

SYLLABUS—English 102—ON LINE—WINTER 2005

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Office Hours: on-line office hours—via chat room or instant message—time to be determined by class members

Texts: *Bare Essentials* 9th ed. by Hayes-Scott
International Journal for Teachers of English Writing Skills, August 2004 Special Literary Edition

Note: All work submitted to Dr. Fairy **must be typed**

The **length of all themes, except** for the research paper and the argumentation theme, **should be 2-1/2 to 3-1/2 pp.**

All assignments sent to Dr. Fairy via attached file **MUST BE a MICROSOFT WORD** document. **If you cannot do** this, then, just **paste your paper** in an e mail message to Dr. Fairy.

NOTE: FOR CLASS POLICIES AND ONLINE ORIENTATION AND ALL OTHER INFORMATION GO TO:

www.RobbieDeanPress.com

IF YOU MISS THE IN-PERSON ORIENTATION, THERE IS AN ONLINE ORIENTATION ON THE ROBBIE DEAN PRESS WEB SITE. ALSO, THE WEB SITE CONTAINS THE SYLLABUS FOR THIS COURSE. SO, IF YOU EVER LOSE THIS SYLLABUS, NO PROBLEM. IT IS ON THE SITE. JUST DOWNLOAD!

A General Overview of Dates When Assignments are Due

First, please note that all reading assignments, *unless otherwise indicated*, should be completed the first day of the week they are assigned.

Secondly, please note that all tasks, *unless otherwise indicated*, should be completed a day after an assignment has been posted on Blackboard. Thus, the dates for all of the tasks that are due are NOT indicated in this overview. It is your responsibility to read this whole syllabus carefully and make certain that you complete them at the correct time. At the end of mid-term and the semester, tasks will receive an overall grade. So, the quality and quantity of responses to your neighbors' works are quite important and will influence this overall grade for tasks.

All other dates for works that are due are the following:

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Jan. 8 All tasks that are listed before Week One

Jan. 8 All reading assignments listed before Week One (now, if the text is not in the bookstore by this time; then, you should complete these readings as soon as you can obtain the text from the store. However, this should not be a problem to complete most of the reading assignments during this time since most of the material is also on the website. Just click on “Orientation for Mott Students.”).m ,

Jan. 10 Writing Assignment Number One—Part 1

Jan. 11 Writing Assignment Number One—Part 2

Jan. 17 Writing Assignment Number Two

Feb. 3 Writing Assignment Number Three

Feb. 5 Writing Assignment Number Four

Feb. 9 Writing Assignment Number Five

Feb. 15 Writing Assignment Number Six

Feb. 21 Writing Assignment Number Seven—MID-TERM EXAM

Mar. 14 Writing Assignment Number Eight

Mar. 16 Writing Assignment Number Nine

Mar. 23 Writing Assignment Number Ten

Mar. 28 Writing Assignment Number Eleven

Apr. 9 Writing Assignment Number Twelve

Apr. 12 Writing Assignment Number Thirteen—FINAL EXAM

Apr. 20 Writing Assignment Number Fourteen

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:

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

What is the relevance of these objectives/competencies?

- Increase the ability to understand how people can use language to improve society or cause discord
- Increase the ability to be clear when communicating orally or on paper with others
- 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

- 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
- Increase the ability to write an objective piece, may it be a letter to bill collector, complaint to a school, or letter of praise
- Increase the ability to assess accurately a situation succinctly
- Increase the ability to analyze not only what is said or presented but the reasons behind the approach
- 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

Method of Evaluation

Evaluation by Instructor

Evaluation by Students

First-Half (Midterm Grade) of Semester:

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 paper

You will notice that there is an evaluation sheet in your text and the same one is on your CD. 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

Non-submission of work= 0% E 0

Now, just in case you get “stuck”:

To get into the Discussion Board of Blackboard, do the following:

1st, click onto Communication

2nd, click onto Discussion Board

Week Before the Winter 2005 semester begins

The first thing that should become very clear to every English composition online Student/neighbor in this community is that you cannot function in the same manner as students do in courses that actually meet in a brick and mortar building. And so, this is the reason for your starting earlier than the others. As the orientation has pointed out, it is more rigorous to take an online course than one which meets every other day. You must be self-disciplined, and you must be able to follow the examples, guidelines, and other directions. So, let us start now with the tasks that need to be completed before Week One of Winter Term 2005 begins.

Tasks

- Go to the website <www.RobbieDeanPress.com>.
- Click on “Orientation for Mott Students.”
- Now, go to the folder “Sample Outline and Theme.” There is a color-coded outline and theme. Please note how the two relate to one another. For every example of the topic sentence, you should note there are two-five sentences developing EVERY EXAMPLE. It is very important that EVERY EXAMPLE is extremely SPECIFIC. So, it may require two sentences; still, it should not take more than five sentences to get to the explicit details of each example.
- Some professors will tell you to give more details. Dr. Fairy is reiterating this point. However, she has decided to be a little more explicit, trying to give you some kind of idea as to how much you need to write in order to achieve this goal. It may be a bit prescriptive; however, for those who are not English majors, and most are not, this should give you the specificity needed to write well-developed college themes. So, follow this guideline. OK?
- Now, go to the folder that refers to Chapter 7 & 8. Go to Chapter 7 and note how Ms. Lovins develops her theme. Now, Dr. Fairy does NOT her English 102 students/neighbors to submit an outline with the assignments. However, if you feel you are having any difficulty organizing your work, you may wish to see how, in Dr. Fairy’s theme about the favorite singers and Ms. Lovins’s theme about how she wishes to be remembered, both themes demonstrate detailed paragraph development. Dr. Fairy expects this kind of detailed content presentation. Use these as examples for your future written work for this course and for living in this online community.

WEEK ONE and WEEK TWO—Jan. 9-15 & Jan. 16-22—REVIEW of Theme Development

During this first week, most times, there is some glitch. So, it is best for us to start out slowly, waiting for all to join. Thus, I suggest that you familiarize yourself with the materials on the website. These should provide the review you need of 101, regarding theme development. If there is anything that is very unfamiliar to you, please e mail me. As soon as most of you can, I shall want you to visit Blackboard. This will be the avenue in which I will communicate with you as a whole class. I shall place comments on Blackboard that you may or may not respond to. Also, I shall try to clarify lessons by using Blackboard. So why not try to get on it?

NOW, LET'S START DISCUSSING! I SHALL HAVE A TOPIC ON THE BOARD FOR YOU TO RESPOND TO; YOU MAY RESPOND TO THIS QUESTION AND TO OTHERS' RESPONSES.

SINCE WE ARE DOING ALL OF OUR COMMUNICATION BETWEEN STUDENTS ON LINE OR VIA E MAIL, IT IS VITALLY IMPORTANT THAT EVERYONE PARTICIPATES. THIS IS OUR WAY OF KEEPING CONNECTED AS A SMALL ACADEMIC COMMUNITY. SO LET'S START!

Tasks

As soon as you are registered for the class and have responded to the first question I have placed on Blackboard, I want you to **e mail me**. Make sure you are using the e-mail address that you want Blackboard to have. Why? When I or another student wants to send an e mail to all members of our class community, this will be the address these messages will go. Now, the college automatically gives you an e-mail address with the college. If you wish something DIFFERENT, then, YOU MUST make the change on Blackboard. It is a very easy process; just follow the directives provided by Blackboard. Of course, if you are having any difficulty, contact the Ed. Technology staff at Mott. However, I doubt this will be necessary.

In your e mail to me only, share why you are taking this class via online. Share your expectations for this course. This response need not be long; however, if you have much to write, that is fine, too ☺.

Upon receiving your e mail, I shall e mail you confirming your sharing. This will ensure that our computers are communicating. Then, I shall direct you to begin the Reading Assignments as listed below. If there are ANY questions, please, please, please do not hesitate to ask. Please remember that the stupid question is the one you do NOT ask ☺.

Reading Assignments

On Website:

Read “Welcome”

Read “Syllabus” (obviously)

Read “How to set up and write a theme”

Read “Bare Essentials Sample Outline and Theme”—(you will see it is color-coded) This theme is also on your CD, but, just in case you are having any difficulty getting into the CD, you will be able to view it via this site.

On Blackboard—“Announcements”:

“Class Policies”

“Use of Bare Essentials—Text Files”

“A Little Background about Writing for Beginner Composition Students”

Read Chapter 7 in your book, 67-76. Pay extra close attention to “A Quick Guide to Writing a Theme” (pp. 70-71). Now, if the books are not in the bookstore by the time you wish to do this reading, no problem. This particular chapter is on the website.

Also, read Appendix L—Evaluation Sheets, pp. 244-251 (these page numbers and others noted in this syllabus, correspond with the **9th edition**, so, those with the 8th edition, you need to consult your table of contents to determine the pages of the chapters. This will be the tool I will use to grade most of your papers. So, you should familiarize yourself with the tool. You can use it as a guideline for papers that you plan to write for this course.

All of the above is review. You do not have to submit any outline with every assignment. You should have learned in English 101 how to organize your ideas. However, if you have not, you can use the outline in the text. Still, you will not submit the outline with any assignments. You may use it to help yourself organize your thoughts. Still, never submit it with any of your assignments.

Writing Assignment Number One—Part 1 & 2

This assignment should stimulate your creativity, prepare you for persuasive writing, and motivate you to use different media to convey your ideas.

Part 1

Listen to the audio-only CD (labeled “International Journal for Teachers of English Writing Skills”) and view the pictures on the other CD (labeled “Bare Essentials.” Write a well-developed theme (400-500 words) demonstrating how one or more pictures relate

to one or more of the poems read on the audio-only CD or *Bare Essentials* CD. Upon completion, paste your paper on the Discussion Board in the file “Poems and Pictures.”

Due: by **Jan. 10, 11:59-1/2 PM**

Part 2

How will this paper be graded? Since its purpose is to give me an idea about your writing skills and for you to have an opportunity to respond to your classmates’ ideas, the grading will be as follows:

5 extra credit points for submission of the assignment

1 extra credit point for every 3 or more sentence-response you give to a classmate’s paper

All responses are due by **Jan. 11, 11:59-1/2 PM** ☺

READING ASSIGNMENTS

First Major Assignment: This is a major reading assignment. Read the five (5) excerpts in the *International Journal for Teachers of English Writing Skills*, August 2004 Special Literary Edition. Now, you must read one book for the course (page length—minimum 250 pp.). You can choose one of the books that have an excerpt in the journal or any other book you. If the book is not in the library, you can purchase books from the journal from the web site indicated. Other books, too, you can always pick up from a bookstore or purchase online, if not in a library. **Due: Mar. 14**

Second Major Assignment: Read the following pages in the *International Journal for Teachers of English Writing Skills*, Aug. 2004 Special Literary Edition:

pp. 18-20; p. 23; pp. 24-25; pp. 29-30; pp. 33-48; pp. 51-58; pp. 63-71

Due: Jan. 17

Writing Assignment Number Two

Choose from the following:

Analyze how language can effectively convey a message. Use several examples from the above journal selections to illustrate your point.

OR

What are three major lessons that are conveyed in these pages? Be sure to refer to actual lines in the works to support your points of view.

OR

Which three works did you find the most thought-provoking. Why? Use specific lines and other references to these works to support your points.

Note: It is important that you demonstrate that you understand how to write a college expository theme with at least five paragraphs, a clearly stated thesis sentence, topic sentences, well-developed body paragraphs, and good grammar/mechanics. If you do not think you can recall, then, I strongly recommend you not move into this English Online Community. Your other choice is to review and FOLLOW the samples the instructor has provided for you to review.

Submit via e mail to me ONLY as an attached file (MICROSOFT WORD document ONLY) or placed in the e mail message you send to me. Due: by **Sept. 23, 11:59 -1/2 PM.**

WEEK THREE---ARGUMENTATION—Jan. 23-29

Reading Assignment

Chapter 8, pp. 77-93
argumentation.doc on CD

Task

Since your midterm exam will be an argumentation paper, I want you to get started thinking about topics. Now, your supposed audience will be the Congress of the United States. Thus, the topic must be quite controversial and one that affects many Americans. The only topic you will not be able to write on is “Abortion.” It tends to be a subject that students get so emotionally involved in that discussions tend to become quite unpleasant.

You will eventually have to choose from one of the student-proposed topics. You will have to take a stand and try to convince Congress to enact or remove a law based on your argument for or against the topic.

And so, I want every student to propose a topic. Place it on Blackboard.

All argumentative topics should be submitted by **Jan. 23, 11:59-1/2 PM ☺**. Then, by Sept. 21, I can let you know which topics are acceptable and you can start looking for materials to develop your paper.

WEEK FOUR—Jan. 30-Feb. 5--RESEARCH AND WORKS CITED

Task

Go to the library and find 3 articles for one of your points and one article against it.

Read

On Blackboard, I shall write extensively about how I wish for this argumentative theme to be set up. So, be sure to read this section.

Also, I shall set up another discussion forum on how to evaluate an argumentative paper. The argumentative theme on the CD, I shall evaluate it so you can see how I want you to do this for future assignments. This should also help you see what you should do for your own argumentative theme.

Writing Assignment Number Three

Set up body paragraph one of your argumentative theme. Be sure to include citations within the paragraph. Due: by **Feb. 3, 11:59 PM**. Now, I want you to paste this one paragraph onto Blackboard in the Forum entitled “Argumentation Paragraph.”

Writing Assignment Number Four

Every student chooses at least three paragraphs by, obviously, three different classmates. Ask three questions about every paragraph. These questions should be ones that will help the writer think of ways to revise the paper so that those questions are answered. No, do not tell the writer what to do. Instead, let him/her make his own decisions based on how s/he feels he can improve/revise his work to answer the needs of his classmates.

Now, it is very important that every member in our English 102 online community has had responses to his/her work. It is the responsibility of every member to make certain no classmate goes without having **THREE** different classmates respond to his/her work.

Everyone is important in this class. Everyone’s work deserves to be responded to; no one should ever be ignored. Now, if every classmate’s work has three different, quality responses, then, everyone in the online community class of English 102 receives ten extra points. If everyone does not, then, everyone loses ten points. Clear? It should be very obvious how serious this professor is about this online English 102 community and its members. Right?

All responses also go on Blackboard under that person’s paragraph. **Due: Feb. 5**

WEEK FIVE—Feb. 6-12—DICTION

DICTION

Reading Assignment

Read Appendix O, “Figures of Speech,” p. 263

Read Journal Table of Contents on CD (this may help you find easier the different sections of required reading)

Read works from the *International Journal for Teachers of English Writing Skills*, August 2003 Special Literary Edition- on CD:

- all works in the section “Maintaining Hope,” pp. 53-61
 - “Colorado Rafting” pp. 13-15
 - “Eating Mangoes” pp. 40-42
 - “Perfect Pitch” pp. 61-65

Writing Assignment Number Five

From the works included in the Special Literary Edition 2003, list examples of five (5) metaphors, five (5) similes, one (1) analogy, one (1) personification, and one (1) allusion. Send this to me in an e mail message. **Due: Feb. 9**

WEEK SIX—Feb. 13-19--DEFINITION

In college, we are not referring to a dictionary explanation of terms. Our life’s experiences lead us to formulate definitions of very complex terms, i.e., a good marriage, a supportive parent, a successful life. For these complex terms or situations, there is no one definition. Our own experiences help us define what these things are. So you will have a task and writing assignment to help you understand and illustrate for yourself how complex it is to define the abstract. Furthermore, this will give you another opportunity to hone your skills of copying verbatim and paraphrasing to illustrate your points of view.

First Reading Assignment

Appendix K, pp. 237-243

Task

Consider if Doug and Sue Hoppe have a good marriage. Why? Why not? What is your definition of a “good” marriage? Place your comments on Blackboard for open discussion under the Discussion Forum topic “Good Marriage or Not?” Make sure you tell us what is your definition of a “good” marriage, thus, the reason for your opinion.

Due: by 11:59-1/2 PM, Feb. 13

Second Reading Assignment

Read all of the *International Journal for Teachers of English Writing Skills*, August 2004 Special Literary Edition.

Writing Assignment Number Six

Write a well-developed theme. You are to use extensively only works from the August 2004 Special Literary Edition of the journal. Choose three of the five in your theme to explain (define) by using literary passages from the works in the August 2004 edition:

- what is a “life lesson?”
- what does the word “confuse” mean?
- what is a “supportive” parent?
- what is “love?”
- what is “peace?”

The theme is **due Feb. 15**

WEEK SEVEN—Feb. 20-26—ARGUMENTATION

Writing Assignment Number Seven

MID TERM EXAM--ARGUMENTATION PAPER, 3-1/2-4-1/2 pp.—Due by Feb. 21 (PLEASE NOTE THAT YOU NEED A MINIMUM OF TWELVE [12] DIFFERENT PRINTED SOURCES; THEY MAY BE FROM BOOKS, JOURNALS, MAGAZINES, OR WEBSITES.)

WEEK EIGHT—Feb. 27-Mar. 5—RESEARCH

Reading Assignment

Read Chapter 9, “Methods of Documentation, “ pp. 99-111; 123-143; 144-162
Read and print out the following CD items:

researchpaper.doc
researchoutline.doc
researchsample.doc

You will want to read my extensive discussion on Blackboard about research and how I want you to set up this paper. I shall encourage a lot of dialogue regarding this assignment since it is your final exam.

Tasks

Share with me the topic for your research paper. This paper must be 8-9-1/2 pp. in length. You have a choice. You can expand on the argumentative topic or you can write on a totally different topic. The research paper on the CD is an example of a paper on a totally different topic. There are two full argumentative research papers in the text. From these, you can see how you are to expand on an argumentative topic. So, I expect to receive the information on the topic by **Feb. 28**

WEEK NINE—Mar. 6-12—SPRING BREAK!

WEEK TEN—Mar. 13-19--INDUCTIVE REASONING & DEDUCTIVE REASONING

Writing Assignment Number Eight

- List five (5) examples of passages from the book you are reading for the course that demonstrate the effective use of language.
- In one well-developed paragraph, explain why you have chosen three of those five passages.

Due: Mar. 14

Writing Assignment Number Nine

Choose one of the following:

Look at the eleven (11) pictures on the CD. Which pictures seem to relate to one another? What title or theme do they convey? In one well-developed paragraph explain how and why you have put them together, or did not, as you have.

or

Look at the eleven (11) pictures on the CD. Is it the same photographer? Why? Why not? What are they implying about the photographer/s? In a well-developed paragraph explain your reasoning.

Place your response on the Discussion Board by **Mar. 16**

WEEK ELEVEN—Mar. 20-26--Research

Task

Go to the library to prepare for research proposal.

Writing Assignment Number Ten

Research Proposal—includes the following:

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

- mini-thesis for the conclusion theme
- body theme 1

Submit by via e mail to Dr, Fairy—**Mar. 23**

WEEK TWELVE—Mar. 27-Apr. 2—CAUSE AND EFFECT & WEEK THIRTEEN—Apr. 3-9--POETRY (EXTRA CREDIT) & RESEARCH PAPER

Reading Assignment

Appendix I, pp. 210-214

Writing Assignment Number Eleven

Choose a key challenge you are facing now. Give this challenge a considerable amount of thought. Analyze the causes, effects, and solutions. Write a paper in which you discuss the causes, effects, and possible solutions regarding this challenge. **Submit by Mar. 28**

Reading Assignment

Read the *International Journal for Teachers of English Writing Skills*, August 2003 Special Literary Ed. s on CD

Writing Assignment Number Twelve

Choose three (3) of your favorite poems from the journal. Indicate in three (3), not necessarily related, paragraphs why you like each. Submit by: **Apr. 9**

WEEK FOURTEEN—Apr. 10-16--Research

Writing Assignment Number Thirteen

Research Paper—8-9-1/2 pp.—Every student should submit the following no later than **Apr. 12**

- title page
- outline
- content pages
- works cited

WEEK FIFTEEN—Apr. 17-23

Writing Assignment Number Fourteen

SEE ANNOUNCEMENTS IN APRIL FOR DIRECTIONS! **Due: Apr. 20**

FINAL REQUIREMENT

Task

In order for Dr. Fairy to improve the course and the manner in which she teaches the course, she will be sending to you, upon receiving writing assignment number nine, an evaluation sheet. It will be to evaluate the course, assignments and her manner of teaching. Dr. Fairy will send the evaluation sheet and envelope to you during Week Fifteen. 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) in the enclosed envelope since it has a number on it. The secretary will give me the numbers of the envelopes received. That will be the only way Dr. Fairy will know that you have returned the evaluation sheet and answer sheet. Then, she 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.

Ta Da! You have completed all of the requirements for this course. I thank you so very much for being my students. I wish all of you the best. I shall send to each of you the final grade you have earned for this course. If you do not agree with this grade, you are to respond to me via e mail within 24 hours of receiving the grade. If you do not respond within 24 hours, then, I shall not change the grade.

Sunrises and Sunsets,

Dr. Fairy

