

**ENC 1101 – ENGLISH COMPOSITION I**  
**Syllabus**  
**Florida Keys Community College**

**I. Course Information**

Course Prefix/Number/Course: ENC 1101 (CRN # 10147)  
Credit Hours: 3 credits  
Prerequisites for the course: Appropriate placement score

**II. Course Method**

This course supports student development of clear, organized writing skills and critical thinking. Students will read, analyze, and write in a variety of expository forms. Specifically they will develop and write responses, essays, and a research paper. Students will use standard American English grammar, and complete papers using the MLA style and format.

This course is an interactive one focusing on student participation, as opposed to a traditional lecture-dominated structure.

This course is designed to meet face-to-face in the assigned location twice a week – Tuesdays and Thursdays from 5:30 p.m. to 6:45 p.m. (Aug 22 – Dec 10).

**III. Instructor Information**

Instructor: Greg Charleston  
Email: [Gregory.Charleston@online.fkcc.edu](mailto:Gregory.Charleston@online.fkcc.edu) (primary)  
[greg5637@aol.com](mailto:greg5637@aol.com)

Office Hours: Tuesdays and Thursdays –  
12:30 p.m. to 2:00 p.m. and 3:30 to 5:00 p.m.

Office: C 225 – E (adjunct faculty office, cubicle E)

**IV. Course Description**

ENC 1101 is a course that emphasizes accepted standards and techniques of expository writing, logical thinking, and reading with literal and critical comprehension. Students are expected to write coherent, unified prose, develop a thesis statement, arrange main ideas and supporting details, and use effective vocabulary, conventional sentence structure, and standard American English grammar and usage. **Includes a 6,000 word writing requirement.**

**V. College-level Competencies**

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills, and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

Upon completion of this course, the student will be able to:

- 1.) Communication – Develop individual styles of thinking, speaking, and writing to demonstrate critical analysis and effectively communicate original ideas in written and oral discourse.
- 2.) Critical Thinking and Analysis – Analyze various essays and literary forms in order to further examine human experiences and relate these to global issues.
- 3.) Technology – Locate and evaluate primary and secondary sources and incorporate the relevant information at an introductory level into a research paper documented internally and bibliographically by using MLA guidelines.
- 4.) Diversity – Interpret and evaluate societal and ethical issues, problems, and values, particularly through the essays of diverse authors and subjects.

Students will be able to organize material, to write fluid prose, to use specific detail, to create a cohesive composition, to be aware of audience, and to master minimum standard usage skills. Students are expected to demonstrate a firm understanding of Standard English usage including: spelling, grammar, punctuation, correct diction and the ability to write in third person Point of View. In addition, students are expected to be familiar and use standard software like Microsoft Word, and be able to paginate, format papers, use spell check and create headers and footers.

## VI. Course Calendar

The professor reserves the right to change the calendar to meet the needs of the course and the students. It is the students' responsibility to adjust their calendars when necessary.

This is a **general week-by-week outline of the students' activities of the class (based on a regular 15-week semester)**. A week-by-week list of assignments will be handed out during the semester (example attached).

| Week/<br>Competency                             | Learning<br>Outcomes   | Learning<br>Activities  | Student<br>Assessments   | Points  |
|---|--|---|--|---|
| <i>Week 1</i><br><br><b>Competency:</b><br>1, 2 | 1. Read, analyze and evaluate different information and texts<br><br>2. Develop critical thinking and writing skills | 1. complete introductions, review syllabus/handouts<br><br>2. "This I Believe" essays<br><br>3. Discussion of essays, | 1. oral and written participation<br><br>2. writing in journal<br><br>3. grammar diagnostics | Journal = 100 points<br><br>Quizzes/<br>Exercises = 100 |

|   |  |  |   |                       |
|---|--|--|---|-----------------------|
|   | 3. Review grammar and further develop writing skills   | thesis statements<br>4. Review grammar and usage   |   | points                |
| <i>Week 2</i><br><b>Competency:</b><br>1, 2, 4    | 1. Read, analyze and evaluate different texts<br><br>2. Develop writing skills<br><br>3. Learn writing styles: narratives  | 1. Respond/discuss essays in class<br><br>2. Essay readings as assigned below<br><br>3. Grammar and writing exercises                | 1. oral and written participation<br><br>2. writing in journal  |                       |
| <i>Week 3</i><br><b>Competency:</b><br>1, 2, 4    | 1. Develop critical thinking skills<br><br>2. Learn writing styles: Description  | 1. In-class grammar and composition exercises; peer group writing and sharing<br><br>2. Essay readings as assigned below             | 1. oral and written participation<br><br>2. writing in journal<br><br><b>3. Essay #1 – Narrative (minimum 500 words)</b>      | Essay # 1 = 50 points |
| <i>Week 4</i><br><b>Competency:</b><br>1, 2, 3, 4 | 1. Demonstrate the ability to use research tools<br><br>2. Develop writing skills<br><br>3. Develop critical thinking skills<br><br>4. Learn writing styles: Example   | 1. Introduce research project<br><br>2. Library training – research tools and orientation<br><br>3. Essay readings as assigned below | 1. oral and written participation<br><br>2. writing in journal<br><br>3. peer group assessments                               |                       |
| <i>Week 5</i><br><b>Competency:</b><br>1, 2, 3, 4 | 1. Develop ideas based on independent analysis and class discussions/reactions<br><br>2. Demonstrate the ability to use research tools<br><br>3. Learn writing styles: | 1. Grammar and writing exercises<br><br>2. Essay readings as assigned below  | 1. oral and written participation<br><br>2. writing in journal<br><br><b>3. Essay #2: Definition/Example (min. 500 words)</b> | Essay # 2 = 75 points |

|   | Definition   |  |  |                              |
|---|--|--|--|------------------------------|
| <p><i>Week 6</i></p> <p><b>Competency:</b><br/>1, 2, 3, 4</p> | <p>1.Appreciate essays through assigned reading and class discussion</p> <p>2. Demonstrate the ability to use research tools</p> <p>3. Develop writing skills.</p>   | <p>1. Grammar and writing exercises; peer group editing</p> <p>2. Essay readings as assigned below</p>                                   | <p>1. oral and written participation</p> <p>2. writing in journal</p> <p>3. peer group assessments</p>                             |                              |
| <p><i>Week 7</i></p> <p><b>Competency:</b><br/>1, 2, 4</p>    | <p>1.Arrange a sufficient number of paragraphs with supporting details in logical order</p> <p>2. Develop thematic ideas based on independent analysis and class discussions/reactions</p> <p>3. Learn writing styles: Comparison/Contrast</p> | <p>1. Grammar and writing exercises</p> <p>2. Essay readings as assigned below</p> <p>3. Review / discussion of research writing</p>     | <p>1. oral and written participation</p> <p>2. writing in journal</p> <p><b>3. Essay #3: Description (min. 500 words)</b></p>      | <p>Essay # 3 = 75 points</p> |
| <p><i>Week 8</i></p> <p><b>Competency:</b><br/>1, 2, 4</p>    | <p>1. Read, analyze and evaluate different information</p> <p>2. Develop writing skills</p> <p>3. Learn writing styles: Analysis</p>   | <p>1. Documentation and citation exercises</p> <p>2.Essay readings as assigned below</p> <p>3. Writing exercises</p>                     | <p>1. oral and written participation</p> <p>2. writing in journal</p>  |                              |
| <p><i>Week 9</i></p> <p><b>Competency:</b><br/>1, 2, 3, 4</p> | <p>1.Use a variety of research sources and investigative techniques</p> <p>2.Demonstrate the ability to use research tools</p>   | <p>1. Writing exercises</p> <p>2. Essay readings as assigned below</p> <p>3. Review / discussion of writing literary research papers</p> | <p>1. oral and written participation</p> <p>2. writing in journal</p> <p>3. readings and discussion of Writing Research Papers</p> |                              |

|  |  |   |   |                        |
|--|--|---|---|------------------------|
|  | 3. Learn writing styles:<br>Argument   |   |   |                        |
| <i>Week 10</i><br><b>Competency:</b><br>1, 2, 3, 4 | <ol style="list-style-type: none"> <li>1. Develop thematic ideas based on independent analysis and class discussions/reactions</li> <li>2. Demonstrate the ability to use research tools</li> <li>3. Develop writing skills</li> <li>4. Learn writing styles: Persuasion</li> </ol>                | <ol style="list-style-type: none"> <li>1. Essay readings as assigned below</li> <li>2. Individual work and conferences on research papers</li> <li>3. Plagiarism exercises</li> </ol> | <ol style="list-style-type: none"> <li>1. oral and written participation</li> <li>2. writing in journal</li> </ol> <p><b>3.. Essay #4: Comparison/ Contrast (min. 600 words)</b></p>  | Essay # 4 = 100 points |
| <i>Week 11</i><br><b>Competency:</b><br>1, 2,3, 4  | <ol style="list-style-type: none"> <li>1. Broaden the students understanding of themselves and of their cultures</li> <li>2. Demonstrate the ability to use research tools</li> </ol>  | <ol style="list-style-type: none"> <li>1. Writing exercises; peer editing</li> <li>2. Essay readings as assigned below</li> </ol>   | <ol style="list-style-type: none"> <li>1. oral and written participation</li> <li>2. writing in journal</li> <li>3. Peer group assessments</li> </ol> <p><b>4. Essay #5: Persuasive Essay – peer edit in class (min. 500 words)</b></p> | Essay # 5 = 100 points |
| <i>Week 12</i><br><b>Competency:</b><br>1, 2, 3, 4 | <ol style="list-style-type: none"> <li>1. .Enable students to use their greater understanding to evaluate their aspirations and values</li> <li>2. Demonstrate the ability to use research tools.</li> <li>3. Develop writing skills</li> <li>4. Learn writing styles: Cause and Effect</li> </ol> | <ol style="list-style-type: none"> <li>1. Writing exercises</li> <li>2. Essay readings as assigned below</li> </ol>   | <ol style="list-style-type: none"> <li>1. oral and written participation</li> <li>2. writing in journal</li> </ol> <p><b>3. Rough Draft Due of Final Research Paper (min. 500 words)</b></p>  |                        |

|   |   |  |   |  |
|---|---|--|---|--|
| <p><i>Week 13</i></p> <p><b>Competency:</b><br/>1, 3</p>    | <p>1. Collect, compile, and use well-organized notes in the research process</p> <p>2. Demonstrate the ability to use research tools</p> <p>3. Learn writing styles: Classification</p>   | <p>1. Continued discussion of the elements of drama and realism</p> <p>2. Essay readings as assigned below</p>       | <p>1. oral and written participation</p> <p>2. writing in journal</p>   |  |
| <p><i>Week 14</i></p> <p><b>Competency:</b><br/>1, 3</p>    | <p>1. Construct a research paper using MLA documentation</p> <p>2. Use a variety of research sources and investigative techniques</p> <p>3. Collect, compile, and use well-organized notes in the research process.</p> <p>4. Develop writing skills</p> <p>5. Learn writing styles: Process Analysis</p> | <p>1. Final research paper due – 5-7 pages, MLA format and cover page</p> <p>2. Essay readings as assigned below</p> | <p>1. oral and written participation</p> <p>2. writing in journal (collect journals for grading)</p> <p><b>3. Final Research Paper Due (min. 1,000 words)</b></p> | <p>Research Essay = 100 points</p>                               |
| <p><i>Week 15</i></p> <p><b>Competency:</b><br/>1, 2, 4</p> | <p>1. Read, analyze and evaluate different information</p> <p>2. Demonstrate writing styles and communication skills</p>  | <p>1. Review for final exam</p> <p>2. Final exam</p>   | <p>1. oral and written participation</p> <p>2. written final exam</p>   | <p>Final = 100 points</p> <p>Attend/participate = 200 points</p> |

Student evaluations for this course will be based on the following percentages:

- 20% Class Participation
- 10% Journal
- 50% Assigned Essays
- 10% Quizzes and Exercises
- 10% Final Exam

Student attendance affects the overall grade. **Lack of consistent attendance will adversely affect the student's final grade** (see attendance below).

This system of percentages is an approximation only so students will know where they stand.

**Grades on individual papers will be determined on the basis of:**

**Organization** — thesis statement and supporting ideas

**Development**— specific support of topic sentences with examples, statistics, research studies, expert testimony, surveys and case studies

**Mechanics and format** — Standard English usage and MLA format and documentation

Essays will be assigned on a regular basis. These essays will cover a variety of topics including critical analysis of assigned reading, narrative structure, academic thesis, opinion pieces, and samples of prose, poetry and drama. These essays will be a minimum of 500 words.

Daily assignments will include writing in a journal during class on assigned topics and free writing. Class will receive 10-15 minutes of time for journal writing. Journals will be read and evaluated on an ongoing basis. Please keep a journal dedicated for ENG COMP I. Journals will be collected and evaluated on an ongoing basis.

Quizzes will be given on readings and discussions. A final exam will be given.

A final research paper will be required. This paper must include citations, must adhere to MLA standards, must be properly formatted and error free.

Readings will be assigned from the text books and handouts. Students will be asked to discuss readings, comment in their journals about the reading, and will be tested on assigned readings.

## **VII. Course Materials**

### **Required Text(s)/Materials:**

Kennedy, X.J. The Bedford Reader. 11<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2009.

ISBN – 10: 0-312-47204-8

Hacker, Diana. A Writer's Reference. 7<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2009.

ISBN – 10: 0-312-59332-5

Students should have a good collegiate dictionary and a journal dedicated to writing for this class.

### VIII. Course Grading Scale

The following grade scale will apply to this class:

90% - 100%= A

80% - 89%= B

70% - 79%= C

60% - 69%= D

Below 59% = F

### IX. Class Policies

#### E-mail Communication

As appropriate, all class e-mail communications should be conducted using your FKCC student email address. The prime responsibility for timely communications rests with the student. Please indicate ENC1101 in the subject line so the communication does not get recognized as spam.

#### Late Work

1. Any assignment not submitted by the date and time specified in the Course Calendar is considered late, unless you have contacted me and I have approved an extension in advance.
2. Late assignments (other than class participation) will be assessed a late penalty. The penalty will be based on the date that the assignment is actually submitted. Work submitted later than ten days will be added toward the 6,000 word count, but will receive a grade of "F."
3. The above policy does not apply to the final exam or any other assignment that may be due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.
4. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

#### Class Participation

Class participation is defined as actively participating in classroom activities and discussions. In order to receive credit for class participation, students must be present in class. In other words, **class absences will have a direct impact on your class participation grade and on your overall grade for the course.**

#### Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College's calendar. This will result in a grade of 'W' for the course and will not count against the student's GPA.

2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.
3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.
4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.
5. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

### **How Much Study Time You Should Expect To Devote To This Course**

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.
2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect the study time you need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.
3. This class covers a lot of material and there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.
4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, your study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

### **Academic Honesty & Plagiarism**

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person's work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student's responsibility to review the College's policy on Academic Honesty.
2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

3. Plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else's words. Using quoted text to support your answer will not usually be necessary in this class.
4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

### **Attendance Policy**

1. I will monitor student attendance and participation in every class meeting.
2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each class, so it is important that you attend each scheduled class session.
3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.
4. **Class absences will have a direct adverse impact on your grade for the course (Grades will be lowered due to excessive absences.)**

### **Delays in Getting the Textbook**

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.
2. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
3. Please let me know if you don't have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don't have the text.

The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

### **Sources of Technical Assistance**

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to [FKCC.helpdesk@online.fkcc.edu](mailto:FKCC.helpdesk@online.fkcc.edu).

### **Copyright Notice**

The materials and content provided in this course is intended only for registered Florida Keys Community College students who have paid their tuition and fees to attend this course. Materials that are affected include, but are not limited to, text, still images, audio recordings, video recordings, simulations, animations, diagrams, charts, and graphs. Every effort has been made to insure these materials are not disseminated to anyone beyond those who have legally registered for this course. Download, revision, or distribution of course material with anyone other than registered classmates and the instructor is strictly prohibited.

### **Special Needs**

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: [karla.malsheimer@fkcc.edu](mailto:karla.malsheimer@fkcc.edu) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

### **Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [www.fdle.state.fl.us/sexual\\_predators](http://www.fdle.state.fl.us/sexual_predators). If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

### **Community Decorum**

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course.

**Common courtesy and respect for others is expected at all times.**

- **Turn off your cell phone before you come to class.** All cell phones should be put away during class. No cell phones should be placed on the desk top.
- **Do not send or receive text messages during class.** If you are caught sending text messages, you will be warned and the next time you will be asked to leave the class.
- Do not use your computer in class unless you are actually using it to take notes or for a legitimate class project.
- If you have an excused absence from class, you must get the assignments you need to make up. You must schedule a make-up time if you missed a test or quiz. It is your responsibility to get make-up work. If you missed handouts because you were absent, it is your responsibility to get them so that you can finish your work on time.
- If you are absent for a major test or essay due date, you must have a doctor's note to excuse your absence, otherwise you will not receive credit.
- No disrespect will be tolerated in class—whether it is student to student or student to teacher disrespect. If this occurs, you will be asked to leave the class. Never talk in class when someone else is speaking.
- Do not be late for class. **Attendance will be taken at each class.** Chronic tardiness and/or leaving class early will impact your grade. If you are more than 10 minutes late for class, credit for attendance will not be given. Do not schedule regular doctor or dentist appointments during class time. Do not schedule vacations during class time.
- Do not walk in and out of the room during class time unless there is an emergency (they don't happen very often).
- Students are expected to be prepared for class, to have books, pens and writing journals at every class, to have read the materials assigned, and completed any homework.
- Students should not start packing bags early, putting books away or rustling papers while class is still in session—this is not fair to students who are trying to listen and receive any last minute instructions.
- **If you have a problem, try to work it out after class with the professor—not during class. This is always the first step in problem solving**

## Writing Journal

The writing journal will consist of written responses to topics students will write about during class or assignments for homework. Journal entries should be written using blue or black ink, and handwriting must be legible.

Writing journal entries must have the appropriate heading and be numbered sequentially, beginning with journal entry #1. If students are not in class for the assigned journal entry, they must leave space in the writing journal so that it can be entered later. The student's name must be printed legibly in the space provided on the front cover of the notebook. Journal entries will not so much be graded for correct grammar or spelling (although correct grammar and spelling are highly encouraged) but students are expected to write thoughtful, complete responses to the prompts or topics assigned, usually connected in some way to the course material. The length of responses will vary. Some journal entries will be assignments to gather information, some to complete exercises and some to express opinions or to answer discussion questions. Only journal entries are to be kept in this notebook. Do not doodle on the cover or inside the notebook. This is distracting to the reader of the journal and represents the writer in a poor light. Points will be deducted for sloppy-looking journals.

## MLA Format

All student assignments to be turned in to the professor must be typed, using MLA format. There are no exceptions. Examples are located in the text A Writer's Reference, pp 355-412, as well as in Backpack Literature.

Sites online to search for information on MLA format:

<http://www.calstatela.edu/library/styleman.htm>

MLA (Modern Language Association) Style

On the web:

[Humanities: Documenting Sources](#) - by Diana Hacker

[MLA Formatting and Style Guide](#) - from The OWL at Purdue University

[Frequently Asked Questions about MLA Style](#) - This is published and kept current on the Internet by the Modern Language Association of America.

[Annotated Bibliographies in APA, MLA, & CMS](#) - from the OWL at Purdue University

[MLA-Style Bibliography Builder](#) - An online tool that helps you format your citations for a "works cited" page

[MLA Bibliography Generator](#) - free software that allows you to quickly and effortlessly format your documents' works cited lists in accordance with the latest MLA or APA style guidelines.

[ONLINE! A Reference Guide to Using Internet Sources](#) - citing internet sources in MLA Rules

## Rules for Academic Writing

The following rules apply to all assigned essays in this class and should apply to college level writing in general, unless students are otherwise instructed.

- All essays must be word-processed in MLA format.
- Avoid the use of the first person reference (I, me, we, us, our, etc.) unless the assignment calls for a personal narrative.
- Avoid the use of the second person reference (you, your, imperative sentences with the word “you” understood).
- Do not use contractions such as I’ve or they’re, etc. Instead use I have or they are.
- Do not use conversational or unconventional language.

*Conversational:* words or phrases that dictionaries label informal, slang, or colloquial; although often used in informal speech and writing, not generally appropriate for formal writing assignments.

*Unconventional:* words or phrases not generally considered appropriate in academic or professional writing and often labeled nonstandard in dictionaries; best avoided in formal contexts.

- Do not use abbreviations.

**Sample Week-by-Week Student Assignments –  
Assignments and Due Dates will be Distributed and Posted**

**Week 1:**

Introductions  
Review of Syllabus  
“This I Believe” essay handouts  
Grammar review

**Week 2:**

READ: “Champion of the World” (p. 93) and “Fish Cheeks” (p. 99) in Bedford Reader  
Discussion – Narratives and essays  
Grammar review

**Week 3:**

DUE: Essay #1 – Narrative/Description (minimum 500 words)  
READ: “How to Say Nothing in 500 Words” (handout)  
Discussion – Description  
Grammar review

**Week 4:**

READ: “The Chase” (p. 104), “Arm Wrestling with My Father” (p.146) and “Black Men in Public Space” (p.208) in Bedford Reader  
Discussion – Example/Definition  
Grammar review

**Week 5:**

DUE: Essay #2 – Definition/Example (minimum 500 words)  
READ: “On Compassion” (p.193) and “Homeless” (p.198) in Bedford Reader  
Discussion – Example/Definition  
Grammar review  
Discussion of research work, resources, library

**Week 6:**

READ: “Only Daughter” (p. 584), “Neat People vs. Sloppy People” (p.233), “Batting Clean-up and Striking Out” (p.239) in Bedford Reader  
Discussion – Definition  
Grammar review

**Week 7:**

DUE: Essay – Definition/ Examples: One Word to Describe You (minimum 500 words)  
READ: “Grade A” (p. 114)  
Discussion – Comparison/Contrast

**Week 8:**

DUE: writing assignment

REVIEW: "Basic Grammar" section of A Writer's Reference, pgs. 491-508

READ: "I Want a Wife" (p. 340), "Not All Men Are Sly Foxes" (p. 345)

Discussion and exercises – Analysis and Comparison/Contrast

**Week 9:**

DUE: Research paper proposed topic, thesis statement

READ: "But Enough About You" (p. 539), "Won't You Be My Friendster?" (p. 543)

Discussion and exercises – Argument/Persuasion

Review in class "Word Choice" section of A Writer's Reference, pgs 123-160

**Week 10:**

DUE: Essay– Comparison/Contrast

READ: "What's Wrong with Gay Marriage?" (p. 548) and "Gay 'Marriage': Societal Suicide" (p. 554)

Discussion and exercises – Argument/Persuasion

**Week 11:**

DUE: Writing assignment: Exposition Essay (300 words)

READ: "Close Encounters with US Immigration" (p. 558) and "Everything Isn't Racial Profiling" (p.563) and pages 522-529 in Bedford Reader

Discussion and exercises – Argument/Persuasion

Peer editing in class

**Week 12:**

DUE: Draft of research paper (minimum 500 words)

READ: "Live Free and Starve" (p. 442) and "Plata o Plomo: Silver or Lead" (p. 448) in Bedford Reader

Discussion and exercises – Cause and Effect

**Week 13:**

READ: "The Ways We Lie" (p. 408) and "The World of Doublespeak" (p.418) in Bedford Reader

Discussion and exercises – Classification

**Week 14:**

DUE: Research paper (minimum 1,200 words plus citations)

READ: "How to Poison the Earth" (p. 290) in Bedford Reader

Discussion of Process Analysis

Review for final exam

**Week 15:**

Final Exam