

SYLLABUS for English 102-Online-Fall 2010

Fairy C. Hayes-Scott, Ph.D.
810-232-2494

1101 Curtice-Mott Bldg.
fax: 734-973-9475

Mott Com. College
FairyHa@aol.com

Office Hours: on-line office hours determined by the schedules of members of course; also, by appt.

Texts: *Bare Essentials*, 12th edition by Hayes-Scott
Linguistics for College Freshmen and Sophomores by Shafer

NOTE FOR STUDENTS NOT ON FINANCIAL AID:

If you wish, you can purchase the textbooks for this course from the online store of **MARKETINGNEWAUTHORS.COM** <www.MarketingNewAuthors.com>. This will be to your convenience. All you will have to do is order via the secure site and the books will be mailed to you! You just need to look at the left-hand side of the homepage under "MANA MENU," and you will see the different "departments/categories." You will not have to drive to any store; you just can order online. The process will be cost-effective. Furthermore, one of these texts will be offered as an e-Book; this will be even more to the advantage of the budget-conscious. See below for more information.

The textbook, *Bare Essentials*, will be available as an e-Book and as a hard copy on the web site <MarketingNewAuthors.com> in its online store under the category of "Educational Resources." You will see this listing on the left-hand side under "MANA MENU." Once into this category, scroll down to *Bare Essentials*. Once on the book's web page, you can make your choice for e-Book or hard copy. Also, the other book for this course, *Linguistics for College Freshmen and Sophomores*, also, can be purchased at the same web site under the category of "Children's" under "MANA MENU."

NOTE FOR STUDENTS WHOSE FINANCIAL AID IS NOT IMMEDIATELY AVAILABLE:

Now, do NOT worry about having your copy of *Bare Essentials* on the first or fifth day of class. You will need only Chapters 8 and 9 for the first two or three weeks. And these chapters are on another web site for your convenience. Follow the directions below:

1. go to www.RobbieDeanPress.com
2. once at the starburst of the site, click onto the file "Orientation for Mott Students"
3. once into the file, you will see a lot of valuable information. Chapters 8 and 9 are in this file. Click and you will see the pdf file of these chapters. Chapter 8 serves as a review; Chapter 9 is crucial for your writing of the midterm exam

By the 3rd week, if you have ordered the hard copy of *Bare Essentials*, you should have your book along with your other order of *Linguistics for College Freshmen and Sophomores*.

CATEGORIES OF ASSIGNMENTS FOR THE COURSE:

1. Reading assignments—they should be read on the date they are listed on the syllabus
2. Tasks—they should be completed on the date they are listed on the syllabus
3. Writing assignments—they should be completed on the date on the syllabus

You will find these assignments specified later on in this syllabus. So, keep on reading :).

Directions and Key Details for the Course:

1. All work submitted to Dr. Fairy must be typed. Also, these papers should be double-spaced.
2. The length of all themes, except for the research paper (7-9 pp., not including the outline and works cited page), should be 2 to 4 pp.
3. With every theme be sure to submit an outline.
4. ANY ASSIGNMENT that should be sent to Dr. Fairy as one paragraph, SHOULD NOT be sent as an attachment. Just place it in the e-mail or in the thread of the Discussion Board. LET ME REPEAT: DO NOT SUBMIT A PARAGRAPH AS AN ATTACHMENT!
5. All assignments sent to Dr. Fairy via attached file MUST BE a MICROSOFT WORD document; it should not end with ".docx." It must end with ".doc." So, be sure to save it so that it ends with ".doc." Why? Since some of your work will need to be posted on Blackboard and Blackboard does NOT support Word files that end in ".docx," this is why. Also, your classmates will not be able to read your work and provide comments to help you improve your work.

How do you avoid your file ending with ".docx"? You need to save the file in an earlier version, for example, 1999 or 2003 or 2007.
6. Dr. Fairy emails students within a twenty-four hour time period letting them know that she has received their homework. If a student does NOT receive such an e-mail, s/he should email Dr. Fairy ASAP!
7. Dr. Fairy does not accept late work. Let me repeat: NO LATE WORK! NO LATE WORK! NO LATE WORK!
8. If a student requests for his/her work to be accepted late, Dr. Fairy will lower the grade for the next assignment 100 points.
9. Be sure to SAVE all attached files that you email to Dr. Fairy's e-mail address with the following information: last name, first name, & assignment number ie., JONES_PHILIP_ASSIGNMENT #1 (PLEASE NOTE THAT YOU SHOULD USE CAPITAL LETTERS). ALSO, be sure to sign every e-mail with or without an attached file with your FULL NAME.
10. ALSO, BE SURE TO PLACE "Engl. 102 Student" in the Subject area of the e-mail and ALWAYS SIGN YOUR NAME whenever you send an e-mail message. Neither Dr. Fairy nor anyone else can be expected to remember your e-mail address.
11. If there is no for assignment ONLY to Dr. Fairy's e-mail address as an attachment, if a theme assignment. If it is just one paragraph, then, just place the assignment in the email. DO NOT MAKE AN ATTACHMENT FOR A SINGLE PARAGRAPH.
12. Any assignment or e-mail message you wish to send to Dr. Fairy, be sure to send it ONLY to <FairyHa@aol.com> and not to any other e-mail address.
13. To get into the Pass-Protected site (PP), you can receive the user name and password:
 - a. from the instructor
 - OR
 - b. from a file on the Announcements page of Blackboard
14. For the CLASS POLICIES and ONLINE ORIENTATION AND ALL OTHER INFORMATION, GO TO:
www.RobbieDeanPress
15. Regarding the FINAL EXAM (research paper), please know that ANYONE who does NOT submit this exam on time will earn 0%, not 50%, for this missed paper.

A General Overview of Dates When Writing Assignments Are Due

Sept. 14	Writing Assignment Number One—Part I—Response to Poetry
Sept. 16	Writing Assignment Number One—Part II—Writer’s Background & Influence
Sept. 26	Writing Assignment Number Two—Power of Language
Oct. 2	Writing Assignment Number Three—Body Paragraph One of Argumentation Theme
Oct. 9	Writing Assignment Number Four—Figures of Speech Theme
Oct. 15	Writing Assignment Number Five—Definition Theme
Oct. 23	Writing Assignment Number Six—MIDTERM EXAM (ARGUMENTATION THEME)
Nov. 13	Writing Assignment Number Seven—Research Proposal
Nov. 29	Writing Assignment Number Eight—Part I—Induction Paragraph
Dec. 3	Writing Assignment Number Eight—Part II—Deduction Paragraph
Dec. 5	Writing Assignment Number Eight—Part III—Inductive/Deductive Comments
Dec. 8	Writing Assignment Number Nine—Cause and Effect Theme
Dec. 12	Writing Assignment Number Ten—FINAL EXAM (RESEARCH PAPER)

PLEASE DO NOT USE THE ABOVE OVERVIEW AS A REPLACEMENT FROM READING THOROUGHLY THE FULL SYLLABUS. THERE ARE SOME TASKS AND READING ASSIGNMENTS THAT ARE NOT INCLUDED IN THE ABOVE; STILL, YOU ARE RESPONSIBLE FOR COMPLETING THEM WITHIN THE PROPER TIMEFRAME.

IF THERE ARE ANY QUESTIONS, DO NOT HESITATE TO SEND AN E MAIL TO DR. FAIRY AT HER E-MAIL ADDRESS: <FairyHa@aol.com>.

Please note that you are to use the “aol” e-mail address to contact Dr. Fairy; do not use the “mcc.edu” email address.

English 102-Course Description

English 102 builds on skills taught in English 101, focusing on developing critical thinking and writing skills through researching and summarizing data, analyzing language, evaluating evidence and logical reasoning, and writing essays based on these processes. Assignments include definition, argumentation or persuasive writing, and cause and effect analysis.

English 102 Course Objectives or Competencies

English 102 is a writing course that builds on the basic skills taught in English 101. Any work that does not pass the Minimum Standards for 101 should not be considered 2.0 or better work in 102.

English 102 focuses on developing critical writing skills. In order to receive a passing grade in the course, the student, in addition to fulfilling 101 Minimum Standards, should be able to:

- o Demonstrate understanding of the subjective nature of language.
- o Define abstract or confusing terms.
- o Identify rational and emotional persuasion techniques and demonstrate understanding of differences between fact, opinion, and inference in a piece of writing (including their own).
- o Analyze how imagery (in written, spoken, and/or visual media) can be used to persuade an audience.
- o Develop essays that appeal to the audience without relying on excessive emotional appeals or logical fallacies.
- o Summarize a given piece of writing accurately and succinctly.
- o Demonstrate critical reading/thinking by identifying and evaluating (perhaps refuting) an author's thesis and supporting ideas and strategies.
- o Develop a substantial research project that involves formulating and exploring the student's own research questions, selecting high quality sources, and writing a narrowly focused essay that supports the student's own positions/theses with outside source information (through quoting, summarizing, or paraphrasing in proper MLA style).

What is the relevance of these objectives/competencies?

- o Increase the ability to understand how people can use language to improve society or cause discord
- o Increase the ability to be clear when communicating orally or on paper with others
- o Increase the ability to persuade with facts rather than with innuendoes and untruths; this is most important in one's interaction at home with significant other and children as well as at work with peers and supervisors
- o Increase the ability to convey one's ideas in a manner so that the listener and/or reader can see what the speaker/writer wants him/her to hear or see
- o Increase the ability to write an objective piece, may it be a letter to a bill collector, complaint to a school, or letter of praise
- o Increase the ability to assess accurately a situation succinctly
- o Increase the ability to analyze not only what is said or presented but the reasons behind the approach
- o Increase the ability to go beyond what one knows; increase the ability to know where to go to find the answers to the most challenging of questions, and, then, the ability to articulate on paper one's discovery

Methods of Evaluation

Evaluation by Instructor

Evaluation by Students

First-Half of Semester—Midterm Grade:

2/3 of grade based on written assignments

1/3 of grade based on argumentative essay

Final Grade of Course:

1/4 of grade based on midterm grade

2/4 of grade based on all grades earned after midterm

1/4 of grade based on research theme

You will notice that there is an evaluation sheet on the Pass-Protected Site (PP). You can use this sheet as a checklist to make certain you are following the guidelines for writing a solid college theme. The total point value is 300. All points are turned into a grade:

300	=	100%	A+	4.0
282-299	=	95%	A	4.0
276-281	=	90%	A-	4.0
267-275	=	88%	B+	3.8
252-266	=	85%	B	3.5
245-251	=	80%	B-	3.0
237-244	=	78%	C+	2.8
222-236	=	75%	C	2.5
213-221	=	70%	C-	2.0
207-212	=	68%	D+	1.8
191-206	=	65%	D	1.5
180-190	=	60%	D-	1.0
0-179	=	50%	E	0.0
Non-submission of work	=	0%	E	0.0

There will be no mystery as to what your grade is at any time during the course; all you have to do is look at the grade on the evaluation sheet. You can add the grades seen on the sheets and determine the average (by percent or by points). Dr. Fairy does her best to grade every assignment within a week's time, if not sooner. So, you if you can do basic math (add up the percentages or points and, then, divide by the number of grades you have at a given time), you will always know what grade you have earned during any time of the course. For example, if you have received a C and a Bm you add 75% + 85% and divide by two; the average would be 80%, which equals a B- (3.0). And so, this should eliminate your being concerned if you are passing the course; just do the math and you will always have the data to answer the question.

ALL TASKS SHOULD BE COMPLETED BY 11:59-1/2 PM OF THE DUE DATE

TASK ONE—DUE BY: SEPTEMBER 7

TASK ONE:

1. Go to the web site <www.RobbieDeanPress.com>
2. Click on “Orientation dor Mott Students.”
3. Open the folder, “Sample Outline and Theme.” It contains a color-coded outline and theme. Note how the two relate. For every example of the topic sentence, you will see there are 2-5 sentences developing EVERY EXAMPLE. Every example must be specific. Mosr professors will tell you to provide dettails. Dr. Fairy is reiterating this point, but she is more specific. It may be quite pre-

scriptive . However, she has tried to give you some kind of idea as to how much you need to write in order to write well-developed body paragraphs.

4. Yes, there are an outline and theme. Yet, Dr. Fairy does not expect English 102 students to submit an outline for any of the 102 assignments or tasks. If you have not learned how to organize your work, it is your prerogative to use the outline for your personal use when doing pre-writing for your papers. Still, do not submit any outline to Dr. Fairy.

TASK TWO—DUE BY: SEPTEMBER 9

1. Send to Dr. Fairy at <FairyHa@aol.com>:
 - a. home address and telephone number
 - b. indicate what may be the greatest challenges that may make it difficult for you to complete this course;
 - c. then, write three strategies you will implement to face and cope with this challenge/s.

What is the purpose of this particular task? Every college student has a challenge or challenges that have the potential to prevent one from completing a college course or even completing college and earning a degree. In order to succeed, the student **MUST** be determined to succeed and have concrete strategies to face these chal-

lenges.

Finally, complete the questionnaire on the Robbie Dean Press web site, “Questionnaires for Mott Students.” This will help Dr. Fairy in her efforts to lessen the dropout rate among online English students at MCC. Your responses will be kept anonymous; the college will have no access to who actually “answered what.”

TASK THREE—DUE BY: SEPTEMBER 12

1. Complete the quiz posted on the Announcements Page. This quiz will cover all of the information in the Orientation, which is on the Pass-Protected site, and the information in this Syllabus.

TASK FOUR—DUE BY: SEPTEMBER 13

1. Review the syllabus and the online orientation and you will not need to ask such questions as:

- *How can I get into the Pass-Protected site?
- *When is the research paper due?
- *Where are the poems?
- *When is my first assignment due?
- *Must I have Microsoft Word? Can’t I use Word Pad or Word Perfect instead?
- *I broke my leg and was hospitalized; can I submit my work late?

TASK FIVE—DUE BY: SEPTEMBER 20

1. Submit at least one topic for the argumentation theme. You do not have to write on the topic you propose. You may submit more than one topic, if you so choose. You should post your topic in the following manner:

For or Against Capital Punishment
or

For or Against Blah Blah (of course, write the topic)

Dr. Fairy will let you know if your topic is acceptable.

TASK SEVEN—DUE BY: OCTOBER 13

1. Consider if Doug and Sue Hoppe (couple in *One Split Second*) have a good marriage. Why? Why not? What is your definition of a “good marriage?” Be sure to state your definition as the second sentence of your paragraph (the sentence that follows the topic sentence). Place your comments on Blackboard in the Discussion Forum labeled, “Good Marriage or Not?”

TASK SIX—DUE BY: OCTOBER 6

1. Choose at least 3 neighbors’/classmates’ paragraphs from the postings of argumentation body paragraphs. Ask three questions about every paragraph. These questions should help the writer consider items about his/her work that s/he may want to revise. Do not tell; ask questions. Also, mention a good point about each work you propose questions.

Every neighbor should have at least three sets of questions about his/her work. If every neighbor has the minimum number of questions/comments, everyone in the neighborhood will receive 10 pts extra credit. If everyone does not, everyone loses 20 pts.

TASK EIGHT—DUE BY: NOVEMBER 6

1. Any questions you may have about any aspect of research, post onto the forum posted on the Discussion Board, “Research Questions.”

ALL READING ASSIGNMENTS SHOULD BE COMPLETED ON THE DATE DUE

READING ASSIGNMENT ONE—DUE: SEPT. 7

1. Read all of the material in the file, “Orientation for Mott Students,” on the Robbie Dean Press web site <www.RobbieDeanPress.com>. Especially, be sure to have read VERY CAREFULLY the “Orientation.”
2. Read Chapter 8 in *Bare Essentials*.
3. Read Chapter 9 in *Bare Essentials*.
4. Read all poems in “Journal.Lit. Aug.05” (file on the Pass-Protected site).

READ ASSIGNMENT TWO—DUE: SEPT. 14

1. Read Chapter IV, pp. 87-106, of *Linguistics of College Freshmen and Sophomores*

READING ASSIGNMENT THREE—DUE: SEPT. 26

1. Read in *Linguistics of College Freshmen and Sophomores*:

- a. Introduction, pp. 9-11;
- b. Chapter I, pp. 13-41
- c. Chapter II, pp. 43-68

READING ASSIGNMENT FOUR—DUE: OCT. 4

1. Read on the Pass-Protected site, “Figures of Speech.”
2. Read in *Bare Essentials*:

- a. “Kikwit before Ebola,” 298-301;
- b. “Writing Beyond Our Ken,” 301-304

NOTE: Since I see some font issues with these works (oops!), I shall post them on the Announcements page, too, for easier reading.

3. Read in “Journal.Lit.Aug.05”:

- a. “Life Is A Metaphor,” pp. 15-20
- b. “Who Are the People Seen and Unseen,” pp. 85-92

READING ASSIGNMENT FIVE—Due: Nov. 2

1. Read in *Bare Essentials*:
 - a. Read Chapter 10, pp. 190-191; 202-233
 - b. Read Chapter 11, pp. 239-271
2. Read from the Pass-Protected site (also, you may wish to print out these items):
 - a. Research Paper.Argumentation—Pro College Athletes Pay
 - b. Research Paper.Argumentation—Against College Athletes Pay
 - c. Research Paper.Depression.doc

READING ASSIGNMENT SIX—Due: Dec. 6

1. Read from the Pass-Protected site the sample Cause and Effect Theme that is posted.

THE WRITING ASSIGNMENTS--ALL ARE DUE BY 11:59-1/2 PM OF THE DATE DUE

Writing Assignment One—Part I—Post on the Discussion Board of Blackboard in the Forum entitled “Writing Assignment Number One—Part 1, “Response to Poem and Me.” Choose any poem from the journal (Journal.Lit.Aug.05) on the Pass-Protected site (PP). Write one well-developed paragraph. Just in case you have forgotten, whenever you are asked to write one paragraph, you should write it as a body paragraph. This means a general topic sentence and three specific examples that you develop and a solid concluding sentence.

After writing this well-developed paragraph, directly under the paragraph provide some information about yourself. This information should be a reflection as to why you have interpreted the poem in the way you have. Also, provide information that will give others insight into you as an individual.

Due: Sept. 14

Writing Assignment One—Part II—After reading Chapter IV in Dr. Shafer’s book and after reading your classmates’ postings, write one well-developed paragraph that answers the following: “Do you see how writers’ backgrounds can influence their interpretation of the work?” Post this response in the forum, “Backgrounds and Influence on Interpretations.”

Due: Sept. 16

Writing Assignment Two—Choose one of the following:

In Chapter I, Shafer points out that language has power and that language is personal. He also shows how people “code switch.” Write a well-developed theme in which you illustrate in more detail these three points covered in this chapter.

Or

In Chapter II, Shafer shows how words can be very persuasive. He points this fact out in Chapter 2 and gives directions for a paper.:

Words are explosive. They can be used to spark action where none would otherwise be taken. They can inspire perceptions about life and survival that might not have previously existed. Look at the political language of Bush, Roosevelt, and Beveridge and discuss propaganda, how it operates on people, what it says and cleverly doesn't say.

Due: Sept. 26

Writing Assignment Three—Set up body paragraph one of your argumentative theme. At the top of the page, write your thesis sentence. Then, your neighbors will know the three points of focus for this paper. Be sure to include citations within the paragraph. Now, I want you to paste this one paragraph onto Blackboard in the Forum entitled “Argumentation Paragraphs.” Also, set a works cited page for the sources you have used in this paragraph. This page must be an attached file since Blackboard will not allow you to indent. Both the paragraph and the works cited page are **due: Oct. 2**

Writing Assignment Four—Write a well-developed theme illustrating how writers use figures of speech. Use the following works:

In BARE ESSENTIALS:

“From Kikwit to Ebola”
 “Writing Beyond Our Ken”

In the journal:

“Life Is A Metaphor”
 “Who Are the People Seen and Unseen”

Due: Oct. 9

Writing Assignment Five—Now, you have provided input on the Discussion Board about what you believe a good marriage is and what good literature is. So, you should be clear that a key aspect for a solid definition theme is that you define what you mean by “good” or “bad”; “ugly” or “pretty”; “rich” or “poor.”

The theme you are to write is to define yourself. Who are you? Are you a “good” person? Why? Are you a “good” parent? Why? Are you a “loyal” friend? Why? Are you a “bad” person? Why? Be sure to define the subjective terms in the introductory paragraph.

Due: Oct. 15

Writing Assignment Six—Mid-Term Exam (Argumentation Theme). **Due: Oct. 23**

Writing Assignment Seven—The Research Proposal should be submitted. It should contain the following:

Research Proposal-includes the following:

- o major thesis
- o intended audience
- o title of paper
- o paper's purpose
- o works cited format for five (5) of the nine (9) required sources
- o mini-thesis for each body theme
- o mini-thesis for the conclusion theme
- o body theme 1

Due: Nov. 13

Writing Assignment Number Eight-Part I

In one well-developed paragraph, you are to provide a situation in your life when you used inductive reasoning to make a key decision. **Due: Nov. 29**

Writing Assignment Number Eight-Part II

In one well-developed paragraph (keep in mind that whenever you are asked to write ONE paragraph, write it as a body paragraph), you are to provide a situation in your life when you used deductive reasoning to make a key decision. **Due: Dec. 3**

Writing Assignment Number Eight-Part III

Post on the Discussion Board forum, “Inductive/Deductive,” which method you feel is most effective and why. If you feel both are effective, share why. **Due: Dec. 5**

Writing Assignment Number Nine—Choose a key challenge you are facing now. Give this challenge a considerable amount of thought. Analyze the causes, describe the effects, and propose realistic and concrete solutions. Write a paper in which you discuss the causes, effects, and possible solutions regarding this challenge. **Due: Dec. 8**

Writing Assignment Number Ten—Final Exam (Research Paper)

Research Paper-7-9 pp.-Every student should submit the following no later than Dec. 12, 11:59-1/2 PM

- o title page
- o outline
- o content pages
- o works cited

Special Note: As stated before in regards to the Argumentation paper, research does not have to be boring. Your introduction and conclusion can set a solid tone. For ten (10) pts. extra credit, see how you can incorporate some excerpt from one of the literary works found in any edition of the journal, text or audio on the PP, to place in the introduction or the conclusion of your research paper. **Due: Dec. 12**

Final Requirement

In order for Dr. Fairy to improve the course and the manner in which she teaches the course, she will place on the Announcements Page of Blackboard by Week Fifteen an evaluation sheet. It will be to evaluate the course, assignments, and her manner of teaching. You need to return this immediately. Be sure to return the evaluation sheet and your answer sheet (do NOT make any marks on the evaluation sheet). You should send to Dr. Fairy a code, which you plan to place on the return envelope. The secretary will give me the codes of the envelopes received. That will be the only way Dr. Fairy will know that you have returned the evaluation sheet and answer sheet. The secretary will destroy the envelopes and give to Dr. Fairy the evaluation sheets. In this way, Dr. Fairy will never be able to identify who wrote an evaluation. Upon receiving the codes, Dr. Fairy will send to you via e-mail your grade. Remember: **DO NOT PUT YOUR NAME ON THE EVALUATION**. Make all answers on a separate sheet. Now, do NOT MAIL the evaluation to Dr. Fairy. Mail them to:

Ms. Karen Janness
Secretary
Humanities Division
1101 Curtice-Mott Bldg.
Mott Community College
Flint, MI 48503

Ms. Janness will not give Dr. Fairy any of the evaluations until I have submitted all course grades into the Division. Thus, you can be assured that your comments will not influence in any manner your course grade.

My Dear Student:

You have completed all of the requirements for the course. I thank you so very much for being my student. I wish you the best. I shall send to you the final grade you have earned for this course. If you do not agree with this grade, you are to respond to me within 24 hours. If you do not respond to me within 24 hours, then, I shall not consider changing the grade.

Sunrises and Sunsets,

Dr. Fairy