

English Composition 101
Three Rivers Community College
Fall 2017

Professor: Todd Barry, Ph.D.

Office: C-272

Office Hours: Mon 1:45-2:45pm, Wed 1:45-2:45, Thurs 2-3

Mailbox: D-207

Email: tbarry@trcc.commnet.edu (But I encourage you to contact me instead via Message on our Blackboard site)

Sections:

Tues/Thurs 9:30am-12:15pm (7 Week Mod 1) D-105

Tues/Thurs 3:30-4:45pm D-222

Required Texts:

- *The Three Rivers Reader* (Custom text available at the bookstore)

Course Overview:

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.

Learning Goals of this Seminar:

Upon successful completion of these courses, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts

- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Course Assignment Requirements

- 1) **Readings:** Do the readings and be prepared to discuss them in class when assigned.
- 2) **Homework / In-class work:** Throughout the semester you will be asked to complete several short assignments in class and for homework. These will often be exercises in employing concepts learned in class/reading, or will be opportunities for you to make connections between the ideas you encounter.
- 3) **Journal.** I will often ask you to do small journal assignments in preparation for class or during class time. Keep them organized in a journal or notebook. I will collect it twice to grade.
- 4) **Essays:** The English Department requires that all students in 101 write at least 20 pages of revised, polished prose by the end of the semester. In our class, these pages will mainly come in the form of four major essays.

Formatting your Essays:

- All essays should be on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date.

- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- The body of your essay is double-spaced
- Number pages beginning on page one in the upper right hand corner with your last name and the page number.
- Staple the essay pages together in the upper left corner.
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

Essay Grading:

The following is what you should expect to earn if your paper has the following qualities:

An “A” paper is excellent and has a clear thesis or focus, along with strong points that ground the argument of the paper. It will be thought-provoking, both for the writer and its readers. The paper will be well organized, with a logical flow of ideas, and will offer evidence to support the argument. This paper will answer the prompt fully and have few grammatical errors. It will work with other texts in a thoughtful and provocative manner, showing that you are engaging with the reading and moving beyond summary or a simple agreement or disagreement, and working toward some semblance of original knowledge (the key to academic writing in the humanities).

A “B” paper is very good but, though thought provoking, does not provide a fully controlled answer to the prompt. The thesis is strong and arguable, but the ideas backing the thesis could be improved with stronger examples and organization. The writing is coherent, but may lack the high polish of a sophisticated piece of academic writing.

A “C” letter grade is average and will be awarded to those essays that do not provide a strong arguable thesis and evidence. The essay will have a focus, but this focus will most likely be unclear, and its ideas may not flow together coherently or be adequately supported. The writing style may be weak and there may be a significant number of grammatical and citation errors.

A “D” paper will not have an adequate thesis, will not be organized, and will only touch upon the prompt without answering it. A “D” paper will most likely rely on summary rather than analysis. There may be significant weaknesses in writing mechanics and style.

An “F” paper will have more serious deficiencies than a “D” paper.

- 5) **Revision:** Each paper will go through a drafting process in which your ideas and formal writing skills will experience significant *growth*. Students of all skill levels must be prepared to put significant time and effort into this process in order to demonstrate improvement.

- 6) **Writing Workshops:** Much of the helpful advice you will receive on your papers will come in the form of Conferences and Peer Review. Several times throughout the semester, in lieu of regular class you will meet with me individually or in small groups led by me. Sometimes, the entire class will meet to work on drafts together. **Failure to attend and participate in these workshops will result in a 10 point reduction on that essay. These workshops cannot be made up – no exceptions.**

Class Participation

Physical presence is not enough; plan to actively participate. Participation means openness to the idea of discussing your own writing and the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade.

Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

- Entering this class intending to learn a great deal.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others.
- Cultivating intellectual curiosity.

Classroom Decorum

You are being disruptive if you are late, leave class early, text, or allow your cell phone to ring. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative effect on your grade.

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.

Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. Dishonesty in written work may result in an F for the assignment, and any occurrence of plagiarism will be reported to the Academic Dean for possible disciplinary action. If you have any questions about how to incorporate the words and ideas of others into your writing, please ask me.

Written Communication with Instructor

I encourage you to contact me via Blackboard Message. Consider your written messages to me a formal communication. They should include some kind of salutation at the beginning, signature at the end, and be written in standard written English. I will normally respond within 24 hours except on holidays and weekends.

Withdrawal

Students may officially withdraw from the class at the Registrar's Office until **October 19**.

Grading:

Your final grade will be calculated as follows:

Essay 1	15%
Essay 2	15%
Proposal & Annotated Bibliography	10%
Essay 3	20%
Responses / In-class Writing / Projects	25%
Journal	10%
Class participation	5%

You can check your grades in the My Grades link on the left-hand menu of Blackboard.

Due dates:

Journal work, Short Assignments, and In-class Work cannot be made up and will get a 0 if they are late. If you miss class, it is up to you to email me your work that is due that day.

I do accept major essay assignments up to 1 week late, but they will be downgraded one full letter grade. Late essays may not be rewritten for a higher grade.

Essay Rewrites:

Only those students who hand in a completed essay on time and receive a grade below C- (70) will have the option to revise a major essay assignment; however, all such re-writes must first be discussed with me. I will only count the re-write grade. Essay Assignment 4 may not be rewritten.

Disabilities

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Accommodations cannot be provided until you provide written authorization from a DSP in the Counseling & Advising Office – Room A119.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability

The Writing Center/TASC:

Location: C-113

Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

Digication Statement

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

Title IX Statement of Policy:

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Please Report Student Incidents to:

Edward A. Derr, Student Diversity and Title IX Coordinator

Admissions Welcome Center * Office A116

574 New London Turnpike, Norwich CT 06360

860.215.9255 * EDerr@trcc.commnet.edu