Course Description

According to the official 2008-2010 SCCC catalog, ENG 101 (Standard Freshman Composition): "Explores principles of rhetoric and stresses effective expository writing. Primarily a course in organization of ideas and development of these ideas through use of specific information. Also deals with matters of style, sentence structure, paragraph development, punctuation and vocabulary. Introduces students to close reading of appropriate materials. By placement. To be taken prior to higher-numbered courses. No prerequisite."

Course Objective

The purpose of EG11 is to teach you, the student, how to produce coherent, developed, and organized examples of good expository writing. The coursework has been designed to give you guided practice in drafting, revising, and editing essays using six common types of academic/professional writing objectives. For this course, these six are the personal essay, the descriptive essay, the process essay, the persuasive essay, the analytical essay, and the research essay (also known as the research project).

Upon completion of EG11, you will have practice in:

1. The Writing Process: BIC (Butt in Chair), freewriting and mind mapping, outlining, drafting, proofreading, and revising.

2. Learning to read like a writer, and overcome the "TV brain" that keeps us all unable to carry out thoughts longer than 30 seconds. In this course, you'll hopefully develop a stronger writing "muscle" for a future filled with easier assignment-tackling and less hair-pulling.

3. Incorporating research and documentation into your larger research projects while adhering to academic responsibility standards, which will propel you with force through a fantastic academic career from here until graduation day and beyond.

Contact Information

I check my SCCC e-mail account (bryanta@sunysuffolk.edu) at least once every day. Having said that, please be patient if I don't reply to an e-mail immediately.

If I'm visibly online in Virtual Campus, feel free to send me an instant message using the pager tool. If you can't seem to catch me, send me an e-mail and we'll set up an
appointment time for a one-to-one chat session. Just like a real meeting, only in
cyberspace.

**Books & Materials Needed**

I'll begin assigning tasks to be completed and submitted at the end of Week Two, so
you'll need to have purchased the following books:

1. *Models for Writers: Short Essays for Composition* (10th edition) by Alfred Rosa and
   Paul Eschholz; ISBN-10 #0312531133

   Diana Hacker; ISBN-10 #0312593341

   Association; ISBN-10 #1603290249 - you'll need this one throughout college!

You'll also need a good dictionary (you can never have too many dictionaries) and a disk
or flash drive specifically designated to hold work for this course. Save, save, save your
work!

Last - and this is important - you must have access to a word processing program,
preferably the 2007 version of Microsoft Word. Any version of Microsoft Word will do,
but there are potential problems when converting files from the older versions to the new
version, which is what I use. If you don't have the 2007 Word, don't worry. You can
always submit assignments in .rtf (rich text file) format.

**Submitting Late Work**

I don't accept late tasks, discussions, or quizzes. However, I will accept essays up to **one
week** past the due date for a fee of one letter grade. That means a near-perfect essay will
go from a 10 to a 9 before I've even read it. Still, it's better than a zero.

**Grading & Points**

You'll have the opportunity to earn 100 points by the end of the semester. Those points
break down as follows:

Each of the first five essays is worth 10 points each. This **DOES NOT** include your
research project. If you receive a perfect score on every essay, you'll have 50 points (half
your grade). You'll be allowed to revise the first three essays for a higher score.

Your research project is worth 20 points. If you receive a perfect score on every essay
AND your research project, you'll have 70 points. The tasks as a whole are worth 10
points. This one requires a bit of math on my part and I'll spare you the confusing details
of how the total task score will be calculated from 20 or so total task assignments. Just
know that you'll do yourself a great favor if you complete ALL of them because those little points add up and can easily bring you up or down a letter grade. If you receive a perfect score on every essay, task, and research project, you'll have 80 points.

Discussions and quizzes together are worth another 10 points. TASKS, DISCUSSIONS, AND QUIZZES ARE EASY POINTS. Get all you can! So now, you, the perfect scoring student, are at 90 points.

The last 10 points will depend on your attendance, which is based on your discussion grade for each week. This is important enough to deserve its own topic, so please read "Time Required (Attendance)" to get the details. Yay, 100!

**Time Required (Attendance)**

Your attendance points will be calculated based on your response to the weekly discussion. The D2L system allows me to see how long you spent in each module, but I've found that a thorough, thoughtful response to the weekly discussion question is a much better gage of how much time you're spending on the course.

The bottom line is that it isn't difficult to tell when a student has fallen by the wayside. I recommend that you spend at least an hour reading the material each week, which is less time than a traditional campus course requires. The difference is that you can eat popcorn in your pajamas and listen to music without disturbing your classmates. Just do your work, read all the material, and your attendance grades will be fine.

**Essays**

Five essays and one research project will make up the bulk of your workload this semester. The five essays leading up to the research project include, in order, a personal essay, a descriptive essay, a process essay, a persuasive essay, and an analytical essay. They are each worth 10 points for a total of 50 out of 100 points (see Grading & Points).

You will have ample time to prepare for and complete each essay. If you do nothing else, make sure you read the assigned readings each week. They demonstrate the types of essays you'll be writing, so understanding the genre is essential when you'll be trying to tackle it yourself. The weekly tasks and discussions are also designed to help you. For more information, read the modules on each essay and the research project as they become available.

**Tasks**

Tasks are essentially homework assignments. I suppose I could call them "homework assignments," but since this class doesn't include a differentiation between home and school, I'll just call them tasks. I like that better, don't you?
The types of tasks you'll need to complete include (but are not limited to) reading assignments, freewriting and mind-mapping, answering questions, analyzing examples of "found" writing, and completing work taken directly from one of your textbooks. There will typically be a corresponding dropbox for each assignment. Remember to rack up those task points while you can!

**Quizzes**

There will be very few quizzes required of you this semester, so quiz scores are lumped with discussion scores in the end. Taking a quiz requires using the D2L quiz feature, which is pretty simple to navigate. You'll have a certain amount of time to complete and turn in a quiz. Once you've officially begun taking a quiz, you won't be able to stop the timer or leave the page. Make sure you submit a quiz once you've completed it! This is important, because it won't go into the system unless you've submitted it and received confirmation that it has been successfully submitted.

You won't need to put the quizzes in any dropboxes. They're automatically sent to me once you've submitted them.

**Discussions**

You'll be required to participate in a class discussion each week based on the assigned readings. What I'm looking for from you during each discussion is demonstration that you've actively read and considered the reading assignments. If you don't understand something, you should definitely e-mail me, and you might even want to post your question beneath the discussion once you've posted your response.

You should also spend time reading the responses of your classmates. The purpose of the discussion board is to take the place of a physical classroom discussion, which often plays a major part in helping students to understand the purpose of and method behind these common types of essays.

Again, your attendance score each week will be the same as your discussion score. Make sure you contribute lengthy, thoughtful responses. Avoid filler, and avoid repeating things others have already said.

**The News Feed**

The news feed should be the first thing that pops up when you access this course. There, I will make important deadline announcements and share updates, as well as provide you with a summary of the things you'll need to accomplish for the coming week. I'll link to a weekly checklist, in case you're like me and enjoy checking off to-do lists.

You should check the news feed at least twice each week.
Plagiarism & Academic Integrity

Start by thoroughly reading the SCCC Library's Academic Integrity Guide.

I’ve also posted a link to this page in the Links section of the course, along with links to a few other helpful sites. I’ll let you know when a new site has been added.

Plagiarism is using the work of others and passing it off as your own, either intentionally or unintentionally during a serious lapse in responsible academic behavior. Neither of these instances is acceptable and plagiarizing at any time in this course will result in an automatic FAIL. It is your job to learn what constitutes plagiarism and how to avoid it.

The intentional forms of cheating include, but are not limited to:

1. Using a friend or relative or stranger’s paper and changing it around enough to pass it off as your own.
2. Purchasing, downloading, or copying and pasting work from one of the gazillion sites that sell to students or allow students to download work for the purpose of cheating.
3. Using work completed in a different course to fulfill a requirement in another course.

If you decide to cheat, there is a good chance you will be caught. The Universe has a funny way of revealing dishonesty when you least expect it. Just don’t do it. Be honest and do your own work.

Now, some unintentional forms of cheating (and I say “unintentional” knowing that sometimes a student does these things intentionally because he or she doesn’t want to put the time in) include, but are not limited to:

1. Using an idea, word, paragraph, concept, etc., without giving credit to the original source (or secondary source who properly cited the original source) in both the text and on a Works Cited or Works Consulted page. If you’re picking someone else’s brain in any way and using his or her information to write your own work, you MUST cite your source within the context of presenting his or her info. Always.
2. Paraphrasing (putting into your own words) someone else’s idea, word, paragraph, concept, etc. without citing the original source. Think of it this way – have you ever had a friend or coworker who constantly stole your ideas or jokes and passed them off as his or her own? Wasn’t it annoying, to say the least? Intellectual property is real, so respect it as you would any other kind of property.

Now, there are a number of resources you can use to avoid plagiarism while completing the research project. One of your textbooks, the MLA Handbook, is the official go-to guide. Also, many of the newer versions of Microsoft Word include a citation tool that
allows you to keep a running list of sources you plan to use while writing your own work. It won't do the citations for you, but it can help you remember where you used what as you're writing your essay.

**Formatting Your Essays**

I won't be receiving physical essays from you, but you still need to format them correctly. I've attached an example of how you MUST format all essays and writing homework when you turn them in from now until the end of the semester.

Keep in mind that I DO open and grade your attachments, even if you've copied and pasted in the comments box. Copying and pasting is only a safety measure in case something goes wrong with your attachment. I don't expect your work to be formatted in the comments boxes; again, that's only a safety measure.

In past classes, my biggest complaint has been that students do not format correctly. Keep in mind that the ONLY acceptable font is 12-pt Times New Roman. If you use 14-pt Times New Roman in order to take up more space and meet the length requirement, you will lose points. Also, only double-spacing is allowed and please don't add unnecessary spaces between your title and the body of your work.

Note the following:

1. Make sure your margins are okay - there should be 1.25 inches on the left and right side of the text and 1 inch at the top and bottom of the text.

2. The header (your name, the course section, and the date) is single-spaced in the top left-hand corner.

3. There is only one space between the title and the header and one space between the title and the body.

4. The title is centered.

5. The first sentence of each paragraph is indented.


7. The font is 12-pt Times New Roman.

8. The page numbers appear in the top right-hand corner of the page. There is no page number on the first page because it contains your header!

Depending on which word processing program/version you're using, the methods for formatting are different. If you have a question, use the help tool in your program. If you still have a question, you can e-mail me and I'll try to help.
Tentative Schedule

Each week's module will open on Monday at 12:00 a.m. and end on Sunday at 11:59 p.m. The content won’t appear until the week opens, but you’ll be able to view instructional topics and modules once they’ve opened. Also, the descriptions of the essay assignments won’t become available until they’re officially assigned.