ENGL 1020 ACE  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:
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 arguing a thesis persuasively for a narrow audience.
• To practice an awareness of the rhetorical situation by writing with a focused purpose to a narrow audience.
• To practice utilizing appropriate rhetorical patterns and functions.
• 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.
• To practice critical thinking skills.
• To practice finding and managing appropriate sources for writing assignments.
• To practice evaluating the credibility and effectiveness of sources.

Assignments and Method for Calculating the Final Grade:
Minor assignments: (total of 100 pts. / 14% of final grade)

Rough drafts: 100 points

(Optional quizzes)

Major assignments: (total of 600 pts./ 86% of final grade)
Annotated bibliography 1: 25 points
Annotated bibliography 2: 50 points
Annotated bibliography 3: 75 points
Paper 1: 100 points
Paper 2: 150 points
Paper 3: 200 points
TOTAL POSSIBLE POINTS: 700

COURSE POLICIES:

Class Participation/Attendance Policy:
According to the Motlow grading system policy (see above), 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 @ 240 minutes each = 1200 minutes

Reading material (*Practical Argument*): 15 chapters = 500 minutes

Supplemental online requirement (D2L supplemental reading material, online postings, quizzes, rough drafts, etc.): 10 @ 10 minutes each 100 minutes

Composition of papers: 1000 minutes

**TOTAL expected expenditure of time required to complete the course: 2800 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 in 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.

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: Motlow 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)

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: Disability Services [new window]

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 mssc.mywconline.com [new window].

SAMPLE ASSIGNMENT SCHEDULE

Abbreviations:
PA—Practical Argument
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.)
NOTE: Reading assignments are to be read before coming to class on that date.
Week 1
Introduction to the course: course outline, upcoming assignments; using D2L;
Argument/rhetorical appeals: logos, ethos, pathos; elements of an argument; logic
and fallacies; reading and analyzing an argument; writing a rhetorical analysis;
anotation; creating an annotated bibliography; MLA format; PA—Ch. 6, “No
Short Cuts in Long-Distance Learning” 214-15” (To be read in class.)

Handout—Guidelines for Paper 1: Rhetorical Analysis Essay (500-600 words)
Handout—Guidelines for Annotated Bibliography 1

Week 2
Read: PA—Ch. 4, “Writing a Rhetorical Analysis” 89-106

ANNOTATED BIBLIOGRAPHY 1 due in class AND in D2L dropbox

PAPER 1: RHETORICAL ANALYSIS (500-600 words) due in class AND in
D2L dropbox

Using sources: the importance of documentation (credibility, fairness, avoiding
plagiarism); quotation; paraphrase and summary; plagiarism; effective
introduction of borrowed material; works cited entries; importance of effective
punctuation and grammar; writing an argument: Classic models (Rogerian and
Toulmin); writing a proposal argument

Handout: Guidelines for Annotated Bibliography 2
Handout: Guidelines for Paper 2

Week 3
Read: PA— Ch. 6, “The Risks and Rewards of Online Learning” 217-19;
“Reliance on Online Materials Hinders Learning Potential for Students” 221-22;
“Online Education Needs Connection” 224-25

ANNOTATED BIBLIOGRAPHY 2 due in class AND in D2L dropbox

Review of Rhetorical Analysis paper; Working on corrections and paper 2

Handout: Guidelines for Corrections of Rhetorical Analysis Paper

Week 4
Read: PA—Ch. 6, “Rogerian Argument, Toulmin Logic, and Oral Arguments”
185-99; PA—Ch. 15, “Proposal Arguments” 517-27; PA—Ch. 13, “Causal
Arguments”; “Amethyst Initiative’s Debate on Drinking a Welcome Alternative
to Fanaticism” 458-60; “Save Us from Youth” 461-62

PAPER 2: PROPOSAL PAPER due in class AND in D2L dropbox

Finding sources in the MSCC online databases; Arguing a position
Handout: Guidelines for Annotated Bibliography 3

Handout: Guidelines for Paper 4

Week 5

ANNOTATED BIBLIOGRAPHY 3 due in class and in D2L dropbox

PAPER 3: POSITION PAPER due by end of class AND in D2L dropbox