

**Morehead State University  
English Department  
ENGLISH 100 ~ WRITING I  
Fall 2009 ~ Sections 301 & 302**

**Instructor:** Deanna Mascle

**Office:** Faculty House 1, Room 100

**Office Hours:** In BlackBoard every week day morning  
By appointment in BlackBoard, instant message, or in person,  
Can arrange distance conferences via chat, e-mail, or phone  
Can arrange in-person conferences in Morehead & Mt. Sterling

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**Websites:** <http://deannamascle.com>  
<http://people.moreheadstate.edu/fs/d.mascle>

**Important Websites:**

MSU's homepage: <http://www.morehead-st.edu>

MSU's distance learning page: <http://www.morehead-st.edu/units/distance>

MSU's Distance Learning Student Guidelines:  
<http://www.moreheadstate.edu/dl/index.aspx?id=5349>

MSU's Web Resource Center: <http://www.morehead-st.edu/wrc/>

**COURSE MATERIALS**

St. Martin's e-Handbook @ <http://ebooks.bfwpub.com/smhandbook6e>

\* You have already paid the fee for this handbook. Within a week of the add/drop deadline, Aug. 25, students will be able log into this site with their school email address and the default password that will be provided.

Microsoft Word (or ability to save in rich text format)

\* Don't have Word? Check out free program Open Office

Consistent and reliable Internet access

MSU E-mail Account

MSU Blackboard access

**FURTHER REQUIREMENTS:** All students must be proficient in sending and reading email, navigating the World Wide Web with a graphical browser, using word processing software to create documents consistent with MLA format, and managing files on a personal computer. Students must be familiar and comfortable with all features of Blackboard (new students must

familiarize themselves with the Blackboard manual and tutorials). The instructor requires all assignments be provided in Microsoft Word (.doc not .docx) or Rich Text. For minimal technology and competency requirements for online courses, please see <http://www.moreheadstate.edu/dl/index.aspx?id=5349>

## **PURPOSE OF COURSE**

The purpose of this course is to help students understand and develop their writing, reading, and thinking abilities through the production and rhetorical examination of personal and academic texts, and to prepare students to develop analytical and synthesizing abilities for further academic study and life-long use. (*From the MSU Undergraduate Catalog Course Description*)

## **GENERAL EDUCATION GOALS OF ENG 100**

### ***Essential:***

1. *To communicate accurately and effectively:* Students will learn to write effective edited academic discourse.
2. *To locate, select, organize, and present information efficiently:* As they write, students will retrieve and organize information from various sources including appropriate computer technologies.
3. *To think and reason analytically:* As they write, students will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

### ***Important:***

1. *To follow the conventions of edited American English.*
2. *To recognize and value the multicultural nature of American society and respect the rights of all citizens.*
3. To make informed and ethical value decisions.

*(The above description is extracted from the approved course proposal prepared by MSU's Department of English)*

## **LEARNER OUTCOMES:**

**Students will be assessed according to their ability to perform the following:**

1. Students will responsibly and accurately summarize a reading and synthesize two or more sources dealing with a common topic.
2. Students will demonstrate critical thinking in analyzing and constructing arguments.
3. Students will demonstrate facility with library research methods, as well as with Internet and/or field research techniques.
4. Students will make appropriate and effective use of outside sources in illustrating and supporting claims and will document their use of outside sources according to MLA conventions.
5. Students will demonstrate rhetorical skill in their writing (e.g., awareness of audience; appropriate tone, diction, vocabulary, etc. according to the targeted audience and

purpose).

6. Students will adhere to the conventions and standards of academic usage.
7. Students will demonstrate control over individual paragraphs and will order and connect paragraphs to produce a coherent and developed piece of writing.
8. Students will produce papers that demonstrate both rhetorical breadth (i.e., writing for different purposes, targeting different audiences, and employing a range of tactics) and depth (moving selected pieces through numerous revisions towards final polished form) over the course of a semester.

*(The above goals and outcomes are derived from the approved course proposal prepared by MSU's Department of English, foreign Languages, and Philosophy.)*

## **INSTRUCTOR GOALS**

- Develop and refine individual writing process
- Introduce to academic discourse community and prepare to enter professional discourse community
- Introduce to concept of writing genres
- Become a purposeful and reflective writer

## **CLASS POLICIES**

**Attendance:** This is an Internet class so no class attendance is required. However, there will be scheduled interactive assignments required of you. If you do not complete the required tasks within the time allotted then you will lose credit for that unit. Assignments will be posted on the Instructor's Blackboard site. It is your responsibility to regularly check the Blackboard site to ensure that all assignments are being met. It is your responsibility to read the course syllabus and follow the course schedule. You will be expected to log in to Blackboard 2-3 times each week (7 day period) although some weeks more may be required of you than others. If a problem with your computer or Internet access interferes with your ability to participate in the class it is your responsibility to resolve the problem (and find alternate access) in a timely fashion.

**Campus Safety Statement:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency).

**Academic honesty:** Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf> [pgs.11 & 39]. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

**Policy for Accommodating Students with Disabilities:** Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students taking departmental courses.

## **INSTRUCTOR EXPECTATIONS**

- This class requires interaction with the instructor and peers on a weekly basis via e-mail, discussion boards, and chat rooms for group participation projects and peer editing assignments. Students are expected to focus on the task at hand and treat others with respect. Disruptive and/or disrespectful behavior will not be tolerated and may negatively impact your grade.
- The papers for this class will be written using MLA (Modern Language Association) style and will be graded accordingly. Failure to correctly follow this format (as presented in the recommended handbook) will have negative consequences for your grade.
- All papers will be submitted in either Microsoft Word (.doc not .docx) or Rich Text. If a file cannot be opened because it is not in the correct format or a faulty file name was used (for example, use of certain symbols like # will often make a file unusable) then the assignment will be considered late and may not receive any credit.
- You will regularly check the Blackboard announcements to ensure that all assignments are being met. This means checking in at least 2-3 times a week.
- You will post responses to the current discussion topics and questions during the time frame posted (usually about a week). Once discussion has closed you cannot go back to “make up” credit. Discussion board topics may be moved down when time frame is over to allow more current discussions top placement.
- Keep posts focused and on topic as well as making them your best effort to continue class dialogue.
- You are expected to read all lecture and assignment materials as well as all of the public discussion materials for each week.
- Assignments are due on the date indicated by midnight EST. Late assignments will not be accepted.
- For this class you will submit papers via BlackBoard. Assignments will not be accepted via Email unless specifically designated by the Instructor.
- For your benefit, do not throw anything away, especially drafts and comments on papers. Keep all materials pertaining to this class in a designated folder on your hard drive or on a designated disk.
- For your benefit, always back up your work (using at least two methods: hard drive, floppy disk, or paper). It is not the instructor’s problem if you lose work due to your poor planning. Saying: “A virus ate my disk” is just another version of my dog ate my homework.

- Planning ahead and avoiding last minute deadline races are essential to your success in an Internet course. Remember that while it may be convenient for you to turn in an assignment only moments before the deadline your Internet connection or the University server may be experiencing temporary problems that may cause your work to be late which will result in a grade reduction.
- It is strongly suggested that all posts to the Blackboard discussion board be composed in Microsoft Word (or some other text editor) to facilitate proofreading as well as to protect you should your Internet connection or Blackboard fail before the post is completed.
- Students are encouraged to post questions about assignments and class protocol to the appropriate Blackboard message board for this class. The instructor will regularly check this to ensure answers are posted in a timely fashion. Remember to check previous posts to see if your question has already been asked! Also, try to make your subject heading meaningful to help people identify topics. Students are encouraged to respond to these question as well.
- Individual conferences about your individual class work can be conducted via email, chat, phone, or in person. See instructor information in BlackBoard for more information.

### **INSTRUCTIONAL STRATEGIES**

The instructor will use a balanced approach of the following strategies:

- Conduct class discussions involving conceptual principles about writing and assignments
- Coordinate student-teacher and peer conferences about assignments and writing in process
- Create opportunities for student presentations of their own writing, research discoveries, and/or new knowledge claims
- Employ systems of drafting and revising with feedback
- Use technology to distribute course materials, to receive student submissions, to enable students to retrieve documents from Internet, and to permit teacher-student and student-student correspondences relating to course concerns

### **MEANS OF ASSESSMENT**

Students will be assessed on the following:

Unit 2—Working With Sources (includes research, documentation, writing a summary)	10%
Unit 3—Synthesis (includes writing a simple synthesis and workshop)	10%
Unit 4—Critical Analysis (includes writing a critical analysis and workshop)	10%
Unit 5—Argument (includes writing a core argument and an argument plus workshop)	10%
Unit 6—Multi-genre Web Essay (includes writing a multi-genre web essay & workshop)	10%
Unit 7—Portfolio (final drafts of Synthesis, Critical Analysis, Argument, Web Essay)	40%
Final	10%

**SCALE**

A (3.70-4.00)

B (2.70-3.69)

C (1.70-2.69)

D (1.00-1.69)

E (0.00-0.99)

**COURSE WORK**

All the course work will center on a specific theme introduced in selected readings at the beginning of the semester. Students will respond to and evaluate the arguments proposed in those readings and then go on to develop those ideas into longer, more complex assignments as the semester progresses.

Understanding the discourse community within which communication is situated is an important part of developing as a writer and so every assignment will require class participation for both development and revision. In addition there will be ongoing discussion of the discourse community concept in general as well as specific discourse communities you participate in now and expect to in the future.

Writing will play a critical role in your success both in college and in your profession. It is important to develop a critical consciousness of your writing and continually strive to grow and develop as a writer. To foster this consciousness and growth you will be expected to reflect on both your writing and revision of assignments. The intent of this course is to foster your independent growth as a writer so you will be expected to take responsibility for your own writing and revision while continuing to learn and grow within the supportive atmosphere of this class.

Critical thinking, inquiry and investigation skills will play a key role in both your academic and professional success and allow you to successfully negotiate the higher level thinking skills and interaction expected of you for full college, professional, and citizen participation. To develop these skills we will engage in inquiry and investigation throughout the course of the semester and the basis of this inquiry and investigation will feed your writing for this course.

**UNITS/ASSIGNMENTS**

**Getting Started:** Learning about the course, accepting the course contract, and getting to know your classmates as well as learning more about the key concepts we will address throughout the semester

**Working With Sources:** Start with reading and responding to selections to learn more about the theme of the class then learning more about research and documentation and concluding with a summary assignment

**Synthesis:** Writing a simple synthesis paper and improving that draft through workshop

**Critical analysis:** Write a critical analysis paper and improving that draft through workshop

**Argument:** Write a core argument during a specified time then develop that core argument

into a longer paper and improve that draft through workshop

**Multi-genre web essay:** Establish a web presence (web site, blog, Squidoo lens, etc.) and in that space create a web essay using at least 3 different genres

**Portfolio:** Include final drafts of synthesis, critical analysis, argument and multi-genre essays plus a writer's introspective

**Final:** Timed writing using one or more of the strategies covered for this semester's assignments

### SCHEDULE OF ASSIGNMENTS

Wk	Due Date	Unit	Assignment	Weight	LO
1	8/19	Unit 1—Getting Started	Contract	0%	
2	8/26	“			
3	9/2	Unit 2—Working With Sources	Finding & using sources		
4	9/9	“	Documentation		
5	9/16	“	Summary	10%	1, 3, 4
6	9/23	Unit 3—Synthesis	Workshop		
7	9/30	“	Draft	10%	1, 3-7
8	10/7	Unit 4—Critical Analysis	Workshop		
9	10/14	“	Draft	10%	2-7
10	10/21	Unit 5—Argument	Core argument		
11	10/28	“	Workshop		
12	11/4	“	Draft	10%	1-7
13	11/11	Unit 6—Multi-genre web essay	Workshop		
14	11/18	“	Workshop		
15	11/25	“	Draft	10%	1-8
16	12/2	Unit 7—Portfolio	Workshop		
17	12/9	“	Portfolio	40%	1-8
		Final		10%	1, 5-7

\* LO = Learner Outcomes