

English 101: Composition / Section T13
M/W 3:00—4:15
Room E223

Instructor: Charles Kell
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Required Text:

The Three Rivers Reader.

“Not to want to say, not to know what you want to say, not to be able to say what you think you want to say, and never to stop saying, or hardly ever, that is the thing to keep in mind, even in the heat of composition.”—Samuel Beckett, *Molloy*

“A Writer is a person with his [or her] skin off.”—Donald Graves

“Fragments are the only forms I trust”—Donald Barthelme, “See the Moon?”

“I am no doubt not the only one who writes in order to have no face. Do not ask who I am and do not ask me to remain the same...”—Michel Foucault, *The Archaeology of Knowledge*

“Do I contradict myself?
Very well then....I contradict myself,
I am large....I contain multitudes.”—Walt Whitman, “Song of Myself”

“Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.”—Samuel Beckett, *Worstward Ho*

Course Description:

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 during assigned readings.

Assignments:

Paper 1: Critical Reading Analysis Essay

Students will write 2-3 complete pages that provides a close reading and analysis of a text. 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. To analyze means to show the relationship of the parts of a text(s) being examined and how those relationships reveals the

meaning. Even though as a writer you set the standards, you should be open-minded, well informed, and fair. You can express your opinions (without using first person), but you should also back them up with evidence.

Paper 2: Synthesis Essay

Students will write 3 to 4 complete pages that synthesizes two or more texts. As Charles Bazerman explains in his book *The Informed Writer: Using Sources in the Disciplines*,

If you read only one book [or any text], follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said....However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author too....This bringing together is the task of synthesis. All professions that use data or knowledge constantly require synthesis; that is, putting information from a number of sources into one usable, coherent form, whether to give a picture of a company's financial stability or to write a newspaper story (139).

Paper 3: Synthesis Plus Assignment – (details will be provided in class)

Students will write 3 pages plus a works cited page which will include MLA citations using researched materials from newspapers, magazines, and other sources. The Synthesis Plus Assignment will introduce students to the research process through a collaborative effort.

Paper 4: Annotated Bibliography

Early in the semester, students will be asked to brainstorm possible topics for their final persuasive essay. Students will be asked to take a stance on the topic and to write a thesis-driven researched essay that is more complex than the standard 5-paragraph genre. Students will research their topics and collect artifacts for their persuasive essays. Please note that we will consider “research” in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these weeks, students will find a total of 5 valid sources, and will print, staple and annotate each article fully. Then, they will draft paper 4, an Annotated Bibliography which will include MLA citations and academic paragraphs comprised of summary, analysis and commentary. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting Paper 5.

Paper 5: Researched Argument

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 address a social or political issue of interest 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. As noted above, for this Persuasive Essay, you will begin researching for your Annotated Bibliography and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7 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.

Grading:

The final grade will be a letter grade, A - F.

Students must get a “C” or better pass this course.

Grading is based on 1000 points:

Attendance and Academic Participation (See below for description) **150 pts.**

Includes:

- participating in class discussions
- Small and large group work
- In-class reading and writing
- Coming to class prepared by doing the required reading and assignments on time

Paper #1 Critical Analysis/Synthesis Essay **100 pts.**

Paper #2 Synthesis Essay **150 pts.**

Paper #3 Synthesis Plus Assignment **200 pts.**

Paper #4 Annotated Bibliography **150 pts.**

Paper #5 Persuasive Researched Argument **250 pts.**

You must participate in peer review to receive full credit on your essay. Final drafts will only be accepted through Blackboard.

Attendance through academic participation:

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.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.

A	93–100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87–89	C+	77-79	D+	67-69	F	0-59

Attendance: Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work.

Late Work Policy:

Late work will not be accepted unless there is an excused absence.

Plagiarism:

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

Students with 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. Please note that accommodations cannot be provided until you provide written authorization from a DSP. The counseling and advising office is located in room A115. You may contact Matt Liscum: 860-215-9265 (physical, sensory, medical and mental health) and Chris Scarborough: 860-215-9289 (learning disabilities, ADD/ADHD, and autism spectrum).

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

Statement on Digication:

All students are required to maintain an online learning portfolio in Digication that uses the college template.

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.

“UF” Grade Policy: The UF (unearned failure) grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn’t attend or participate long enough to be graded. The UF grade converts to an F on the student’s transcript and is counted as such toward the student’s GPA.

The Writing Center/TASC:

Room: C117 (next to the Library). Phone: 860-215-9082 Email: TRWritingcenter@trcc.commnet.edu. Online tutoring: <http://www.etutoring.org/>

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 Schedule: all page numbers refer to *The Three Rivers Reader*

Week one

Wed. August 31:

Week two

Mon. September 4: no class Labor Day

Wed. September 6: Class introduction, syllabus, Blackboard, 6-24, 77-88,

Week three

Mon. September 11: 221-235, Paper 1 handout, 237-238, 239-256

Wed. September 13: 257-265, 268-278, the peer-review process

Week four

Mon. September 18: 279-291, 292-316, writing your first paper

Wed. September 20: **Rough draft of paper 1 due, peer review**

Week five

Mon. September 25: **Final draft of paper 1 due**, 326-347

Wed. September 27: Paper 2 handout, synthesis, 384-392

Week six

Mon. October 2: 393-398, 399-407

Wed. October 4: 408-413, 415-421

Week seven

Mon. October 9: 422-430, 431-443

Wed. October 11: 455-477, 493-503, 506-514

Week eight

Mon October 16: **Rough draft of paper two due, peer review**, plans for revision

Wed. October 18: Handout paper 3, synthesis plus, 616-625

Week nine

Mon. October 23: **Final draft of paper two due**, 629-634, 647-659

Wed. October 25: 670-678, 679-687

Week ten

Mon. October 30: the research process, gathering sources

Wed. November 1: **Rough draft of paper 3 due**, plans for revision

Week eleven

Mon. November 6: in-class writing, handout paper 4

Wed. November 8: **Final draft of paper three due**, handout paper 5

Week twelve

Mon. November 13: 28-57

Wed. November 15: conferences

Week thirteen

Mon. November 20: conferences

Wed. November 22: No class, Thanksgiving

Week fourteen

Mon. November 27: 59-76

Wed. November 29: **Paper 4 due**

Week fifteen

Mon. December 4: working on research paper

Wed. December 6: **Rough draft of paper 5 due**

Week sixteen

Mon. December 11: working on research paper

Wed. December 13: **Final draft of paper 5 due**