

MONTGOMERY COLLEGE
Department of English and Reading

ENGL 101 – INTRODUCTION TO COLLEGE WRITING and ENGL 011—INTRODUCTION TO COLLEGE WRITING SUPPORT

I. Instructor Information

Name:
Phone Number
Office Location:
Office Hours:
E-Mail Address:

II. General Course Information

ENGL 101: An introduction to college writing. The first of two freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to readings and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements.

ENGL 011: An introduction to college writing support. A corequisite course designed to equip students with the skills needed to be successful in ENGL 101. ENGL 011 provides extended guidance and in-class practice with all stages of the writing process, with deliberate emphasis on grammar skills and critical reading and thinking. Upon successful completion of ENGL 101 concurrent with ENGL 011 corequisite, students will advance to ENGL 102 or ENGL 103 according to discipline guidelines. PREREQUISITE(s): Placement through assessment testing; or completion of IERW 001 with a grade of B or better; or completion of IERW 002 with a grade of C or better; or completion of AELW 940/ELAI 990 with a grade of C or better; or consent of the department. COREQUISITE: ENGL 101. ENGL 101 and ENGL 011 must be taken concurrently. Assessment levels: READ 120. Two hours each week.

III. Composition Portfolio

All students in ENGL101 and ENGL101+011 must submit a portfolio that contains final graded copies of all major written work for the course. As one of the requirements for passing the course, students are required to submit a portfolio. The portfolio should include at least three essays, one of which must be a self-assessment essay, and one of which must use the words and ideas of others with proper attribution. The portfolio will be assessed according to the portfolio rubric and the course objectives. The classroom instructor will provide further information and details regarding assembling and submitting the portfolio.

IV. Course Requirements

- Submission of a passing portfolio
 - 3 college-level essays to include
 - At least 1 essay that integrates assigned texts or readings by quoting, paraphrasing, and summarizing (approximately 900-1,000 words)
 - 2 essays based on instructor's requirements ((approximately 900-1,000 words)
 - 1 self-assessment/portfolio reflection essay (approximately 900-1,000 words)
- NOTE: Based on a 12-point standard MLA-approved font, such as Times New Roman, and standard margins, 250 words are expected per typed essay page. Instructors' personal preferences need to align with this length expectation.
- Informal assignments that
 - Demonstrate critical thinking and reading
 - Reinforce the writing process
 - Practice skills used in essays

V. Specific Outcomes for ENGL 101

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

Writing Process:

- Apply the recursive writing process (pre-writing, outlining, drafting, revising, and editing)
- Incorporate appropriate feedback from peers and instructors when revising essays and provide effective peer feedback
- Assess their own writing progress and recognize areas for improvement
- Select and revise appropriate writing assignments to be included in final portfolios
- Use computer applications to draft, write, edit, and revise papers according to a standard manuscript format

Expository Writing:

- Develop unified essays that present central ideas supported by relevant personal experience, critical thought, and readings
- Use a thesis, either clearly stated or implied, as the organizing principle for a logical and coherent college level essay
- Use rhetorical strategies, based on audience and purpose, to develop academic essays
- Write essays that demonstrate facility with grammar, mechanics, and punctuation
- Integrate information into essays by quoting, paraphrasing and summarizing, based on assigned readings
- Demonstrate standard citation and documentation procedures to write with integrity and avoid plagiarism

Critical Thinking, Reading, and Writing:

- Summarize and analyze college-level readings
- Articulate and support a position in response to readings
- Develop and express own ideas in relation to words and ideas of others

VI. Specific Outcomes for ENGL 011

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

- Apply the writing process to complete pre-writing, drafting, revision, reflection, and peer-review.
- Use grammar and mechanics, including parts of speech and sentence-level editing, in essay writing and revision.
- Implement reading strategies, including comprehension, summary, inference, and evaluation of college-level reading.
- Implement critical thinking strategies, including analysis, synthesis, reflection, and evaluation for the purpose of effective communication.

VII. Required Texts and Supplies

- Textbook
- A collegiate dictionary
- USB or flash disk

VIII. Course Grade/Assignment List

Instructor lists the components of the final course grade (i.e., tests, essays, attendance, etc.) and the formula used to calculate the grade.

Essay One

Essay Two

Essay Three

Essay Four

Homework/Class Work

Portfolio with Final Reflection/Self-Assessment Essay

****Students who receive a course grade of D or below must take ENGL101 or ENGL 101+011 again before they move on to English 102 or 103.****

IX. Essay Guidelines and Grading Standards

Essays submitted for ENGL+011 should be written at a level appropriate for college level writing. Papers which are not appropriate for a college-level audience may receive a below average grade or be returned to the student for total revision.

Instructors will respond to papers with the goal of guiding students to improve their writing. The instructor will offer comments and make references to the current handbook to help the student improve, revise, rewrite, or edit the paper.

The grades given on papers will reflect the writer's control over language in a given developmental, rhetorical, or analytical process. Grades on finished expository papers will reflect the following elements:

- a. Clear control of the subject stated in an explicit or implicit thesis;
- b. Control of ideas through a logically formulated and well-developed outline;

- c. Logical arrangement of ideas through effective paragraph division and structure;
- d. Adequately developed paragraphs with substantial and appropriate evidence;
- e. Effective sentence variety in length and type, with thoughtful subordination and coordination, and accurate predication;
- f. Appropriateness and accuracy of diction;
- g. Manuscript form, mechanics, and use of standard written English; and
- h. Adherence to length and other parameters set by the instructor.

Generally, the Department defines its grading levels as follows:

*An **A** paper is substantial, well developed, and effectively organized and presented. It usually demonstrates substantial or original ideas; thoughtful engagement with content; and sensitivity to diction, tone, and style. Sentences are well-structured, clear, and precise. An A paper is well-formatted and virtually error-free.

*A **B** paper contains a number of the strengths of an A paper, but it often lacks the thoughtfulness, originality, sensitivity, and full development of the superior paper. In some instances, a B grade is given to a potential A paper undermined by minor mechanical errors.

*A **C** paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. There is no evidence of habitually-made, serious mechanical problems. The thought and expression, however, are usually undistinguished. In some instances, a C grade might be given to a potential B paper undermined by recurring errors in mechanics.

*A **D** paper usually contains such weaknesses as poor organization, lack of development, or failure to focus on a thesis. In some instances, a D grade may be given to a potential C paper undermined by some serious errors in mechanics.

*An **F** paper usually shows some of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to the assigned length. An F paper often contains numerous problems with one or more of the following:

- a. sentence structure: garbled or non-English syntax, run-on or fused sentences, fragments, comma splices, shifted constructions, faulty predication, dangling or misplaced modifiers
- b. verb forms
- c. agreement: subject-verb, pronoun-antecedent
- d. punctuation
- e. spelling
- f. manuscript form

X. Make-up Policy:

Instructor lists his/her policy here.

XI. Late Policy:

Instructor lists his/her policy here.

XII. Classroom Policies

A. **Attendance [and Withdrawal from Class]** -- According to College academic regulations, students are expected to attend all class sessions. The instructor may fail or drop students if they are absent more than the equivalent of one week of class. If students miss a class, they are responsible for any work assigned or completed during their absence. Students should not expect their instructor to take time from the regularly scheduled class to tell students about work they have missed. Instructors are available to meet with students during office hours or by appointment.

B. **Audit Policy** -- Students may choose to audit a class at the time of initial registration, or they may change to audit at any point prior to completion of 20% of the class. Faculty permission is not required to register for audit. However, permission is required to change to audit after classes begin.

C. **Withdrawal** – An official last day to withdrawal from a course with a grade of “W” is established each semester and can be found on the college’s academic year calendar, which is posted on the College website. It is the student’s option and responsibility to withdraw from the course by this date.

Withdrawal from Class: The last day to withdrawal from class with a refund is

_____.
The last day to withdraw from this class is _____.

D. **Academic Honesty** – 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)

E. **Student Code of Conduct** -- Regarding classroom behavior, the *Montgomery College Student Handbook* states the following information:

"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 for action under the Student Code of Conduct."

Dean of Student Development contact phone number:

- Germantown = 240-567-1993
- Rockville = 240-567-5052
- Takoma Park/Silver Spring = 240-567-1469

Additional Classroom Standards for Behavior:

The Professor has the right to penalize the following behaviors:

- Arriving late to class repeatedly
- Leaving class prematurely
- Exhibiting a lack of participation in class
- Any disruption of the positive learning environment
- Any disrespectful or impolite behavior
- Any use of profanity or offensive language
- Any cell phone or pager activity
- Any disruptive talking
- Any use of electronic devices

Professors reserve the right to amend this list at any time. Students will be notified about any amendments.

F. **Support Services**

The WRLC serves as a resource for students, faculty, and staff and provides support services to students in all classes that require reading, writing, speech, American English pronunciation, and world languages. The services provided are one-to-one tutoring, specialized workshops, access to instructional technology, PC and Mac computers, the Microsoft Office software suite, WEPA print services, and various resources assigned by faculty.

Learning Center Virtual Support Statement:

Montgomery College Learning Centers promote student success by providing engaging, responsive, and interactive academic support. Through high quality professional tutoring and collaborative college-wide services, the Centers' dedicated and caring staff fosters a welcoming and empowering learning environment for a diverse student body. All students have access to the Academic Success Center, STEM Learning Centers, and the Writing, Reading, and Language Centers. Students can find more information here about how to register and make a tutoring appointment: <https://www.youtube.com/watch?v=EP-XnKceMzk>. Students can find out general information about the learning centers here: <https://www.montgomerycollege.edu/academics/support/learning-centers/index.html>

Any student who may need an accommodation due to a disability should make an appointment to meet with a Disability Support Services (DSS) Counselor. A letter from DSS authorizing a student's accommodation will be needed. Any student who may need assistance in the event of an emergency evacuation must identify him/herself to the Disability Support Office; guidelines for emergency evacuations for individuals with disabilities are found at <http://www.montgomerycollege.edu/Departments/dispsvc/evacprocedures.htm>.

Remote Front Desk Inbox please email dss@montgomerycollege.edu for all other DSS related questions and/or requests.

DSS counselors can be reached as follows:

Germantown = Harry Zarin, SA Room 181,
240-567-7767

Rockville = DSS Support Services Office, CAB Room 122,
240-567-5058

Takoma Park/Silver Spring = Dr. Cathy Wilson, ST Room
137, 240-567-1475

- G. **Veteran/Active Reserve Military Personnel Support** -- 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/ and/or contact Joanna Starling at 240-567-7103 or at joanna.starling@montgomerycollege.edu .
- H. **Cancellation of Classes** -- 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 are encouraged to stay informed regarding college and county-wide emergencies by signing up for MC Alert notifications. This can be done by logging on as a new user through alert.montgomerycountymd.gov or by clicking on the Emergency Site button at the top right corner of the Montgomery College home page.

MONTGOMERY COLLEGE -- BASIC NEEDS STATEMENT

“Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the *Dean of Students Affairs* (see listed below) on your campus. Furthermore, please notify the professor if you are comfortable in doing so. This will enable the professor to provide any resources that they may possess. We know this can affect performance in the course and Montgomery College is committed to your success.”

The *Deans of Student Affairs*, by Campus

Germantown:

Dr. Jamin Bartolomeo, jamin.bartolomeo@montgomerycollege.edu

Rockville:

Dr. Tonya R. Mason, tonya.mason@montgomerycollege.edu

Takoma Park/ Silver Spring:

Ms. Janeé McFadden, (Interim), Janee.McFadden@montgomerycollege.edu

I.

Important Student Information Link

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 the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College alert System, and finally, how closings and delays can impact your classes. If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

<http://cms.montgomerycollege.edu/mcsyllabus/>

Possible additional policy sections could include:

- 1. Cell phone use in class***
- 2. Email/MyMC/Blackboard Instructions***

XII. Course Schedule

Instructors may provide a daily or weekly schedule for the course, along with due dates for assignments.

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