


MONTGOMERY COLLEGE
Department of English and Reading
English 102: Critical Reading, Writing, and Research
Spring 2018

Meeting Times Go Here 

I. Instructor information

Name:

Phone:

Office:


Office hours:

Email:

II. General Course Information

Course Description: Studies in argumentation and research. Students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. (ENGF)
PREREQUISITE: A grade of C or better in ENGL 101 or ENGL 101A or consent of department. Three hours each week. **HONORS MODULE PREREQUISITE:** GPA of 3.2 or above with an A or B in ENGL 101/A. Include your course CRN.

General Education Statement: ENGL 102 satisfies a General Education English Composition Foundation requirement (ENGF). Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and their personal lives. This course provides multiple opportunities to develop written and oral communication, critical analysis and reasoning, information literacy, and technological competency. For more information on the General Education Program, go to www.montgomerycollege.edu/gened.

This class includes a supplemental Blackboard site that will be updated each week with course materials, announcements, and more. It is best practice to check our Blackboard site every week for updates. Please check the following Technical Requirements page at www.montgomerycollege.edu/delt for more information regarding Blackboard use. 

The Research Toolkit: Strategies for ENGL 102 & 103

This course is supplemented with The Research Toolkit, a Montgomery College Library course page made specifically for students to assist them in finding and narrowing research topics, researching effectively, and using and citing sources appropriately. It also has a live, interactive research Q&A. Your instructor may require you to visit the site, but it is open to all at

<http://libguides.montgomerycollege.edu/engl102>. 

III. Course Outcomes

1. Written and Oral Communication - Effective Writing

- a. Write multiple-page essays and workplace documents that demonstrate critical thinking - including an 8-10 page research paper - that meet college-level standards for content, organization, style, grammar, mechanics, and format as well as accepted conventions of writing in the workplace.
- b. Write effective, sound, well-supported arguments using a variety of rhetorical techniques.
- c. Manage the research and writing process effectively and show evidence of planning for research project methods and resource use.
- d. Identify and respond effectively to a range of audiences in written and oral assignments.
- e. Formulate a thesis to anchor development of an argument appropriate to audience and purpose.

2. Information Literacy

- a. Identify valid issues for research.
- b. Formulate research questions that aid in exploration and analysis.
- c. Use traditional library and online research skills to locate and evaluate college-level research materials as well as types of sources appropriate to research and writing.
- d. Integrate outside information into essays.
- e. Use appropriate standard documentation procedures in essays.
- f. Recognize and avoid plagiarism.

3. Critical Analysis and Reasoning

- a. Analyze readings for implied and direct meaning and for tone, audience, and purpose.
- b. Synthesize a variety of viewpoints to develop an individual argument position.
- c. Develop and analyze arguments using logic and other appeals.
- d. Identify and avoid flawed logic or logical fallacies.
- e. Participate constructively in discourse that may be controversial in nature.

IV. To acquire and demonstrate these skills, students will fulfill the following *requirements*:

ENGL 102 Requirements	Meets outcomes...
A minimum of 25 pages of formal, polished writing, to include:	
At least one annotated bibliography of five or more sources using a standard citation style, each annotation an entry of at least 100 words to include a summary and explanation of how the text will contribute to the research paper, for a minimum of three pages.	1: c, d, e 2: a, b, c, d, e, f
A three-page assignment to be determined by the instructor – for example an additional annotated bibliography, exploratory essay, analytical essay, self-assessment, revision plan, or other document relevant to course outcomes.	1: a (others vary)
<p>Four formal essays to include 1-4 below, all of which:</p> <ul style="list-style-type: none"> • Maintain focus on a clearly-stated thesis • Demonstrate critical thinking and logical reasoning • Use appropriate rhetorical strategies • Integrate relevant source material to support claims • Incorporate feedback through content revision • Use standard documentation style 	1: a, b, c, d, e 2: a, b, c, d, e, f 3: a, b, c, d, e
1. One essay of at least three pages that analyzes rhetorical, argumentative, or literary techniques.	1: a, d, e 2: e, f 3: a, c, d, e
2. One essay of at least three pages that makes a unique argument based on synthesis of assigned texts.	1: a, b, d, e 2: e, f 3: a, b, c, e, f
3. One paper of 5-7 pages that develops an argument based on at least five sources located using the research process, at least one of which must address a counterargument.	1: a, b, c, d, e 2: a, b, c, d, e, f 3: a, b, c, d, e
4. A researched argument paper of 8-10 pages using at least 10 sources, and which requires students to implement a research plan; use a rhetorically effective method of organization; formulate, develop, and support a thesis using sound evidence, reasoning, and appropriate appeals; and incorporate alternate positions into a sustained argument. Finally, students reflect on their learning experience in a reflective component either part of the assignment or as a follow-up assignment.	1: a, b, c, d, e 2: a, b, c, d, e, f 3: a, b, c, d, e

Practice in written communication, critical analysis and reasoning, and information literacy	
Analysis, interpretation, evaluation, and response to at least 150 pages, to include both instructor-assigned readings and credible texts students find through research.	3: a, b, c, d, e
Assignments that give students the opportunity to demonstrate skills needed for formal writing, including but not limited to analyzing sources; recognizing and using various types of appeals; responding to and incorporating alternate positions; recognizing and avoiding logical fallacies; summarizing, paraphrasing, quoting, and integrating sources; and documenting sources using standard documentation procedures.	1: c, d, e 2: a, b, c, d, e, f 3: a, b, c, d, e
Assignments focused on information literacy and research skills, including formulating appropriate research questions, using library databases and search techniques, evaluating the credibility of sources, and implementing a research process.	2: a, b, c, e

V. Textbooks and Required Materials

TP/SS:

Hacker, Diana, and Nancy Sommers. *Rules for Writers*, 8th ed.

Kirszner, Laurie and Stephen R. Mandell. *Practical Argument*, 3rd ed.

Montgomery College white composition folder (available at the MC Bookstore)

Several copies of the textbook are on reserve at the Circulation Desk in the Resource Center (Library). You may borrow the book for two hours, but you may not take it out of the library.

If you require any other materials (e.g., internet access) add them [here](#).

VI. Course Expectations

A. **Required Assignments:**

To pass this course, students must satisfactorily do the following:

- Complete the assignments listed under “Formal, polished writing, to include” section in the course requirements, including an 8-10 page researched argument

using 10 sources with a reflective component either part of the assignment or as a follow-up assignment.

- Revise and edit written work as directed by the instructor.
- **Maintain a folder of graded course work to include all formal essays.** Folders will be kept by the instructor or the department until the deadline for grade appeal, which is four weeks after the beginning of the Fall or Spring semester immediately following the semester in which the course is taken. Policies governing return of folders may vary among the campuses.

B. Calculation of Grades:

This section should list the components of the final grade (assignments, quizzes, tests, papers, class participation, etc.). This section also explains the formula used to calculate the grade and the grading scale.

Example of course grade breakdown (adapt for your own assignments):

Assignment	Percentage of course grade
Assignment I: Rhetorical Analysis	10
Assignment II: Literary Analysis or Visual Argument	10
Assignment III: Group Project/Website Evaluation	10
Assignment IV: Exploratory Essay (min 5 sources)	15
Assignment V: Annotated Bibliography	10
Assignment BI: Research Paper (min 10 sources)	30
Final Quiz	5
HW/In-class assignments	10

Grade information should include points and/or percentages of all major assignments – feel free to contact me if you would like to see my example, and please check your math!

C. Late and/or Make-up Policy for Coursework

This section should specify whether the instructor accepts late and/or make-up course work. If so, this section should explain the criteria and provide directions that the student should follow.

In this section, you should also include your policy on late work in cases of tardiness or absences.

D. Standards

Students are expected to do college-level writing. The English Department assumes that ENGL102 students have at least minimal "C" level ENGL101 writing competence. If students are weak in the writing skills prerequisite for this course, it is their responsibility to seek help. The instructor will offer comments to help students improve papers. Papers inappropriate for a mature, reasonably intelligent audience, as well as those weak in grammar or presented in an inappropriate format, may be failed or returned for total revision.

Although the grading of individual assignments may vary--and some assignments may, in fact, be ungraded--the following standards will, in general, be applied to written work:

An "A" paper is substantial, well developed, and effectively organized and presented. It demonstrates original or thoughtful engagement with content and sensitivity to diction, tone, and style. Its sentences are clear, precise, and well-structured. The paper is appropriately documented and formatted and virtually error-free.

A "B" paper contains a number of the strengths of an A paper, but it typically lacks the thoughtfulness, originality, and sensitivity of the superior paper. It is also virtually error-free.

A "C" paper fulfills the assignment and is adequately organized. The writer communicates ideas and develops a thesis, although supporting evidence may be minimal and organization rather mechanical. The writing is not marred by habitual or serious grammatical errors. Thought and expression are competent. (A detailed description of a "C" paper is available in *"Standards for a 'C' Grade in English Composition."*)

A "D" paper typically is marked by failure to focus on a thesis, poor organization, lack of development, or recurrent mechanical errors.

An "F" paper may ignore the terms of the assignment, or it may be devoid of thesis, support, or organizing principle. Typically, it contains numerous mechanical errors that seriously interfere with comprehension; it may also be marred by serious errors in documentation.

Standards for a "C" Grade in English Composition Statewide English Composition Committee (March 1998)

A. Content

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of

information are accurately presented and fully attributed.

B. Organization

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

C. Style/Expression

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

D. Grammar/Mechanics

The "C" paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

VII. Course Policies and Procedures

- Students are expected to purchase and bring to class all materials assigned by the instructor. They should possess a good dictionary, a standard grammar handbook, and a Montgomery College Composition folder.
- According to MC academic regulations, students are required to attend and be prepared for all classes. The instructor has the option of dropping students for excessive absence (as defined in the MC Catalogue under "Academic Standards"). Absence from class on a given day does not excuse students from the responsibility of making up lessons and submitting assignments.
- Students are required to use MyMC-Blackboard email to contact the instructor. **ADD BY WHEN STUDENTS CAN EXPECT TO RECEIVE A RESPONSE FROM YOU HERE. YOU MUST USE MyMC-Blackboard EMAIL TO REPLY TO STUDENTS. YOU MUST RESPOND NO LATER THAN WITHIN ONE WEEK OF RECEIVING STUDENT EMAIL. IF YOU TEACH A CLASS WHICH**

MEETS 2-3 DAYS PER WEEK, YOU SHOULD EXPECT EMAIL DAILY. THEREFORE, TRYING TO RESPOND WITHIN 2 OR 3 BUSINESS DAYS WOULD BE THOUGHTFUL.

- Students are expected to submit all assignments on the due dates announced by the instructor. Because effective writing usually comes through thoughtful revision, students should revise and edit all work before submission. They will be given the opportunity to rework some assignments. The instructor will determine at what point a piece of writing receives a definitive grade.
- Please include your specific policy on cell phones and other electronic devices.

A. Standards of College Behavior

Regarding classroom behavior, the *Montgomery College Student Handbook* states the following information:

“If a student behaves disruptively in the classroom after the instructor has explained the unacceptability of such conduct and the consequences that will result, the student may be asked to leave the room for the remainder of the class time. If the student does not leave, the faculty member [will] request the assistance of Security.

The faculty member and the student are expected to meet to resolve the issue before the next class session. If, after a review of the situation and a restatement of the expected behaviors, the student refuses to comply with the stated standards of conduct required, then the faculty member should refer the issue in writing to the dean of student development (240-567-1993) for action under the Student Code of Conduct.”

B. Academic Honesty

This section should define academic dishonesty and plagiarism for students. It also needs to include the penalty for plagiarism in your course. In addition, include the following text from the Student Code of Conduct:

Regarding academic honesty, the *Montgomery College Student Handbook* states the following information:

“Students who engage in any act [judged] by the classroom instructor to constitute academic dishonesty or misconduct are subject to any and all sanctions deemed appropriate by the classroom instructor, [including] grade sanctions for violations of academic ethics.”

Plagiarism is a very serious academic and ethical offense whether intentional or unintentional. It is a form of cheating and is grounds for failure on an assignment, in

the course, or referral to the appropriate dean for additional sanctions. In your assignments, give proper credit to borrowed material, whenever you:

- Directly quote another person's actual words, whether oral or written;
- Paraphrase the words, ideas, opinions, or theories of others;
- Use another person's ideas, opinions, or theories;
- Borrow facts, statistics, or illustrative material;
- Offer materials assembled or collected by others in the form of projects or collections without acknowledgment. (Adapted from Indiana University Code of Student Rights, Responsibilities and Conduct.)

Find the Student Conduct Code at http://cms.montgomerycollege.edu/pnp/#Chapter_4.

VIII. Collegewide Policies and Procedures

Important Student Information Link: <http://cms.montgomerycollege.edu/mcsyllabus/>

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to Student Success such as: Student Behavior (Student Code of Conduct); Student e-mail, College Tobacco Free Policy; Course Withdrawal and Refund Information; Resources for Military Service Members, Veterans and Dependents; how to access information on delayed openings and closings; how to register for Montgomery College's Alert System and how closings and delays can impact your classes.

A. Attendance Policy

Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop the student from the class. An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions. **If you have additional attendance policies, add them to this section.**

B. Withdrawal and Refund Dates

It is the student's responsibility to drop a course. Non-attendance of classes or failure to pay does not constitute official withdrawal. The last day to withdraw with a refund is **_____**; the last date to withdraw with a W is **_____**. (These dates are listed in your MyMC course schedule under "Schedule with Drop Dates." If you have questions about the withdrawal dates for your courses, please ask!) Students unable to drop via MyMC because of account holds should fill out a drop form at Admissions and Records prior to the last business day before the withdrawal deadline.

C. Audit Policy

All students registered for audit are required to consult with the instructor before or during the first class session in which they are in audit status, and students are required to participate in all course activities unless otherwise agreed upon by the student and instructor at the time of consultation. Failure to consult with the instructor or to so participate may result in the grade of “W” being awarded. This action may be taken by the instructor by changing the “AU” to “W” before the drop with “W” date.

D. Disability Support Services

Any student who may need accommodations due to a disability, please contact the Disability Support Services office on your campus as soon as possible (R-CB122; G-SA172; or TP/SS-ST233). If you have an accommodation letter from DSS, please contact me to discuss arrangements for your accommodations.

Any student who may need assistance in the event of an **emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations are at:** <https://cms.montgomerycollege.edu/EDU/Plain2.aspx?id=4162>

E. Veteran's Services

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at www.montgomerycollege.edu/combat2college.

F. Writing Center

Writing Centers on all three campuses provide one-on-one tutoring for Montgomery College students on a walk-in and appointment basis to support reading, writing, and language learning. The Writing, Reading, and Language Center (WRL Center) at Takoma Park/ Silver Spring provides print materials and one-on-one tutoring for Montgomery College students on a drop-in or appointment basis. Services at the WRLC include instructional support for courses in **grammar, reading, speech, writing** and **languages** supported by the College. For information on hours of operation, you can choose to visit the WRLC located in RC-105, call this number: (240) 567-1556, or email wrc.tp-ss@montgomerycollege.edu.

G. Printing at MC

Your printing login and password are sent directly to your MC email address from WEPA. If you delete this email by mistake, visit wepanow.com, type your WEPA “Username” (Your WEPA “Username” is your MC email address.), and click “Forgot your password?” To your MC email address, WEPA will email a link to change your password. This process will take a few minutes. For more information about printing at MC, visit montgomerycollege.edu/printing.

H. Delayed Opening or Closing of the College


Montgomery College will always operate on its regular schedule unless otherwise announced. Regarding emergency closing of the College, the *Montgomery College Catalog* states the following information:

If inclement weather forces the College or any campus or College facility to suspend classes or close, public service announcements will be provided to local radio and television stations as early as possible. Students can also find out the opening status by calling the College's main information line at 240-567-5000 or by visiting our web site at www.montgomerycollege.edu. Students may also wish to sign up for Montgomery College ALERT to be notified by text message of closures and delays. To register, see www.montgomerycollege.edu/emergency.

I. Communication

Montgomery College e-mail account is the official means of communication between faculty members and students. It is recommended that you check his or her account routinely for official communication or as directed by your instructor(s). Some items you may find there are: course announcements, invoices, important admission/registration information, waitlist status. To check your e-mail, log into your MyMC online account and locate the e-mail icon in the upper right hand corner of the page. **If you have additional communication information, add it here.**

J. Questions or Concerns

If you have any questions or concerns about this class, please speak with the instructor and then the Course Coordinator. 

IX. Course Schedule

You must develop this section. It will provide a daily or weekly schedule for the course for each week of the semester, along with due dates for assignments. A faculty member may note that assignments and due dates are subject to change. This document may be distributed separately from the syllabus, but should include major assignments, major deadlines, and topics to be covered in class.