YOUR COURSE NAME 101- COURSE SYLLABUS

Instructor: Joe Schmoe
Office Hours: M 2-3 pm, W 2-4 pm
Room: D-136
Office: C-1234
Class Time: MWF 11:00-11:50 am
Phone: (860) 892-1234
E-mail: yourname@trcc.commnet.edu

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Course Description for YOUR COURSE 101

(Please see the course catalog for official description; instructor’s description follows)

English 101 is a composition course designed to enable students to master complex writing assignments and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply fundamental rhetorical concepts, and how to analyze texts in a critical and objective fashion. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and ambiguous and abstract material to produce coherent, thoughtful writings and discussions. Writing assignments will vary in length, but will include a number of shorter “response” papers, four longer essays and two major multipart exams.

Learning Outcomes:
English 101 is designed to build specific skills and abilities. Upon successfully completing English 101, you should be able to:

Read and think critically
• demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
• demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
• evaluate the accuracy and validity of a specific perspective or argument
• understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically
• demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
• demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
• develop your own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy
• conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
• evaluate sources for accuracy, validity, and academic relevance
• use information to support and develop their assertions through paraphrasing, quoting, and summarizing
• cite sources using MLA citation style
• learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills
• develop and use broadened reading and speaking vocabularies
• use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
• utilize word processing programs, including proofreading software, in the writing process
• produce documents according to MLA formatting conventions
• employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
• collaborate with others in developing points of views and analyzing writing
• employ effective annotation skills
• use writing and reading for inquiry, learning, thinking, and communicating in a college setting
• formulate appropriate questions and hypotheses
Required Texts/Supplies:


*The Brief Version of the Second Book I Like*, by Mortimer Chester Ferguson

Some kind of portable computer memory device (flash drive, pocket hard drive, CD, etc…)

**Attendance, Grading, Due Dates, and Academic Honesty:**

**Attendance** - I will be conducting a formal “roll call” for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. Because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) will most likely impact your work negatively. *If you miss a scheduled text review/discussion day without contacting me in advance, you will automatically lose ____ points (25% of your attendance, participation, and presentation points).*

**Grading** - The categories below indicate all the aspects that you will be graded on. A more detailed explanation of each assignment will be provided in class.

- Out-of-class researched essays (4) -------------- 40%
- Mid-term and final ----------------------------- 20%
- Response papers (8) --------------------------- 20%
- Discussion participation ---------------------- 20%

  - A= 90-100%
  - B= 80-89%
  - C= 70-79%
  - D= 60-69%
  - F= below 60%

**Due Dates** - Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately before the fact, if possible.

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**Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. Contact me if you miss a class to get any handouts from the session you did not attend. If a class is cancelled for some reason, expect to do the work and turn in any papers associated with the cancelled class in the following session.**

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**Academic Honesty** - I would like everyone in class to include a statement of academic honesty at the end of every final written draft. The form of this statement is variable, so I will give some suggestions for language before the final copy of the first essay is due.
Writing Papers:

**MLA format** - All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. I will outline this format in class prior to your first written assignment. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions, but I would highly recommend using *The Penguin Handbook* for reference. If you have questions about the style, please see me.

**Returned Papers** - Graded papers will generally be returned to you within a week of the due date. Longer essays will be corrected using reference numbers that will point you to a certain specific section of our text. If you have a trouble identifying the nature of a specified issue/error, please see me.

**Computers** - It is strongly recommended that you use a computer in the writing process (either your personal machine or one in a campus computer lab), as it will greatly reduce the time you spend on revision. Try to get into the habit of using a word processing program when you initially compose your work and save to a separate diskette frequently. It will make revisions more convenient, and it will also give you experience using the technology. All papers should be proofed thoroughly by a human! Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the tutors in TASC/The Writing Center or the on-line writing lab at TRWritingCenter@trcc.commnet.edu

Campus and Class Policies:

**Academic Integrity** - Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

**Academic Dishonesty** - Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges. Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student’s academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, 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) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, 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.

**Withdrawal policy** - A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar’s office. No punitive “W” grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.

**Students with disabilities** - Students with disabilities are guaranteed reasonable accommodations under the provisions of the Americans with Disabilities Act of 1992. Disclosure of a disability must be voluntary. If you have a hidden or visible disability that may require classroom or test-taking modifications, please contact the Student Development Services office at 860-383-5217. Please see the Three Rivers Community College Catalog for additional policies and information.

**Classroom Behavior** - This is a college course for committed students, and I expect you to maintain proper decorum in the classroom. Unless you are an emergency responder of some sort, all cell phones, Blackberries, text messaging devices, etc… should be turned off during class. All MP3 players, laptops, and other electronic devices should be turned off as well. Treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. Immature behaviors will simply not be tolerated; if I am forced to address a behavior issue more than once, you will be asked to leave and not return to class.

**Revisions to Syllabus:**
The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and Readings Due</th>
<th>In-class</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>W 1/21</td>
<td>None</td>
<td>grading, syllabus, text orientation annotation, reading and sample writing burning questions</td>
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<tr>
<td>F 1/23</td>
<td>MR- Smith</td>
<td>intro to reader response, practice annotations, ICW</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>M 1/26</td>
<td>RR#1 MR- Brown</td>
<td>intro to peer review: RR issues power of literacy; ICW</td>
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<tr>
<td>W 1/28</td>
<td>MR- Jones</td>
<td>Illiteracy and social order; current stats on literacy assign essay #1</td>
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<td>F 1/30</td>
<td>MR- Black</td>
<td>intro to rhetorical vocabulary; educational methods; ICW</td>
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<td><strong>Week 3</strong></td>
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<td>M 2/2</td>
<td>Draft of essay #1 MR- Reese</td>
<td>essay peer review; transitions, intros, MLA format; essay improvement points</td>
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<td>W 2/4</td>
<td>MR- White</td>
<td>defining intelligence; RR #2 in class</td>
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<td>F 2/6</td>
<td>Final Draft of Essay #1</td>
<td>experiential education; ICW; more intelligence ideas</td>
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<td><strong>Week 4</strong></td>
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<td>M 2/9</td>
<td>MR- Arthur</td>
<td>more rhetorical vocabulary; culture and group psychology</td>
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<td>W 2/11</td>
<td>RR #3 MR- Moore</td>
<td>reader response reviews; how to explain cultural choices</td>
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<tr>
<td>F 2/13</td>
<td>MR- Chester</td>
<td><em>Being very afraid on Friday the 13th!</em>; making social choices; assign essay #2; incorporating sources</td>
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<td><strong>Week 5</strong></td>
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<td>M 2/16</td>
<td>None</td>
<td>College closed for Washington's Birthday</td>
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<td>W 2/18</td>
<td>MR- Manyjars</td>
<td>reflections on technology and cultural changes; virtual communities; ICW</td>
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<td>F 2/20</td>
<td>MR- Smallberries</td>
<td>milestones of American culture; adulthood in modern America; more MLA format; essay development ideas</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>M 2/23</td>
<td>Draft of essay #2 MR- Reese</td>
<td>essay peer review in groups; asking questions about your own writing</td>
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