

ENGLISH 125 ONLINE
College Writing Skills

<u>Course Information</u> Course Website: http://blackboard.reedleycollege.edu 4 Units	<u>Instructor Information</u> Name: Benjamin Ovando Email: ovandoenglish@gmail.com Virtual Office Hours: Mondays and Thursdays – 6-8 pm. and by arrangement (email to set up a time).
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REQUIRED COURSE MATERIALS:

Textbooks

McWhorter, Kathleen. *Expressways for Writing Scenarios (2nd edition)*. New York: Pearson, 2008. Print.
Modern Language Association. *MLA Handbook for Writers of Research Papers 7th ed.* New York: MLA, 2009. Print.

Other Required Materials

Regular access to a computer (required for Blackboard) with:

- Internet access (broadband recommended);
- An Internet browser (Internet Explorer, Firefox, or Safari)
- Microsoft Word or a compatible word processor;
- Adobe Acrobat Reader 7.0 (or later);
- A printer.

A valid, current email address,

A USB flash drive (recommended to store files)

COURSE DESCRIPTION:

English 125: College Writing Skills is a course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer – a literacy user – as an active participant in the world of language in which you are already immersed. The primary focus is on developing basic essay writing skills including prewriting, revising, and editing short formal essays. The secondary focus is on developing basic college level writing skills such as creating clear, complex sentences, well-developed paragraphs, and expanding the knowledge and use of grammar. With attention to the ways you read and write and through much practice in and out of class, you will develop skills that help you write effectively for many audiences, including your other classes.

As this class focuses on college writing, it is modeled after a “workshop” style writing class. This means that every week we will have an online writing workshop. In this workshop you will post your own writing on Blackboard and other students will give you feedback on your progress. Additionally, throughout the semester, I will also give you feedback on your writing. At the end of the semester, you will submit a final portfolio that represents the final drafts of your writing in this class. Therefore, you will have all semester to work on and improve your writing.

ONLINE CLASSROOM POLICIES:

Subject to Change

This syllabus and class schedule are subject to change. You will be notified of any changes.

Blackboard

You must have regular Internet access since we will be using Blackboard as our online, virtual classroom. On Blackboard, weekly announcements, workshops, and discussion questions will be posted. Additionally, your major assignments and the syllabus will be available there when you need them. **Please check Blackboard daily for any announcements or changes.**

You can access Blackboard by entering the following address in your web browser:

<http://blackboard.reedleycollege.edu>. Your login and password should be your 7-digit Student ID number. Please change your password after you first log in.

Attendance and Participation

Because this class does not physically meet, attendance and participation will be recorded using the weekly discussion question (due every Tuesday) and workshop (due every Friday). It is essential that you participate in both

these assignments in a timely manner. Missing more than **Four (4)** of these attendance required assignments **BEFORE the drop deadline** will result in automatic withdrawal from the class.

Course Schedule

Monday is considered the first day of each class week; Sunday is the last day. Each week's course materials and assignments will be posted no later than the Sunday before the beginning of the class week. Also a Weekly Overview that lists the week's topic and assignment due dates will be posted.

Please note: this class is equivalent to a normal, physical class. This means you will be doing the same amount of work in the same time frame as any other ENGL 125 class. An online class is not "easier" and will require between 12-15 hours a week for class work. Please schedule yourself accordingly.

You may find a copy of the tentative course schedule, which lists all major assignments, at the end of this document or on Blackboard.

Submitting Assignments

All assignments submitted in this class **must to be in MS Word format (.doc or .docx) or Rich Text Format (.rtf)**. Assignments submitted in formats from MS Works, Apple Pages, or Open Office will not be accepted. If you submit an assignment in the incorrect file format, it will be returned to you and it will receive a 10% penalty when returned in the correct format. For assistance regarding this matter, please visit the Help Files on Blackboard.

Finally all submitted assignments must follow MLA Research Paper Formatting Guidelines (see *MLA Handbook* pages 116-118). Assignments that fail to follow this format will receive a deduction of points.

Due Dates and Late Policy

Due dates for each assignment will be listed in the Weekly Overview. Please note that assignments **must be posted or submitted by 11:59pm** on the day they are due.

Late assignments of any type **WILL NOT** be accepted, unless prior arrangements are made with the instructor. If you cannot post assignments on Blackboard for any reason, please email the assignment to the instructor **before** midnight on the due date. **Please note: technical issues are NOT an excuse for failing to submit an assignment.** You are expected to contact the instructor prior to the deadline regarding any problems.

Email/Virtual Office Hours

Email will be the major form of communication between the instructor and yourself. It is important that you have a valid email address, which you regularly check. If you change email addresses, please notify the instructor immediately and update your profile on Blackboard. **Please check your email regularly for messages regarding this class.**

When sending an email, please be sure to **include your name and a subject**. Your email address does not always tell whom you are, so be sure to give your name.

You may also contact the instructor during the Virtual Office Hours listed above using the following chat services: Google Talk, AIM, MSN Messenger, and Yahoo Messenger. Please search for and add the screen name: ovandoenglish (MSN: ovandoenglish@gmail.com)

Turnitin.com

This campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work.

MAJOR ASSIGNMENTS:

Reading

Students are responsible for completing assigned reading **before** an assignment's due date and to actively participate in discussions, activities, and instructional presentations. Selections of the readings for this class are digital documents located on Blackboard. It is your responsibility to download and read these documents in a timely manner. Also, short writing assignments over the readings will be assigned periodically.

Essays

There will be 3 formal essays of 2-5 pages in length assigned during the course, and there will be numerous shorter writing assignments that will support the writing process of the essays. For each essay, students will go through the various stages of the writing process, including prewriting, drafting, revision, and editing. **All three essays must be completed and meet the minimum requirements. Failure to do so may cause the students to receive a failing grade for the class.**

Please note: You are required to submit a draft of your essay to the instructor for feedback three times during the semester. However, your essay will not be given a grade until it is submitted in the Final Portfolio.

Discussion Questions and Quizzes

Each week, a discussion question will be posted that covers the week's topic or reading. You are required to answer the question **and** respond to the posts of at least two other students. Due dates and other information can be found in the Weekly Overview.

In addition, reading and grammar quizzes will be given during the semester. They will be based on your readings for the week and are generally 10 points each.

Final Portfolio

At the end of the semester, you will submit a final portfolio that will contain your best writing in the class. You are free to revise all essays written during the semester for the final portfolio. **The final portfolio must be submitted on time and meet the minimum requirements. Failure to do so may cause the students to receive a failing grade for the class.**

Final

There will be a timed essay final at the end of the semester which will be based on your readings and test your ability to apply the skills we learned in class. More details will be given towards the end of the semester.

GRADING/EVALUATION:

The grading for this class will be broken down as follows:

General assignments, discussion questions, and quizzes – approx. 250 points	<u>Approx. Grade Scale</u>
Essay 1 Instructor's Draft – 50 points	A= 900-1000 pnts
Essay 2 Instructor's Draft – 50 points	B= 800 – 899 pnts
Essay 3 Instructor's Draft – 50 points	C= 700-799 pnts
Final Portfolio – 500 points	D= 600-699 pnts
Final Exam – 100 points	F = 0-599 pnts

Total Points: approx. 1000 points (Total points may change during the semester)

You will receive a "letter" grade from the instructor, unless you apply for the Credit/No Credit option via the registrar. If you choose the Credit/No Credit option, you only need to achieve 70% of the total class points to receive a "Credit" grade. Please read the College Catalog for more information regarding the Credit/No Credit option.

COLLEGE POLICIES

Students with Disabilities

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Plagiarism and Cheating

All work in this class is assumed to be the original work of the student. Any student who "borrows" essays or class work, improperly cites works or authors, or performs any other type of misrepresentation will receive an automatic "F" for that assignment and risks failing the class, as well as possibly receiving suspension, probation, or expulsion from the college.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process (including making rude or derogatory comments, posting inappropriate materials, and/or failing to participate in group work) shall not be tolerated and may lead to disciplinary action and/or removal from class.

COURSE OBJECTIVES:

In the process of completing this course, students will:

1. Write complete, appropriate, varied English sentences, using coordination, subordination, and modification to clarify meanings
2. Use punctuation, capitalization, abbreviations, etc., conventionally and spell correctly
3. Use standard dialect noun, verb, and pronoun forms and verb tenses correctly
4. Differentiate between standard dialects and community dialects and slang, and use dialects appropriately
5. Study English sentence structures as they relate to meanings and learn to recognize relationships between the ways words are ordered and grouped and the meanings the reader may grasp. Utilizing punctuation, sentence variety and length, and different styles in modification and diction, the student must say what he or she means and make that meaning clear to the reader.
6. Write in paragraphs that develop topic sentences with adequate, detailed support
7. Use various patterns of paragraph development, such as spatial and time orders in description and narration, cause and effect, comparison and contrast, example or analogy, and persuasion. Decisions about organization must be related to the author's purpose, to the reader, and to the writer's resources.
8. Initiate and carry through appropriate use of the writing process: recognizing the affect of purpose and audience, discovering topics, selecting and ordering ideas and the evidence to develop the topic, writing and revising, and editing and finishing the paper
9. Write with coherence and unity, paying attention to reference, agreement, consistency, and transitions
10. Use critical thinking skills in writing, with attention to avoiding fallacies, relating structure to ideas, developing logical support for generalizations, following logical orders, and differentiating between statements of fact and opinion
11. Use basic library sources to find information, and avoid plagiarism in the preparation of a limited paper based on published sources

COURSE OUTCOMES:

Upon completion of this course, students will be able to:

1. Prewrite constructively to generate ideas and determine ideas, opinions, positions, and ultimately theses and plans
2. Respond to a prompt quickly and independently
3. Write a developed essay with a clear thesis and support
4. Write with some sophistication: introduction should be more than a thesis; a conclusion should be more than a summary; an essay should have ample substance
5. Plan and revise fairly independently employing all stages of the writing process as necessary and appropriate
6. Recognize and revise common errors such as problems with comma splices throughout a piece
7. Construct idiomatically correct sentences although there may be an "accent" resulting from a consistent type of ESL error
8. Use a variety of rhetorics and structures, including documented sources
9. Use MLA style with some guidance to set up papers and document sources

Tentative Topic, Workshop, and Paper Schedule

Unit 1 – Introduction to Class [Weeks 1-2] – Magazine Pitch/Proposal – 1-2 pages

Friday, August 28 – Magazine Pitch/Proposal Workshop; Magazine Pitch Proposal due

Unit 2 – Definition Article [Weeks 3-5] – Essay: 2-3 pages

Friday, September 4– Topic Workshop: Working Topic/Thesis due

Friday, September 11 –Proposal Workshop: Proposal due

Friday, September 18 – Rough Draft Workshop: Rough Draft 1 due (at least 1 full page)

Monday, September 21 – Instructor’s Draft due

Unit 3 – Process Article [Weeks 6-9] – Essay: 3-4 pages

Friday, September 25 – Topic Workshop: Working Topic/Thesis due

Friday, October 2 – Proposal Workshop: Proposal due

Friday, October 9 – Rough Draft Workshop 1: Rough Draft 1 due (at least 1 full page)

Friday, October 16 – Rough Draft Workshop 2: Rough Draft 2 due (at least 2 full pages)

Monday, October 19 – Instructor’s Draft due

Unit 4 – Research and Argumentation Article [Weeks 10-14] – Essay: 4-5 pages

Friday, October 23 – Focused Topic Paper Due

Friday, October 30– Source Workshop: Proposal due

Friday, November 6 – Focused Topic Paper due

Friday, November 13 – Rough Draft Workshop 1: Rough Draft 1 due (at least 2 full pages)

Friday, November 20 – Rough Draft Workshop 2: Rough Draft 2 due (at least 3 full pages)

Monday, November 23 – Instructor’s Draft due

Unit 5 – Portfolio Preparation [Weeks 15-16] – Final Portfolio

Friday, December 4 – Editor’s Note Workshop – Rough Draft due (at least 1 full page)

Tuesday, December 8 – Open Workshop

Friday, December 11 – Final Portfolio due

Important Dates

Friday, September 4 – Last day to add or drop without a “W”

Friday, October 16 – Last day to drop with a “W” (letter grade assigned after this point)

Tuesday, November 11 – Veteran’s Day **NO CLASS**

Thursday, November 26 – Thanksgiving Break **NO CLASS**

December 14-17 – Finals Week