

**MARION TECHNICAL COLLEGE
COURSE SYLLABUS**

ENG 1100

English Composition II

Arts & Sciences Department

OTM Approved: TME002

CREDIT HOURS: 3PREREQUISITE(s): ENG 1000 – English Composition IDAY/TIME: .

INSTRUCTOR(S): _____ BLDG/OFFICE NO: _____

TELEPHONE: _____ EMAIL: _____

IN CASE OF EMERGENCY: Dial 9-911 from any office or courtesy phone on-campus.

COURSE DESCRIPTION:

English Composition II. As a continuation of English Composition I, students will expand their knowledge through reading, thinking, and writing assignments. Through essay writing, students will demonstrate their ability to analyze and evaluate ideas and integrate those ideas into their own writing. Students will engage in writing both independently and collaboratively while participating in discussions and reading assigned literature. The course places emphasis on the research essay as a fundamental form of writing in which students will document sources while integrating research into their writing.

TEXTBOOKS:*Battle Hymn of the Tiger Mother*

Author: Amy Chua

ISBN: 978-0-14-312058-2

Online resources are posted in Canvas for each module. Students are required to read and review each resource.

MAJOR COURSE LEARNING OBJECTIVES

1. Clear and concise writing
2. Improve writing through collaboration and peer review
3. Critical and analytical skills, both oral and written
4. Properly document secondary sources
5. The ability to research and write an objective, coherent paper
6. The ability to research a topic, assimilate information, and write a clear, logical, well-developed paper
7. The ability to research an issue and organize a clear, logical argument
8. Understand the steps of the writing process
9. Recognize writing as a recursive process
10. Improve writing through successful revision
11. Find resource materials through electronic research
12. Find resource materials using various sources

13. Integrate ideas from a variety of sources
14. Recognize persuasive appeals
15. Analyze argument strategies
16. Employ argument strategies and persuasive appeals in writing
17. Locate, evaluate, organize, and use research material through library research including but not limited to using online databases
18. Cite sources correctly when quoting, paraphrasing, and summarizing

COURSE POLICIES FOR ENG 1100

1. Papers used for this class cannot be recycled from another class. In other words, you cannot use a paper from ENG 1000 or any other class to fulfill a requirement for this course.
2. If you are repeating ENG 1100, then you may not use the same paper(s) used previously.
3. All major assignments must be submitted through Canvas.
4. All work must be properly documented using APA standards. Any assignment not using APA will automatically receive a "0" as the score.
 - a. All essays must include properly formatted in-text citations.
 - b. All essays must include a References page in APA format.
5. Late work is only accepted when there is a documented emergency. All late work is automatically assessed a 10% penalty, regardless of reason. No work will be accepted that is more than two weeks late, regardless of reason for the absence. Students must notify the instructor of the emergency situation before the due date of the assignment.
6. Problems with your home computer will not justify an extension on any assignment.
7. The inability to access the library's database will not justify an extension on any assignment.
8. Tutoring is available to you at no cost. For questions about tutoring, please contact Kathy Rice at 740-389-4636 or ricek@mtc.edu.

COURSE OUTLINE

Course due dates are posted in the Modules area and on the course calendar. If you have questions about the schedule or do not understand the schedule, please contact your instructor. It is important to post all work on time as late work is not accepted. It is your responsibility to review the due dates and complete work on time.

NOTE: This is a tentative schedule and subject to change at the discretion of the instructor.

If there is a need for reasonable accommodation or assistance because of mental, physical or learning disability, the student is requested to contact the instructor or if preferred, the Student Services counselor within the first two weeks of class.

ADDITIONAL INFORMATION:

Eating and drinking are not permitted in any computer classroom or lab. All copyright laws will be observed. It is illegal to copy software. Students are not permitted to print copies of texts in the MTC computer lab.

EVALUATION PROCEDURES

ATTENDANCE AND PARTICIPATION:

Consistent with College Policy #520 – Class Attendance and as stated on Page 9 of the *Student Handbook* <http://www.mtc.edu/wp-content/uploads/MyMTCDocs/StudentHandbook.pdf>, the student is responsible for attending every class and for the material presented. If a student will not be attending a class, he or she is responsible to contact the instructor and to make sure all assignments are completed, prior to the scheduled class. Some departments have special provisions regarding missed work and absences. Please contact your instructor for additional information.

ONLINE CLASS ATTENDANCE:

Students in online sections are required to check e-mail at least once every 72-hours. Responses to e-mails sent to students from the instructor are required within 5 business days. All students must sign on to Canvas at least once each week. All assignment deadlines are posted on Canvas prior to the beginning of each semester.

GRADING PROCEDURES:

Essays (50% of final grade)

Cause/Effect Essay. (100 points) Using correctly cited research, students will explain and analyze the causes, the effects, or both of a process or an event. The goal of the assignment is to inform the reader without expressing the writer's opinion.

Comparison and/or Contrast Essay. (100 points) Using correctly cited research, students will explain how things are alike or different, or how they were and have changed. The goal of the assignment is to provide clarity and insight through showing relationships and discussing comparisons and contrasts.

Argument Essay. (100 points) Using correctly cited research, students will write a well-researched and documented argument paper.

Student's Choice Essay. (100 points) Students will select whether to write a cause/effect, compare/contrast, or argument essay using *Battle Hymn of the Tiger Mother* as a primary resource. Secondary research is also required.

Midterm Exam/In-Class Essay. (100 points) Students will write a five paragraph essay. Detailed instructions will be provided by the instructor. Students will have 75 minutes to complete this essay.

Library Quiz (40 points) – Answers to quiz questions are found on the MTC Library Website

Plagiarism Quiz (60 points) – The quiz asks questions about MTC's plagiarism policy and questions about plagiarism.

Annotated Bibliography (100 points) - Students will summarize research and cite this research using an annotated bibliography.

Peer Reviews (100 points) – Throughout the course, students will participate in peer reviews. To earn credit for a peer review, the student must provide his or her draft and participate in the review process. Because this is a time sensitive assignment, late work cannot be accepted even in emergency situations.

Class Participation (100 points) – For the online class, class participation points are earned through participation in discussion boards and completion of quizzes.

Final Exam (100 points) - A comprehensive final examination will assess students’ understanding of course material. An essay will be included as part of the exam.

GRADING SCALE:

- 90% -100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 0% - 59% = F

MAKE-UP AND LATE POLICY: Late work is only accepted when there is a documented emergency. This means that the instructor requires documentation such as a doctor’s excuse, obituary, hospitalization records, etc. for any late work. **All late work is automatically assessed a 10% penalty, regardless of reason.** No work will be accepted that is more than two weeks late, regardless of reason for the absence. **Students must notify instructors of the emergency situation before the due date of the assignment.**

IMPORTANT NOTE:

Please carefully review the due dates for all assignments. All papers are a minimum of five typed pages! This is a VERY labor-intensive class. Expect to spend several hours each week on assignments for this class. Please also note that the modules overlap. This means that the same due date for assignments in different modules is common.

I absolutely will not accept late work unless there is an emergency situation. (Please review my late work policy.) If you do not have the time to complete all the course work on time, then this is not the right time to take this class.

MAKE-UP AND LATE POLICY: Late work is only accepted when there is a documented emergency. This means that the instructor requires documentation such as a doctor’s excuse, obituary, hospitalization records, etc. for any late work. **All late work is automatically assessed a 10% penalty, regardless of reason.** No work will be accepted that is more than two weeks late, regardless of reason for the absence. **Students must notify instructors of the emergency situation before the due date of the assignment.**

CREDIT HOUR DEFINITION

Credit Hour: Marion Technical College subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission that typically requires students to work on out-of-class assignments a *minimum of twice the amount of time* as the amount of formalized instruction.

Examples:

Minimum Homework Hours Per Week for 3 Credit Course (16-Week Term)	
Delivery Format	Homework Per Week
Traditional	6 hours
Blended	6.75 – 8.25 hours
Online	9 hours

Minimum Homework Hours Per Week for 3 Credit Course (8-Week Term)	
Delivery Format	Homework Per Week
Traditional	12 hours
Blended	13.5 – 16.5 hours

COLLEGE GRADUATE COMPETENCIES

Assessment begins with a clear understanding of what students are expected to learn. College Graduate Competencies (CGC's) are common to all areas of study and apply to all students. The individual sub-skills defined in each CGC are taught, reinforced, and/or periodically measured in various courses throughout the curriculum. The six CGC areas and statements are:

1. **Communications:** Communicate effectively both written and orally.
2. **Mathematics:** Solve problems using mathematics.
3. **Problem-Solving:** Solve problems through analysis, creativity, and synthesis to make informed decisions.
4. **Professionalism:** Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.
5. **Technology:** Use technology tools efficiently and effectively to perform personal and professional tasks.
6. **Diversity:** Exhibit respect and sensitivity for individual and institutional differences.

COMMUNICATIONS DEVICE USAGE

All personal communication devices, including cell phones, must be set to vibrate or off while in classrooms, labs and participating in other class-related activities, unless the use of such a device is specified in the official course syllabus. Infractions will result in warnings and, eventually, grade-related penalties. Exceptions must be approved in writing by the instructor.

Additionally, all personal communication devices, including cell phones, must be deactivated (turned completely off) during exams, quizzes or other evaluations. Any student found to be using a communication device during an exam will be given a grade of zero for the exam.

ACADEMIC MISCONDUCT

Examples of dishonest or unacceptable scholarly practice at Marion Technical College include but are not limited to:

- A. Work copied verbatim from an original author; work copied practically verbatim with some words altered from the original without proper credit, i.e., reference citations, being given; a copyright explanation and more information is available at www.copyright.com.
- B. Copying answers [and/or electronic data] from another's test paper, quizzes, notes, book, etc.
- C. Evidence of a deliberate and calculated plan to engage in a dishonest academic practice, such as gaining access to examinations prior to the time the exam was to be given or the extraction of information regarding an examination from other students.
- D. Falsification of clinical, practicum, or laboratory records.
- E. Plagiarism – using someone else's ideas or words as your own. In an educational setting you can avoid plagiarism by providing appropriate source documentation. For more information on plagiarism, visit www.plagiarism.org.
- F. Unauthorized collaboration with others or use of prior work (e.g., submitted for another assignment in a different course) without permission or citation (if previously published).

Note: Please also see the Academic Misconduct section in the *Student Handbook* on the college website at <http://www.mtc.edu/>

FINANCIAL AID ATTENDANCE REPORTING

Marion Technical College is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs (Federal grants and student loans) and/or who receive educational benefits through the Department of Veterans Affairs. It is the responsibility of the College to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported by each instructor, and can result in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.

ACCOMMODATIONS FOR DISABILITIES

If you have any kind of visible or non-visible disability -- learning, emotional, physical, health, or cognitive - and you may need some accommodations for your lectures, assignments, or exams, please feel free to contact the Office of Student Disability Services as early as possible to discuss reasonable accommodations for your access needs. The Office of Student Disability Services is located in the Student Resource Center (SRC), BR Room 183F; the phone number for the Office of Student Disability Services is 740.386.4222. Please also feel free to email Jenifer Montag, the Director of the Office of Disability Services, at montagj@mtc.edu. If you have a diagnosis, Disability Services can help you document your needs and create an accommodation plan. By making a plan through Disability Services, you can facilitate appropriate accommodations without disclosing your condition or diagnosis to course instructors.

TITLE IX NON-DISCRIMINATION FOR STUDENTS

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

- Sexual harassment and acts of sexual violence such as rape, sexual assault, sexual exploitation, dating violence, domestic violence, are forms of sex discrimination prohibited.
- Also non-discrimination for students experiencing pregnancy/childbirth/parenting impacts on their education

Report any discrimination, or ask questions of the Title IX Coordinator and Deputy Coordinators.

- Title IX Coordinator: Brenda Feasel (feaselb@mtc.edu; (740) 386-4189)
- Deputy Title IX Coordinators: Shannon Niedzwicki (niedzwickis@mtc.edu; (740) 386-4176) & Cretia Johnson (johnsonc@mtc.edu; (740) 386-4195)
- Pregnancy/Childbirth/Parenting adjustments or concerns – contact Jenifer Montag, Director MTC Disability Services (montagj@mtc.edu; (740) 386-4222)

MTC SYLLABUS ADDENDUM

The syllabus addendum information is provided to help make you more aware of resources which may aid in your academic success such as tutoring, disability services, academic advising, financial aid, emergency procedures, etc. For additional information on these topics, please refer to: https://www.mtc.edu/wp-content/uploads/MyMTCDocs/Syllabus_New-Addendum.pdf

College Graduate Competency – CGC-COMM-1 WRITTEN COMMUNICATIONS RUBRIC

Elements are of different weight in the grading

Student Name _____ Class ENG 1100 Date _____ Overall Score _____

Component	1	2	3	4	
A.1 Write logical, coherent phrases, sentences, and paragraphs, incorporating correct spelling, grammar, vocabulary, syntax, and punctuation.					
Consistently uses Standard English grammar. Demonstrates effective usage, spelling, punctuation.	Many or major errors in grammar, usage, spelling or punctuation.	Distracting errors in grammar, usage, spelling, or punctuation.	Some errors, but none major in grammar, usage, spelling, and punctuation.	Consistent Standard English grammar, usage, spelling and punctuation.	Pts. _____ (25 Points Possible)

Component	1	2	3	4	
A.2 Organize and present written communication logically.					
<u>Introduction</u> Demonstrates a clear understanding of purpose and audience through selection of topic and use of thesis statement.	Missing or inappropriate introduction/thesis statement; main idea missing.	Introduction/thesis statement may be vague, indirect, or unclear.	Clearly stated introduction and thesis statement; presents one main idea.	Interesting, original introduction/thesis statement reflecting thought and insight; focused on one interesting main idea.	Pts. _____ (10 Points Possible)

Component	1	2	3	4	
<u>Body</u> Includes a clearly presented central idea with relevant facts, details, and/or explanations.	Lacks a point of view, focus, organizational structure, and transitions that unify important ideas.	Maintains an inconsistent point of view, focus, and/or organizational pattern which may include ineffective or awkward transitions that do not unify important ideas.	Maintains a mostly consistent point of view, focus, and/or organizational structure, including the effective use of some transitions to unify important ideas.	Maintains consistent point of view, focus, organizational pattern including effective use of transitions to unify important ideas.	Pts. _____ (20 Points Possible)

Component	1	2	3	4	
Conclusion Signals the end of the essay and re-states central idea/ thesis statement.	Missing conclusion; student ends with a supporting idea.	Conclusion adds new information not covered in the body or is off topic.	Clear conclusion that simply restates the main idea.	Interesting, creative conclusion that summarizes effectively the main idea without repetition.	Pts. _____ (10 Points Possible)

Component	1	2	3	4	
A.3 Adapt written communication to the diversity of the audience.					
Sensitivity to the diversity of the audience as demonstrated through precise word choice and sentence structure.	Word choice and sentence structure are imprecise.	Little variety in sentence structure with imprecise word choice.	Appropriate diction, tone and word choice. Message and audience are complementary.	Audience sensitivity ensured through language appropriate to audience diversity. All communication goals achieved.	Pts. _____ (10 Points Possible)

Component	1	2	3	4	
A.4 Use source documentation appropriately and effectively.					
Uses documentation appropriate to the assignment.	Sources not documented.	Sources documented, but poor technique used or not all sources documented.	All sources documented, but some problems with format and technique.	Sources documented using appropriate style guidelines.	Pts. _____ (25 Points Possible)

Evaluator Notes/Comments:	Total Score:
Penalties are assessed as follows: 10% penalty for not being in correct APA format	

<p>10% penalty for using the incorrect font 10% penalty for each missing required resource 10% penalty for using more than one web page 10% penalty for a missing title page 10% penalty for each half page that paper is short No credit is given for any paper that is not correctly cited with APA style in-text citations and a References page</p> <p>All plagiarized papers receive an automatic grade of "0" for this assignment. (If a paper is missing in-text citations or a references page, the paper will receive a grade of "0")</p>	
--	--