Syllabus – Intro to College Writing (21452)

Course Information

Organization: Mid-State Technical College
Course Number: 10-831-103
Credits: 3
Meeting Dates: January 17 – May 18, 2017
Course Meets: Tuesday and Thursday, 1 – 2:30 p.m.
Location: Room 111

Required Text:

Instructor Information

Instructor: Steve Thayer
E-mail Address: steve.thayer@mstc.edu
Office: Room 104
Campus: Marshfield
Address: 2600 West 5th Street
Marshfield, WI 54449
Office Phone: 715-389-7029
Office Fax: 715-389-2864
Office Hours: Monday: 9-11:50 a.m. in the Learning Commons
Wednesday: 1-3:50 p.m. in the Learning Commons

While the above posted office hours are the best times to reach me in-person, by phone or email, I do monitor my email regularly and I will respond to questions or concerns in a timely manner. I will return calls and emails within a 24-hour period on business days and within a 48-hour period on weekends and holidays. I am also available via Blackboard Collaborate during posted office hours or by appointment.

Instructor Biography
In addition to Written Communication, I also teach Intro to College Writing, Oral/Interpersonal Communication, Speech, and Technical Reporting. Prior to joining Mid-State Technical College full-time in August 2011, I spent 10-plus years working in health care communication. Additionally, I was an adjunct instructor at Gogebic Community College and Mid-State Technical College. I completed a Master of Arts degree in Writing/Pedagogy and a Bachelor of Science degree in Graduate-bound English from Northern Michigan University. I also completed an Associate of Arts degree in General Studies from the University of Wisconsin - Marinette.

Instructor Teaching Philosophy
A good teacher is like a candle - it consumes itself to light the way for others. ~ Mustafa Kemal Atatürk
I believe that learning should be fun. I also believe that learning is a complex process. Different students learn in different ways, and with that in mind, my goal is to empower them to discover their own effective processes and styles for writing and learning. As a writing, public speaking, and interpersonal communication instructor, I see myself as a facilitator and mentor. My aim is to help my students realize that they do have voices and inspire them to become more comfortable recognizing, developing, and expressing their ideas in spoken and written communication. I am passionate about my work, and part of that is to show that I care about students’ learning and success.

**Employability Skills at Mid-State**

In addition to specific job-related training, Mid-State has identified a set of employability skills that are transferable and go beyond the content of a specific course. The college supports the following skills for all graduates of Mid-State:

- Act with Integrity
- Communicate Effectively
- Demonstrate Effective Critical and Creative Thinking
- Demonstrate Global Social Awareness.

**Course Competencies**

**Use the process approach to writing**

You will demonstrate your competence by preparing written work throughout the course. Your performance will be successful when:

- a) you employ invention techniques (e.g. mapping, clustering, freewriting, etc.) to generate ideas
- b) you draft with little concern for correctness
- c) you revise your work as needed
- d) you analyze the writing situation (i.e. purpose, audience, scope, and tone)
- e) you focus on content (e.g. organization, clarity of ideas, etc.) while revising
- f) you understand that editing focuses on "mechanics" and, therefore, should be saved for last.
- g) you critique your own writing and others' writing.
- h) you accept and use constructive criticism

**Apply conventions of the English language**

You will demonstrate your competence in your written work throughout the course. Your performance will be successful when:

- a) you employ principles of agreement
- b) you use correct tenses
- c) you correct grammatical errors in written material
- d) you capitalize words correctly
- e) you punctuate correctly
- f) you verify spelling
- g) you use the correct words so intended message is clear (e.g. "unconscious" versus "conscience" or "interfering" versus "intervening")

**Demonstrate variety in sentence structure**

You will demonstrate your competence by writing sentences throughout the course. Your performance will be successful when:
a) you compose complete sentences and avoid fragments, run-ons, and comma splices
b) you position modifiers correctly to prevent confusion
c) you delete unnecessary words
d) you compose complete sentences using standard English grammar according to established guidelines
e) you change passive to active voice when appropriate
f) you write sentences using varied structure appropriate to the audience
g) you write in parallel form

Use writing resources
You will demonstrate your competence by using writing resources and by participating in peer review.
Your performance will be successful when:
   a) you locate appropriate resources to solve a problem or complete a task
   b) you search for information using technology
   c) you exchange feedback with peers in completion of writing assignments

Compose paragraphs that demonstrate various writing patterns
You will demonstrate your competence by developing different types of paragraphs (e.g. narrative, expository).
Your performance will be successful when:
   a) you employ an appropriate organizational pattern based upon audience, purpose, and subject when writing
   b) you employ an appropriate point of view (i.e. person) based upon audience, purpose, and subject and then maintains that point of view throughout a document
   c) you create a clear topic sentence that accurately forecasts content
   d) you provide support material (e.g. examples, statistics, testimony) in paragraphs
   e) you avoid irrelevant or repetitive detail
   f) you use transitions to connect ideas

Analyze information critically
You will demonstrate your competence by critically analyzing information.
Your performance will be successful when:
   a) you accurately interpret information
   b) you distinguish between fact and opinion
   c) you draw logical inferences or conclusions
   d) you paraphrase and/or summarize accurately
   e) you evaluate resources and information for accuracy and credibility
   f) you assess the reliability of resources by checking for bias, propaganda, and accuracy

Compose multi-paragraph document(s)
You will demonstrate your competence by composing one or more documents.
Your performance will be successful when:
   a) you create an appropriate introduction
   b) you forecast content
   c) you write a clear thesis or purpose statement
   d) you support the thesis or purpose statement with well-composed body paragraphs
   e) you use transitions to connect paragraphs and ideas within paragraphs
   f) you write a conclusion that effectively summarizes the document and provides resolution
   g) you maintain a logical point of view
Course Format and Policies

Instructional Mode
This is an in-person course, which will meet for lectures and activities. Assignments are to be keyed into Microsoft Word documents and must be submitted to the instructor via Blackboard.

Attendance
Class attendance is considered essential to the learning process. Therefore, regular attendance is expected of all students, including students in online courses. Although in an online course a student is not required to be at a specific location at a specific time, the student is responsible for logging into and participating in his or her online course on a regular and timely basis.

You will be held accountable for all assigned activities. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience in this course.

All students are responsible for discussing absences with their instructors and for keeping up with work in their classes. Do not "drop out" for a period of time and then expect to "drop back in." If your business or personal obligations or an illness require you to be absent, contact your instructor immediately. Since you can access this online course from nearly anywhere in the world, absences should be extremely rare. If you no longer wish to attend this class, you must officially withdraw from this course. Students who do not withdraw officially remain responsible for class costs and will be issued a failing grade.

Tardiness
Please be on time! Attendance is taken at the beginning of each class. If you are not present at that time, you will be marked absent. If you arrive in class after attendance is taken, it is your responsibility to tell the instructor to mark you present.

Assignments
There will be paragraph and short essay writing projects, workshops, a multi-paragraph final project, in-class writing assignments, grammar assignments and an in-class final exam. All assigned work must be completed in order to pass the course.

The specifics of each paragraph and essay writing project, and the multi-paragraph final project, will be explained in class and on a handout. All paragraph and essay assignments and revisions must be typed or word processed. Written assignments that are not typed will be returned to you or points may be deducted for not following directions. Please talk with me if this requirement poses a problem for you. If you run into difficulties with an assignment, do not hesitate to talk to me.

Late Assignments
Unless otherwise stated, assignments are due no later than the posted due date. I will accept an assignment up to one week after it is due without penalty, but the tradeoff is that when I evaluate the assignment that is up to a week late, I will not provide any feedback. An assignment turned in past the one-week period will have a full letter grade deducted from its score unless you talk to me before the assignment due date. The assignment still must be submitted to prove competency. There will be NO EXCEPTIONS without instructor approval. If you know you will be late with an assignment, please talk to me.

Cell Phones and Text Messaging
There may be opportunities to use cell phones and mobile devices in class this semester, so you may bring them if you have them. However, I ask that you do not take or make calls, or send text messages, during
class time, as it is distracting to others. If your cell phone use becomes a distraction in class, I will ask you to leave. We will have ample break time in which you can catch up on your calls and messages.

**Plagiarism**
Plagiarism occurs when you use someone else’s ideas without proper citation. Plagiarism in your assignments will result in severe grade penalties. The issue of plagiarism will be discussed further in class. It is your responsibility, however, to know what constitutes plagiarism.

All content of assignments/presentations must be original work. While it might be tempting to lift information from the Internet or other resources, it is obviously not your work and constitutes plagiarism. Any plagiarized work will receive a “0” score and repeated plagiarism will result in you failing the course.

**Course Feedback**
I welcome feedback at any time. I use your feedback to continue to make this course better in the future. I will offer a formal feedback survey at mid-semester. At the end of the course, an intuitive survey will be deployed. All surveys are anonymous and positive or constructive feedback is helpful in continuing to improve my teaching and this course.

**Course Grading**
Your grades will be determined by points earned on activities, papers, exams and other types of written assignments.

Letter grades will be assigned according to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93- 94</td>
</tr>
<tr>
<td>B+</td>
<td>91- 92</td>
</tr>
<tr>
<td>B</td>
<td>87- 90</td>
</tr>
<tr>
<td>B-</td>
<td>85- 86</td>
</tr>
<tr>
<td>C+</td>
<td>83- 84</td>
</tr>
<tr>
<td>C</td>
<td>80- 82</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 79</td>
</tr>
<tr>
<td>D+</td>
<td>74 - 76</td>
</tr>
<tr>
<td>D</td>
<td>72-73</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>Below</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

**Course Assignments:**
- Paragraph assignment packet (25 points each – 75 points total)
- Short essay assignment packet (50 points each – 150 points total)
- Grammar assignments (10 points each – about 70 points total)
- Final project (50 points)
- Final exam (50 points)

**Grading and Feedback**
I will do my best to record your grades by one week after assignments are due. I will provide feedback on your assignments in Blackboard, which you will be able to see in My Grades if submitted there, or on your submitted paper assignment. If you submit an assignment early, you may receive your grade early, but you may also need to wait up to one week after the due date.

If one week has passed without your receiving a grade, please contact me. If you have not heard from me in a timely manner, call me or send another message. If I will be unavailable for any reason for more than three days, I will post an announcement.

*** Please note that, due to student privacy laws, I will not send quiz, assignment or course grades to you by email.
**Acceptable Use Agreement for MSTC Information Technology Resources**

All users of Mid-State information technology resources are required to abide by the acceptable use agreement terms and agree to all terms in the Network Policies found at [mstc.edu/student-resources/technology/network-policies](http://mstc.edu/student-resources/technology/network-policies). These terms govern the access to and use of the information technology applications, services, and resources of Mid-State and the information they generate. This access is considered a necessary privilege in order to perform authorized functions. Users shall not knowingly permit use of their entrusted access control mechanism for any purposes other than those required to perform authorized functions. The college reserves the right to, without notice, limit or restrict access and to inspect, remove, or otherwise alter any data, file, or system resource that may undermine the authorized use of any Mid-State IT resources. Violations of the Acceptable Use Policy are subject to disciplinary action.

**Learner Roles and Responsibilities**

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

**MSTC Academic Integrity Policy**

The Mid-State Technical College Board, administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work or willing to help others to be so or who is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

**Credit Hour Expectations**

Classroom presentations are specifically planned learning experiences based on identified objectives, direct instructor involvement, and instructional delivery through physical or electronic learning environments. Instructor to student contact including presentations, labs, demonstrations, and discussion is the equivalent of eighteen 50-minute periods (or 900 minutes) of instruction for each credit hour. Student outside effort is 2 hours for each period of instruction, (or 1800 minutes) for each credit hour.

**Mid-State ADA Statement**

If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Services. Course standards will not be lowered, but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations so contact Disability Services as soon as possible. It is MSTC's goal to assist you in your educational plan. For more information about disability services, refer to the Student Handbook. [www.mstc.edu/student-resources/student-handbook](http://www.mstc.edu/student-resources/student-handbook)
**Mid-State Email Policy**

All students are granted an email address through Microsoft Office 365. Students will retain their email address for 180 days after the end date of the last semester the student was enrolled in. Important information regarding registration, billing, financial aid, grades, and scheduling information are distributed to students via their Mid-State email account. It is the student’s responsibility to open and read their email regularly. Mid-State email is the college’s primary means of communicating with students. Instructors may utilize the college-assigned email system to mail student academic progress information that is private. It is the student’s responsibility to ensure that their email and network account password is not shared with other persons. Please go to mstc.edu/studentresources/email-assistance for instructions on accessing your email account. Problems or questions may be directed to the Help Desk at 877.469.6782.

**HelpDesk**

Contact Information Students who have questions about accessing Mid-State online services can contact the Help Desk at 877.469.6782. All student online services and Mid-State Help Desk services are available 24 hours a day, seven days a week, including holidays. Additional information regarding technology at Mid-State can be found at mstc.edu/studentresources/technology.

**Student Handbook**

Refer to the Mid-State Student Handbook for more information related to student policies and procedures. http://www.mstc.edu/student-resources/student-handbook

**Student Services**

All students, including online students, have access to student services including but not limited to disability services, counseling and advising, career services, and financial aid. To access student services, go to http://www.mstc.edu/student-resources/student-services.

**Audio Recording of Lectures**

With prior approval, students may be allowed to audio/video record lectures to enhance their understanding of the topics presented. Audio/video recordings are not substitutes for attending class. If you choose to record lectures, you must sign an agreement which lists the following terms:

- Recordings are not to be distributed without the permission of the instructor. This includes sharing via the Internet, peer-to-peer file sharing, or other methods.
- Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor approves sharing for other reasons.
- You will turn off recorders at the request of instructor.

Non-compliance with these terms violates an instructor’s intellectual property rights. Students violating this agreement will be subject to disciplinary actions under the Student Code of Conduct.

**NOTE:** You must complete the Agreement Form **BEFORE** audio/video recording lecture. Please see me for an Agreement Form.

**Final Note**

I reserve the right to change the syllabus at my discretion.
| Week 1 | January 17-19 | Introduction to course  
|        |              | Student/instructor introductions  
|        |              | Diagnostics  
| Week 2 | January 24-26 | Where do we begin?  
|        |              | Writing Process (Ch. 2, 3)  
| Week 3 | January 31-February 2 | Audience & Purpose  
|        |              | Writing Analyses  
|        |              | Sentences (Ch. 14, 15, 16, 17)  
| Week 4 | February 7-9 | Narration (Ch. 5, essay pp. 522-523)  
|        |              | Paragraphs (Ch. 4)  
| Week 5 | February 14-16 | Organization  
|        |              | Revision  
|        |              | Exemplification (Ch. 4, essay pp. 512-514)  
| Week 6 | February 21-23 | Description (Ch. 6, essay pp. 520-521)  
| Week 7 | February 28-March 2 | Process (Ch. 7, essay pp. 514-517)  
| Week 8 | March 7-9 | Individual Conferences  
|        |              | **Paragraph Assignments Due**  
| Week 9 | March 14-16 | Cause and Effect (Ch. 8, essay pp. 510-512)  
|        |              | Referencing Sources  
| Week 10 | March 21-23 | Spring Break – No class  
| Week 11 | March 28-30 | Paraphrase and Summary  
|        |              | Comparison and Contrast (Ch. 9, essay pp. 531-533)  
| Week 12 | April 4-6 | Definition (Ch. 11, essay pp. 501-503)  
| Week 13 | April 11-13 | Work on assignments in class  
| Week 14 | April 18-20 |  
| Week 15 | April 25-27 | Argument (Ch. 12, essay pp. 500-501)  
|        |              | **Short Essay Assignments Due**  
| Week 16 | May 2-4 | Work on assignments in class  
| Week 17 | May 9-11 | Course Wrap-up  
|        |              | **Final Writing Project Due (December 15)**  
| Week 18 | May 16-18 | Final Exam  
|