

MONTGOMERY COLLEGE
ENGL103 Critical Reading, Writing, and Research at Work
Course Syllabus

Instructor:
Office:
Office Hours:
Room:
Contact Information
Email:

Note #1: You registered for an accelerated ENGL 103. In this course, you will learn to identify, critically read, analyze and evaluate, and write workplace arguments using logic and appropriate rhetorical techniques. How's accelerated different? You will complete the same coursework faster since the required coursework remains the same. According to the ENGL 103 course requirements, all students must write at least twenty-five pages of formal, academic work, including an eight to ten-page research paper. What does that mean? That means you should expect to spend a significant amount of time outside of class on assignments and readings. However, the structure of the class will help diligent students to maintain this pace. Please stay on schedule with your work and ask for help from your instructor and/or the Writing Center.

Note #2: During Spring 2021, classes will be taught remotely. Students are strongly encouraged to activate their videos so that their classmates and the instructor will be able to see them and engage in class discussion. Students may use appropriate virtual backgrounds to ensure privacy. This may not always be possible, though. Although students may have to mute their videos, they must focus on class and are encouraged to participate in class discussion orally or via text as well as in breakout sessions. Students will sign in using their names. Due to recent Zoombombings, instructors need to be cautious about letting people into class.

TEXTS AND SUPPLIES:

- *Practical Strategies for Technical Communication*, 3rd edition, Mike Markel and Stuart A. Selber, 2019
- A folder for keeping all of your work in.
- A three-ring binder for your textbook if you use the loose-leaf version of our textbook

From Information Technology @ MC:

As technology will be a major component of your education at MC, the following hardware baseline specifications will help prepare you for online learning and ensure that all systems used will function properly.

Some areas of study may have more requirements than the minimum recommendations listed below. For more information about your specific area of study, please contact your professor.

For all other questions, please contact the [IT Service Desk](#).

Internet Options:

Cable service providers in the Montgomery County area (Comcast, RCN, and Verizon) are offering low-cost monthly internet service options to low-income residents. For eligibility requirements and additional information visit [Low-Cost Home Internet Access](#)

General Technical Requirements:

- Computer with internet connection
- Up-to-date internet browser(s)
- Webcam and microphone
- Install at least one alternative browser (i.e. Chrome or FireFox) in addition to the default browsers provided with the operating system (The browser Internet Explorer no longer works with most applications)

Hardware:

- Processor – Intel Core i3 (8th gen, 2 core, 4MB cache, 2.1Ghz and up)
- RAM (memory) – 4/8GB
- Drive (disk space) – 128GB Solid State Drive (or 500GB Hard Disk Drive)
- Web Camera and Microphone
- Wireless Computer Network (WLAN - 802.11ac)

Adobe Creative Cloud:

Visit [Adobe Creative Cloud system requirements](#) for more information.

General Education Course Outcomes and Requirements for ENGL103

Outcomes: Students who complete ENGL103 should be able to demonstrate these competencies:

- **Written and Oral Communication—Effective Writing**
 - 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
 - Write effective, sound, well-supported arguments using a variety of rhetorical techniques and conventions
 - Manage the research and writing process effectively and show evidence of effective planning for research project methods and resource use.
 - Identify and respond to a range of audiences, including those encountered in a workplace environment, effectively in written and oral assignments.
 - Formulate a thesis to anchor development of an argument appropriate to audience
- **Critical Analysis and Reasoning**
 - Analyze readings for implied and direct meaning and for tone, audience, and purpose
 - Synthesize a variety of viewpoints to develop an individual argument position
 - Develop and analyze arguments using logic and other appeals
 - Identify flawed logic or logical fallacies
 - Participate constructively in discourse that may be controversial in nature, including discourse encountered in collaborative writing groups in the workplace.
- **Information Literacy**
 - Identify valid issues for research compatible with relevant business purposes and practices.
 - Formulate research questions that aid in discovery and analysis
 - 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 in the workplace.
 - Integrate outside information into essays
 - Use appropriate standard documentation procedures
 - Recognize and avoid plagiarism.

Course Requirements

To pass ENGL103, students will be expected to:

- **Write a minimum of 25 pages of formal, polished writing, to include:**
 - Three to six pages of standard workplace documents that must include but are not limited to resumes, cover letters, and transmittal or informative memoranda.
 - Four formal workplace documents to include:
 - One 4-6 page problem or causal analysis that evaluates the content and significance of source material critically and uses rhetorical skills to synthesize information and ideas to support the analysis.

- One 5-7 page proposal that uses at least 5 sources, identifies and analyzes proposal elements, incorporates a plan of action; includes cost estimate and resource requirements in graphic and text form; uses rhetorical appeals to support a persuasive recommendation.
 - One 5-6 page Feasibility Analysis or Recommendation report that uses at least 5 sources; incorporates graphic and text presentations; includes identification of the problem or opportunity; analyzes and evaluates criteria and options; identifies methods, results, and the results' significance; and uses rhetorical appeals to support a persuasive recommendation.
 - One workplace-based research paper of 8-10 pages (2000-2500 words) pages (2000-2500 words) which uses at least 10 sources that are relevant to the workplace; requires students to implement a research plan; uses a rhetorically effective method of organization; formulates, develops, and supports a thesis using sound evidence, reasoning, relevant visual or graphic support, and appropriate appeals; and incorporates alternate positions into a sustained argument that addresses a range of workplace audiences.
- **Analyze, interpret, evaluate, and respond to a minimum of 150 pages of reading**, to include both instructor-assigned readings and credible texts students find through research;
 - **Complete assignments that give students the opportunity to demonstrate skills needed for workplace writing**, including but not limited to analyzing sources; recognizing and using various types of appeals; responding to and incorporating alternate positions; identifying audiences associated with business and technical writing situations and using language with the appropriate levels of specificity; summarizing, paraphrasing, quoting, and integrating sources; and documenting sources using standard business documentation styles;
 - **Complete assignments focused on information literacy and research skills**, including formulating research questions appropriate to the workplace, using library databases and reputable Internet source search techniques, evaluating the credibility of sources, and implementing a research process.

ENGL103 satisfies a General Education Humanities Distribution requirement. 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 competency in *Communicating Effectively in Written Language, Quantitative Literacy, and Using Computer Technology and Software to Produce Documentation for Various Academic and Professional Settings*. For more information on the General Education Program, go to www.montgomerycollege.edu/gened.

Course Requirements

**** To comply with Maryland state requirements, a final grade of C or higher is required to pass ENGL 102 or 103. ****

ENGL103 Requirements: In order to pass the course, students must submit a final portfolio that contains each of the five writing assignments and the in-class writing assignments, all of which must have received a passing grade of at least a 60%. If any assignments are missing, the student will receive a failing grade for the class. The assignments are as follows:	Weight of Final Grade (Note that these are recommended.)
Resume and cover letter (2-4 pages)	10%
Problem or Causal Analysis (4-6 pages – 1,000 – 1,500 words – 4 sources)	15%
Recommendation Report (5-6 pages – 1,250-1,500 words -- 5 sources) (includes cover letter)	15%
Proposal (5-7 pages – 1,250-2,000 words – 5 sources)-includes resume	20%
Researched Argument Paper (8-10 pages -- 2,000-2500 word—10 sources)	20%
Final Reflection Memo	10%
In-class writing assignments and out-of-class writing exercises	10%

1. Course Policies and Procedures

Students are expected to purchase and bring to class the assigned textbook.

- a. Students should save all graded work to include in the portfolio that will be submitted at the end of the semester.
- b. 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 absences (as defined in the MC Catalogue under "Academic Standards").

Regular attendance is paramount to students' success. Students should expect to attend all classes and to stay for the entire class period. If an emergency arises, the student should contact the instructor by phone or by email as soon as possible. Students should not miss more than three classes. If a student finds that he or she may need to miss more than three classes, he or she should consider withdrawing from the course, as students who miss more than three classes risk failing the course.

Attendance is taken within the first five minutes of each class session. Students are expected to be punctual and to attend every class. Students who arrive after the first ten minutes of class will be counted as late. Three late arrivals equal once absence.

Similarly, students are expected to stay for the entire class period. Instructors may hold breakout sessions, so students need to be able to join the sessions promptly. Those who do not may be considered to have left the class. Should a student need to leave early because of an emergency, he or she should notify the instructor before class begins. Leaving class early is okay maybe one or two times, but it should be avoided and should not become a habit.

When a student is absent, it is his or her responsibility to get the missed work from a classmate immediately to find out what work he or she has missed. The student may also contact the instructor to get the missed work; however, the instructor will not reteach the material that has already been taught.

Last day to withdraw with a refund:
Last day to withdraw with a W:

- c. Students are expected to submit all assignments on the due dates announced by the instructor, including out-of-class writing exercises. Because effective writing usually comes through thoughtful revision, students should revise and edit all work before submission.

Because this is a second-level writing class, first drafts of writing assignments will not be required, with the exception of the resume and cover letter. Final drafts will be submitted for a final grade. Students' requests to revise writing assignments will be considered on a case-by-case basis.

- d. To pass this course, students must complete all assignments and maintain a portfolio of course work, which is to be submitted to the instructor at the end of the semester. The instructor will keep all portfolios in her office until the deadline for grade appeal, which is four weeks after the beginning of the full semester immediately following the semester in which the course is taken. Policies governing return of folders may vary among the campuses.
- e. Students are encouraged to check their MC or Blackboard email and read instructors' comments as well as to contact instructors via MC or Blackboard email outside of posted office times.

2. Academic Integrity and Plagiarism

Whether intentional or unintentional, plagiarism is a very serious academic and ethical offense. 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. **If a student is found to have plagiarized, he or she will receive an "F" for the assignment, but will be given the chance to re-write the assignment. If student plagiarizes a second time, he or she will be reported to the English Department and further action at the discretion of the department Chair will be taken.**

In their assignments, students should give proper credit to borrowed material, whenever they:

- 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)

For the College's policies on plagiarism, students should refer to the student handbook under the heading, "Academic Dishonesty and Misconduct" or consult the MC Code of Student Conduct at:

http://www.montgomerycollege.edu/departments/academicevp/Student_PandP.htm.

3. Grading of Written Work

- a. Students are expected to do college-level writing. The English Department assumes that ENGL103 students have at least minimal "C" level EN101/A 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. Writing assignments 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.
- b. **Reading Assignments**
Please read the material assigned for each class **before** you come to class. The in-class written exercises, class activities and unannounced quizzes will be based on the readings.
- c. **Writing Assignments**
Students are required to pass the various writing assignments to pass this course. In addition, students are expected to type all of their out-of-class writing assignments. Handwritten assignments will not be accepted, unless students are asked to write them in class.
- d. **Grading**
The instructor will apply the following standards when grading writing assignments:

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.

****Students must earn a C or better in ENGL 102 or 103 to fulfill the English Foundation graduation requirement.****

4. Writing Support

Per Montgomery College's Coronavirus Response Plan, all learning centers will provide remote instruction until further notice. Please visit our online scheduling system new window to sign up for virtual tutoring. If you have any technical issues, please contact:

Germantown Campus

GermantownWRLC@montgomerycollege.edu, 240-232-5808, or 240-397-9383

Takoma Park/Silver Spring Campus

wrlc.tpss.general@montgomerycollege.edu

Rockville Campus

writngcenter.rockville@montgomerycollege.edu, 240-285-9042 or 240-230-7771.

For additional tutoring support, please visit our virtual tutoring page. Tutoring is also available via **Smarthinking**. Drop in with a tutor and interact in real time. Send an Offline Question and receive a reply from a tutor. Use Scheduled Tutoring to set up a session at least 48 hours in advance to interact in real time.

How to Access Smarthinking:

- Log in to [MyMC](#).
- In the menu section at the top of the screen, Click “My Classes”
- Scroll down below “Need Some Help With Your Classes?”
- Click the “Smarthinking Online Tutoring” link

5. Disability Support Services

DSS Remote Operations

Until further notice DSS is currently offering services to students remotely during our regular business hours of Monday-Friday, 8:30 a.m.-5:00 p.m. Monitor your email and the [MC Coronavirus Website](#) for further information. Stay healthy!

- [New Students](#)
- [Current/Returning Students](#)

To request accommodations for the first time, students must identify with DSS by completing the [online intake form](#). The DSS office will contact you via phone to arrange an initial intake with a DSS Counselor. During this period of remote services, your appointment will be conducted through one or more of the following virtual options:

- **Phone appointments:** On the day of your appointment, your assigned DSS counselor will contact you at the phone number you provided in the appointment scheduling process.
- **Video appointments:** This video option will allow the DSS Counselor to visually share information. Prior to your appointment, you will receive an email that will provide a link to your scheduled appointment. It is important that you have reliable internet service. This is a great option if you would prefer a visual experience.

If you need an accommodation during your appointment with us (i.e., sign language interpreter, documents in braille or large print) please let us know when you schedule your appointment.

6. Veteran/Active Reserve Military Personnel Support

Students who are veterans or who are on active or reserve status who are interested in information regarding opportunities, programs, and/or services should visit the Combat2College website at www.montgomerycollege.edu/combat2college/ or contact Joanna Starling by phone at 240-567-7103 or by email at joanna.starling@montgomerycollege.edu. You may also contact Jason Franklin at 240-338-2687 or Jason.franklin@montgomerycollege.edu.

7. Cell Phone Policy

Students are reminded to silence cell phones before class and to refrain from texting or “playing” on their phones during class. Students who must take an emergency call should step out of the classroom to take the call and/or mute their video.

Revised 1/19/2021