CPCE Course Syllabus

Course: English Composition – 10668 – ENGL 1050 – C71, (3 credits)
Instructor: Sean Coughlin
Schedule: Thursday, 530-830pm, Sep 4-Oct 22, 2018
Location: Dobbs Hall 310
Telephone: c 978-394-0776
Email: coughlins1@wit.edu
Availability: I will return your phone calls or email within 24 hours. Students can call my cell phone until 9:00 pm.

TEXT AND REQUIRED TOOLS
Text: Narrative of an American Slave, by Frederick Douglass, available Online
Various essays from US History, which are also available Online

Required Materials: Links to other reading assignments will be posted in the Blackboard weekly learning modules.

Blackboard LMS: Students are required to access Blackboard to participate in this course

BOOKSTORE INFORMATION
Location: Flannagan Campus Center, 103 Ward Street Boston MA 02115
Telephone: 617-445-8814
Website: http://www.bkstr.com/Home/10001-10364-1?demoKey=a

COURSE DESCRIPTION
This course is designed to help students improve their writing and communication skills by focusing on proper sentence structure, paragraph development, and short essay writing. Students will also be encouraged to develop their oral communication and language skills. The instructor will utilize the required texts as well as various links to websites and presentations in order to reach the objectives of this course. The instructor reserves the right to modify this syllabus at any time during the semester. These changes, if and when they occur, will be announced on Blackboard.

COURSE OUTCOMES
Upon completion of this course students will be able to:
1. Recognize the basic elements of well-written sentences and utilize those elements to compose complete sentences.
2. Utilize advanced sentence structure elements and manipulate those elements to create sentence variety in paragraph and essay compositions.
3. Identify serious sentence writing errors and choose the appropriate method of correcting these mistakes.
4. Differentiate between and discern the usefulness of the various rhetorical patterns commonly used in expository writing.
5. Compose balanced and developed paragraphs including a strong topic sentence, using key transitional elements, and relying on a rhetorical pattern to convey meaning.
6. Organize and write short essays maintaining thesis unity and including an introduction, body, and conclusion.
7. Take responsibility for self-directed study and collaboration.
8. Demonstrate proficiency with the academic skills of writing, reading, critical thinking, and oral discussion and presentation.

CLASS PARTICIPATION
Class participation and contribution are essential. You should read all assigned materials and watch all videos. Not all material will be included in online discussions but it will be used throughout the course in a variety of different activities. Assignments should be submitted on time, unless you have obtained prior approval from the instructor. Keeping up with the workload allows you both to learn more from this course as well as to contribute to the learning of your classmates.

LIBRARY SERVICES
Online students can receive assistance with research and citations as well as secure materials from the library. For a full list of hours and services please see: https://library.wit.edu/home

BLACKBOARD HELP DESK AND TECHNICAL QUESTIONS
For Blackboard support during regular business hours please call the WIT Help Desk at 617-989-4500 and say "Blackboard" when prompted. For 24/7 support students should visit http://wit.echelp.org/ for the Online Support Center and Browser Test.

For additional documentation and Frequently Asked Questions (FAQs), visit http://www.wit.edu/ld/blackboard/

ACADEMIC SUPPORT:
The Learning Center assists all Wentworth students with academic challenges in the areas of math, science, technical courses specific to majors, and writing. The Learning Center is a supportive and safe learning environment for students looking to improve or maintain their academic standing. In this student-based learning environment, students can receive individual help with their studies, meet and work in study groups, or find resources to assist them in meeting their goals for academic success. It includes tutors in many subjects, writing assistance and workshops. Make appointments at www.wit.edu/tlc

ACADEMIC HONESTY STATEMENT:
Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, inventing false information or citations, plagiarism, tampering with computers, destroying other people’s studio property, or academic misconduct” (Academic Catalog). See the catalogue for a full explanation.

**STUDENT ACCOUNTABILITY STATEMENT:**
Plagiarism and cheating are not permitted. Students who are caught cheating will receive a zero for the assignment and may receive a failing grade for the entire course. See the Student Handbook for more information about plagiarism and cheating.

**DISABILITY SERVICES STATEMENT:**
Any student who thinks s/he may require a disability related accommodation for this course should contact Disability Services to discuss your specific needs. Disability Services coordinates reasonable accommodations for students with documented disabilities. They are located in Watson Hall 003 (the Counseling Center) and can be contacted at 617-989-4390 or counseling@wit.edu. For more information on acceptable documentation and the Disability Services process, visit the Disability Services website at www.wit.edu/disabilityservices

**GRADING:**
For all undergraduate courses, the grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Weight</th>
<th>Point Range</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>960 - 1000</td>
<td>Student learning and accomplishment far exceeds published objectives for the course/ test/ assignment and student work is distinguished consistently by its high level of competency and/or innovation.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>920 – 959</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>880 – 919</td>
<td>Student learning and accomplishment goes beyond what is expected in the published objectives for the course/ test/ assignment and student work is frequently characterized by its special depth of understanding, development, and/or innovative experimentation.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>840 – 879</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2/67</td>
<td>800 – 839</td>
<td>Student learning and accomplishment meets all published objectives for the course/test/assignment and student work demonstrates the expected level of understanding and application of concepts introduced.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>760 – 799</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>720 – 759</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Minimum Score</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>680 – 719</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were met with minimum passing achievement.</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>640 – 679</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were met with minimum passing achievement.</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>600 – 639</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed or met.</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>599 or lower</td>
<td>Student learning and accomplishment based on the published objectives for the course/test/assignment were not sufficiently addressed or met.</td>
</tr>
</tbody>
</table>

The quality of your work is what drives your grade earned. Written assignments are graded on the thoroughness of your work, use of concepts from the class and materials, your ability to analyze the problem or situation, and your ability to apply the principles and lessons from the readings and lectures. Your work should reflect critical thought. Whenever possible, please try to relate the course content to real-world applications and experiences, whether formal or informal, to strengthen your transfer of knowledge from class to your work. Please proofread your work carefully for spelling and grammar. Poor writing interferes with your ability to communicate your ideas.

All written work should be submitted in Hard Copy on the due date and meeting the Standards of English I in the MLA format. Poorly written papers may be returned ungraded for revision. All work should be proofread, typed in double space format with one-inch margins all around and 12-point type. Students are encouraged to utilize The Learning Center for help polishing their written assignment. Individual and group papers should be submitted through Blackboard. Each written assignment includes specific directions about the topic, issues to be developed and resources required.

MLA format should be used to cite source material. Check the Gradebook to check for feedback on your work and your grade. I may use tracking changes to provide detailed feedback so please make sure you open the returned paper to see my comments. The Assignment instructions and grading rubrics are provided with success criteria for each assignment on Blackboard.

We will write in class during every class. You will keep all this writing in a notebook or a digital notebook from which you will draw the material for your three papers when papers are due. You will submit a rough draft of each paper, then later a final draft. Regular student/teacher conferences where you will receive specific and pointed feedback will be a big part of this process. Our class is all about becoming better writers. We will all make this journey together, and leave no one behind. In the end, I think I’ll learn as much from you as you do from me.
## CPCE Undergraduate Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Minimal</th>
<th>Competent</th>
<th>Effective</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Assignment Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Weight 70.00%</td>
<td>0%</td>
<td>Submission does not display an understanding of the associated learning objectives presented in the assignment.</td>
<td>60% Submission demonstrates a minimal understanding of the associated learning objectives presented in the assignment.</td>
<td>70% Submission demonstrates some understanding of the associated learning objectives presented in the assignment.</td>
<td>85% Submission demonstrates a general understanding of the associated learning objectives presented in the assignment.</td>
</tr>
<tr>
<td><strong>Mechanics and Readability of Assignment</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weight 15.00%</td>
<td>0%</td>
<td>Writing is unclear and/or disorganized in all literacy standards. Assignment is not understandable to the reader. Frequent errors in spelling and capitalization: profound and/or inaccurate punctuation which render the submission unreadable.</td>
<td>60% Writing is unclear and/or disorganized in most literacy standards. Assignment is unclear and not understandable to the reader. Contains many and serious intrusive errors of punctuation, spelling, and/or capitalization which partially inhibit readability.</td>
<td>70% Writing is unclear and/or disorganized in some areas of literacy standards. Assignment is partially clear and understandable to the reader. Contains several punctuation, spelling, and/or capitalization errors, but does not inhibit readability.</td>
<td>85% Writing demonstrates mastery of most criteria for high academic literacy standards. Assignment is mostly clear and understandable to the reader. Contains only occasional punctuation, spelling, and/or capitalization errors.</td>
</tr>
<tr>
<td><strong>Structure and Organization</strong></td>
<td>0%</td>
<td>60%</td>
<td>70%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>LEVELS OF ACHIEVEMENT</td>
<td></td>
<td></td>
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<td>-----------------------</td>
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<td>Effective</td>
<td>Mastery</td>
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<tr>
<td><strong>Format/Presentation of Assignment</strong></td>
<td>Submission is not appropriate for assignment. Does not follow directions as indicated by instructor. References and citations are not included if requested. Thoughts are not expressed in a logical manner.</td>
<td>Submission follows minimal directions and is missing many components indicated in the instructions. If requested, references are not included and/or properly cited. Errors in format several interfere with meaning, formatting is weak.</td>
<td>Submission does not follow all directions and is missing some components indicated in the instructions. If requested, some references are included and are partially cited. Several errors in formatting, or format is inconsistent.</td>
<td>Submission follows directions and includes most components indicated in the instructions. If requested, references are included and mostly cited properly. Few formatting errors.</td>
<td>Submission follows directions and includes most components indicated in the instructions. If requested, references are included and cited properly. Very few formatting errors.</td>
</tr>
</tbody>
</table>

**GRADING POLICY**
First paper – 35%
Second ‘group’ paper – 35%
Class participation and involvement – 30%

**COMMUNICATION**
Proper English and grammar should be used in all communications with the College. These communications include email messages as well as written assignments and Blackboard discussion board postings. It is not appropriate to use text/instant message short hand (i.e. using numbers in place of letters, such as 2 and 4). Emails, assignments, discussion board postings, etc. sent to instructors and college administrators should exhibit the professionalism at all times. Instructors should be addressed as requested (Dr., Professor, Mr., Mrs., Ms., etc.). “Hey!” is not an appropriate greeting. All emails must be signed with the student’s full name, course title, number, and section.
CLASS AND HOMEWORK EXPECTATIONS
You will do a great deal of writing in this class. Each student will keep a notebook and/or digital notebook of all work created during the semester. Then, when papers are due, you will select from among your documents to submit a chosen piece. Thus, we will both ensure all required work gets done and submitted in a timely fashion.

Students are expected to attend classes each week and spend a minimum of the following hours outside of class in support of this course:

<table>
<thead>
<tr>
<th>Semester Class</th>
<th>Classroom</th>
<th>Out-of-Class</th>
<th>Total Per Week</th>
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<tbody>
<tr>
<td>3 credit class</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4 credit class (lab)</td>
<td>5</td>
<td>8</td>
<td>13</td>
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Out of class activities can include, but are not limited to, reading, studying, attending co-curricular programming and completing homework. This time commitment is in accordance with the United States Department of Education policy on credits.

3-credit course 135 total hours between instructional and out-of-class.
4-credit course 195 total hours between instructional and out-of-class.

ACADEMIC INTEGRITY STATEMENT
All papers which require citations will be submitted through SafeAssign which evaluates the paper for instances of plagiarism. All students are responsible for maintaining high standards of honesty and integrity when completing assignments for their courses.

Any student found to have committed academic dishonesty, including plagiarism or cheating, will face academic penalties. Plagiarism consists of passing off the words or ideas of another as one's own and is a serious form of academic dishonesty.

The College expects that every assignment, such as essays, research papers, lab reports, oral presentations, and examinations, be the product of the student whose name appears on the work. Every assignment must credit the sources from which information is obtained.

A student can and should consult his/her faculty when particular questions arise as to when and how to properly acknowledge the work of others within his/her own oral or written expression.
ADDITIONAL CLASSROOM PROCEDURES AND STUDENT RESPONSIBILITIES

ENGL 1050 is a composition class, so we will write, write, write, and then write some more. Ernest Hemingway once said, ‘if you want to be a good writer, don’t just take courses in writing, write.’ And I fully believe in this bit of wisdom. We will also spend a great deal of time viewing videos and then writing about them. Taylor Swift videos, Katy Perry videos, etc. Along with clips from films such as *Good Will Hunting*, *The Dark Knight*, *Heat*, *The Shawshank Redemption*, and others. This should be a very fun and relaxed class, but please don’t forget our primary objective – to continually develop our skills and talents in writing.

CLASS AND HOMEWORK EXPECTATIONS

You will do a great deal of writing in this class. Each student will keep a notebook and/or digital notebook of all work created during the semester. Then, when papers are due, you will select from among your documents to submit a chosen piece. Thus, we will both ensure all required work gets done and submitted in a timely fashion.

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WEEKLY OUTLINE OF TOPICS AND DUE DATES FOR ALL MAJOR ASSESSMENTS, EXAMS, AND QUIZZES

<table>
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<tr>
<th>Week 1</th>
<th>First day – Introduce Course Syllabus</th>
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<tbody>
<tr>
<td>Topics to discuss – The Essay Outline</td>
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<tr>
<td>Reading assignment:</td>
<td></td>
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<tr>
<td>- Frederick Douglass, Chapters 1,2,3</td>
<td></td>
</tr>
<tr>
<td>In class writing:</td>
<td></td>
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<tr>
<td>- Personal Narrative Essay or Nonpersonal Narrative Essay</td>
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</tbody>
</table>
| Week 2 | Topics to discuss – Paper Types; Personal Narrative Essay, Compare and Contrast Essay, Definition Essay, Descriptive Essay, Problem and Solution Essay, Cause and Effect Essay  
First Paper Rough Draft Due  
Reading assignment:  
  - Douglass, Chapter 4,5,6  
In class writing:  
  - Continue to work on First Paper |
| Week 3 | Course Topics – MLA citation  
Student/Teacher conferences on First Paper  
First Paper Final Draft Due  
Reading assignment:  
  - Douglass, Chapters 7,8,9  
In class writing:  
  - Begin working on a possible Second ‘Group’ Paper |
| Week 4 | Course Topics  
Select Groups and Topics for Second ‘Group’ Paper  
Reading assignment:  
  - Douglass, Chapters 10,11  
In class writing:  
  - Continue work on Second ‘Group’ Paper |
| Week 5 | Course Topics  
Second ‘Group’ Paper Rough Draft due  
Student/Teacher conferences on Second ‘Group’ Paper  
Reading Assignment:  
  - *The Gettysburg Address*, by Abraham Lincoln  
In class writing:  
  - Continue work on Second ‘Group’ Paper |
| Week 6 | Course Topics  
Second ‘Group’ Paper Final Draft due  
Reading Assignment:  
  - *Declaration of Independence*, July 4, 1776 |
| Week 7 | Course Topics  
Reading Assignment:  
  - *I Have a Dream*, by Martin Luther King  
In class writing:  
  - Student choice – poem, essay, short fiction, etc |