Midland College Syllabus

IRWD 0372 and Co-requisite Lab 0171

SCH (3-0)

**NOTICE:** Students MUST actively participate by completing academic assignments required by the instructor by the official census date. **Students who do not actively participate in an academically-related activity will be reported as never attended and dropped from the course.**

Instructor:
E-mail:
Phone:
Office:
Office Hours:
Division Dean: Lynda Webb 432-685-6884
Division Secretary: Karen Harris 432-685-4799
Language Hub Coordinator: Sara Peterson 432-685-4718 in TC Annex 182

**Course Description:** TSI complete in Reading. Writing TSI THEA 0-219, COMPASS 0-59 and writing score of 5. This course explores a variety of writing modalities specific to college-level assignments. Students will generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies. Students will learn effective editing strategies, generate ideas from texts, recognize and apply the conventions of Standard English, and compose college-level writing assignments. This course is not for college credit. The student will be placed into this course if there is no TSI hold for reading.

**IRWD 0171 Reading and Writing lab is required with this course.**

The web address for Aplia is [http://login.cengage.com/cb/](http://login.cengage.com/cb/)

**Texts and Supplies:**
Aplia Printed Access Card for Grammar 1st Ed. ISBN 9781428277564 (may purchase separately)


Three-ring binder with dividers, flash/thumb drive, and highlighters
Student Learning Outcomes:
1. Through readings, writing, and classroom exercises an improved knowledge in the use of grammar and writing mechanics.
2. Knowledge of several writing styles required by college instructors as well as applying English usage to all written work.
3. Competence in writing complex sentences through guided practice in the classroom.
4. Recognizing the importance of sequencing, coherence, and structure within a paragraph and essay.
5. Understanding through reading and writing the important structure within a multi-paragraph essay of the introduction, body and conclusion.
6. Knowledge of several forms of essays and the reasons for writing such work with concentration on effective introductions, statistics, quotes, and the implied thesis as well as the stated thesis statement.

Course Goals/Objectives:
Upon successful completion of the course, the student should demonstrate the following:
1. Improvement and developing competence in use of basic grammar and mechanics.
2. Understanding of and improved use of rules of standard English usage, the use of standard paragraphing, use of title and standard college heading.
3. Developing sense of sentence structure and sentence combining.
4. Ability to structure a paragraph and an awareness of the role of a paragraph within the multi-paragraph essay.
5. Ability to write a multi-paragraph essay with clear introduction, body, and conclusion.
6. Ability to use attention-getter, discussion of issues, and organizing thesis sentence in introduction.
7. Ability to use exemplification and some quotation to support thesis and develop ideas.
8. Ability to read and respond to written texts, recognizing main ideas and responding critically.
9. Increased understanding of and use of vocabulary by using various methods.

ADA Statement:
Midland College provides services for students with disabilities through Student Services. In order to receive accommodations, students must place documentation on file with the Counselor/Disability Specialist. Students with disabilities should notify Midland College prior to the beginning of each semester. Student Services will provide each student with a letter outlining any reasonable accommodations. The student must present the letter to the instructor at the beginning of the semester.

Student Contributions and Class Policies:
1. Students are expected to act as mature adults and to show respects to others at all times.
2. Any behavior that disrupts the order of the classroom or lab will be reported to the Dean of Students for necessary action. No cell phones, pagers, music devices, electronic games, or ear buds are allowed. NO vulgar language or disrespectful behavior will be tolerated.
3. Attendance is mandatory in this class and lab. The student will be responsible for regular, prompt attendance, and his/her grade will reflect any missed classes. All absences are considered unexcused unless accompanied by a written note in the following situations: illness with a doctor’s notes, school-sponsored activity with a sponsor’s note (including athletics), and death in the immediate family. Students are responsible for their dropping of this class to avoid an F on their transcripts; the instructor will not drop a student.

4. Late work is not accepted unless prior arrangements have been made by the student and the instructor.

5. If students miss a class, they are responsible for notifying the instructor as soon as possible concerning the nature of their absences.

6. Students are expected to check Canvas for assignments and instructions.

**Evaluation of Students:**
The most important part of class is showing up. Essays are due at the beginning of class on the due date and should be submitted through Canvas. Late papers drop a letter per class meeting, unless the absence is excused.

Daily grades=25%
Essays=25%
Exams=25%
Lab scores and attendance=25%
The total number of potential percentages for all assignments equals 100%. An A is 90-100, a B is 80-89, and a C is 70-79. All grades below 70 are an F.

**Language Hub:**
The Language Hub is available for students having questions or needing additional help with writing practices or grammar. **Students are required to spend at least 1 hour per week (2 hours for flex class) in the lab. The total number of required hours is 12.**
The lab is open from 7:00 a.m. to 8:00 p.m. Monday—Thursday and 8:00 a.m. to noon on Friday.

**Manuscript Regulations:**
All assignments submitted to the instructor must be typed or word-processed using 12-point font, Times New Roman, double-spaced, with 1” margins all around. MLA style will be used for all references.

Writing will be graded for content, organization, grammar, usage, spelling, and technical competence (use of MLA form and word processing skills) according to the following criteria:

**Departmental guidelines for grading standards:**
*The A paper*—Perhaps the principal characteristic of the A paper is its rich content. Whatever, the information delivered is such that one feels significantly taught by the writer, sentence after sentence, paragraph after paragraph. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful;
the phrasing is tight, fresh, and highly concrete; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

**The B paper:** It is significantly more than competent. Besides being almost free of mechanical errors, the B paper delivers substantial information. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The diction of the B paper is typically much more concise and precise than that found in the C paper. Occasionally, it even shows distinctiveness. On the whole, then a B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

**The C paper:** A C paper is generally competent; however, the actual information it delivers seems commonplace. Stylistically, the C paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrapping up; the transitions between the paragraphs are often bumpy; the sentences, besides being choppy, tend to follow a predictable (hence monotonous) subject-verb-object/loose sentence format; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The C paper lacks both imagination and intellectual rigor and does not invite a rereading.

**The D paper:** Its treatment of the subject is superficial; its focus lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable college writing.

**The 0 paper:** Assignment completely misses the boat or is a half-hearted attempt or is plagiarized. Paper must be re-written and is due within two class days.

Midland College, as well as the instructor, has strict guidelines for cheating, plagiarism, and computer usage. Be warned that a student found using work that is not his/her own will fail this course automatically. Students must write to succeed!

**Academic Dishonesty**

Plagiarism will result in a failing grade on that assignment. A second offense may result in a failing grade for the course. The Student Handbook ("Scholastic Dishonesty and Academic Misconduct") defines and discusses academic dishonesty:

**I. Scholastic Dishonesty and Academic Misconduct**

Midland College encourages high academic standards, including student responsibility for original work. As a part of this stance, Midland College endorses the following definitions and guidelines regarding scholastic dishonesty and academic misconduct, including the areas of cheating, plagiarism, and collusion.

**Cheating**

Cheating is defined as the deliberate use of unauthorized materials and/or actions or fraudulent acquisition in order to obtain information for an examination or assignment.

**Plagiarism**

Plagiarism is defined as the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work offered for credit. A student commits plagiarism if he/she:
a. Fails to acknowledge the sources of any information in a paper which is not either common knowledge or personal knowledge. A student can acknowledge a source through in-text citations cross referenced to a works cited page, attribution lines, footnotes, or other forms of documentation approved by the instructor. (Common knowledge is the basic information within a field or discipline, as well as most historical dates and facts, and many ordinary observations.)
b. Fails to acknowledge direct quotation either by using quotation marks or (for longer passages) indentation. Without the quotation marks or indentation, passages copied directly from a source might be considered plagiarized even if it is followed by an in-text citation or a footnote. The citation or footnote acknowledges that there is a source, but it does not indicate that the writer has used someone else’s exact words.
c. Merely paraphrases the original words of the source. Some students think they can avoid a charge of plagiarism by changing a few words in each sentence that they copy or by rearranging the shape of phrases or the order of sentences in a paragraph. This is not true. When taking notes, students must be careful to put ideas in their own words or to use direct quotations when relying on phrases directly taken from a source.
d. Uses the ideas, examples, or structure of the source without acknowledging it. A student can be guilty of plagiarism if he/she systematically borrows the ideas and organization of a source, even if the language of the piece is on a major news event, by using exactly the same ideas in the same order as they appear in an article in any popular news magazine.
e. Takes, buys, or receives a paper written by someone else and presents it as the student’s own.
f. Uses one paper for two different courses, or re-uses a paper previously submitted for credit, without the prior approval of the instructor or instructors.

Collusion
Collusion is defined as the unauthorized collaboration with another person in preparing written work offered for credit or collaboration with another person to commit a violation of any section of these rules on scholastic dishonesty. A student commits collusion if he/she:

a. Allows someone else to edit papers or correct assignments without the instructor’s knowledge or permission. It is scholastically dishonest for students to employ tutors to correct, edit or modify papers or assignments in any substantive fashion. The same reservations and restrictions apply, within reason, to any outside assistance a student may receive from a parent, friend, roommate, or academic tutor. Any changes, deletions, rearrangements, additions, or corrections made in papers or assignments should represent the student’s own work. (Midland College provides many tutorial services. Tutors in these college facilities offer advice without editing or completing the required work.)
b. Reveals test information to another student enrolled in the same course.

Penalties
If a student has any questions or doubts about the way he/she is employing sources or assistance in any given assignment, he/she is advised to consult the instructor before handing in the assignment. The penalties for any type of scholastic dishonesty described in this statement can be severe and can adversely affect the student’s permanent academic
record. The instructor has the primary responsibility for recommending the penalty in cases of academic dishonesty after consultation with the Division Dean and the student. Students may seek review of the decision or redress of a grievance related to their participation in college programs or activities. The instructor does have the right to enforce any one of the following penalties for scholastic dishonesty at his/her discretion and in response to each particular case:

1. Failure of the assignment;
2. Failure of the course;
3. Recommendation for disciplinary action, including institutional suspension or dismissal.

Note: Students are encouraged to contact the instructor at any time; however, making an appointment will guarantee the instructor’s availability at a specific time.

The Instructor reserves the right to amend this syllabus as the class’s progress dictates.
I have been given a copy of the syllabus for IRWD 0372 from (Instructor’s Name). I have read the syllabus and have been given the opportunity to ask questions about it for clarification. I am satisfied that I understand the requirements and expectations for this class.

______________________________
Student’s signature

______________________________
Printed Name

______________________________
Date