



ENG 201-007: English 1 | Fall 2017
Mondays 9-11:55 AM in Room T304

Instructor: Kristopher Purzycki | purzyckk@matc.edu

Office Hours: Mondays 8am-9am | Online: Tuesdays: 3pm-5pm

Office Location: Faculty Innovation Center, M201

Description

Welcome to English 201! Our goal for this course is to come away with a fundamental comprehension of the skills and aptitudes necessary for successful writing at the college level. Our semester is structured around the multiple stages of the writing process. From reading and notetaking, through synthesizing information, to composition, we will be working through each stage of this process.

Our course has been designed using the following principles:

- **Writing is hard and requires practice.**

Writing is a technology that is unnatural to us - we aren't born knowing how to write! To make matters worse, learning to write effectively is more difficult than driving a car. Just like we become better drivers with practice, writing takes time and effort just to become comfortable with the mechanics of language and rules "of the road." Until that happens though, we make plenty of mistakes. But...

- **Mistakes can help us move forward.**

When you learned how to drive, you almost certainly made mistakes. Fortunately for us, writing mistakes don't typically result in a dented fender but they can damage our reputations and cost significant amounts of money. While hopefully only a minor setback, these are some of the best opportunities for learning. Our classroom is an environment where mistakes are opportunities to improve and help one another move forward.

- **Words are power.**

Writing is one of the most powerful skills one can have and can motivate others to behave in ways physical force cannot. Therefore we have to not only be careful with how we write, we also have to be critical of what we read. Have you ever had someone misinterpret something you said? Ever share a Facebook post that turned out to be untrue? In this course we will develop our ability to critically engage texts, uncover information that supports *or compromises* our perspectives, and effectively communicate our findings in a way that is attuned to our desired audience.

Prerequisite: Proven college-level reading and writing proficiency. Reading score of 67 and sentence skills score of 76 on Accuplacer test or English test score of 18 on ACT.

Required Textbooks

- *Rules for Writers* (8th Edition w/MLA update) by Diana Hacker.
- *Models for Writers* (12th Edition) by Alfred Rosa & Paul Eschholz

Additional Materials

- Notebook (your preference)
- Pens or pencils, eraser if needed

Please be sure to bring your textbooks and additional materials to every class. Outside of class, computer access is necessary for completing work. If you do not have access to a reliable computer, please be sure to locate a computer lab on campus or at one of the public libraries. Technical difficulties are not an excuse for late submissions so please plan for contingencies.

Assignments

Guided by the first principle, you will be required to practice your writing throughout a series of assignments of varying length and degree of difficulty. They are as follows:

- Eight reading responses (250 words each) 2000 words
- Two short essays (750 words each) 2500 words
- One research project that includes:
 - A presentation to the class
 - Long essay (1000 words) 1000 words
 - Reflection (500 words) 500 words

Total: 5000 words

This work will be submitted in the form of a final portfolio of work that will demonstrate your growth as a writer. All short and long essays will be submitted to SafeAssign in Blackboard. All reading responses will be printed out and brought to the class period at which they are due.

Reading Responses: Eight, one page writings will be assigned throughout the course of the semester. These short works will serve as practice as well as demonstration of your engagement with the previous week's readings. In addition to questions you will be asked to answer, you will also be required to ask your own questions of the text. Finally, these short essays will be used to practice our peer review skills in class therefore please print your responses and bring them to the session at which they are due. *If you email me your response by 5pm on the Friday before they are due, I will print it out for you!*

Reading responses will be handed in at the end of the class at which they are due. After the due date, you have until the following class period to submit it to me. Responses turned in during this week will receive half credit and will not receive feedback from me. Responses will not be accepted after the week grace period and will receive a zero.

I will make every effort to provide feedback on each assignment by the following class.

Short Essays: Two short essays will be assigned during the semester where you will demonstrate your ability to synthesize the readings with the discussions we have in class and apply the material to a specific subject to be agreed upon by the class. Each essay will focus on three weeks' worth of material that had been covered. For example, one essay might be using genre, interpretation, and rhetoric to discuss a favorite song, game, or film. More details will be provided upon assignment.

Short essays may be revised for a higher grade if you:

1. First meet with me to discuss and agree upon a set of revisions
2. Resubmit the essay no later than one week after this discussion

Research Project: Your final project will be accomplished in several distinct stages that span the second half of our semester. This open-topic research project will entail an initial proposal that describes your project and research plan and an annotated bibliography. Along with a group of your peers, you will write and revise an original written project to be presented to the class. These components will be collected and complemented with a reflective piece to create a final comprehensive portfolio to be submitted at the end of the semester.

Final Portfolio & Reflection Essay: Your final portfolio will consist of your two short essays, your research paper and all drafts, and a final reflection on the semester. This reflection is your opportunity to describe your experience in the course. Returning to the principles of the course, you will consider how you have developed as a writer and what changes you made through practice. You will also discuss the mistakes you made and how you overcame (or didn't overcome) them. You will also consider how words have power and consider how writing will empower you throughout college and beyond.

Extra Credit: There is no extra credit offered in this course.

Attendance: Attendance is mandatory and missing a class for any reason will reduce your Participation grade. Since we only meet 16 times during the semester, you should make every effort to get to class each week. By missing a section, you will not have the time to work with the concepts and principles that are crucial to being successful in the course. Since life happens,

however, you are allowed three absences. Upon the fourth absence, your final letter grade will drop one whole grade. If you are absent on a day where an assignment is due (which is almost every day), that work will not be accepted after the due date.

Tardiness policy: As a matter of courtesy to your classmates, it is also important that you arrive to class on time and make every effort to stay for the duration of the session. Arriving 15 minutes or more after the start of class or leaving 15 minutes or more earlier will count as an absence.

Participation: Despite our emphasis on writing, our work in class is arguably just as – if not more – important. One of the greatest misconceptions about writing we have is that it is solitary work. Not true. When it comes to writing, our peers are our greatest resources. In our course, we will not only be sharing our writing but we’ll be exchanging ideas. Therefore, I consider your active participation in class to be crucial to your success.

Grading Breakdown

- Reading Responses (8) (40%)
- Short Essays (2) (20%)
- Research Project (20%)
 - Paper (10%)
 - Presentation (5%)
 - Reflection (5%)
- Attendance and Participation (20%)

Exams and assignments will be graded according to the following scale:

| | | | |
|----|-------------|----|---------------|
| A | 100% to 94% | C | 76% to 74% |
| A- | 93% to 90% | C- | 73% to 70% |
| B+ | 89% to 87% | D+ | 69% to 67% |
| B | 86% to 84% | D | 66% to 64% |
| B- | 83% to 80% | D- | 63% to 60% |
| C+ | 79% to 77% | U | 59% and below |

Grading Rubric

| | Content | Organization | Mechanics | Other |
|----------|---|---|--|---|
| A | <p>Highly original. Clear thesis and argument. No factual or logical inaccuracies.</p> <p>Minimal summary; uses evidence, not opinion; represents secondary sources accurately.</p> | <p>Well-organized, even at paragraph level.</p> <p>Reader led through a logical sequence; paper stays on topic.</p> | <p>Accurate use of citation conventions.</p> <p>Virtually no mechanical or formatting errors.</p> | <p>Precise word choices; vivid, fresh language. Informal language only when appropriate. Demonstrates thorough knowledge of subject.</p> <p>Entertains, educates, and makes reader want to know more.</p> |
| B | <p>Less original; may have minor factual errors.</p> <p>May use secondary sources uncritically or with mild inaccuracy.</p> | <p>Well-organized, but structure sometimes disjointed.</p> <p>Goes off-topic on occasion.</p> | <p>Some awkwardly worded passages.</p> <p>Some errors, but not enough to distract the reader.</p> | <p>Language sometime too general or less precise than the A writing.</p> <p>Enough errors to suggest the paper needs more polish and thought.</p> |
| C | <p>Relies more on summary than original interpretation or argument. Restates common or familiar arguments or interpretations uncritically.</p> <p>Sources do not clearly contribute to or support the argument, or may be presented inaccurately.</p> | <p>Basically well organized, though individual paragraphs may be disunified or misplaced.</p> <p>Logical and apparent plan overall.</p> | <p>More frequent awkwardness, with distracting errors, although meaning is clear.</p> <p>Citations improperly formatted or absent.</p> | <p>Language is competent but wordy, general, imprecise, or trite.</p> |
| D | <p>No original contribution; restatement or misstatement of the ideas of others. Doesn't interpret, but just repeats or reports.</p> | <p>Poor organization; reader has little sense of a plan even though a thesis or main point is recognizable.</p> | <p>Some sentences may be so confused that their meaning does not clearly emerge.</p> | <p>Words may be imprecise, incorrect, trite, or vague. In general, however, the paper is understandable.</p> |
| U | <p>Lacks clear thesis or point.</p> | <p>Language muddled and unclear throughout.</p> | <p>Highly distracting mechanical errors.</p> | <p>Shows little care or attention to detail on the part of the author.</p> |

Grade calculations: Grades for each assignment are calculated using the rubric on the previous page. For each category, a base grade (A, B, C, U) will be assigned and an average calculated from those four grades. That percentage will provide the grade determined by the chart above. For example, an essay receives the following grades: Content: A (100%), Organization: C (79%), Mechanics: B (89%), Other: A (100%). The final grade for the assignment would be: $100+79+89+100=92\%$ which is an A-.

A grade of **Incomplete** will be assigned only if the student has done satisfactory work throughout most of the semester and completed at least 75% of the course work, but due to extenuating circumstances cannot complete all of the work by semester's end. An incomplete agreement must be filled out and signed by the student and the instructor when issued.

Student Behavior & Conduct Expectations: Words have power. In the classroom, the words we exchange impact not just those within but resonate beyond these four walls and for longer than a class period. Therefore, I expect everyone to demonstrate respect towards one another. This includes any behavior that detracts from another's ability to learn. Distracting side conversations, rudely responding to another, and confrontational behavior will not be tolerated.

Instructor Initiated Withdrawal: Out of respect for the rest of the class, I will initiate a withdrawal for any student that:

- ...has not attended the first two sessions (August 28 and September 4).
- ...has missed three consecutive sessions without explanation to me.
- ...has missed a significant amount of work and is no longer able to pass the course.
- ...has demonstrated willful disruption of the class

Technology in the Classroom: Few people enjoy technology more than I and we will be using computers and smartphones in our class. Out of respect towards others in the classroom, please limit your use of devices to breaks, peer review if necessary, workshopping, and class activities where they are helpful. Using your device during class will ensure I call upon you with a quickness. *Headphones should be removed promptly when class begins or resumes.*

Formatting: This class will be taught using the Modern Language Association (MLA) format for the purposes of style and citation. All assignments should be typed using 12-point Times New Roman, double-spaced, with one-inch margins all around.

Plagiarism: Plagiarism is often difficult to define. Is sampling plagiarism? What about sharing a photo from a friend on Facebook? We will spend some time discussing plagiarism and how to avoid it in our writing. For our purposes, it is the willful or unknowing use, of someone else's creative work without giving credit to the creator. This includes information you get from any written or recorded source, or any image used without permission.

At MATC and elsewhere, plagiarism is a serious offense. Essays will be checked using SafeAssign software which detects and identifies the use of outside sources. If plagiarism is suspected on the final version of an essay assignment:

1. A meeting will take place between the instructor and the student to discuss the situation and determine the consequences.
2. Depending on the severity of the offense and intentions of the student, one of the following actions may be taken:
 1. the student is allowed to rewrite and resubmit the essay without plagiarism;
 2. the student receives a failing grade or zero for the assignment without being allowed to rewrite the paper; or
 3. the student receives a failing grade for the course.

We will go over plagiarism in class. Just remember: when in doubt, cite it.

Schedule

This schedule is a "living document" and may be revised with respect to the needs of the class. No revision will take place without proper notice.

Week 1: Introduction to Course | August 28

Readings:

Models: First read pp. 47-54 then read,

Thomas Jefferson, "The Declaration of Independence," pp.569-573

Rules: pp. 91-119

Assignment: Reading Response #1

Week 2: Memorial Day NO CLASS | September 4

Week 3: Rhetoric and Persuasion | September 11

Readings:

Models: pp. 47-61, "From Reading to Writing"

Rules: pp. 66-79

Assignment: Reading Response #2

Week 4: Critical Reading and Notetaking | September 18

Readings:

Models: Dick Gregory, "Shame," pp. 163-167 and
Maya Angelou, "Momma, the Dentist, and Me," pp. 381-388.

Rules: none

Assignment: Reading Response #3

Week 5: Interpretation and Analysis | September 25

Readings:

Models: David Sedaris, "Me Talk Pretty One Day," pp. 301-306 and
Marion Winick, "Guacamole Is a Cruel Mistress," pp. 436-439

Rules: none

Assignment: Reading Response #4

Week 6: Genres and Styles | October 2

Assignment: Short Essay #1 | "Interpretation and Reflection"

Week 7: Generating Questions | October 9

Due: Short Essay #1 | "Interpretation and Reflection"

Readings:

Models: pp. 240-253

Rules: pp. 2-14, 396-408

Assignment: Reading Response #5

Week 8: Research Methods | October 16

Readings:

Models: pp. 254-257 and

Sean McElwee, "The Case for Censoring Hate Speech," pp. 258-262

Rules: pp. 441-445

Assignment: Reading Response #6

Week 9: Plagiarism, Citation, and MLA Style | October 23

Readings:

Models: Myriam Marquez, "Why and When We Speak Spanish in Public,"
pp. 527-529 and

Amy Tan, "Mother Tongue," pp. 478-484

Rules: none but use to cite and synthesize sources (see assignment sheet)

Assignment: Reading response #7

Week 10: Conferences and Discussion | October 30

Readings:

Rules: pp. 187-201

Models: pp. 26-33

Assignment: Short Essay #2 | “Fundamental Research Methods”

Week 11: Sentence Structure & Transitions | November 6

Due: Short Essay #2 | “Fundamental Research Methods”

Reading: Original Research Source #1

Assignment: Reading Response #8 | “Source Response #1”

Week 12: Introductions & Conclusions | November 13

Reading: Original Research Source #2

Assignment: Reading Response #9 | “Source Response #2”

Week 13: Drafting | November 20

Week 14: Workshopping in Class | November 27

Due: Project Draft

Assignment: Reflection

Week 15: Presentations | December 4

Due: Presentations for Group #1

Week 16: Presentations | December 11

Due: Presentations for Group #2

Week 17: Final Week | December 18

Due: Final Portfolio

FAST Fund: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact an MATC counselor, the director of Local 212's FAST Fund (Dr. Michael Rosen at mrosen@local212.org or 414 765 0910), or MATC's Dream Keepers emergency fund program (dreamkeepers@matc.edu or 414 297 7876) for support. Furthermore, please notify me if you are comfortable and I may provide additional information or support as appropriate and available.

ADA Statement: If you have a disability that impacts your classroom/learning performance and wish to request an accommodation, contact the Student Accommodation Center at (414) 297-6750. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Student Accommodation Center.

Title IX Regulations: Milwaukee Area Technical College does not discriminate against any student on the basis of pregnancy or related conditions and will comply with Title IX regulations. Absences due to medical conditions relating to pregnancy and maternity leave will be excused as long as deemed medically necessary by a student's doctor, and the student will be given the opportunity to make up missed work. Students needing assistance must contact the Student Accommodation Services at 414-297-6750.

Student Code of Conduct: As outlined in the Student Handbook, it is the responsibility of all MATC students to comply with the policies as stated in the Student Handbook. You can find a copy at: https://www.matc.edu/student/studentlife/upload/2016-17_Student_Handbook.pdf

The Student Code of Conduct is located at

<https://www.matc.edu/student/studentlife/upload/StudentCodeofConduct.pdf>.

Student Complaint Procedure:

Refer to the MATC Student Handbook for 'Complaint Procedures for Students' found at:

https://www.matc.edu/student/studentlife/upload/2016-17_Student_Handbook.pdf

Discrimination/Harassment/Sexual Harassment:

Please contact the Office of Affirmative Action to report instances and to file a complaint.