

Massachusetts Maritime Academy
Department of Humanities
HU-1111 – English Composition
Fall 2018

Instructor:	Dr. Jenna Morton-Aiken
Email:	jmorton-aiken@maritime.edu
Office Hours:	MWF 1:30-2:30pm (click here to book an appointment); get in touch if you need to make an appointment during other times
Office Location:	Kurtz 227
Class days/time:	MWF 8:00am - 8:50am (Section 11) MWF 3:00pm - 3:50pm (Section 18)
Classroom location:	Harrington Building, Room 204 (Section 11) Harrington Building, Room 102 (Section 18)

Course Description

English Composition is the first course in the writing sequence at MMA, followed by HU-1222 (Analysis and Interpretation of Literature). Students must earn a C- or better in HU-1111 order to advance to HU-1222. These two courses should be taken in the freshman year; in the second semester of their sophomore year, students are required to take a Writing Proficiency Exam (WPE), followed by a junior-year e-portfolio submission. Each of these requirements must be completed with passing scores in order to graduate.

English Composition guides students in discovering and creating meaning through language and writing and provides further guidance as they generate ideas and organize structures for reflection, persuasion, analysis and argument. The course provides opportunities to critically read and examine various texts, to explore and analyze different rhetorical strategies, to develop and support a controlling idea, to study the writing process, and to revise meaningfully and independently. It gives guidance in synthesizing and documenting information, and offers suggestions for effective grammar, usage, punctuation, spelling, and other mechanics, as needed. The course asks students to collaborate with their classmates and instructor through team assignments, discussion, presentations, individual conferences, and, when appropriate, peer review. By focusing first on fluency, then on clarity, then on correctness, the course gives students ample opportunity to develop and refine their writing skills for various audiences and purposes, both in and beyond college.

Course Goals and Objectives:

Through compositions, textual analysis, presentations, peer review, and other activities, students will develop the skills to:

- Demonstrate the ability to use reading and writing to critically analyze, understand, and evaluate ideas within a text.
- Understand that writing is a process that usually requires multiple drafts to create and complete a successful text.
- Respond to the various purposes of writing and the needs of different audiences, including the use of appropriate voice, tone, and level of formality.
- Develop a well-defined, original and explicit controlling idea that is appropriately supported throughout the essay by such devices as the use of specific details and examples.
- Present a logical and appropriate organizational structure that uses clear transitions to effectively connect ideas both within and between paragraphs.
- Acknowledge and synthesize sources when necessary.
- Use words and phrases that are apt and precise, and vary sentence structures according to content, audience, and purpose.
- Avoid errors in grammar, spelling, and punctuation and usage that impede effective communication.
- Develop flexible strategies for generating, revising, editing, and proofreading.
- Critique their own and others' writing, and learn to revise and edit independently.

Required Texts

In Conversation, by Mike Palmquist and Barbara Wallraff. Macmillan. 2018. ISBN-10: 1-319-23584-0; ISBN-13: 978-1-319-23584-0.

Sustainability: A Bedford Spotlight Reader. Christian R. Weisser. Macmillan. 2019. ISBN-10: 1-319-05661-X; ISBN-13: 978-1-319-05661-2

Subscription for elireview.com available through the bookstore; enroll as a new student and use course code novae900mufti.

Faculty/Student Roles

Faculty Role – My role as instructor in all of my courses is to be a facilitator. I aim to give my students tools, resources, and support for them to become more competent and confident writers. We're going to do a lot of talking and writing about writing. This might be a big change from your other classroom experiences both in terms of technology and a new approach to teaching, so please keep at it and stay in touch if you have questions.

Student Role – Show up and be involved. This is a writing class, and that also means that you'll be doing a LOT of writing. This is an opportunity to practice, figure out why it did/didn't work, and then do it better/faster/stronger next time. You will have multiple drafts of things. It gets complicated. Spend time with your calendar (I recommend Google Calendar for everything), stay on top of the dates, and have confidence that this is like lifting weights—you start small, do a lot of repetition, and weeks later, you can “lift” the heavy thing.

Expectations

This is a Monday/Wednesday/Friday class. You are welcome to work ahead, though you will need to respond to other students' contributions as they become available.

You are working as both an individual and group member in this class. As an individual, you will be responding for doing your reading, writing "work journal" entries, completing the assignments marked as "individual assignments" and responding to classmates as directed. As a group member, you will be responsible for communicating consistently and frequently with group members and actively contributing to group projects. Communication with me and with each other is critical to your success in this class.

Assignments and rubrics will be posted together in the "Assignment" function of Blackboard. Reading and other smaller assignments will be posted in the Calendar function. This class is front-loaded, which means there is a lot of work in the first weeks of class. Once we have done a lot of reading and some writing, we'll spend more time on giving feedback and making that writing better.

Becoming a better writer means practicing lots of writing, doing it poorly, and figuring out how to do it better next time. Hang in here, and we'll get there together.

Email me with questions, and I'll get back with you within 24 hours on a weekday. You are welcome to email over the weekend, but I probably won't get back to you until Monday. Emails at 1am are fine but make me nervous for your wellbeing; please sleep and take care of yourselves.

The writing faculty at the Massachusetts Maritime Academy believe the following about the practice of writing:

Writing is a process	All good writers make mistakes
Writing is hard work	No first draft is perfect
Different writers have different writing processes	Good writers are not born but made
Writers need an authentic audience	Writers need a supportive environment
Writers should write for themselves first	More reading=better writing
Good writing requires lots of practice	Good writing requires complex thinking
Good writing involves revision—sometimes many drafts	

Technology Access

You will need access to a computer, the internet, and possibly a phone for this course. Bring your laptops to class every day. You will also need to be in regular contact with group members, which may happen online or by phone; your group will decide what works best for you. All materials for the course—other than textbooks—will be provided online through our shared Blackboard site.

Schedule

A full schedule with all reading assignments and project deadlines will be posted in the Schedule section of Blackboard. The schedule will be modified periodically, so please check this calendar regularly for all assignments. Any schedule adjustments because of snow days or other disruptions will be made to the calendar (with additional notification by email), so please do not assume an assignment is cancelled or delayed because classes have been cancelled.

Attendance

Participation is critical to succeed in this class, and the small-class environment of writing classes requires dedicated attendance and full participation from each and every class member. Absent students are responsible for 1) explaining the absence and/or verifying its necessity; 2) getting the assignments from a classmate or the instructor; and 3) if the instructor agrees, making up the missed work. *If students notify the instructor in advance*, absences for religious holidays, athletic participation, or other university-sanctioned events are excused. Other absences (for illness, accident, or personal tragedy) may be instructor-approved; however, it is the student's responsibility to contact the instructor—via email—to explain the absence within 12 hours of the missed class, or to provide documentation at the following class meeting. Absences that are not university-sanctioned or instructor-approved will mean a loss of points or a deduction to the final grade. Please note, students will have difficulty passing the course with more than two weeks of absences.

Basically, the sooner you let me know about an absence, the better.

Deadlines and Due Dates

All work is due on the date specified. Meeting deadlines is especially important in an online class and in group work situations. **Late assignments will have 10 points deducted per day late and go to the bottom of my grading pile**, so please help each other to make sure you meet all deadlines on time.

Plagiarism and Documentation

Plagiarism is a violation of academic integrity, and thus students should be taught what constitutes plagiarism. Though the students are given a brief lecture on plagiarism during freshman orientation, the department strongly encourages instructors of English Composition to review plagiarism in the classroom. Instructors who find that a student has plagiarized should notify the department chair. The instructor then may take the case to the Academic Dean, who will decide whether to take it to the Honor Board for disciplinary action. There are many online resources offer extensive help on matters of plagiarism and how to acknowledge source material. If you need more help understanding when to cite something or how to make clear your references, PLEASE ASK.

Note on Access

Massachusetts Maritime is committed to providing reasonable accommodations to students with documented disabilities. Students who believe they may need accommodations in this class are directed to contact Mrs. Anne Folino, Director of Disability Compliance, within the first two weeks of class. Contact Mrs. Folino at afolino@maritime.edu or x1409.

Final Grade Distribution*

Grades for this course will be calculated as follows:

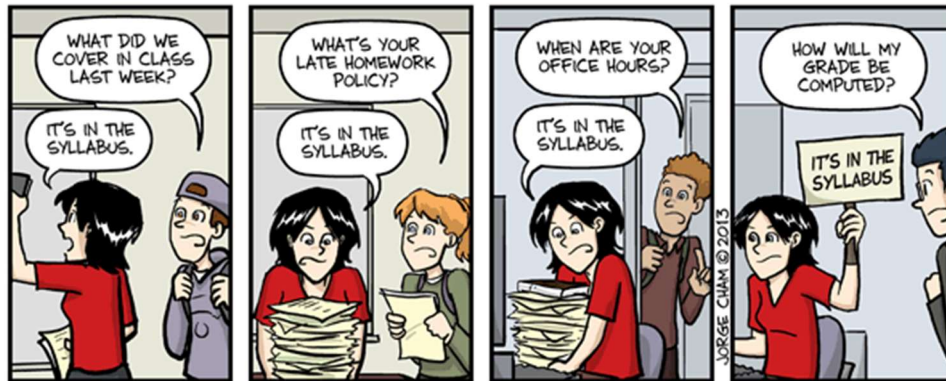
Individual	
Work journal	10%
Class Participation (attendance, impromptu presentations, attitude, etc.)	15%
Reflective Essay	5%
Eli Review	10%
Rhetorical Analysis	10%
Argument	10%
Final Portfolio	15%
Group	
Group Proposal	15%
Group Presentation	10%

Grading Scale:

A	93	B	83	C-	70
A-	90	B-	80	D+	68
B+	88	C+	78	D	63
				F	59

Important Note

This syllabus serves as a contract. If you return to this class after receiving a copy of this syllabus, you are agreeing to the terms, conditions, or expectations that are outlined here. When you have finished reading the syllabus, send me a joke, meme, or otherwise enjoyable message. I look forward to being entertained. And remember, if it’s not on Blackboard, then:



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM