

**Massachusetts Maritime Academy**  
**English Composition – HU 1111-13**  
**Fall 2016**

Professor name:  
Office location:  
Office phone:  
Office hours:  
Email:

Class day and time:  
Class location:

**Course Description**

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 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.

**The writing faculty at the Massachusetts Maritime Academy believes 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.

**Required Texts & Other Materials**

You will need:

- *A Pocket Style Manual, 7<sup>th</sup> Edition*, by Diana Hacker and Nancy Sommers, ISBN: 978-1-4576-4232-6,
- *“They Say, I Say”: The Moves That Matter in Academic Writing, 3<sup>rd</sup> Edition*, by Gerald Graff and Cathy Birkenstein, ISBN: 978-0-393-93584-4,
- a laptop computer (bring it to class every day),
- a USB drive or some other means of storing your work,
- a Taskstream account,
- a notebook for in-class and out-of-class writing.

**Course Requirements**

- 1) *Five formal writing assignments.* The first three will be in response to course readings, the fourth will consist of a team project focused on research, and the fifth will be the creation of your electronic portfolio.

When you create your electronic portfolio, you will be asked to reflect upon your development as a writer this semester. For this reason it is important that you save all drafts, revisions, rewrites, and notes. Keep everything you write, and keep it well organized.

All formal writing assignments should be double-spaced, in 12 pt. Times New Roman font, with page numbers, standard MLA formatting, and a title. They should be free from errors in spelling, punctuation, and grammar. **Failure to submit a formal assignment on time will result in the grade for that assignment being lowered by one full letter grade per day.**

- 2) *Informal writing assignments.* You will be asked to engage in regular in-class and out-of-class informal writing. This is your opportunity to respond to texts and ideas in ways that are personal or experimental. Though this writing will not be evaluated for grammar, spelling, or success, it should demonstrate your understanding and consideration of what you’ve read. Informal writing will be evaluated for timeliness, thoughtfulness, and thoroughness.

**All work must be completed before the beginning of class on the day that it is due. I will not accept unsolicited late work under any circumstances.**

- 3) *Attendance.* Be here, and be on time. If you miss any portion of this class, it is your responsibility to find out what you have missed from a classmate. Even if you miss a class, you are still responsible for submitting all work on time. Absenteeism is not an excuse for late work.

**You are allowed three absences. Beyond three, your final grade for the course will be lowered by one full letter grade per absence. Five absences will result in failure for the course. If you think you are in danger of failing due to absenteeism, consider withdrawing.**

If you have a health, work, or family emergency, please be in touch with me as soon as possible. If you are in good standing (currently passing the course), then an alternative timeline may be possible.

- 4) *Reading and participation.* You are expected—even if you're shy, even if you're tired—to engage in lively, honest, respectful discussion of everything we read. Bring the assigned reading to class on the day it's being discussed. Read it carefully and thoroughly ahead of time. Be prepared to speak about it. Speak at least once per class.

## **Course Policies and Resources:**

### **Plagiarism**

Plagiarism means presenting the work of some other human being as your own. It is literally stealing someone else's words or ideas. Committing plagiarism is a serious academic offense.

That said, in this course, you will learn how to properly quote the ideas of others, giving credit where credit is due. If you are ever in doubt, ask. You will be held accountable even if you commit plagiarism by mistake. Ignorance of what does and does not constitute plagiarism will not be accepted as an excuse.

**Any student found to have been academically dishonest will automatically fail the assignment.** The Chair of the Humanities Department will be notified. Depending on the severity of the offense, the Academic Dean may also be notified, and the Honor Board may take disciplinary action. **Plagiarism may result in failure for the course.**

### **Email Etiquette**

You are welcome to email me with questions or concerns; however, please allow 24 hours for a response. In other words, do not email me with questions about an assignment on the day the assignment is due. When writing emails to professors, present yourself professionally.

### **Technology Etiquette**

Turn cell phones off or on silent when you enter the room. They should not be visible at any point. If you have extenuating circumstances that require your cell phone to be on vibrate, please discuss this with me.

If laptops or tablets are used in class, they should only be used for reading, writing, or researching. Social networking sites or games should not be open.

## **Inclement Weather/Illness**

If I need to cancel class, I will email you through Blackboard.

## **Grade Calculation**

Formal writing assignments: 50%

    Essay 1: 10%

    Essay 2: 10%

    Essay 3: 10%

    Team project based on research: 20% (10% written component, 10% oral component)

Informal writing: 20%

Reading and participation: 10%

Final electronic portfolio: 20%

## **Academic Resource Center**

Located on the 3<sup>rd</sup> floor of the ABSIC, the Academic Resource Center houses the Writing Resource Center. The WRC provides assistance and feedback for all types of written and verbal communication. Visit the WRC when you need a trained reader or observer to evaluate your work.

If I ask you to visit the WRC, then you are obligated to do so.

## **Disability Resources**

Massachusetts Maritime Academy is committed to providing reasonable accommodations for students with documented learning disabilities. For additional information, please contact:

Dr. Fran Tishkevich  
Disability Compliance Officer  
(508) 830-5000 x 2208  
[ftishkevich@maritime.edu](mailto:ftishkevich@maritime.edu)

## **Schedule**

Our schedule will change as the semester unfolds. Changes will be announced in class and posted on Blackboard. Check Blackboard regularly.

- Sept. 7:** Introduction to the course.  
*Assignment:* Write a letter of introduction. Obtain all course materials.
- Sept. 9:** Writing on command.  
*Assignment:* Read “Is Google Making Us Stupid?” by Nicholas Carr (course pack).
- Sept. 12:** Reading with fluency.  
*Assignment:* Read chapter 12: “I Take Your Point’: Entering Class Discussions” in “*They Say, I Say*” (163-166).
- Sept. 14:** Discussing a text.  
*Assignment:* Read “Introduction: Entering the Conversation” in *T/I* (1-15).

- Sept. 16:** Reading like a writer.  
*Assignment:* Read chapter 1: ““They Say’: Starting with What Others Are Saying” in *T/I* (19-29) and “Don’t Blame the Eater” by David Zinczenko in *T/I* (241-243).
- Sept. 19:** Summarizing.  
*Assignment:* Read chapter 2: ““Her Point Is’: The Art of Summarizing” in *T/I* (30-41) and “Teach Kids to Daydream” by Jessica Lahey (course pack).
- Sept. 21:** Summarizing.  
*Assignment:* Read chapter 3: ““As He Himself Puts It’: The Art of Quoting” in *T/I* (42-51).
- Sept. 23:** Quoting.  
*Assignment:* Read chapter 4: ““Yes/No/Okay, But’: Three Ways to Respond” in *T/I* (55-67).
- Sept. 26:** Responding.  
*Assignment:* Read “We Don’t Need No Education,” by Ben Hewitt (course pack).
- Sept. 28:** Responding.  
*Assignment:* Read “Clarity” in *A Pocket Style Manual* (3-20) and familiarize yourself with the revision symbols on page 331.
- Sept. 30:** Writing workshop  
*Assignment:* Complete Essay #1
- Oct. 3:** **Essay #1 DUE**  
*Assignment:* Read chapter 5: ““And Yet’: Distinguishing What You Say from What They Say” in *T/I* (68-77) and “How to Stop Time” by Anna Della Subin (course pack).
- Oct. 5:** Widening the conversation.  
*Assignment:* Read chapter 6: ““Skeptics May Object’: Planting a Naysayer in Your Text” in *T/I* (78-91).
- Oct. 7:** Synthesis.  
*Assignment:* Read sections 10-15d in “Grammar” in *PM* (21-47). Read section 16 (47-55) if you feel like it will assist you.
- Oct. 10:** No class (Columbus Day)
- Oct. 12:** Writing workshop.  
*Assignment:* Read “Punctuation” in *PM* (56-77).
- Oct. 14:** Writing workshop.  
*Assignment:* Read “Mechanics” in *PM* (78-89).

- Oct. 17:** Writing workshop.  
*Assignment:* Complete Essay #2.
- Oct. 19:** **Essay #2 DUE**  
Read chapter 7: “So What? Who Cares?": Saying Why It Matters” in *T/I* (92-101) and “How Texas Teaches History” by Ellen Bresler Rockmore (course pack).
- Oct. 21:** So what?  
*Assignment:* Read chapter 8: “As a Result’: Connecting the Parts” in *T/I* (105-120).
- Oct. 24:** Structure.  
*Assignment:* Read chapter 9: “Ain’t So/Is Not’: Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” in *T/I* (121-128) and “If Black English Isn't a Language, Then Tell Me, What Is?” by James Baldwin (course pack).
- Oct. 26:** Synthesis.  
*Assignment:* Read chapter 14 “What’s Motivating This Writer?': Reading for the Conversation” in *T/I* (173-183).
- Oct. 28:** Widening the conversation.  
*Assignment:* Read chapter 10: “But Don’t Get Me Wrong’: The Art of Metacommentary” in *T/I* (129-138).
- Oct. 31:** Structure.  
*Assignment:* Read chapter 11: “He Says Contends’: Using the Templates to Revise” in *T/I* (139-159).
- Nov. 2:** Writing Workshop.
- Nov. 4:** Writing Workshop.
- Nov. 7:** Writing Workshop.  
*Assignment:* Complete Essay #3.
- Nov. 9:** **Essay #3 DUE.**  
*Assignment:* Read “Research” in *PM* (90-105).
- Nov. 10:** Research.  
*Assignment:* Read sections 29a-31c in “MLA Papers” in *PM* (107-121).
- Nov. 11:** No class (Veteran’s Day).
- Nov. 14:** Research.  
*Assignment:* Read section 33a in “MLA Papers” in *PM* (124-133). Skim 33b (133-166).

- Nov. 16:** Citing sources.  
*Assignment:* Page through the chapters on APA Papers, *Chicago* Papers, and CSE Papers in *PM* so that you have an idea of where you might encounter these styles and how they differ.
- Nov. 18:** In-class research.  
*Assignment:* Work on your team project.
- Nov. 21:** In-class research.  
*Assignment:* Work on your team project.
- Nov. 23/25:** No class (Thanksgiving).
- Nov. 28:** In-class research.  
*Assignment:* Work on your team project.
- Nov. 30:** In-class research.  
*Assignment:* Work on your team project.
- Dec. 2:** Team project presentations.
- Dec. 5:** Team project presentations.
- Dec. 7:** Team project presentations.  
*Assignment:* Read chapter 13: “IMHO’: Is Digital Communication Good or Bad—or Both?” in *T/I* 167-172).
- Dec. 9:** Electronic portfolios.  
*Assignment:* Review the “Checklist for global revision” in *PM* (306).
- Dec. 12:** Self-assessment.  
*Assignment:* Complete all revisions and reflective letters for the electronic portfolio.
- Dec. 14:** **Electronic Portfolios DUE.**