

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092 (800) 251-4299**  
**English 100 – Winter 2014**

**Course Number and Name:** ENG 010 Basic English Skills

**Credit Hours:** 4

**Method of Delivery:** Classroom

**Course Description:**

A remedial course focused on the development of knowledge and skills necessary for success in composition and other courses which require written language skills. English grammar, punctuation, capitalization, and paragraph construction receive primary attention. Also emphasized is an introduction to the basic strategies of library research and formal research writing. Through the writing of a short research paper requiring use of source materials, students will compare/contrast MLA/APA documentation style and will directly apply MLA style to the research assignment. Credit not applicable toward degree programs and most certificate or diploma programs (reference Midstate College Catalog – Programs Offered).

**Text:**

*Grammar for Writing: Understanding the Mechanics of Grammar and How Language Works*

**Author:** Douglas Grudzina

**Publisher:** Prestwick House, 2008

**Materials Needed for Course:** Dictionary and *Quick Study MLA/APA* (available in the bookstore) *Quick Study Essays & Term Papers* (available in the bookstore)

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

1. Identify and apply basic rules of English grammar.
2. List and define the seven parts of speech.
3. Apply the function of parts of speech in a sentence (pattern sentences).
4. Identify “troublesome words” and demonstrate proper usage in writing assignments.
5. Write paragraphs with appropriate beginnings, endings, and supporting details/examples.
6. Apply basic computer composition skills, including but not limited to Microsoft Word.
7. Compare/contrast APA/MLA Documentation Styles. Apply MLA style to include parenthetical references, works cited list and content notes.
8. Write a research essay of 500 words on an assigned topic complete with primary sources, in-text citations, and a well-documented source page (MLA Documentation Style).

**Midstate Grading Scale:**

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

**Midstate Plagiarism Policy:**

Plagiarism is using another person’s words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes

papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

### **Student Success:**

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take notes, developing good study skills, etc. Contact Chris Peck in Room 502 (in person); (309) 692-4092, extension 5023 (phone); [dcpeck@midstate.edu](mailto:dcpeck@midstate.edu) (email).

### **Instructor Information:**

Dr. Steve Bortolotti  
Office: 226  
692-4092 - ext. 2260  
[sbortolotti@midstate.edu](mailto:sbortolotti@midstate.edu)

### **General Course Policies:**

1. Regular attendance is required. If a quiz, exam, in-class writing assignment, or general writing assignment is assigned on a day when a student must miss class, it is up to the student to make arrangements to make up the missed assignment. The student must notify the instructor before the class to be missed, otherwise, exams cannot be made up, nor will late work be accepted.  
1% deduction from final grade for every class absence.  
2% deduction from final grade for every class absence for a weekly class.
2. Late assignments mean lower grades. Ten points will be deducted for each day the assignment is late. You will be allowed to hand in late work up to one week past due date and no later.
3. Papers and other written assignments must follow the standards of written work established in the class via lectures and examples.
4. It is the student's responsibility to keep all copies of papers and written assignments turned in for a grade. If a paper or other assignment is lost by the student or the instructor, the student is responsible for providing the instructor with another copy of the paper or assignment. Copies of all assignments written in this course should be kept until the student receives his or her final grade for the quarter.
5. Students' written assignments will be typed using Microsoft Word; Times New Roman size 12 font; default margins.
6. Students suspected of plagiarizing will be subject to the penalties outlined in the *Midstate College Student Handbook*.

7. Cell phone use, including texting, is prohibited while in class. This is distracting to the student him or herself as well as to other students in the class and to the instructor.

**Methods of Course Evaluation:**

Grammar and Writing Assignments	30%
Quizzes	30%
Short Research Paper	30%
Attendance	10%

**Topics and Assignments:**

<b>Part I - Grammar For Writing</b>		
<b>Dates</b>	<b>Classwork</b>	<b>Assignments</b>
<b>Week 1</b>		
Day 1	<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Importance of grammar and writing (class discussion)</li> <li>• Review pages 8 and 9 in class</li> <li>• Review Exercise 1, #1 and #2 in class</li> <li>• Do Exercise 1, #3 (page 11) and hand in at end of class.</li> </ul>	<u>For Week 1, Day 2</u> <ul style="list-style-type: none"> <li>• Read Chapter 2, pages 13-23</li> <li>• Complete for Discussion: Exercises 1, #1; Exercise 2, #2; Exercise 3, #2; Exercise 4, #2.</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Discuss Chapter 2</li> <li>• Review and discuss Exercises 1, 2, 3, 4 (as noted)</li> <li>• Graded Exercise (In Class) – handout (Chapters 1 and 2 Review)</li> </ul>	<u>For Week 2, Day 1</u> <ul style="list-style-type: none"> <li>• Read Chapter 3, pages 25-30</li> <li>• Discuss Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)</li> <li>• Complete for Discussion: Exercise 2, items 1 through 5; Exercise 3, items 1 through 6; Exercise 4</li> </ul>
<b>Week 2</b>		
Day 1	<ul style="list-style-type: none"> <li>• Discuss Chapter 3, pages 25-30</li> <li>• Review and discuss Exercises 1-4 (as noted above)</li> </ul>	<u>For Week 2, Day 2</u> <ul style="list-style-type: none"> <li>• Continue Reading Chapter 3, pages 30-46</li> <li>• Complete for Discussion: Exercises 5, #2 and #3; Exercise</li> </ul>

		9; Exercise 10
Day 2	<ul style="list-style-type: none"> <li>Continue Discussion of Chapter 3</li> <li>Review and discuss Exercises as noted above</li> </ul>	<u>For Week 3, Day 1</u> <ul style="list-style-type: none"> <li>Continue Reading Chapter 3, pages 46-55</li> <li>Complete Exercise 11, Nouns: #1, #2; Verbs: #1; Adjectives: #1; Adverbs: #1; Exercise 13, paragraphs 1 and 2</li> </ul>
<b>Week 3</b>		
Day 1	<ul style="list-style-type: none"> <li>Continue Discussion of Chapter 3</li> <li>Review Exercises 11 and 13</li> <li>Graded Exercise (In-Class) handout – Chapter 3</li> </ul>	<u>For Week 3, Day 2</u> <ul style="list-style-type: none"> <li>Read Chapter 4, pages 57-64</li> <li>Complete for Discussion: Exercise 1; Exercise 2, # 3, #4, #5; Exercise 3, #3, #4, #5; Exercise 5, #2, #3</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Discuss Chapter 4, pages 57-64</li> <li>Review Exercises as noted above</li> <li>Graded Exercise (In-Class) handout – Chapter 4</li> </ul>	<u>For Week 4, Day 1</u> <ul style="list-style-type: none"> <li>Read Chapter 6, pages 79-85</li> <li>Prepare Exercise 1; Exercise 2: #3, #4, #5; Exercise 3: #3and #4; Exercise 4, #\$, #5 Exercise 5, #3, #4</li> </ul>
<ul style="list-style-type: none"> <li><b>Week 4</b></li> </ul>		
Day 1	<ul style="list-style-type: none"> <li>Review Chapter 6, pages 79-85</li> <li>Review exercises as noted above</li> </ul>	<u>For Week 4, Day 2</u> <ul style="list-style-type: none"> <li>Read Chapter 6, pages 85-93</li> <li>Complete Exercise 4: #4, #5, #6; Exercise 5: #3, #4; Exercise 6: #4, #5</li> <li>Review Chapter 6</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Discuss Chapter 6, pages 85-93</li> <li>Review exercises as noted above</li> <li>Graded Exercise (In-Class) handout – Chapter 6</li> </ul>	<u>For Week 5, Day 1</u> <ul style="list-style-type: none"> <li>Read Chapter 7, pages 95-99</li> <li>Prepare Exercise 1: #3, #4, #5; Exercise 2: #2, #3, #4</li> </ul>
<b>Week 5</b>		
Day 1	<ul style="list-style-type: none"> <li>Discuss Chapter 7</li> <li>Review exercises as noted</li> </ul>	<u>For Week 5, Day 2</u> <ul style="list-style-type: none"> <li>Review Chapter 1-8</li> </ul>

	<p>above</p> <ul style="list-style-type: none"> <li>Graded Exercise (In-Class) handout – Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for Quiz #1</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Take Quiz #1</li> </ul>	<p><u>For Week 6, Day 1</u></p> <ul style="list-style-type: none"> <li>Read Chapter 9, pages 105-118</li> <li>Complete Exercise 1: #2, #4, #6, #8, #10; Exercise 2: #2, #6, #9; Exercise 3: #2, #4, #7; Exercise 4: #2, #3, #4, #5; Exercise 5: #1, #2, #3, #4; Exercise 6: #1, #2, #3</li> <li>Prepare Exercise 7 to hand in for grading.</li> </ul>
<b>Week 6</b>		
Day 1	<ul style="list-style-type: none"> <li>Discuss Chapter 9</li> <li>Review Exercise as noted above.</li> <li>Hand in Exercise 9 – Handout from instructor</li> </ul>	<p><u>For Week 6, Day 2</u></p> <ul style="list-style-type: none"> <li>Read Chapter 10, pages 121-129</li> <li>Read Chapter 11, pages 131-139</li> <li>Discuss Exercise #2, pages 142-145 in class</li> <li>Prepare for Quiz #2</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Discuss Chapters 10 and 11</li> <li>Review Exercise #2, pages 142-145</li> <li>Take Quiz #2</li> </ul>	<p><u>For Week 7, Day 1</u></p> <ul style="list-style-type: none"> <li>Begin discussion of Part II – writing and research in preparation for end of term short report (short report due Week 12, Day 1)</li> </ul>
<b>Part II – Research and Writing*</b>		
<b>Dates</b>	<b>Topics</b>	<b>Assignments</b>
<b>Week 7</b>		
Day 1	<ul style="list-style-type: none"> <li>Discuss paragraph development <ul style="list-style-type: none"> <li>✓ Topic sentence</li> <li>✓ Supporting ideas</li> <li>✓ RENNS</li> <li>✓ Unity Coherence</li> </ul> </li> </ul>	<p>For Week 7, Day 2</p> <ul style="list-style-type: none"> <li>Complete paragraph organizer assignment - outline (in-class handout)</li> </ul>

	<ul style="list-style-type: none"> <li>• Group Activity (brainstorm topic)</li> </ul>	
Day 2	<ul style="list-style-type: none"> <li>• Discuss paragraph organizer outline assignment</li> <li>• In-class writing (develop written paragraph from outline)</li> </ul>	<u>For Week 8, Day 1</u> <ul style="list-style-type: none"> <li>• Hand in paragraph outline</li> <li>• Hand in completed paragraph</li> <li>• Begin discussion of research</li> </ul>
<b>Week 8</b>		
Day 1	<ul style="list-style-type: none"> <li>• Discussion: Getting Started/Brainstorming a Topic/Developing a Timeline*</li> <li>• Research: Preliminary Research <ul style="list-style-type: none"> <li>✓ What is Research</li> <li>✓ Why Should I Do Research?</li> <li>✓ How will research impact my topic choice?</li> <li>✓ Brainstorming and Narrowing Topic</li> <li>✓ Assign Brainstorm Exercise</li> <li>✓ Assign research exercise</li> </ul> </li> <li>• Present/discuss MLA/APA</li> <li>• Hand in paragraph outline and completed paragraph</li> </ul>	<u>For Week 8, Day 2</u> <ul style="list-style-type: none"> <li>• Complete brainstorm exercise identifying your topic for next class</li> <li>• Prepare for class discussion on research topics</li> <li>• Complete research. Find two sources that might be useful to you regarding your topic. Note those sources on a 3 x 5 card. Include the following: title, author(s), publication information. Oral presentation to the class regarding relevance of those sources</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Discuss Individual Student Topics <ul style="list-style-type: none"> <li>✓ Why did you choose the topic?</li> <li>✓ Did the topic need to be narrowed?</li> <li>✓ Did you make any changes to your topic after doing your research?</li> <li>✓ Identification of sources</li> </ul> </li> <li>• Hand in note cards – for comment</li> <li>• Hand in brainstorming exercise</li> </ul>	<u>For Week 9, Day 1</u> <ul style="list-style-type: none"> <li>• Prepare outline</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss Outlining the Paper</li> </ul>	
<b>Week 9</b>		
Day 1	<ul style="list-style-type: none"> <li>• Hand in rough draft outline for research paper</li> <li>• Discuss Documenting Sources <ul style="list-style-type: none"> <li>✓ Why document</li> <li>✓ Academic Integrity</li> <li>✓ What to Document</li> <li>✓ Where to Document</li> <li>✓ Plagiarism (words—direct quote/paraphrase, ideas, data or product)</li> </ul> </li> </ul> <p style="text-align: center;">+</p>	<u>For Week 9, Day 2</u> <ul style="list-style-type: none"> <li>• Final topic approval</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Comments on topic and outline; instructor final approval</li> <li>• Discuss Finding Sources <ul style="list-style-type: none"> <li>✓ On-Line</li> <li>✓ Magazines and Journals</li> <li>✓ Reference Books</li> <li>✓ Books</li> <li>✓ Internet Resources</li> <li>✓ Knowledgeable People</li> </ul> </li> <li>• Gathering Information <ul style="list-style-type: none"> <li>✓ Library</li> <li>✓ Other computer sources</li> <li>✓ Internet/world wide web</li> </ul> </li> <li>• Discuss MLA/APA</li> </ul>	<u>For Week10, Day 1</u> <ul style="list-style-type: none"> <li>• Seek and identify three sources you will use for your paper</li> <li>• List sources on 3 x 5 card in MLA style to hand in Week 10, Day 1 (keep a copy for yourself)</li> </ul>
<b>Week 10</b>		
Day 1	<ul style="list-style-type: none"> <li>• Hand in MLA source cards</li> <li>• Discuss short research paper contents: introduction, body, conclusion</li> <li>• Discuss: Thesis, unity, support, sentence structure</li> <li>• Discuss proofreading and revising</li> </ul>	<u>For Week 10, Day 2</u> <ul style="list-style-type: none"> <li>• Start preparing rough draft</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Discuss documentation and source citation</li> <li>• Discuss Works Cited Page</li> <li>• Review Citation Format</li> <li>• In-class writing</li> </ul>	<u>For Week 11, Day 1</u> <ul style="list-style-type: none"> <li>• First draft completed</li> <li>• Prepare Works Cited Page (MLA Format)</li> </ul>

<b>Week 11</b>		
Day 1	<ul style="list-style-type: none"> <li>Meet with Instructor <ul style="list-style-type: none"> <li>✓ Question/Comments</li> <li>✓ Review Works Cited page with instructor</li> </ul> </li> </ul>	<u>For Week 11, Day 2</u> <ul style="list-style-type: none"> <li>Continue writing; final draft due Week 12, Day 2</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>Hand in Works Cited Page</li> <li>Individual Review with Instructor</li> </ul>	<u>For Week 12, Day 1</u> <ul style="list-style-type: none"> <li>Continue writing; final draft due Week 12, Day 2</li> </ul>
<b>Week 12</b>		
Day 1	<ul style="list-style-type: none"> <li>In-class writing</li> </ul>	<u>For Week 12, Day 2</u> <ul style="list-style-type: none"> <li>In-class writing</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>In-class writing</li> </ul>	<ul style="list-style-type: none"> <li>Complete short research paper to be submitted by Week 12, Day 2 (<b>TODAY</b>)</li> </ul>

\*The student will be required to submit an original short research paper of three pages, double spaced. The format should be as follows:

Three pages, double-spaced, MLA format, Works Cited Page (citing at least three sources). There must be at least one direct quote in the paper and at least one paraphrase. All three sources must be cited parenthetically.

### Check Sheet for Writing a Research Report

Fill in the sheet as you finish the tasks

Research Report Writing Tasks	Days I Can Work on the Task	Date Must Turn In	Due Date
Set Work Schedule/Timetable			
Identify Topic, Begin Research Work			
Clarify Required Documentation Style			
Narrow Topic			
Draft Preliminary Proposal			
Begin Research and Note Taking			
Draft Outline			
Continue Research and Note Taking			
Draft Final Outline			
Refine First Draft			
Develop Works Cited Sheet			



Read, Revise, Write			
Edit, Review Format, Double-Check Citations			
Complete Final Draft and Proofread			
Final Paper Due			<b>Week 12, Day 2</b>