

Instructor: Hugh Culik

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Office Hours: Monday and Wednesday: 11:00 - 12:00

Enrollment: Last Add 05/23/17
Last Refund 05/28/17
Last Withdraw 06/19/17

Required Texts: www.culik.com/1180-summer-2017 (free)
www.culik.com/tools (free)
www.re-think.us (free)

Course Rationale:

Maps are not only the colorful squares and globes that we traditionally imagine when we think of them. We “map out” a strategy, or we “map our future” when we plan a career. Thus, to “map” something means to understand it. Our maps are going to be drawn in words, in ideas, and in our general understanding of a topic. When you write, you will understand what has already been thought, and then you will be improving the “map” by adding, removing, and correcting information. Maps and mapping are a useful way to think about what you do when you write. Think about these three steps in creating a map of whatever it is that you are writing about:

1. Mapping the Territory

Writers—and you are learning to be a writer—begin by making maps of how others have explored a subject. This anchors them by giving the names of important landmarks, methods of exploration, and discoveries. To write well is to improve existing maps, and this means that you have to know the field. Writers build their voyages on the maps—writings, ideas, achievements—created by others, and thus they must perform basic tasks such as identifying trustworthy sources, developing acute reading skills, and sifting the important from the irrelevant. Your first step is to map the world . . . the world of other writings.

2. Identifying Gaps in the Map

Explorers explore because the maps are always incomplete. The gaps are an invitation to propose a new geography that respects prior discoveries but also demands original additions to the field. Explorers and writers map the field so they can find the blank spots where they can write their own discoveries. Explorers do not want to simply repeat the discoveries of others. They want to add to the existing map. The blanks in a map motivate the exploration, give it focus, and connect it to the discoveries of others.

3. Re-Drawing the Map

Explorers can discover a new island, a new lake, or even a continent. These discoveries force them to re-draw the map. The old map still matters because the explorers connect their discoveries to what is already known. Your writing will do the same thing. You will produce a new “map” (paper) that uses existing knowledge, but you will make discoveries that require a re-writing of the map to improve it. Good writing offers new ideas to the world. Your redrawn map becomes the map to which future writers will respond. It is an endless process of improvement.

Thus, the best academic writing has one underlying feature: it is deeply engaged in some way with other people's views. In fact, if your own argument doesn't identify the "map" that you're responding to, then it probably won't make sense. ENGL 1180 enables you to write in ways that connect you to others, and thus you'll be doing lots of reading.

This does not mean that you will be doing research, but it does mean that you will read about our topics on a daily basis. Any extra time you have in class must be used for reading. If you are in lab, you can search out and read additional material about the topics we have discussed. If we are in the regular classroom, you must have reading material with you. Such materials do not have to be directly connected to the class; fiction, non-fiction, substantial articles, etc. are all appropriate. By reading others, you discover and absorb a variety of writing skills.

ENGL 1180 uses “modes” to help you master this approach to writing. Modes are types of writing such as narration, description, process, comparison, and argument. The terms are handy labels for different *parts* of effective writing. Our assignments will emphasize these various modes, but you must

recognize that in the real world of employers, scholars, and researchers, the modes don't exist. They are building blocks for the complex skills you'll develop in later classes.

MCC Course Description

No credit after ENGL-1210. The focus of this course is college-level expository and argumentative writing. This course places extensive emphasis on organization and development of essays along with the study of grammar and mechanics. This course develops competence in English sentence elements and skill in organizing, proofreading, and revising essays. Students who have completed ENGL-1210 successfully should NOT take ENGL-1180. Students will NOT receive credit for both (4 contact hours).

MCC Common Course Outcomes for English 1180

OUTCOME 1: Upon completion of this course, students will be able to use various forms of discourse, such as narration, description, exposition, and argument.

OUTCOME 2: Upon completion of this course, students will be able to write full essays that incorporate a controlling idea stated in an introduction, developed in the essay, and summarized in a conclusion.

OUTCOME 3: Upon completion of this course, students will be able to write sentences that are reasonably free of run ons, comma splices, fragments, and agreement errors, and will demonstrate a satisfactory mastery of standard spelling, diction, and usage.

MCC Course Objectives for English 1180

In the final essays written for the course the student should be able to fulfill the following requirements:

1. Include an introduction that coherently leads to a statement of the main idea (thesis) of the essay.
2. Paragraph the essay by a logical plan (e.g. by general steps to a process, by causes, by effects, etc.).
3. Link the body paragraphs by transitions, repetition, leading sentences, or parallelism.
4. Include topic sentences that accurately state the subdivisions or supporting generalizations of the essay's main idea.

5. Include in body paragraphs only that development which is governed by the topic sentence.
6. Use examples, details, definitions, or comparisons to develop the paragraph.
7. Include a conclusion that either restates the main idea or summarizes the subtopics or suggests the implications of the subject.
8. Avoid sentence structure errors (awkwardness, comma splices, fused sentences, fragments, misplaced modifiers, faulty parallelism, illogical subordination).

Dropping the Course

Please remember that if you need to drop this class, you must follow the MCC withdrawal policy. If you do not, the college leaves me no choice but to assign you a failing grade at the end of the term.

Attendance and Punctuality

Students must attend classes. In a writing course where drafting workshops, peer exchanges, discussions of reading materials, and planning sessions are central, it is even more important that students be in class and be prepared to participate and contribute. Being late or leaving early may count as an absence or a partial absence. **Attendance is simply a factual record of whether or not you have been in class; there is no such thing as an "excused" absence.**

1. Any student in the class is allowed one absence. A second absence reduces your final grade by a full point, e.g., a "B" becomes a "C." A third absence reduces your final grade by two full points, e.g., a "B" becomes a "D." **Any absence after the third absence will cause a student to fail the class.**
2. If you come to class but do not have your assignment with you in an accessible form (electronic or paper), you will receive an absence for that day.

Do not bring notes from doctors, parents, spouses, or others to me. Such documents may be appropriate to high school, but they are inappropriate in college. Your attendance is an either-or fact. If you do miss class, it is your responsibility to obtain any missed assignments or materials and attend the next class session prepared. If you need to be brought up to speed after an absence, the proper procedure is to see me during office hours or email me. I do not re-teach a class meeting for those who have been absent. If you are absent on the day that a paper is due, you must nevertheless get the paper to me.

Plagiarism

Plagiarism is the unacknowledged use of a source other than yourself. Although this course is *not* a research class, you may find that you want to use an especially valuable insight from something you've read. Always use quotation marks when using exact words from a source. When paraphrasing a source, or when using a key ideas from another source, always cite and list your sources. Assignments which are in any way plagiarized will be failed and are potentially subject to further sanctions. These further sanctions can include failure for the entire course.

Note: the most foolish part of plagiarism is that misses an opportunity to show what you have read, who you have consulted, and your connections to the other experts who share your ideas. Quotations make you part of a credible group . . . rather than just a ranting individual.

Conduct

Macomb's *Handbook on Rights and Responsibilities* defines the responsibilities of students. The policies, standards, and expectations of the handbook apply to this course. The document is available in paper and online at the Macomb Community College web site.

www.macomb.edu/NR/rdonlyres/08393098-75E2-4DA0-B534-07B76A0E6DC2/0/www.macomb.edu

Our classroom will have a relaxed and open atmosphere where the free exchange of ideas facilitates learning. *Discussion is central, and you must participate.* In order to achieve this, reasonable standards of behavior must be observed in the classroom.

1. *Speak at least three times during each class:* contributing your questions and insights is your duty to others, and it is normal, adult behavior in an academic or a professional setting. If you do not contribute to discussion, you will be marked absent.
2. *Respect Others During Class:* while debate and disagreement are central to academic life and a key aspect of this course, rudeness is unacceptable. Expressions of racism, sexism, religious or ethnic prejudice, homophobia, or other similar prejudices are unacceptable in class. Students who engage in disrespectful behavior may be asked to leave class and will then be charged with an absence for that day and may fail the course. Your classroom behavior must reflect the nature of the academic setting.

3. *Respect Your Reader:* in your writing, expressions of racism, sexism, religious or ethnic prejudice, homophobia, or other similar prejudices are unacceptable. As a writer, you have a responsibility to your readers. Everything you write in the class is targeted toward an academic audience, and the audience requires your respect. Assignments containing such expressions will receive a failing grade and may not be rewritten. Your writing must reflect the nature of the academic audience.
4. *Respect the Classroom:* encourage others by listening, by responding, and by offering your own ideas. *You are required to add to the classroom conversation.* Behavior that interferes with the classroom includes interrupting a speaker, carrying on side conversations, or otherwise inhibiting the focus on learning. After one warning for such behavior, a student may be required to leave the classroom. Each additional warning can reduce your final grade by a full grade.
5. *Work in Class:* use the class for work. If all your work is complete, use the time to read. Sleeping in class is not a form of productive work; it constitutes an absence.
6. *Use Phones, Tablet, Laptops, and Other Electronic Tools Productively:* many of you will use laptops and handhelds to take notes, find information, and to enrich discussions. I strongly encourage the use of such technologies during class. On the other hand, phone conversations and/or text messaging during discussions and lecture is both rude and disruptive. Students who engage in such a behavior may be asked to leave class and will be charged with an absence for that day.
7. *Use Courtesy and Professionalism in Email:* messages must courteously reflect your status as a student and mine as your professor. They must be formatted as follows:

Dear Professor Culik:

Message message message message. Message message message message. Message message message message. Message message message message. Message message message message. Message message message message. Message message message message.

Yours truly,

Your Complete Name

Your course, course meeting time, and days of meeting

Messages that do not use this format or that are discourteous will be returned to the writer so that they can be re-written using the appropriate conventions.

Title IX Protection

Like all faculty and staff at Macomb Community College, I am required to share any information that you disclose to me in class discussion, papers, journals, meetings or otherwise about your experiences of abuse, sexual assault or sexual harassment. We help protect students by connecting them to our Title IX coordinator. If you share information with me about a recent sexual assault, the college will notify the police so that you can be protected. If you would like to discuss these issues in a confidential setting, please consider reaching out to Turning Point at 586-463-6990 or www.turningpointmacomb.org. For more information, please visit www.macomb.edu/titleix.

General Requirements

- Papers must be submitted when due. No late papers are accepted unless you have made prior arrangements with me.
- All required materials must be submitted to receive any credit for the assigned paper.
- You must pass all assigned papers and projects in order to pass the course.
- Portfolio: you must keep copies of any work submitted to me.
- In-class work cannot be made up.

Assignments

Assignments include, but are not limited to, the material on the class calendar. It is a tentative schedule. Due dates can change to reflect the readiness of the class for each assignment. Firm dates are announced in class.

Grading

Please note that grades and “feedback” are not the same thing. You will receive a variety of feedback on documents. Sometimes, the feedback takes the form of an on-screen editing session where we look at sample papers; the insights are applicable to your own work, and it is your job to make that application. Similarly, discussions provide feedback on what constitutes good writing. Papers are usually returned one or two days prior to the due date for the next paper.

Each of the major assignments above will receive a percentage score, usually in increments of 5%. I will convert the overall percentage score into a letter grade according to the following scale:

A: 94-100%; an "A" is reserved for work that is far above the <i>typical</i> work in the class. It denotes an exceptional level of achievement. The document is so strong that it can be used as an example for any student to follow. Such work is rare.
A-: 90-93%; an "A-" denotes a work that is far above the <i>typical</i> work in the class. Such a document is so strong that it can be used as an example, but it may have one or two slight limitations. Such work is rare.
B+: 87-89%; a "B+" denotes a very strong performance. The logic, writing, and writing process are excellent, but many features of the paper have slight limitations. Such work is uncommon.
B: 83-86%; a "B" represents substantial mastery of key writing skills. Such a paper demonstrates that the writer understands audience, aim, and voice, but needs to develop the performance of that understanding into a product that better meets the expectations of a college/professional audience.
B-: 80-82%; a "B-" represents a paper with substantial mastery of most key writing skills but which demonstrates a need for both a clearer understanding and a better performance of those tasks.
C+: 77-79%; a "C+" represents a paper <i>typical</i> of students in the course. It actively engages important writing strategies and meets the minimum grammatical/mechanical expectations of college writing. By the end of the term, such papers are common.
C: 73-76%; a "C" represents a work <i>typical</i> of students in the course. Its strengths and its weaknesses are not surprising. It suggests that the student can go forward into the next level of writing. By the end of the term, such papers are common.
C- : 70-72%; a "C-" describes papers with only partial control over key writing tasks. The grade suggests that the student needs additional skill and experience, but that s/he can succeed in higher level courses.
Grades of less than 70% (D+ down to E) tell a student that they need more practice with writing. The grade describes writing that does not suggest success in higher level courses.

Grades in college may be different from high school grades. For example, some students have received high grades (Bs and As) for coming to class, turning in work, and meeting the *minimum* requirements for assignments. This system does not apply to your work in this class. Such a performance would place the paper in the "C" category. Higher grades reflect a higher level of achievement. Some students urgently claim that they "must have" a certain grade so that they can enter a particular program. Note that grades are based only on the quality of the writing.

*Grades measure writing performance. They do **not** measure my respect for you, my sympathy for you, or anything outside of the documents I assess.*