

Course Overview

English 101: College Composition **Instructor:** Christine Hammond
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Office Hours: Mon. 10:00 a.m.- 12:00 noon, and Tue.- 2:00 p.m. – 3:00 p.m. or by appointment in room 4, Faculty Annex, Mohegan Campus.

Required Texts:

1. Open Questions: Readings for a Critical Thinking and Writing. Eds. Chris Anderson and Lex Runciman. Bedford/St. Martins: 2005.
2. A Writer's Reference. Fifth Edition. Diana Hacker
3. Portfolio Keeping: A Guide for Students. Nedra Reynolds
4. A college dictionary

Course Description:

In this course students develop the skills necessary to compose a fully developed critical essay with unity, coherence and clarity. Students read, write, think and talk about writing. But most of all, they write—in class, outside of class, in small collaborative groups, and as a whole class. Reading stimulates the writing process; therefore, students also read challenging essays, think critically about the issues they address, and write concise responses to those essays. Other, more formal writing assignments advance students' own ideas about issues covered in the readings. Further, students conduct research and incorporate that research into essays addressing the major themes covered in the course. These research essays use appropriate MLA documentation to identify and credit supporting evidence. Some course time will also be devoted to sharing writing and reviewing the writing of peers in small groups and during whole class discussions.

Learning Outcomes:

Upon successful completion of English 111, students will be able to:

- Read and understand essays which offer differing points of view on a topic
- Compare and contrast various perspectives on a topic
- Analyze a particular perspective or argument on a topic and evaluate its merits
- Develop a perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence
- Craft effective sentences and paragraphs
- Employ strategies for effective revision
- Employ strategies for effective editing
- Conduct basic library research
- Document information from sources using MLA format
- Collaborate with others in analyzing writing, developing points of view, conducting research and revising drafts

This course is an indispensable one, and demanding, requiring at least two hours of study and homework for every hour spent in the classroom.

Assignments and Grading

There will be opportunities throughout the semester for students to reflect on their writing. Reflection will take the form of oral and written exercises. Some of these exercises will be completed in class, some outside of class. Reflection is an important exercise in strengthening the writing process.

Informal Writes

30%

These writings (and there will be many) are designed to raise questions about the readings and help writers clarify their own ideas about the author's themes or arguments. They demonstrate that you have carefully read and considered the essay, though you may have questions, even confusion. The informal write is at least two paragraphs in length. While the informal write can be relatively casual in structure and tone, the *thinking* should not be careless or offhanded; your writing should reflect a careful consideration of the reading. Some of the readings may be difficult, requiring hard work to understand them. A good college dictionary will prove an indispensable tool to aid in this effort

Writing Portfolio

50%

The writing portfolio contains a collection of the writer's best work, polished to the highest degree. From the collection of writings produced during the semester, each student selects 20+ pages to include in the portfolio. These pages, together with a reflective cover letter introducing the works, analyzing the choices, and evaluating growth and change, comprise the writing portfolio. In selecting which writings to include, the only mandatory requirement is the research essay. This research essay must be a minimum of 6 pages in length, not including the Works Cited page(s). The writing portfolio receives one letter grade as a total body of work.

Participation

20%

Students will work in small groups sharing writing, generating ideas and essay topics, and editing drafts. Sharing ideas, both in discussions and in writing, is an important part of this class. It is important that students attend class, come with assignments completed, participate as peer editors, and enter into reading and writing discussions. In-class writing assignments are considered a part of student participation in the work of the course. These shared activities all help writers explore and develop the ideas they want to write about.

Attendance

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. If you must miss a class meeting, you are still responsible for the work of that day.

Academic Honesty

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his/her own. Plagiarism can also occur unintentionally through sloppy documentation of sources. Any plagiarized work will result in an F on that writing assignment and may well result in a F in the course.

A Few More Notes of Importance

1. Any student with a hidden or visible disability that may require classroom modifications should see me about this within the first week or two of class. I will refer you to one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs.
2. Until November 4, 2006 a student may officially withdraw **at the Registrar's Office** for any reason without the instructor's signature. From November 5, 2006 until November 28, 2006, a student may withdraw **at the Registrars Office** with the signature of the instructor or advisor. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I will schedule individual conferences later in the term, but I encourage all students to visit me during my office hours to talk about their progress in the course or difficulties they may be having with an assignment. If my office hours are inconvenient, ask to set up an appointment at another time.
4. All work must be word-processed. I will not accept handwritten work. Only (obvious) exceptions: In-class writing assignments.

Schedule of Assignments

Week 1

August 29

Introduction to Course.

Writing Assessment.

Theme I – What are Ethical Values and Where Do They Come From?

August 31

Ethical Systems: A Discussion. Informal Writes: Getting Started.

Week 2

September 5

Reading: OQ, "I Listen to My Parents..." R. Coles, p. 58

Informal Write #1 Due

September 7

Reading: Hacker, Planning, pp. 1-22.

Week 3

September 12

Reading: OQ, "Stone Soup, B. Kingsolver p. 64 Writing:

Informal Write #2 Due

September 15

Reading: "The Authentic Trail", J. Daniels, p. 87

Informal Write #3 Due

Theme II – Are We Responsible for Others?

Week 4

September 19

Reading: OQ, "Welcoming the Stranger" by S. Carter, p. 111

Informal Write #4 Due

September 21

Informal Write #4 Due

Essay 1 – Due, "This I Believe"

Week 5

September 26

Reading OQ, "The Good Doctor" by T. Kidder, p. 645
Informal Write #5 Due

September 28

Reading: Chapters 1-3 Reynolds

Week 6

October 3

Reading: OQ, Lifeboat Ethics: The Case Against Helping the Poor" by G. Hardin, p. 130
Informal Write #6 Due

October 5

Reading: OQ "On Compassion" by B. Ascher, p. 657
Informal Write #7 Due

Week 7

October 10

Reading: Hacker, pp. 295-325

October 12

In-class exercises, MLA (Modern Language Association)

Week 8

October 17

Essay #2 Due – "Responsibility"

Theme #3 Is Honesty the Best Policy?

October 19

Reading: OQ, "Honesty and Honor Codes" by D. McCabe and L. Trevino, p. 405"
Informal Write # 8 Due

Week 9

October 24

CONFERENCES BEGIN

Reading: OQ, "The Boston Photographs" by Nora Ephron, p. 433
Informal Write #9 Due

October 26

CONFERENCES CONTINUING

Reading: OQ, “Big and Bad” by M. Gladwell, p. 441
In-class writing assignment (Informal Write #10)

Week 10

October 31

Rough Draft Essay # 3 Due – “Honesty”
Peer Review

November 1

Final Draft of Essay #3 Due

Theme IV – What Should You Do?

Week 11

November 7

Reading: OQ, “The Singer Solution to World Poverty, by P. Singer, p. 661
No informal write due – whole class discussion on essay

November 9

Reading: Reynolds to end
Revision of Essay 1 or Essay 2 Due

Week 12

November 14

Writing Due: Research proposal (including two sources)

November 16

Writing Workshop – Reasonable Argument

Week 13

November 21

In-class writing – reflective letter
Proposal for Research Essay Due (including two sources)

November 23

THANKSGIVING HOLIDAY BREAK

Week 14

November 28

Draft of Research Essay Due

November 30
Revision Workshop

Week 15

December 5
Editing Workshop

December 7
Portfolios Due