D2L dropbox**