ENGL 1010 (Section #) Freshman Composition I  Semester/Year

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.

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:
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 . . .
• Express themselves in writing that demonstrates mastery of the conventions of professional writing including correctness of usage, punctuation, mechanics, and syntax.
• Express themselves in writing that demonstrates attention to rhetorical situation and that achieves intended and specific purposes.
• 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.
• Analyze and evaluate arguments, beliefs, and issues throughout human history in such a way as to become more informed regarding the students’ contemporary world.
• 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 . . .
• 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 practice formulating and supporting a clear thesis.
• 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.

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>15%</td>
<td>3-6 page Remembering an Event Essay</td>
</tr>
<tr>
<td>15%</td>
<td>3-6 page Speculating about Causes Essay</td>
</tr>
<tr>
<td>20%</td>
<td>4-6 page Justifying an Evaluation Essay</td>
</tr>
<tr>
<td>25%</td>
<td>5-10 page Arguing a Position Essay using multiple sources</td>
</tr>
<tr>
<td>25%</td>
<td>Daily Grades</td>
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</tbody>
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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.

Retention of Graded Essays Policy:
Per MSCC English Department Policy, students must submit a final folder at the scheduled time of the Final Exam for the course containing the original graded copies of all graded work in the course excluding work that comprised the Daily Grade. This folder 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. Students who do not submit this folder may receive an Incomplete for the course grade until the folder is submitted.

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:
Link to MSCC TechTube [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)

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: Link to MSCC's Disability Services [new window].

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:
Link to MSCC's Student Success Center [new window]
Link to MSCC's Advisement Webpage [new window]

ENGL students can get writing assistance and tutorials (by appointment) via the Honors Tutoring program on any campus. Students should contact the Assistant Director of Student Services on their campus for tutoring schedule information: Link to MSCC"s Student Services [new window]

Writing Center Tutoring:
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 Link to Writing Center Online Scheduler [new window].

**Class Schedule of Assignments:**

All page numbers refer to *The St. Martin’s Guide to Writing* unless noted otherwise. (*LBEH* = *Little, Brown Essentials Handbook*) or (*PW* = *Pearson Writer*)

**Module 1: The Remembering an Event Essay**

**WEEK 1**

**Class 1**  
Instructions for D2L.  
Course Introduction and Discussion of Course Policies.  
I will provide photocopies of readings today only. Hereafter, students should bring either the Axelrod book or photocopies of the assigned readings and activities to class when readings and activities are assigned. A copy of the book 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.  
Complete MLA format exercise:  
Using the model on Axelrod page 731 (photocopy available), write a short paragraph about yourself in MLA format. Submit this via the appropriate Dropbox in our class D2L page.  
Discussion of “Guide to Reading” (14) and “The Writing Assignment” (38).

**Class 2**  
Due at the beginning of class: Review Pearson Writer Core Concept “Invention” and Pearson Writer Video “Writing Process.”  
Quizzes over “An American Childhood” (22-27), “Tupac and My Non-thug Life” (27-32), and PW material.  
In class, discuss “Analyze and Write” activities.  
In class, complete two of the following activities: “Reflect”, “Respond,” “Reflect,” or “Respond.”

**WEEK 2**

**Class 1**  
Due at the beginning of class: Read “Guide to Writing” (38-41) and complete the “Test Your Choice” activity (41). Review Pearson Writer Core Concepts “Thesis Statements.”  
Discussion of “Narrating” (538-49).  
In class, complete the “Test Your Choice” activity (43) and the “How Can I Convey the Autobiographical Significance of My Story?” activity (48-49).

**Class 2**  
Due at the beginning of class: Review Pearson Writer Core Concepts “Global Revision” and “Local Revision.”  
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 3
Class 1  Due at the beginning of class: Review Pearson Writer Core Concept “Unnecessary Commas” and PW Video “Missing Comma after Introductory Clause.”
Basic Comma Rules and Sentence Variety. Read the following chapters in LBEH: 8 and 21-24.

Class 2  Due at the beginning of class: Review Pearson Writer Core Concept “Peer Review.”
Peer review. Bring two complete copies of your completed Remembering an Event Essay to class (one copy for me; one copy for the Peer Review).

WEEK 4
Class 1  **Remembering an Event Essay due by the end of class.** Submit a hardcopy to me and place an electronic copy in the appropriate D2L Dropbox.

**Module 2: The Speculating About Causes Essay**

Class 2  Due at the beginning of class: Complete the “Reflecting on What You Have Learned” activity on page 61. Review Pearson Writer Core Concept: “Cause and Effect Essays.”
Quiz over “The Telescope Effect” (409-13) and PW Concept.
Discuss “Guide to Reading” (387-91), “The Writing Assignment” (418-19), and “Analyze and Write” activities.
Complete the following in class: “Practicing the Genre” activity, “Reflect,” and “Respond”.

WEEK 5
Class 1  Quizzes over “Why We Crave Horror Movies” (396-98) and “the Multitasking Generation” (401-07).
In class, discuss “Analyze and Write” activities.
In class, complete two of the following activities: “Reflect,” “Respond,” “Analyze,” or “Respond”.

Class 2  Before class, read “Guide to Writing” (418-35) and take notes as needed to gather your thoughts and focus your choice of topics and basic approach (Note that although the text discusses doing research for this paper, we will skip this step and write the essay without research). Then, by the end of class submit to me answers to the questions on 435.

WEEK 6
Class 1  Due at the beginning of class: Review Pearson Writer Core Concept: “Shaping Paragraphs.”
“Orienting Statements” (524-25), “Paragraphing” (526-30), and “Transitions”
I will assign various exercises on these topics to be completed in class.

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 7
Class 1  Peer review. Bring two complete copies of your completed Speculating about Causes Essay to class (one copy for me; one copy for the Peer Review). To complete the Peer Review, we will use the approach outlined on page 431-32.

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

WEEK 8
Class 1  Due at the beginning of class: Complete the “Reflecting on What You Have Learned” activity on page 438. Complete “Practicing the Genre” activity (336) in class. Discuss “Guide to Reading” (337-64) and “The Writing Assignment” (365).

Class 2  Quizzes over “The Aristocrats” (346-49) and “The Flight from Conversation” (358-60). In class, discuss “Analyze and Write” activities. In class, complete two of the following activities: “Respond”, “Reflect”, or “Respond”.

WEEK 9
Class 1  Before class, read “Guide to Writing” (365-81) and take notes as needed to gather your thoughts and focus your choice of topics and basic approach. Then, by the end of class submit to me answers to the questions on 368 and 372-73.

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 10
Class 1  Peer review. Bring two complete copies of your completed Justifying an Evaluation Essay to class (one copy for me; one copy for the Peer Review). To complete the Peer Review, we will use the approach outlined on page 376-78.

Class 2  **Justifying an Evaluation Essay due by the end of class.** Submit a hardcopy to me and place an electronic copy in the appropriate D2L Dropbox.
Module 4: The Arguing a Position Essay
(The General Education Assessment Essay)
All ENGL 1010 students will write an essay on the topic of Organ Donation that uses at least two of the textbook’s essays on this topic (220-28) as sources.

WEEK 11
Class 1  Due at the beginning of class: Complete the “Reflecting on What You Have Learned” activity on page 383. Review Pearson Writer Core Concept “Argument Essays.” Complete “Practicing the Genre” activity (230) in class. Discuss “Guide to Reading” (231-60) and “The Writing Assignment” (261-63).

WEEK 12
Class 1  “Using Sources to Support Your Ideas” (632-43) and Pearson Writer Purdue Owl Link “Sample Essay for Summarizing, Paraphrasing, and Quoting.” I will assign various exercises to be completed in class.
Class 2  Due at the beginning of class: Review Pearson Writer Video “MLA Format for Works Cited” and PW Text “What is the Format for In-text Citations in MLA Style?” 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 13
Class 1  Drafting in class.
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 approach outlined on pages 273.

WEEK 14
Class 1  **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.
Class 2  TBA

FINALS WEEK:
Folders due at the assigned time for our Final Exam (see the Fall Final Exam
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 three essays, and revisions of these first three essays (if the student has chosen to revise). I will place the final draft of the Arguing a Position Essay in the folder. 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.