

**MASSASOIT COMMUNITY COLLEGE  
ENGLISH COMPOSITION I  
SPRING 2017**

**Professor: Susan W. Keith  
Office: H 115**

**Phone: 508-588-9100, Ext.:1824  
E-mail address: skeith@massasoit.mass.edu**

**Office Hours: M&W 1-2, T &Th. 12:30-1:30**

**PLEASE SEE HALL MONITORS FOR CLASS CANCELLATIONS.**

**COURSE DESCRIPTION:**

**ENGL101- 40**

**English Composition I**

**3 credits**

English Composition I is a course designed to help students develop and organize extended pieces of writing. Students will focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. **Research techniques, documentation of sources, and a short research paper will be included.** Constant reading and frequent writing will be required.

**This course will be theme based on positive psychology and learned optimism and will include many handouts for reading in addition to the assigned texts.**

**“Our personality doesn’t determine our happiness or unhappiness; rather it is the substance of how we’ve lived our lives that decides.” *Words of Wisdom* by Daisaku Ikeda**

**Prerequisites:** Preparing for College Reading I (ENGL091) and Introductory Writing (ENGL099) or waiver by placement testing results, or Departmental Approval

**COURSE OUTCOMES:**

English Composition I is a course designed to help you become a better writer. It can help you to think more clearly, plan more efficiently, write with more ease and fluency, and communicate more effectively. By the end of the course you should be able to:

- o Create a thesis that states the main idea and is supported throughout an essay;
- o Develop substantive and cohesive paragraphs;
- o Evaluate readings and sources from research, and use these to support the main ideas of an essay;
- o Integrate source material with their own writing;
- o Move beyond summary to analyze texts and ideas;
- o Show independence in the writing process (prewriting, drafting, revising and editing) *both in and outside the classroom setting*;
- o Use Standard College English, as well as elevated vocabulary and style; and
- o Cite sources correctly.

**COURSE MATERIALS:**

- Kennedy , X.J., Dorothy M. Kennedy, *The Brief Bedford Reader*, 12<sup>th</sup> edition, Boston: Bedford/ St. Martin’s, 2014
- Hacker, Diana. *Rules for Writers*. 8<sup>th</sup> edition. Boston: Bedford/St. Martin, 2016 (Updated MLA)
- Writing materials as assigned by professor.

**CLASS METHODOLOGY:** Reading, writing, revision, lecture, discussion, small group work, exercises, quizzes, peer-assessment, self-assessment, and conference.

**WORK FOR THE COURSE:**

1. Assigned reading, which will be discussed in class.
2. Exercises.
3. In-class essays of over 400 words which should meet the departmental standards that will be distributed to you.
4. At-home essays which will be about 500 words long.
5. An MLA documented research essay of 750-1000 words.
6. Other assigned tasks.

**ATTENDANCE:** Attendance is required. The grades of students who have five absences (five 50-minute periods, three 75-minute periods, or one evening or Saturday class) will be reduced one-half letter grade per absence. Three late arrivals or early departures constitute an absence. Students who miss all or any part of the class are to arrange with a classmate to review the material covered during their absence. They are also responsible for making up any assignments missed. Quizzes cannot be made up, unless arrangements are made prior to the scheduled quiz. Please try to avoid missing any class time. Students listed as “Not Participating” on the class lists generated after the fourth week of the semester will be notified by the Registrar that they have the option of discussing with their professor whether or not they will be allowed to return to class.

**\*\*\* Perfect attendance excuses you from the Final Exam and awards you with a grade of 100, 10% of your final grade.\*\*\***

**When you are here, be alert, attentive, prepared, and eager to participate and learn. Arrive on time. Please direct your behavior to support the learning of others and yourself.**

**GRADES:** Assuming that all assignments have been submitted and that you have achieved the Qualifying Essay standards on an essay written in class, 60% of your final grade will be based on your essays. An additional 20% will reflect the grade on your documented essay, and 10% will reflect attendance, class participation, a grammar report, and general preparation for class, and 10% will be a Final Exam grade.

According to Massasoit’s grading: A 93-100, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 63-67, D- 60-62, F 59 and below. **Note: Students have six months from the final day of class to question their final grades. Students who receive an Incomplete must complete the required work by the end of the next semester or the Incomplete automatically becomes an F.**

**PAPERS:** Papers are due as assigned. Revisions will be allowed if you have conferenced with me, gone to The Writing Center, or used Etutoing.org. **You must submit proof with your final draft. Late papers will not be accepted. In an emergency situation, please email me your paper and bring a hard copy to the next class. I do not print emailed papers.** Papers may be rewritten once for an improved grade after consultation. Please keep all of your papers.

**PLAGIARISM:** Plagiarism means using another person's words or ideas without giving that person credit. It is a form of cheating and theft and can easily be avoided by using the documentation we will cover this semester. Plagiarism means an F for the paper and may mean an F for the course.

**ACCOMMODATIONS STATEMENT:** “Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact a Disability Counselor; Andrea Henry at x 1805, Julie McNeil-Kenerson at x 1424 or Cathy Brogna at x 1425, as soon as possible, in order to ensure that such accommodations are implemented in a timely fashion”.

### TENTATIVE SCHEDULE

**Note:** Not all pages will be covered, especially in the introductory sections of *The Brief Bedford Reader*, but material will be read and discussed from among the designated pages. Essays from *Bedford* may be added or subtracted.

	Week of:	Course Topics & Assignments
<b>WEEK 1</b>	<b>Class begins- Mon. 1/23/17</b>	<p><b>Topics:</b> Introduction to class, course, and texts  <b>Writing:</b> Writing Sample            Please take The Multiple Intelligences Assessment Test – <a href="http://www.literacyworks.org">www.literacyworks.org</a>            Bring results to class.</p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> 1-6 Intro., 9-55 Critical Reading and “Disability” by Mairs ,12</li> <li>• <b>Rules:</b> 1-49 The Writing Process</li> <li>• <b>Handout-</b> “A View From the Bridge”</li> <li>• <b>In-class Writing Sample (Paper #1) and signup for grammar reports</b></li> </ul>
<b>WEEK 2</b>	<b>1/30/17</b>	<p><b>Topics:</b> The reading and writing processes; sample Grammar Report on semicolons  <b>Rules:</b> 313-17  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> 93-113- Narration, “Champion of the World” + “Fish Cheeks”</li> <li>• <b>Rules:</b> 49-64 Building Paragraphs</li> <li>• <b>Writing :</b> Response journal to “Disability”- 12 and Gratitude Journals</li> <li>• <b>Listening:</b> Martin Seligman’s Philosophy</li> </ul>
<b>WEEK 3</b>	<b>2/6/17</b>	<p><b>Topics:</b> Combining strategies; Grammar Reports on sentence fragments and run-on sentences- <b>Rules</b>-188-201  <b>Reading:</b>  <b>Bedford:</b></p> <ul style="list-style-type: none"> <li>• Description, 129-137</li> <li>• 138, “Arm Wrestling With My Father”</li> <li>• 156, “The Best Pizza in the World”</li> <li>• 195, “ Black Men and Public Spaces”</li> </ul> <p><b>Writing:</b> Descriptive/narrative essay with a thesis- <b>Paper #2</b></p>
<b>WEEK 4</b>	<b>2/13/17</b>	<p><b>Topics:</b> Using examples; Grammar Reports on subject verb agreement  - <b>Rules:</b> 202-212  <b>Bedford:</b> Exemplification, 170-177</p> <ul style="list-style-type: none"> <li>• <b>Readings:</b>            178- “The Undercurrent”            190- “Homeless”</li> </ul> <p><b>Handouts:</b> “ On Happiness,””Big Love,””The Dark Side of Happiness”</p>

WEEK 5	<p><b><u>Mon. 2/20/17</u></b>  <b><u>Presidents' Day</u></b>  <b><u>No Classes</u></b>  <b><u>Tues. 2/21/17</u></b>  <b><u>Convocation</u></b>  <b><u>No Classes</u></b></p>	<p><b>Topics:</b> Using examples; Grammar Reports on parallel structure, and active/passive voice- <b>Rules-</b> 129-133, 126-129  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b>  "The Ways We Lie" on line</li> </ul> <p><b>Handout-</b> <i>Flourish</i> excerpt  <b>Writing:</b> Essay using examples- <b>Paper #3</b></p>
WEEK 6	<p><b>2/27/17</b></p>	<p><b>Topics:</b> Comparison and contrast; Grammar Reports on pronoun case and pronoun/antecedent agreement, <b>Rules-</b> 222-26, 218-22  <b>Bedford:</b> Comparison and Contrast, 205-213  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b>  214- "Neat vs. Sloppy People"  327- "But What Do You Mean?"</li> </ul>
WEEK 7	<p><b>3/6/17</b></p>	<p><b>Topics:</b> Comparison and contrast; Grammar Reports on homonyms and misused words- <b>Rules-</b> 351-53  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b>  501- "I Want a Wife"  "Men-It's Their Nature" on line</li> </ul> <p><b>Writing:</b> Essay using comparison and/or contrast- <b>Paper #4</b></p>
		<p style="text-align: center;"><b><u>Spring Break</u></b>  <b><u>No Classes 3/13/17- 3/19/17</u></b></p>
WEEK 8	<p><b>3/20/17</b></p>	<p><b>Topics:</b> Division or Analysis; Grammar Reports on prepositions and adverbs- <b>Rules-</b> 230-37  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> Division/Analysis- 283-290  305- "Jock Culture"</li> </ul> <p><b>Writing:</b> 1<sup>st</sup> Qualifying Essay- In-class essay</p>
WEEK 9	<p><b>3/27/17</b></p>	<p><b>Topics:</b> Classification; Grammar Reports on comparative/superlative adjectives, the dash, ellipsis, colon- <b>Rules-</b> 234-35, 333-36. 317-19  <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> Classification- 318-325  337- "The World of Doublespeak"  347- "The Plot Against the People"</li> </ul> <p>Handout- "The More (Will) Power to You"  <b>Writing:</b> Revision of Division/Classification Qualifying Essay- <b>Paper #5</b></p>

		Schedule Library Visit to begin Research Project.
WEEK 10	4/3/17  <u>Fri.-4/7/17- No Day Classes- Teaching and Learning Conference</u>	<p><b>Topics:</b> Definition; writing documented essays; Library Visit and research schedule handed out</p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> Definition-402- 411</li> <li>• Definition Packet handed out</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> 412- “The Meaning of a Word”</li> <li>• <b>Rules:</b> 420-456- Analyzing Arguments/ Evaluating Sources</li> </ul>
WEEK 11	4/10/17	<p><b>Topics:</b> Research; Grammar Reports on commas and irregular verbs- <b>Rules-</b> See 294-313, 237-41, 256-59, 366-67</p> <p><b>Bedford:</b> Writing a Research Paper, 418- ‘On Being a Chink”</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Bedford:</b> 438-453- Argument/Persuasion</li> <li>459- “What’s Wrong With Gay Marriage?”</li> <li>464- “Gay “Marriage”: Societal Suicide”</li> </ul> <p><b>Writing:</b> Review of integrating quotations</p>
WEEK 12	<u>Mon. 4/17/17- Patriots’ Day- No Classes</u>	<p><b>Topics:</b> Argumentation and Research</p> <ul style="list-style-type: none"> <li>• Handouts from Martin Seligman’s works: <b>Positive Psychology, Learned Optimism, and Flourish</b></li> <li>• Review of note taking</li> </ul>
WEEK 13	4/24/17	<p><b>Topics:</b> Argumentation; Grammar Reports on wordiness and misspelled words- <b>Rules-</b> 166-70, 351-52</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing: Rough Draft of Research Essay Due</b></li> <li>• In- class peer reviews</li> </ul>

<b>WEEK 14</b>	<b>5/1/17</b>	<b>Topics:</b> Cause and Effect; Grammar Reports on capital letters and clichés. <b>Bedford:</b> Cause and Effect, 367-371 <b>***Research Essays Due***</b> <b>Reading:</b> 372- "Live Free or Die" 384- "Why We Lie"
<b>Week 15- Last Week of Classes</b> <b>5/8/17</b>		<b>Writing:</b> Locate a current event article that demonstrates cause/effect to share orally in class. <b>ORAL TALKS</b> on Cause/Effect articles  <b>Friday, 5/12/17-Last Day of Classes</b>
<b>May 13-19, 2017</b>		<b>FINAL EXAMINATIONS- All Classes: Day, Night, Weekend, Online</b>

### January 2017 SPRING 2017

Jan 1	Sun	<i>New Year's Day</i>
Jan 2	Mon	<i>New Year's Day (observed)</i>
Jan 3	Tue	Intersession 2017 begins; last day to register for Intersession
Jan 12	Thu	Last day to withdraw from Intersession 2017 classes
Jan 16	Mon	<i>Martin Luther King, Jr. Day</i> (no classes)
Jan 17	Tue	Last day of Intersession 2017 classes
Jan 23	Mon	Spring 2017 classes begin

### February 2017

Feb 20	Mon	<i>Presidents' Day</i> (no classes)
Feb 21	Tue	Convocation (no day classes)

### March 2017

Mar 13 - 19	Mon - Sun	<i>Spring Break</i> (no classes)
Mar 27 - Apr 14	Mon - Fri	Advising Period for Fall 2017

### April 2017

Apr 7	Fri	Teaching and Learning Conference (no day classes)
Apr 10 - 14	Mon - Fri	Priority registration period for Fall 2017
Apr 16	Sun	Easter Day (no classes)
Apr 17	Mon	<i>Patriots' Day</i> (no classes)
Apr 18	Tue	Fall 2017 registration open to all
Apr 28	Fri	Last day to withdraw from Spring 2017 classes

### May 2017

May 12	Fri	Last day of Spring 2017 classes
May 13 - 19	Sat - Fri	Final exams (day, evening, online)
May 22	Mon	Convocation

### June 2017

<b>Jun 2</b>	<b>Fri</b>	<b>Commencement</b>
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