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

ENGL 1020 ??? Freshman Composition II

Semester/Year

This Course Outline is subject to change with notice.

Credit Hours:

3

Prerequisites:

ENGL 1010

Catalog Description:

This course emphasizes expository and analytic writing, critical thinking, in-depth extended research, and the incorporation and documentation of source material into student writing.

Group for Whom the Class is Intended:

This course is intended for students pursuing any of the following degrees and programs of study:

Associates of Arts/Science, Tennessee Transfer Pathways
Associate of Arts/Science, University Parallel.

Instructor Information:

Title and Name
Office:
Office Hours:
Others by appointment
Academic Advising Hours: (2 hours/week; Full-time Faculty only)
Office Phone Number: Email:

Required Texts:


Supplemental Materials:

Flash Drive, Microsoft Word or compatible program

Program Learning Outcomes:

After completing the requirements of the English Program, students will be able to . . .

1). Express themselves in writing that demonstrates mastery of the conventions of professional writing including correctness of usage, punctuation, mechanics, and syntax.
2). Express themselves in writing that demonstrates attention to rhetorical situation and that achieves intended and specific purposes.
3). Gather information from a variety of media sources, evaluate that information in terms of credibility and authority, and incorporate it into writing that demonstrates independent and critical thinking.

4). Analyze and evaluate arguments, beliefs, and issues throughout human history in such a way as to become more informed regarding the students’ contemporary world.

5). Analyze literary texts as both works of art and products of cultural exchange.

**Student Learning Outcomes:**

By the end of the course, students will be able to . . .

1). Distill a primary purpose into a single, compelling statement.

2). Order and develop major points in a reasonable and convincing manner based on purpose.

3). 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.).

4). Employ correct diction, syntax, usage, grammar, and mechanics in their writing.

5). Manage and coordinate basic information gathered from multiple sources.

6). Respond adequately and appropriately to the needs of the audience and the requirements of the writing situation.

7). Understand that the writing process includes procedures such as planning, organizing, composing, revising, and editing.

**Course Objectives:**

1). To practice writing as a process involving Invention, Drafting, Revising, and Editing.

2). To practice arguing a thesis persuasively for a narrow audience.

3). To practice an awareness of the rhetorical situation by writing with a focused purpose to a narrow audience.

4). To practice utilizing appropriate rhetorical patterns and functions.

5). To practice editing and revising strategies for errors in syntax, usage, grammar, and mechanics.

6). To practice correctly quoting, paraphrasing, and summarizing source material in MLA format.

7). To practice reading comprehension and rhetorical analysis skills.

8). To practice critical thinking skills.

9). To practice finding and managing appropriate sources for writing assignments.

10). To practice evaluating the credibility and effectiveness of sources.

**Major Assignments and Method for Calculating the Final Grade:**

<table>
<thead>
<tr>
<th>% of Final Grade</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>4-6 page Rhetorical Analysis Essay</td>
</tr>
<tr>
<td>25%</td>
<td>4-6 page 1st Arguing a Position Essay</td>
</tr>
<tr>
<td>35%</td>
<td>5-10 page 2nd Arguing a Position Essay</td>
</tr>
<tr>
<td>20%</td>
<td>Daily Grades</td>
</tr>
</tbody>
</table>
Grading Policies:
Grading Scale:
A  100-90
B  89-80
C  79-70
D  69-60
F  below 60

Daily Grades Policy:
There will be a number of daily assignments including reading quizzes on the reading assignments from the textbooks and Pearson Writer, peer review activities, homework, etc. that will be worth 10 points each. At the end of the semester, I will drop your two lowest grades. For this reason, daily grades cannot be made up, and missed assignments will receive a grade of zero.

Attendance Policy:
After a student’s 2nd unexcused absence, the student’s final grade will be reduced by 5% for each additional unexcused absence. 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.

Late Work Policy:
Essays not turned in on the due date will be penalized 10% for each class period between the due date and the submission of the late work.

Essay Revision Policy:
Students will be allowed to and are encouraged to revise their essays for better grades. After receiving a grade on an essay, students may conference with me about how to improve the writing and thus the essay grade. The revised essay grade will take the place of the original essay grade. These revisions will be due in the Final Folder. Students should note, however, that revision does not guarantee a better grade, though it is highly unlikely that a revised essay will receive a lower grade than the original.

Course Policies:
Submitting Essays:
Final draft of the course Essay must be typed via a Microsoft Word compatible program. The essay must be submitted to me via the Dropbox for our class in D2L no later than the day and time stated on the course Daily Schedule below. Any essay not submitted via D2L will be considered late even if the student submits a hardcopy of the assigned essay in class on the due date.
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. In addition, disciplinary sanctions may be imposed through the regular institutional procedures. For more information, see MSCC Policy 3:02:00:03.

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, 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, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

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.

Emergency Procedures Policy:
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.

**Food and Drink Policy:**
No food or drink will be allowed in class.

**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: [http://www.mscc.edu/techtube.aspx](http://www.mscc.edu/techtube.aspx)

**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)

**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.mssc.edu/disability/index.aspx.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

Confidentiality of Student Records (FERPA Policy):
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 and Advisement pages of the MSCC Homepage:
http://www.mssc.edu/student_success/index.aspx
http://www.mssc.edu/advisement/index.aspx

ENGL students can get writing assistance and tutorials (by appointment) via the Learning Support Writing Lab or the Honors Tutoring program on any campus. Students should contact the Assistant Director of Student Services on their campus for tutoring schedule information: http://www.mssc.edu/student_services/index.aspx

On-line tutoring is also available via SMARTTHINKING here:
http://www.mssc.edu/smarthinking.aspx

Class Schedule of Assignments:
All page numbers refer to Practical Argument unless noted otherwise. (LBEH = Little, Brown Essentials Handbook) and (PW = Pearson Writer)
Copies of the books is in the library for students to reference until they have purchased their book. Students will not be excused from quizzes or class work due to not having purchased a book.
Module 1: Rhetorical Analysis

WEEK ONE
Class 1  Instructions for D2L.
Course Introduction and Discussion of Course Policies.
Lecture/Discussion on “An Introduction to Argument” 3-17.

Class 2  “Understanding Argument” 19-23 and Pearson Writer Video: “Rhetorical Appeals”.
In groups, construct an argument answering the following: “Should Literature be a core requirement for most degrees at Motlow?” Use the Checklist on 23 as a guide.

WEEK TWO
Class 1  Homework due: Read 24-50. Complete the “At Issue” exercise on 43 and Exercise 1.2 on 49.

Class 2  In class, discuss 24-50. Groups will work together to complete Exercises 1.3 and 1.6 (49-50).

WEEK THREE
Class 1  Homework due: Read 52-73. Complete Exercise 2.8 on 73.
Discuss 52-73.

Class 2  Homework due: Read 89-103 and review Pearson Writer “Writing Rhetorical Analyses” video.
Discussion of Rhetorical Analysis.
Assign the Rhetorical Analysis Essay:
Write a 4-6 page Rhetorical Analysis of Martin Luther King’s “Letter from Birmingham Jail.”

WEEK FOUR
Class 1  Homework due: Read Martin Luther King’s “Letter from Birmingham Jail” (799-813). In class, we will complete the Checklist on 102.

Class 2  Homework due: Read 103-109. Write a one-page Rhetorical Analysis that fills in the blanks of the template on 108. This is not an essay, so you should concentrate on your analysis here and less on supporting that analysis as if you were writing a fully-developed essay.
In class, we will complete Exercise 4.2 together.

WEEK FIVE
Class 1  Homework due: Review Pearson Writer Core Concept: “Blending Sources.” Read “Summarizing, Paraphrasing, Quoting, and Synthesizing” (313-26) and “Documenting Sources: MLA” (329-30). Complete Exercises 9.1 (315), 9.2 (318), and 9.3 (318).
In class, we will complete Exercises 9.4 and 9.5 (320) together.
Class 2  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

WEEK SIX
Class 1  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

Class 2  Rhetorical Analysis Essay due by the end of class. Submit a hardcopy to me and place an electronic copy in the appropriate D2L Dropbox.

Module 2: Arguing a Position

WEEK SEVEN
Class 1  Homework due: Read “Planning Drafting, and Revising and Argumentative Essay” (241-72). Review Pearson Writer Video “Evidence for Argument.” Discuss Chapter 7 in class. Assign the 1st Arguing a Position Essay: Write an essay that answers the question of whether the benefits of bottled water outweigh the costs. Use both essays for our texts on this topic from Chapter 20 in your essay as well as at least two other sources you locate, evaluate, and reference on your own. See 257-58 for advice about how to structure your argumentative essay and 267-71 for a sample of this structure. Make sure your essay has a clear audience.

Class 2  Homework due: Read “Finding and Evaluating Sources” (275-311). Review Pearson Writer Core Concept “Evaluating Websites and Online Sources.” In class, we will complete Exercises 8.1 (283), 8.2 (291), 8.3 (296) together.

WEEK EIGHT
Class 1  Homework due: Read Erin Blaine’s essay, “Should Data Posted on Social-Networking Sites Be ‘Fair Game’ for Employers” (343-49). Then, answer the questions listed under the two Checklists on 261 as if they pertained to Blaine’s essay rather than one you wrote yourself. Be a Peer Reviewer for Blaine using the Checklists as a guide. In class, discuss Chapter 10.

Class 2  Homework due: Read “Avoiding Plagiarism” (351-70). Complete Exercise 11.2 (357) and 11.3 (361). In class, we will complete the At Issue exercise on 370.

WEEK NINE
Class 1  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

Class 2  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).
WEEK TEN

Class 1  **Peer Review.** Bring two complete copies of your completed Arguing a Position Essay to class (one copy for me; one copy for the Peer Review). To complete the Peer Review, we will use the two Checklists on 261.

Class 2  **1st Arguing a Position Essay due by the end of class.** Submit a hardcopy to me and place an electronic copy in the appropriate D2L Dropbox.

**Module 3**
(The General Education Assessment Essay)
All ENGL 1020 students will write an essay using multiple sources that answers the question, “Will lowering the drinking age solve the problem of binge drinking among college students?”

WEEK ELEVEN

Class 1  Homework due: Read “Should the Drinking Age Be Lowered” essays (458-78).
Assign the **2nd Arguing a Position Essay:**
Write an essay that answers the question of whether lowering the drinking age will solve the problem of binge drinking among college students? You may not use any of the essays in *Practical Argument* as your sources.
Instead, locate, evaluate, and incorporate into your essay at least four sources to support your stance. See 479-81 for advice about how to structure your argumentative essay and 267-71 for a sample of argumentative essay structure. The audience for this essay will be parents of college students. The goal will be to get those parents to write to their representatives in support of the writer’s position.
Assign the Annotated Bibliography.

Class 2  Homework due: Review Pearson Writer Core Concept: “Using Databases.”
Students will work independently on locating and evaluating sources for the **2nd Arguing a Position Essay**

WEEK TWELVE

Class 1  Homework due: Completed Annotated Bibliography due by the end of class.
Submit a hardcopy to me and place an electronic copy in the appropriate D2L Dropbox.

Class 2  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

WEEK THIRTEEN

Class 1  Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).
Class 2: Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

WEEK FOURTEEN
CLASS 1: Drafting in class. (Bring all your work thus far to class where you may continue to work on your draft and conference with me as needed).

CLASS 2: Peer Review. Bring two complete copies of your completed Arguing a Position Essay to class (one copy for me; one copy for the Peer Review). To complete the Peer Review, we will use the two Checklists on 261.

Finals Week: Folders due at the assigned time for our Final Exam (see the Fall Final Exam Schedule on the Calendars link at www.mscc.edu).

Students should remember to submit a hardcopy of the 2nd Arguing a Position Essay to me in their folders and place an electronic copy in the appropriate D2L Dropbox.

Final Folders should have pockets to hold the material securely and should be clearly labeled with the student’s name as well as the year, semester, section number, and name of the course. Folders must contain the graded drafts of the first two essays, revisions of these first two essays (if the student has chosen to revise), and the final draft of the 2nd Arguing a Position Essay. Homework and quizzes should not be included in the Final Folder. Students who do not submit this folder may receive an Incomplete for the course grade until the folder is submitted.