

# THREE RIVERS COMMUNITY COLLEGE

## ENG K101 T3 Composition Fall 2017

### SYLLABUS

**Instructor:** Christine Crutchfield

**Time and Place:** F 11:00am - 1:45pm Room D228

**Office Hours:** F 2:00-4:00 pm Room D205W

**Instructor's Phone:** TBD

**Instructor's Email:** [ccrutchfield@nvcc.comnet.edu](mailto:ccrutchfield@nvcc.comnet.edu) **Mailbox:** D207

**Required Textbooks:** 1) *The Three Rivers Reader*. Pearson, 2016. Print.

2) Faigley, Lester. *The Brief Penguin Handbook*. Online Edition.

**COURSE DESCRIPTION:** (3 credits) 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 OUTCOMES:** Upon successful completion of this course, 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

## DESCRIPTION OF MAJOR ASSIGNMENTS:

**Essay 1: *Critical Reading Analysis Essay*** - Students will provide a critical reading and analysis of a text(s). A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking.

**Essay 2: *Synthesis Essay*** - Students will write at least 5-6 complete pages that synthesizes two or more texts. Here you join in a “conversation” with multiple perspectives on an issue. Rather than simple pro/con constructions, you start to analyze and evaluate arguments to form your own view. By becoming an informed writer, you establish your own “voice” and credibility.

**Essay 3: *Synthesis with Research Assignment*** – (details will be provided in class) Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

**Essay 4: *Research Project*** - The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world.

Then, you will integrate sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7-8 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

**Reader’s Journals** - You will be asked to respond to a series of readings from our textbook, both for homework and in class. Journal entries are assigned regularly and are collected and graded.

**COURSE REQUIREMENTS AND GRADING:** In this course, you will be completing a variety of writing assignments. **Deadlines are very important: please pay attention to the syllabus and meet deadlines as imposed.** I will accept late essays, but your grade will automatically be lowered one letter (i.e., A to a B) for each class period late. Journal responses may not be made up. Exams and quizzes may be made up. Class participation is crucial. I take note of the frequency and quality of your classroom input.

**Formal Papers, Drafts, Revisions and Research Paper (70%):** You will complete four essays/research papers. The due dates are highlighted in the course calendar. All writing must follow the format described below.

Critical Reading Analysis Essay	10%
Synthesis Essay	15%
Synthesis with Research Essay	20%
Research Project	25%

**Drafts and Revisions:** For each formal assignment, the 1st Draft feedback from the Pearson Writing Review must be submitted and revisions made or the final essay will not be accepted. You may only

receive 2nd draft credit if you are in class with copies printed *before* class on the days that drafts are due. Drafts of papers must be printed (usually 2 copies) and brought to class on draft days. **A third of a grade will be deducted from the final essay grade (i.e., a “B” paper will become a B-) if you do not come to class prepared with a draft.** Papers that receive a grade of C+ or lower, not including reductions in grade for being late or not submitting a draft, may be revised for a better grade.

**Class Activities, Writing Workshops, Attendance/Class Participation/Presentations, Informal Writing and Quizzes (30%):** Class activities are opportunities to explore, discuss, and present material relevant to our course, whether individually, in groups, or as a whole class. They allow us to practice and demonstrate the skills we will learn throughout the semester: citing appropriate sources, thinking critically, synthesizing information, and making connections. As a result, missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

Also throughout the semester, there will be informal writing assignments in and outside of class. These assignments and quizzes help develop and build on the critical thinking, reading, and discussing we will be doing throughout the semester and will greatly enhance your preparedness for the formal writing assignments. Any assignments not completed will lower your final grade. *Please keep all informal assignments organized in a folder.*

This class is a discussion class, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. 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.
- Remembering the importance of a sense of humor.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others

**ATTENDANCE** will be taken at the beginning of each class. Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, **your grade will be affected.** Students are expected to attend all classes and participate in all class-related activities.

Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays on time, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. All assignments must be completed successfully to pass the course.

Because regular attendance and active participation are important parts of this course, to miss even one class is to significantly decrease your chances of benefiting from the course, and missing more than one class will definitely affect your grade. Much of what we will be doing in this class simply cannot be made up. In the event that you do miss a class, contact one of your classmates or me for any assignment information. For absences due to extenuating circumstances, **it is your responsibility to contact me.** **Please note that an absence does not result in new deadlines.** You are responsible for keeping up with assignments and emailing me any assignments in your absence, or any work you hand in when you return will count as being late.

**COLLEGE WITHDRAWAL POLICY:** A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s office,

both on campus and at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. 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. **Up to December 11th, students may officially withdraw from the class at the Registrar’s Office (A115).**

**FORMATTING PAPERS: ALL PAPERS MUST BE TYPED**

- All papers should be printed on white paper and spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and 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, and due date (all in double space).
- 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. Paragraphs should be indented, and there should be no extra space between paragraphs.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages in the upper left corner. **Unstapled essays will not be accepted.**
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

**CLASSROOM DECORUM:** A quiet place and uninterrupted time are essential to preserve your creative thought process and allow for the continuity of your writing. Be respectful of other students’ need to use the class time efficiently. Please be on time. A late arrival is disruptive and disrespectful. Assume personal responsibility for your education through your efforts, diligence and hard work. Bring your book to class. Prepare for each class. Learn to schedule important matters (i.e., this class) into your weekly schedule. **PLEASE TURN OFF ALL CELL PHONES** and/or any other electronic devices. Be respectful of other students’ right to ask questions and express opinions. Pay attention to the speaker, as private conversations are disruptive and disrespectful to me and your classmates. Help nurture a learning environment where we learn from each other’s differences and experiences.

**ACADEMIC INTEGRITY/PLAGIARISM AND ITS PENALTIES:** 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 is using someone else’s words or thoughts, including paraphrasing, without crediting them properly. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy above.

**SPECIAL CONSIDERATIONS:** 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. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b>	● Mental Health Disabilities

(860) 215-9265	<ul style="list-style-type: none"> <li>● Learning Disabilities <ul style="list-style-type: none"> <li>● ADD/ADHD</li> <li>● Autism Spectrum</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Elizabeth Willcox, Advisor</b> (860) 215-9289</p>	<ul style="list-style-type: none"> <li>● Sensory Disabilities</li> <li>● Medical Disabilities</li> <li>● Mobility Disabilities</li> </ul>

*Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.*

**DIGICATION:** Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation.

Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

**TUTORING:** All students seeking TUTORING are encouraged to use the Writing Center, located in C117 on the main campus for help with essays. Extra help is always available with me before or after class and by appointment.

**COMPUTER LABS:** Room E112 Open: Monday - Thursday 8:00 am - 9:30 pm; Friday 8:00 am - 8:30 pm; Saturday 8:00 am - 1:30 pm.

**LIBRARY:** Monday - Thursday: 8:30 am - 6:00 pm; Friday: 8:30 am - 3:00 pm; Saturday & Sunday: CLOSED. The library has computers for student use during library hours.

**SIGN UP FOR MYCOMMNET ALERT:** MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site: [http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

### **TENTATIVE COURSE SCHEDULE**

**F 9/1** Introduction to the Course and Syllabus Review and Diagnostic Essay  
*Homework:* 1) Read “Starting an Argument” then use the news and/or social media to create a list of 5 contentious issues relevant now and bring to class on Wednesday; 2) Read “Generative Arguments” then do more research/take notes on group topic.

**F 9/8** Discussion/group work/journal  
*Homework:* Read “Persuasive Arguments” then write a 1-2 page persuasive argument on your stance

from the group topic, fine-tuned for presentation.

**F 9/15** Discussion/presentations/journal

*Homework:* Read “Critical Reading and Rhetorical Analysis” pp. 77-89 then list 5 ways that the ability to think and read critically would be important to your current or future career. What kind of analysis might you need to do?

**F 9/22** “Learning to Read and Write” by Frederick Douglass/journal and Penguin/Grammar

*Homework:* **Critical Reading Analysis Essay** - Write a 4 page critical reading analysis essay of “Learning to Read and Write.” Using passages from the reading for support, answer the questions: What is the primary rhetorical strategy used in this essay? Discuss and give examples of two other rhetorical strategies also used. Are they effective? Why or why not? Use at least three quotes from the reading to support your answer.

**F 9/29 1st Draft Analysis Essay Due for Peer Review** and Penguin/Grammar

*Homework:* Read “Crediting, Quoting, Paraphrasing, and Summarizing” then select a quote(s) from the Douglass essay and practice these techniques.

**F 10/6 Analysis Essay Due** Discussion/group work/journal and Penguin/Grammar

*Homework:* 1) Read “Race Matters” by Cornel West then make a list of the places where West makes appeals to reason and of the places where appeals are emotional; 2) Read “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh then make note of how McIntosh establishes ethos in the essay.

**F 10/13** Discussion/group work/journal

*Homework:* **Synthesis Essay** - As discussed in class, Synthesizing creates a new idea through combining two or more sources with our own thoughts on the topic. Use “Race Matters” by Cornel West, “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh, and our in-class discussions to write a 4-5 page Synthesis Essay: Consider West’s general goals and attitudes toward resolving racism (adding any that you think are important) and items on McIntosh’s list that resonate with your own experience. Using these items, answer McIntosh’s question, “What will we do with such knowledge?”

**F 10/20 1st Draft Synthesis Essay Due for Peer Review** and Penguin/Grammar

*Homework:* Read “Research Papers and Reports - Arguing with Research” then discuss what kind of evidence (print, electronic, or empirical) you think is most trustworthy when writing a research paper. Does it depend on the topic being researched?

**F 10/27 Synthesis Essay Due** Discussion/group work/journal and Penguin/Grammar

*Homework:* 1) Read “Beauty” by Susan Sontag and “Pornography” by Margaret Atwood then discuss how you feel *beauty* and *pornography* affect the way society views women; 2) Read “Why Are We Dressing Our Daughters Like This?” by Lianne George then list the names and credentials of each expert George uses as support.

**F 11/3** Discussion/group work/journal

*Homework:* 1) Read: “Developing Your Research Process;” 2) **Synthesis Plus Research Essay** - Building on what we learned in writing our synthesis essay, choose 2-3 of the readings we’ve completed in this section, *plus* 2 outside sources, to write a 5-6 page essay (plus the Works Cited Page) discussing the following: Rapes committed by high school and college students have been in the news recently, particularly in reference to light sentences after conviction. Considering the ideas and readings we’ve discussed in class, as well as 2 outside sources and your own thoughts, what can we do as a society to address and overcome this issue?

**F 11/10 1st Draft Synthesis Plus Essay Due for Peer Review and MLA Workshop**

**F 11/17 Synthesis Plus Essay Due** and “Future Shlock” by Neil Postman

*Homework: Research Project* - In his 1988 essay, Postman criticizes television as the root of the problem with the downfall of human intelligence. Today, it could be argued that the internet and social media are an extension or continuation of his point. Write a 7-9 page research paper using Postman’s essay and 5-7 outside sources to discuss one of the following topics:

**Option 1:** How are the internet and social media similar and/or different than television as presented by Postman? Do his points about entertainment and the American people still hold true? Is his argument still relevant today? Has much changed in the last 28 years? What can we do, as a person or as a society, to combat this issue of failing intelligence?

**Option 2:** Refer to pp. 47-48 of our text and consider what we’ve learned about logical fallacies, then take a look at your social media feeds. Using specific examples, what kind of fallacies do you find prevalent in the information shared there, particularly when coming from “news” sources? How do these fallacies perpetuate Postman’s ideas of blurring the lines between what’s important and what’s not, as well as distortion of information through half-truths? What can we do, as a person or as a society, to combat this issue?

**F 11/24 Holiday - No Class**

**F 12/1 Intro/Outline Due;** Discussion of progress and annotated bibliography/journal

**F 12/8 Annotated Bibliography Due; 1st Draft Research Paper Due for Peer Review**

**F 12/15 Research Paper Due**