**Course Competencies**

1. The student will produce writing by:
   - Choosing and limiting a subject that can be sufficiently developed within a given time, for a specific purpose and audience
   - Developing and refining pre-writing and planning skills
   - Formulating the main point to reflect the subject and purpose of the writing
   - Supporting the main point with specific details and arranging them logically
   - Using appropriate transitional devices
   - Writing an effective conclusion

2. The student will write well-developed essays by:
   - Writing an introductory paragraph
   - Constructing a thesis statement
   - Developing the thesis by:
     - Providing adequate support that reflects the ability to distinguish between generalized and concrete evidence
     - Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus. Patterns may include descriptive, narrative, and evaluative writing, process analysis, comparison & contrast, cause & effect, exemplification, and others
2

- Writing unified prose in which all supporting material is relevant to the thesis
- Writing coherent prose and providing effective transitional devices
- Writing a concluding paragraph

3. The student will proofread, edit, and revise by:
   - Recognizing and correcting errors in clarity
   - Recognizing and correcting errors in unity and coherence
   - Using conventional sentence structure and correcting sentence errors such as fragments, run-ons, comma splices, misplaced modifiers, and faulty parallelism
   - Recognizing and correcting errors in utilizing the conventions of Standard American English including:
     - Using standard verb form and consistent tense
     - Maintaining agreement between subject and verb, and between pronoun and antecedent
     - Using correct subjective, objective, and possessive case pronouns
     - Maintaining consistency in point of view
     - Using standard spelling, punctuation, an capitalization
     - Selecting vocabulary appropriate to audience, purpose, and occasion

4. The student will read and respond to selections by:
   - Identifying main ideas, purpose, overall organizational patterns, supporting details, and elements of coherence in assigned readings
   - Distinguishing fact from opinion
   - Summarizing and/or paraphrasing passages

5. The student will conduct research by:
   - Assembling sources on a designated subject
   - Taking effective notes from sources
   - Recognizing when and how to document sources

Learning Outcomes

Purpose: Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills, and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:
1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

Course Requirements

Readings: In this class, you will be required to read...a lot. We have much to cover, so reading is essential. The assigned reading will help fill in the gaps for anything you may have missed. There is no excuse for “not knowing” about a concept, as everything said in class can also be found in the reading.

Essays: In this course, you will compose two drafts and an outline for each of three essays. For every essay, you will be provided with a general prompt and given the freedom to come up with a topic that fits that prompt. Each essay will require an outline. You will submit your first draft to me via Turnitin.com with the outline attached. You will also bring four extra copies of that first draft to class for peer workshops. Your second draft will be due the week after via Turnitin.com, incorporating any peer changes. You do not have to attach the outline to the second draft. You will be graded on each draft and the outline, with the final draft worth the most points. Your first essay will be 2 pages long, while the other two are 3-5 pages in length. All essays follow MLA formatting, and be typed, double-spaced, in Times New Roman, 12pt font, with 1-inch margins all around.

TurnItIn.com: You will submit each of your drafts online through turnitin.com. You must have a percentage of 24% or less in order for your paper to be graded. Anything above 24% will be considered plagiarized and will result in an immediate zero for the assignment. More than one plagiarized assignment will require further sanctions as outlined in the MDC student handbook.

Class ID: 8448467 Password: tardis
Peer Workshops: Peer workshops will be held three times during the semester. You will be assigned a group at random of four students. In your peer group, you will read over your classmates’ work and help them identify any errors, from organization to grammar. You will get a checklist to assist you in looking for these errors. You will provide suggestions on how your classmate can improve. Jot notes in the margins and spaces between sentences to indicate problem areas and suggestions on how to fix them. Helpful tip: The more you put into your workshop, the more your classmates will be willing to put in as well. For example, if you do not take the workshop seriously and “coast” on others’ comments, when it comes time for your essay to be workshopped, your classmates will be less inclined to offer you constructive advice. Remember, workshops are your first line of defense against my red pen. Try and catch as many errors as possible to improve that second draft.

Blog: You will be required to keep up a Wordpress blog through the duration of this course as part of a journaling requirement. Entries are two paragraphs in length and follow the guidelines in the “How to Write A Journal Response” handout. Your first paragraph should briefly summarize the essay, its title, and mention the author. In total, you should have a minimum of 3 paragraphs. Make sure to include at least two quotes from the essay to support your points. Make sure to cite those quotes in MLA. A “Works Cited” section will not be needed, but please include an in-text citation next to your direct quote. Blog posts should be clearly written, properly punctuated, with no “text-speak” or other forms of Internet short-hand. Please do your best to spell correctly. Use your grammar pocketbook as a reference for proper grammar.

In-Class Assignments: During class time, writing activities are scheduled to help drive home the concepts talked about in class. You will be required to post them on your blog by end of day. It is recommended that you bring a tablet or laptop to class to facilitate the completion of these assignments.

Presentation: In the real world, effective communication is more than just writing, it also involves oral presentations. In this class, you will choose one out of the three essays you’ve composed and turn it into a 7-10 minute oral presentation. Visuals are required. These can be Powerpoint or Prezi.

Attendance: Attendance is mandatory. I will take attendance at the beginning of every class. You are, however, allowed three excused absences. You will need to bring me official documentation (doctor’s note, letter from a supervisor on company letterhead, etc) in order for that absence to count as excused, or else it may significantly damage your attendance grade.

Schedule of class work and assignments:

**Week 1: Introductions, Outlining, MLA style, Journaling 2.0: Blogs** (08/25 - 08/29)
- **In Class** - Diagnostic Writing Activity; Syllabus; MLA Style Introduction
- **Homework** -
  - Read: Patterns: Chapters 1-2; Journal Response Handout
  - Blog: Set up blog. Send me a link. Post Entry 1 by Friday at 11:59p.m. on “A Supreme Sotomayor: How My Country Has Caught Up To Me” (pg 21-23)

**Week 2: Narration** (09/01 - 09/05)
- **In class** – Writing Center Visitation - Room 2207 (Wednesday) ; Narrative Lecture + Essay Study “Indian Education” pg 142 (Friday)
- **Homework** -
  - Read: Patterns: Chapter 6; Narrative Essay Assignment Handout
  - Blog: Post Entry 2 by Friday at 11:59p. on “Only Daughter” (pg 111) OR “Shooting an Elephant” (pg 133)
Week 3: Description (09/08 - 09/12)
In class – Lecture; Essay Study: “Ground Zero” pg 182; Narrative Essay Assignment Handout
Homework -
Read: Patterns: Chapter 7; Narrative Essay Assignment Handout
Blog: Post Entry 3 by Friday at 11:59p. on “Rice” (pg 172) OR “The Hidden Life of Garbage” (pg 188)

Week 4: Drafting the Narrative Essay (09/15 - 09/19)
In class – Freewrite + Overcoming Writer’s Block (Monday); Outlining (Wednesday); Workshop (Friday)
Homework -
Write: Essay 1, Draft 1 + Outline
Due: Friday - Essay 1, Draft 1 + outline – bring 4 copies to class and post to Turnitin.com by Friday (11:59pm)

Week 5: Exemplification (09/22 - 09/26)
In class – Lecture; Essay study: “Girl” pg 258; Group Activity: Writing assignment 6 (pg 261)
Homework -
Read: Patterns: Chapter 8
Blog: Post Entry 4 by Friday at 11:59p. on “The Myth of the Latin Woman” (pg 232) OR “Just Walk On By” (pg 240) AND Group Activity
Due: Friday - Essay 1, Draft 2 - post to Turnitin.com by Friday (11:59pm)

Week 6: Cause & Effect (09/29 - 10/03)
In class - Lecture; Essay study: “Why Vampires Never Die” pg 361; Group Activity: Writing Assignment 3 (pg 369)
Homework -
Read: Patterns: Chapter 10
Blog: Post Entry 5 by Friday at 11:59p. on “The ‘Black Table’ is Still There” (pg 349) OR “A Peaceful Woman Explains Why She Carries a Gun” (pg 354) AND Group Activity

Week 7: Ted-Talk Palooza (10/06 - 10/10)
In class – Cause & Effect: “The Danger of Silence” by Clint Smith and “Why We Do What We Do” by Tony Robbins (Monday); Exemplification: “Why Lunch Ladies Are Heroes” by Jarrett Krosoczka and “Depressed Dogs...” by Laurel Braitman (Wednesday); Narrative: “My Stroke of Insight” by Jill Bolte Taylor (Friday)
Homework -
Blog: Post Entry 6 by Friday at 11:59p - What can each of these lectures teach us about the essay styles we’ve learned about thus far in our class? Compile your answers in three paragraphs (one for each essay style).

Week 8: Compare & Contrast (10/13 - 10/17)
In class – Lecture; Essay Study: “Two Ways To Belong in America”; Compare & Contrast Handout
Homework -
Read: Patterns: Chapter 11
Write: Essay 2, Draft 1 + outline

Week 9: Compare & Contrast (10/20 - 10/24)
In class – Freewriting+Outlining (Monday); Workshop (Wednesday); Collaborative Group Activity (pg 432-433)
Due: Wednesday - Essay 2, Draft 1 + outline – bring 4 copies to class. Friday: post to Turnitin.com by 11:59pm
Homework -
Write: Essay 2, Draft 1 + Post to Turnitin.com
Blog: Post Collaborative Group Activity to the blog by Friday at 11:59pm

**Week 10: Classification & Division (10/27 - 10/31)**
*In class –* Lecture; Essay Study: “College Pressures” (pg. 450); Group Activity: Writing assignment 1 (pg. 487)
**Due:** Friday - Essay 2, Draft 2 via Turnitin.com by end of day (11:59pm)

**Homework -**
Read: *Patterns*: Chapter 12
Blog: Post **Entry 7** by Friday at 11:59p on “Mother Tongue” (pg. 466) OR “The Ways We Lie” (pg. 474) AND Group Activity

**Week 11: Argumentation (11/3 - 11/7)**
*In class –* Lecture; Essay Study - “A Tax That Invests in Our Health” (pg 632) AND “Fat Tax” (pg. 636); Essay Study: “Let Them Drink Water!” (pg 641) AND “Does This Tax Make Me Look Fat?” (pg 647)
Read: *Patterns*: Chapter 14
Blog: Post **Entry 8** by Friday at 11:59p on “Take This Internship and Shove It” (pg. 583) OR “No Pay? Many Interns Say, ‘No Problem’” (pg. 588)

**Week 12: Argumentation (11/10 - 11/14)**
*In class –* Argumentation Handout + Database Research; Ted Talk Analysis: “The Way We Think About Charity” by Dan Pallotta
**Homework -**
Research your topic
Blog: Post **Entry 9** by Friday at 11:59p on “A Modest Proposal” (pg. 692)

**NO CLASS MONDAY, 11/11 - Veteran’s Day**

*In class –* Freewriting + Outline Essay 3; Speed Editing; Workshop
**Homework -**
Write: Essay 3, Draft 1 + outline
**Due:** Essay 3, Draft 1 + outline - Bring 4 copies to class on Friday, and post to Turnitin.com by 11:59pm

**Week 14: Presentations (11/24 - 11/28)**
*In class –* Prezi vs. Powerpoint; Presentation Dos & Don’ts - A Look at Really Awesome & Not-So-Awesome Presentations
**Homework -**
Work on presentations
**Due:** Friday: Essay 3, Draft 2 – post to Turnitin.com by 11:59pm
Blog: Post **Entry 10** by Friday at 11:59pm on the following prompt: Write two paragraphs about what you have found most valuable about this class and why, as well as how you will apply it to your life after this course is over.

**NO CLASS FRIDAY 11/28 - Thanksgiving Break**

**Week 15: Presentations (12/1 - 12/5)**
*In class –* Student presentations

**Week 16: Presentations (12/8 - 12/12)**
*In class –* Student presentations
**Policies**

**Lateness:** Attendance is called in the first 5 minutes of class. Late students are expected to walk into class quietly and not interrupt. If you are late, it is your responsibility to approach me after class to make sure you are marked on the roster. If you are late, you will only receive half of the points for your attendance grade that day.

**Class participation:** I expect each student to participate in the lectures, workshops and in-class writing assignments. The more you engage in the material, the better you will fare in the course. I welcome questions/concerns during and after class.

**Missed assignments/make-up:** There are no makeups. If you miss an assignment, whether in class or out, you will receive a zero on that assignment. If you had an excused absence, your assignment will be due by next class.

**Extra credit:** There are two ways to earn extra credit in this class.

**Option 1:** Post additional blog posts for the other essays in the book. Each entry is 5 points towards your final grade.

**Option 2:** Attend an author speaking event and compose a two-page narrative about your experience. Post the narrative to your blog by December 1 at 11:59p. Bookstores like Books & Books and Barnes & Nobles often host author events. You can also look for webinars or livestreams for more famous authors online. During the month of September, the Writing Center will host “Plagiarism Bootcamp” lectures. This is also an acceptable option. The narrative should include: a detailed, chronological account of your experience that uses the five senses, a clear indication of what event you attended, who spoke, the date, time, location, and a conclusion that states your opinion of the event and what you learned. Each narrative counts for 20 points towards your final grade. There is a limit of 5 events for this option.

**Academic honesty:** According to the Oxford English Dictionary, plagiarism is defined as: “The action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft.” If you copy and paste from anywhere (Internet, book, magazine, etc), and do not cite, you are guilty of plagiarizing. Plagiarism is taken very seriously in this class and at MDC. Any student work that is found to have been plagiarized in any way will receive an F in the class and will be reported to the appropriate dean. The following is taken from the student handbook:

I. Purpose:
This procedure establishes a process for addressing charges of academic dishonesty in a manner that preserves the professional integrity of the faculty member as well as the due process rights of the student. Academic dishonesty includes the following actions, and those that are similar in nature, with respect to a student's academic performance.

A. Cheating on an examination including unauthorized sharing of information;
B. Collaborating with others in work to be presented, if contrary to the stated rules of the course;
C. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own;
D. Submitting, if contrary to the rules of a course, work previously presented in another course;
E. Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Some related actions of academic dishonesty, such as stealing examinations or course material and falsifying records, may be directly addressed through the Student Disciplinary Procedure - Procedure 4030.

II. Academic Dishonesty:
Set forth below are levels of sanctions that may be imposed by the College for Academic Dishonesty:

A. Level I Sanctions – Possible sanctions to be imposed by the faculty member:
1. A prescriptive sanction of an academic nature (e.g., re-take test, re-submit assignment, and engage in additional coursework)
2. Change of grade on item in question (e.g., paper, test, class project)
3. Grade of “F” on item in question
4. A lower grade for the course

B. Level II Sanctions – Possible sanctions to be imposed by an Academic Hearing Committee:
1. Any Level I sanction
2. A grade of F for the course
3. Record a change from W to F for a course
4. Any of the remaining sanctions described in College Procedure 4030, Student Disciplinary Procedure, including suspension and dismissal.

**Classroom behavior:** The following behavior will not be tolerated: interrupting a speaker, using foul language, using your cell phone in class, and interrupting the flow of the class. In addition, you are expected to conduct yourself in accordance to the MDC’s Student Handbook supplied in the Student Life office in the Kendall Cafe, and through the MDC website. A student who is unprepared for class may be dismissed. Side conversations that are disruptive to the class or the students around you will not be tolerated and may result in dismissal; this may result in an absence for the day.

**Emergency procedures:** In case of an emergency (local, national, or otherwise), students will follow the procedures outlined in the MDC student handbook. Please save the following emergency numbers into your phone:
- Kendall Campus Operator: 305.237.2000
- Public Safety: 305.237.2100
- English and Communications Department: 305.237.2284
- Miami Dade Emergency Hotline: 305.237.7505

**Available Support Services**

**The Kendall Campus Writing Center:** Open M-Th 8am-9pm and Fridays from 8am-3pm, the Writing Center is the place to go to sit with a tutor to work on your writing deficiencies one on one. An appointment is required, so pass by Room 2207 to make yours. Don’t forget your MDC student ID. You can’t make an appointment or access the Center without it.

**Web resources:**
- The Purdue Owl: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)
- Bedford Grammar Diagnostic & Exercise Central: [http://bcs.bedfordstmartins.com/exercisecentral/](http://bcs.bedfordstmartins.com/exercisecentral/)

**ACCESS Department** - students who experience learning difficulties or have disabilities are urged to visit an ACCESS advisor to determine if eligible for any special services.

**Contact Swap:** Swap numbers and email with two classmates to exchange information about missed classes, workshops, etc. Please indicate whether or not it is okay to text. This information should only be used for matters pertaining to class, unless otherwise specified by your classmate.
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<tr>
<td>Week 13</td>
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<td>Week 14</td>
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<td>Week 15</td>
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<tr>
<td>Week 16</td>
<td></td>
<td>In Class</td>
<td>1</td>
<td>6</td>
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</tr>
</tbody>
</table>
What you should be aiming for:

- Fulfills the assignment
- Is logically structured (clear, concise introduction including thesis statement; relevant background data; sophisticated analysis of evidence, case examples, etc)
- Is written in audience-appropriate language and sentence structure
- Presents material in reader-friendly format (section & subsection headers, if used, clearly state the purpose of each section)
- Prose is clear and easily understood
- Uses evidence appropriately
- Provides insightful, creative critical analysis (when applicable)

Students are graded in accordance to the state-wide Gordon Rule policy and using the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Support</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>900-1000pts</td>
</tr>
<tr>
<td>80-89.99%</td>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>70-79.99%</td>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>60-69.99%</td>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>Up to 59.99%</td>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

How Essays & Blogs are Graded

Students are graded in accordance to the state-wide Gordon Rule policy and using the following scale:

<table>
<thead>
<tr>
<th>Essay:</th>
<th>Emerging F to D-</th>
<th>Satisfactory D+ to C-</th>
<th>Proficient C+ to B+</th>
<th>Exemplary A- to A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses Audience &amp; Purpose</td>
<td></td>
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<tr>
<td>1/5 essay grade</td>
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<tr>
<td>For example, is the purpose of the essay to argue, compare, or define? Is the intended audience academic, professional or personal?</td>
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<tr>
<td>Shows Effective Organization of Content</td>
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<tr>
<td>1/5 essay grade</td>
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<tr>
<td>The reader should be able to clearly see the main idea and major points of the essay, along with when paragraphs begin and end.</td>
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</tr>
<tr>
<td>Shows Dev: Thesis, Main Points, Support &amp; Conclusion</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1/5 essay grade</td>
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<tr>
<td>Content should be well developed and offer new insights and draw conclusions logically based on supporting details. There should be clear transitions between ideas in the text.</td>
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<tr>
<td>Employs Effective Language</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1/5 essay grade</td>
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</tr>
<tr>
<td>Students should be able to write following conventions of Standard American English in regards to grammar and mechanics, with minimal errors in punctuation. A variety of sentence styles and structures should be used. Students should also be able to write using a variety of sentence lengths.</td>
<td></td>
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<tr>
<td>Follows the Requirements of the Assignment</td>
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</tr>
<tr>
<td>1/5 essay grade</td>
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<tr>
<td>Not part of the Gordon Rule, but a student should be able to make sure that his or her essay meets the requirements of the assignment anyway.</td>
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</tbody>
</table>

**CC denotes Course Competency met through fulfillment of assignment**

<table>
<thead>
<tr>
<th>Total Points Assigned This Term:</th>
<th>Total Points Earned This Term:</th>
<th>Average/Grade at Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades**</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
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</tbody>
</table>
☐ No mechanical errors or typos
☐ Properly cited and formatted in MLA
☐ No plagiarism whatsoever