

**Montgomery College**  
**Department of English**  
**ENGL 101-XXX Introduction to College Writing (XXXXX)**  
**Tuesday and Thursday: 12:30pm to 3pm**  
**CS 021**



Instructor Information

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MT 526

General Course Information

**An introduction to exposition. ENGL 101** emphasizes the processes of critical thinking, reading, and writing. Students

move from writing about personal experiences to writing for an outside, academic audience. Students write for different audiences and purposes using a variety of rhetorical strategies. Students will write in response to outside readings and will be introduced to appropriate documentation procedures.

Note: This class will focus on the Civil Rights movement, both past and present. We will also heavily use the resources of the Library of Congress, both digitally and first hand. All STUDENTS WILL BE REQUIRED TO GO TO THE LIBRARY OF CONGRESS AT LEAST ONCE THIS SEMESTER. Please be mindful of this before you decide to take this course.

## Composition Folder/Portfolio

All students in ENGL 101 and ENGL 101A must submit a completed Montgomery Composition Folder that contains final graded copies of all major written work for the course. As one of the requirements for passing the course, students are required to submit a portfolio section within the Composition Folder. The portfolio section of the Composition Folder should include at least three essays, one of which must be a self-assessment essay, one of which must be written in a timed setting, and one of which must use the words and ideas of others with proper attribution. The portfolio will be assessed according to the portfolio rubric and the course objectives. The classroom instructor will provide further information and details regarding assembling and submitting the portfolio.

## Course Requirements

- Submission of a passing portfolio
- 4 college-level essays to include
  - o At least 1 timed essay (of a length appropriate to the timed setting)
  - o At least 1 essay that integrates assigned texts or readings by quoting, paraphrasing, and summarizing (approximately 750-1,000 words)
  - o 2 essays based on instructor's requirements
- 1 self-assessment/portfolio reflection essay (approximately 750-1,000 words)  
NOTE: Based on a 12-point standard MLA-approved font, such as Times New Roman, and standard margins, 250 words are expected per typed essay page. Instructors' personal preferences need to align with this length expectation.
- Informal assignments that
  - o Demonstrate critical thinking and reading
  - o Reinforce the writing process
  - o Practice skills used in essays

## Specific Outcomes

In order to pass ENGL 101/A, students must gain competence in the following areas:

### Writing Process:

- Demonstrate the recursive writing process (pre-writing, outlining, drafting, revising, and editing)
- Generate an idea that allows an essay and each of its paragraphs to be unified

- Use thesis, either clearly stated or implied, as the organizing principle for writing essays
- Use computers to draft, write, edit, and revise papers according to a standard manuscript format
- Apply the writing process under a time constraint to respond to a variety of academic situations
- Incorporate appropriate feedback from peers and instructors when revising essays and provide effective peer feedback
- Assess their own writing progress and recognize areas for improvement
- Select and prepare appropriate writing assignments to be included in final portfolios

#### Expository Writing:

- Write a minimum of 4 essays of three pages or more (approximately 750-1,000 words), including an in-class essay independent of external feedback and of a length appropriate to the timed setting
- Write a self-assessment essay of 3 or more pages (approximately 750-1,000 words)
- Develop unified essays using personal observations, critical thought, and readings
- Develop logical and coherent college-level essay structure
- Use rhetorical strategies, based on audience and purpose, to develop academic essays with a balanced expository exploration of a topic
- Write essays that demonstrate facility with grammar and mechanics

#### Critical Thinking, Reading, and Writing:

- Summarize and analyze college-level readings
- Articulate and support a position in response to readings
- Develop own ideas in relation to words and ideas of others

#### Integrating the words and ideas of others:

- Integrate information into essays by quoting, paraphrasing and summarizing, based on assigned readings
- Demonstrate standard citation and documentation procedures
- Write with academic integrity; recognize and avoid plagiarism

Textbook: *Writing Today* by Richard Johnson-Sheehan and Charles Paine (ISBN 9780205617449)

*Why We Can't Wait* by Dr. Martin Luther King, either the Print or Digital versions. This book is also available at the Montgomery College Library.

Easy Writer: A Pocket Reference 3<sup>rd</sup> Edition by Andrea A. Lunsford (ISBN #9780312433093)

A Montgomery College English Composition Folder for your final portfolio

Regular and dependable access to the Internet, Computer and a Printer

### **Optional**

- A College Level Dictionary
- A Large Binder or Folder to hold all your assignments
- Note-taking material
- An ink Pen
- A stapler

### Course Grade/Assignment List

-Your Final course grade will be the average of the following.

- Attendance and Class Participation: 10%
- Informal Writing Assignments: 20%
- Mid-Term and Formal Papers: 40%
- Final Project and Digital Portfolio: 30%

All Assignments will be graded on a 100-point grading scale. 100 is an A, 89 is a B, 79 is a C, 69 is a D, 59 is an F.

Example:

- Attendance and Class Participation: 90
- Informal Writing Assignments: 80
- Mid-Term and Formal Papers: 100
- Final Project and Digital Portfolio: 90
- Course Average: 90

**\*\*Students who receive a course grade of D or below must take ENGL 101/A again before they move on to English 102 or 103.\*\***

### Essay Guidelines and Grading Standards

Essays submitted for EN 101/A should be written at a level appropriate for college level writing. Papers which are not appropriate for a college-level audience may receive a below average grade or be returned to the student for total revision.

Instructors will respond to papers with the goal of guiding students to improve their writing. The instructor will offer comments and make references to the current handbook to help the student improve, revise, rewrite, or edit the paper.

The grades given on papers will reflect the writer's control over language in a given developmental, rhetorical, or analytical process. Grades on finished expository papers will reflect the following elements:

- a. Clear control of the subject stated in an explicit or implicit thesis;
- b. Control of ideas through a logically formulated and well developed outline;
- c. Logical arrangement of ideas through effective paragraph division and structure;
- d. Adequately developed paragraphs with substantial and appropriate evidence;
- e. Effective sentence variety in length and type, with thoughtful subordination and coordination, and accurate predication;
- f. Appropriateness and accuracy of diction;
- g. Manuscript form, mechanics, and use of standard written English; and
- h. Adherence to length and other parameters set by the instructor.

Generally, the Department defines its grading levels as follows:

\*An **A** paper is substantial, well developed, and effectively organized and presented. It usually demonstrates substantial or original ideas; thoughtful engagement with content; and sensitivity to diction, tone, and style. Sentences are well-structured, clear, and precise. An A paper is well-formatted and virtually error-free.

\*A **B** paper contains a number of the strengths of an A paper, but it often lacks the thoughtfulness, originality, sensitivity, and full development of the superior paper. In some instances, a B grade is given to a potential A paper undermined by minor mechanical errors.

\*A **C** paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. There is no evidence of habitually-made, serious mechanical problems. The thought and expression, however, are usually undistinguished. In some instances, a C grade might be given to a potential B paper undermined by recurring errors in mechanics.

\*A **D** paper usually contains such weaknesses as poor organization, lack of development, or failure to focus on a thesis. In some instances, a D grade may be given to a potential C paper undermined by some serious errors in mechanics.

\*An **F** paper usually shows some of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to the assigned length. An F paper often contains numerous problems with one or more of the following:

- a. sentence structure: garbled or non-English syntax, run-on or fused sentences, fragments, comma splices, shifted constructions, faulty predication, dangling or misplaced modifiers
- b. verb forms
- c. agreement: subject-verb, pronoun-antecedent
- d. punctuation
- e. spelling
- f. manuscript form

### Make-up Policy:

-I do not offer Make-up work for missed assignments. Exceptions will be made if someone is sick or ill or if there is a family emergency. This will be handled on a case-by-case basis.

- Assignments will either be uploaded into Blackboard or they will be emailed to me. Instructions for each assignment may vary, so please pay close attention to the instructions laid out in Blackboard. ALL EMAILS TO ME MUST COME FROM YOUR MONTGOMERY COLLEGE EMAIL ADDRESS.

### Late Policy:

-I will only accept late work that is turned in one class period from the original due date. If you turn in an assignment late, 30 points will be taken off the top before I even grade the assignment, allowing for a maximum of a 70 (C) for the assignment. I will not take late work past one class period late. I suggest you do not turn in late work.

### Classroom Policies

- A. **Attendance [and Withdrawal from Class]** -- According to College academic regulations, students are expected to attend all class sessions. The instructor may fail or drop students if they are absent more than the equivalent of one week of class. If students miss a class, they are responsible for any work assigned or completed during their absence. Students should not expect their instructor to take time from the regularly scheduled class to tell students about work they have missed. Instructors are available to meet with students during office hours or by appointment.

**NOTE:** I give credit for coming to class. The more classes you come to, the better your grade. The more classes you miss, the worse your grade. You are allowed to miss TWO days without affecting your participation grade. If you miss FIVE days, I will recommend you drop my course. Furthermore, if you miss class or are late to class, I will not give you any information about what you missed or what assignments

are due. It is my responsibility to teach you. It is your responsibility to learn. Your grade is your obligation.

**NOTE:** When factoring your participation grade, I take your classroom behavior into consideration. If you are paying attention in class, asking questions, and are generally engaged in the class discussion, your participation grade will be good. If you are late to class, disruptive, do not add to the class discussion, are unprepared and distracted, your class participation grade will be far less. Think about this before you pull your cell phone out, talk during a lecture, plagiarize, come to class late or leave class early.

**NOTE: Technology Policy:** Technology will be a major part of this class. We will actively use technology to engage with course material digitally, either in class, in groups or separately. I encourage all of you to bring your laptops, tablets and/or smartphones to class. If our class is in a computer-equipped classroom, we will actively use these as well. I do realize, however, that not everyone has ready access to technology. Montgomery college has computer labs to assist students. I encourage you all to use these labs when and if you need them.

- B. **Audit Policy** -- Students may choose to audit a class at the time of initial registration, or they may change to audit at any point prior to completion of 20% of the class. Faculty permission is not required to register for audit. However, permission is required to change to audit after classes begin.
- C. **Withdrawal** – An official last day to withdrawal from a course with a grade of “W” is established each semester and can be found on the college’s academic year calendar, which is posted on the College website. It is the student’s option and responsibility to withdraw from the course by this date.
- D. **Academic Honesty** – Regarding academic honesty, the Montgomery College Student Handbook states the following information:

“Students who engage in any act [judged] by the classroom instructor to constitute academic dishonesty or misconduct are subject to any and all sanctions deemed appropriate by the classroom instructor, [including] grade sanctions for violations of academic ethics.”

Plagiarism is a very serious academic and ethical offense whether intentional or unintentional. 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. In your assignments, give proper credit to borrowed material, whenever you:

- 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)

**NOTE: If I have proof that you plagiarized an assignment, you automatically fail the assignment. Further action may also be taken. We will have several discussions about Information Ownership so everyone understands how information ownership works and the responsibilities connected to digital work.**

E. **Student Code of Conduct**-- Regarding classroom behavior, the Montgomery College Student Handbook states the following information:

“If a student behaves disruptively in the classroom after the instructor has explained the unacceptability of such conduct and the consequences that will result, the student may be asked to leave the room for the remainder of the class time. If the student does not leave, the faculty member [will] request the assistance of Security.

“The faculty member and the student are expected to meet to resolve the issue before the next class session. If, after a review of the situation and a restatement of the expected behaviors, the student refuses to comply with the stated standards of conduct required, then the faculty member should refer the issue in writing to the dean of student development for action under the Student Code of Conduct.”

Dean of Student Development contact phone number:

- o Rockville = 240-567-5052

F. **Support Services**

Any student who may need an accommodation due to a disability should make an appointment to meet with a Disability Support Services (DSS) Counselor. A letter from DSS authorizing a student’s accommodation will be needed. Any student who may need assistance in the event of an emergency evacuation must identify him/herself to the Disability Support Office; guidelines for emergency



evacuations for individuals with disabilities are found here. DSS counselors can be reached as follows:

Germantown = Harry Zarin, SA Room 181,  
240-567-7767

Rockville = DSS Support Services Office, CAB Room 122,  
240-567-5058

Takoma Park/Silver Spring = Dr. Cathy Wilson, ST Room  
137, 240-567-1475

**NOTE: Only students who have a DSS letter may receive accommodations. If you have a DSS letter, you MUST bring it to my office during office hours so we can have a conversation about your accommodations. There are absolutely no exceptions to this rule.**

G. **Veteran/Active Reserve Military Personnel Support** -- If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs, and/or services, please visit the Combat2College website and/or contact Joanna Starling at 240-567-7103 or at [joanna.starling@montgomerycollege.edu](mailto:joanna.starling@montgomerycollege.edu) .

H. **Cancellation of Classes** -- Regarding emergency closing of the College, the Montgomery College Catalog states the following information:

“If inclement weather forces the College or any campus or College facility to suspend classes or close, public service announcements will be provided to local radio and television stations as early as possible. [Students] can also find out the opening status by calling the College’s main information line at 240-567-5000 or by visiting our web site at [www.montgomerycollege.edu](http://www.montgomerycollege.edu) .”

Students are encouraged to stay informed regarding college and county-wide emergencies by signing up for MC Alert notifications. This can be done by logging on as a new user through [alert.montgomerycountymd.gov](http://alert.montgomerycountymd.gov) or by clicking on the Emergency Site button at the top right corner of the Montgomery College home page.

## Course Schedule *This Outline is subject to change.*

### **Week of 8/24:**

- First Day of class.
- Review of Syllabus and Course Objectives.
- In-Class Essay/Diagnostic Essay.
- Introduction to Digital Humanities: What is it, how it works and what we'll focus on.

### **Week of 8/31:**

- Review of Chapter 1: Writing in Genres
  - Review of Chapter 2: Topic, Angle, Purpose
  - Review of Chapter 3: Readers, Contexts and Rhetorical Situations
  - Review of Modes
- Weekly Assignments: Learning what the Civil Rights movement was/is/continues to be. Critical Reading and Write up.

### **Week of 9/7:**

- Review of Chapter 4: Memoirs
  - Readings from Chapter 33
  - Review of Chapter 14: Inventing ideas and Pre-writing
  - Review of Chapter 5: Profiles
  - Readings from Chapter 34
- Weekly Assignments: Critical Reading and Write up of Dr. King's "I Have a Dream" speech.

### **Week of 9/14:**

- Review of Chapter 6: Reviews
  - Readings from Chapter 36
  - Review of Chapter 16: Choosing a Style
- Weekly Assignments: Understanding the Stories of Others: The Civil Rights Movement. View at least TWO videos from the [Library of Congress Civil Rights History Project](#). Do a Critical Write up. At least two pages for the Critical write-up.

### **Week of 9/21:**

- Review of Chapter 18: Revising and Editing

-Review of Chapter 19: Introductions and Conclusions

-Review of Chapter 20: Developing Paragraphs and Sections

Weekly Assignments: Read the Nonviolent Philosophy and Self-defense essay from the Civil Rights History Project. Write a Critical Write up expressing your views of the Nonviolent Philosophy and it's effectiveness. You are encouraged to use other sources as well. At least 3 pages for the Critical write-up.

### **Week of 9/28:**

-Review of Chapter 10: Commentaries

-Readings from Chapter 39

-Review of Chapter 17: Designing

Weekly Assignments: Major Paper #1: Use the Civil Rights History Project archive from the Library of Congress to support and back-up your ideas about the Civil Rights movement in the 1950s and 1960s. What do you think about the Nonviolent campaigns? Do you believe that it was effective? What did you learn from reading and using the archive? This paper needs to be at least three pages long. Proper Grammar, critical thinking and logical conclusion making will all be used to grade you.

### **Week of 10/5:**

-Review of Chapter 12: Proposals

-Readings from Chapter 41

-Review of Chapter 13: Reports

-Readings from Chapter 42

-Begin Reading *Why We Can't Wait* by Dr. King

Weekly Assignments: Study The Segregation Era section from the Library of Congress Data base. Read as many of the modules as you want and then do a write-up that explains what you understand about Segregation. What did you learn about Segregation that you didn't know before? This should be at least 1 to 2 pages.

### **Week of 10/12:**

-Review of Chapter 24: Starting Research

-Review of Chapter 25: Finding Sources and Collecting Information

-Reading of *Why We Can't Wait*.

Weekly Assignments: Study the World War II and Post War section from the Library of Congress Data base. Read as many of the modules as you want and then do a write-up that explains what you understand about World War II, the Post War and how it affected race relations in the United States and around the world. This should be at least 1 to 2 pages. Remember: the more detailed and information in your write up, the better your grade will be.

### **Week of 10/19:**

- Review of Chapter 26: Quoting, Paraphrasing and Citing Sources
- Review of Chapter 27: Using MLA Style
- Reading of *Why We Can't Wait*

Weekly Assignments: You are to do the three tutorials from the Montgomery College Library. The Links to the tutorials are below.

Academic Honest and Integrity

MLA Citations

Evaluating Information

Each of these tutorials have a quiz connected. You must do all three quizzes. I will receive an email after each quiz. You must earn an 8/10 on each quiz to receive credit. You can do the quizzes as many times as you need to get the credit.

### **Week of 10/26:**

- Review of Chapter 11: Position Papers
- Review of Argumentative Essays
- Beginning the Research Paper
- Research Paper Prep.
- Reading of *Why We Can't Wait*

Weekly Assignments: Major Paper #2: The Civil Rights Act of 1964. Your assignment is to study the Civil Rights Act of 1964 and then write a 3 to 5 page paper explaining your understanding of the Civil Rights Act. Your paper should explain to me what you think of the Civil Rights Act, why it's important, not just for Black people but for the United States as a whole. Your paper will need to use MLA formatting and Citation, with proper documentation. You will also need to find and properly cite three sources to back-up your writing. The best sources are from the Library of Congress database, which we've previously worked with.

### **Week of 11/2:**

- Review of Chapter 9: Rhetorical Analyses
- Readings from Chapter 38

Weekly Assignments: Reflections: The Library of Congress Civil Rights database. For this assignment, you are to write a 1 to 2 page write-up analyzing your experience using the Library of Congress Civil Rights database. What was it like to use it? Did you like using it? Did you hate using it? Would you recommend that we use it more? Do you recommend that I use it less? In

your write up, please describe your experience using the Library of Congress database. The best way to write this is to be completely honest with me about your experience.

### **Week of 11/9:**

- Discussion of *Why We Can't Wait*.
- In-class discussion
- Final Project Prep. Final Portfolio Prep.
- Further discussion of Argumentative Essays

Weekly Assignments: Final Project Prep. For this assignment, you should write a 3 page paper describing your final project. What are you going to focus on? What are you interested in? Your final project should use the different databases that we've discovered this semester, but I'm also open to you finding new databases that might help you understand our focus this semester.

### **Week of 11/16**

- Final discussion of *Why We Can't Wait*. Game Day.
  - Review of Critical Analysis
- Weekly Assignments:

### **Week of 11/23 (Thanksgiving Week)**

- No assignment. Go relax.

### **Week of 11/30:**

-Review of Chapter 8: Literary Analyses. First chapter Ralph Ellison's *Invisible Man*  
Weekly Assignments: Critical Reading and Write up of *Invisible Man*. Heavy Annotations required. Your assignment is to read the first chapter of Invisible Man and comment on the document. Just like I should you in class, you need to heavily annotate the document so that other people who read your annotated document would understand what you think about this. The more your annotated, and the more your annotations make sense, the better your grade will be.

**Final Portfolios Due: December 4th.**