

English 101: Composition  
Section T20  
Three Rivers Community College  
Fall 2017

**Instructor:** Andrew Marvin

**Class Meets:** MW 4:30–5:45 PM in Room E223

**Office Hours:** M 3:00–4:00 PM, TR 3:30–4:30 PM, and W 2:00–3:00 PM in Room C160

**Mailbox:** D207

**Email:** amarvin@threeivers.edu

### **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 through assigned writings.

### **Required Texts**

Neuleib, Janice, et al., editors. *The Three Rivers Reader*. Pearson Learning Solutions, 2016.

Faigley, Lester. *The Brief Penguin Handbook*. Online edition.

### **Learning Outcomes**

Upon successful completion of this course, students should be able to:

#### **Respond to Rhetorical Situations**

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

#### **Engage with Authoritative Sources**

- Use the reading process to distinguish between supporting points, evidence, and reasoning in complex texts that engage multiple perspectives using a variety of rhetorical strategies.
- Employ effective annotation skills in the reading of complex texts.

- Locate and evaluate sources appropriate to the rhetorical situation.
- Interpret and analyze arguments, 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 distinguish these from one'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 and logical support for assertions.
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material.
- Write at least one thesis-driven, text-based essay of 1,500 words demonstrating competent argumentation using complex texts.

### **Apply Language Conventions**

- Apply standard English language conventions (diction, tone, formality) consistently, with particular attention to college-level writing situations.
- Cite varied sources in MLA format.

## Assignments

In this class, your grade will be based on four things:

### Reading Responses

These brief, informal writings will comprise your reactions to *specific quotes* in the text. They will ensure that you do the readings and come to class with something to say. They also serve as a foundation for this class's academic work. All responses should be one to two handwritten pages, while adhering to MLA standards. Reading responses will be collected at the beginning of the class in which they are due. *They may not be handed in at any other time.* You may opt out of one (1) reading response without penalty or explanation.

### Writing Conferences

Throughout the semester, you will each participate in one-on-one meetings with me to discuss your ideas for upcoming essays. Writing conferences are scheduled appointments that last ten minutes and take place in my office (C160). When you show up for your conference, you will bring *two copies of your essay's beginnings*—ideally, perhaps, an introduction and a thesis statement. We will discuss the validity of your ideas and possible approaches for your paper. Failure to show up to or be prepared for a writing conference means a loss of credit, and the opportunity to reschedule is not guaranteed.

### Essays

You will write three formal essays this semester. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and rhetorical techniques. Writing is a recursive, iterative process, and as such we will be spending much of the class workshopping and revising drafts to help develop and improve our abilities. Your work must adhere to the MLA standards given on page five, titled "How to Format Your Papers." Formal essays should be submitted in hard copy. Detailed explanations of each essay will be provided as we progress.

### Research Paper

Your grand finale will be a 7–9-page research paper in which you synthesize external information to establish your own unique point of view. In addition to adhering to MLA standards, your research paper will include a *minimum* of four secondary sources to support your argument. You will also include an annotated bibliography. We will be spending two days in the library to facilitate an effective, scholarly research process.

Each of these categories is worth a certain number of points, as explained on page four.

## How You Will Be Graded

Each assignment is worth a certain number of points. There are 100 points total.

Assignment	Point Value
Reading Responses (6)	5 (1 point each)
Writing Conferences (3)	15 (5 points each)
Essay #1	15
Essay #2	18
Essay #3	21
Research Paper + Annotated Bibliography	26

The total number of points you earn determines your final grade.

Number of Points	Letter Grade	GPA
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7
67–69	D+	1.3
63–66	D	1.0
60–62	D-	0.7
0–59	F	0

## How to Format Your Papers

MLA will be our house style for all assignments. Here are the particulars:

- Formal essays are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.
- Double-space your entire paper. No extra white space. Use left-alignment; do not justify.
- Use only one space after periods or other punctuation marks.
- Use 1-inch margins—top, bottom, left, and right.
- Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word processor; do not hit the space bar five times.
- In the upper left-hand corner of page one, type your name; my name; course title, section, and assignment; and the due date in European format. See page six for an example.
- Below the due date, type your assignment’s original, unique, and punchy title (i.e. *not* “Essay 1”). Center your title. Do not use a separate title page. Do not underline, italicize, bold, or place your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.
- Beginning on page two, create a header that numbers your pages with your last name and the page number, as I have done on this syllabus. Your last page will be your Works Cited, and it will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.
- Staple your assignment in the upper left-hand corner.
- Adhere to word count requirements, and do not use stratagems like bigger margins, increasing the size of punctuation, etc. Type your word count after your concluding paragraph at the bottom of the page. “Word count” refers only to your original sentences. Nothing else.

Use **MLA style** to document sources. **Parenthetical citations** should contain the author’s last name and page number and appear at the end of the sentence, like this:

The efficacy of blasters as compared to “hokey religions and ancient weapons” has long been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a **full MLA citation** on your Works Cited page (see page seven) that corresponds to your in-text citation, like this:

Solo, Han. “A Good Blaster at Your Side.” *The Book of Rogues*, edited by Leia Organa, Smuggler Publishing, 1977.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook*, the online version of which is required for this course. You might also look up the free Purdue OWL MLA Style & Formatting Guide at <http://owl.english.purdue.edu>. You can find an example of the first page of an MLA paper on page six of this syllabus. Please note that your first page will not have “Marvin 6” at the top.

**Attention to detail is what separates good from great. If you have questions, just ask.**

Indiana Jones

Mr. Marvin

ENG 101-T20: Essay #1

27 September 2017

Boulder Dash: The Growing Geological Concerns of South America

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo. Nemo enim ipsam voluptatem quia voluptas sit aspernatur aut odit aut fugit, sed quia consequuntur magni dolores eos qui “ratione voluptatem” sequi nesciunt (Baggins 24). Neque porro quisquam est, qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit, sed quia non numquam eius modi tempora incidunt ut labore et dolore magnam aliquam quaerat voluptatem. Ut enim ad minima veniam, quis nostrum exercitationem ullam corporis suscipit laboriosam, nisi ut aliquid ex ea commodi consequatur? Quis autem vel eum iure reprehenderit qui in ea voluptate velit esse quam nihil molestiae consequatur, vel illum qui dolorem eum fugiat quo voluptas nulla pariatur?

Nunc pretium eros enim, sed commodo justo suscipit in. Quisque id faucibus diam, non pellentesque nisi. Maecenas placerat, diam sed elementum fermentum, nibh justo semper mi

## How to Create Your Works Cited Page

The eighth edition of the *MLA Handbook*, published in 2016, provides a more streamlined, universal set of guidelines for how to cite sources. These changes allow us to apply a singular method to any source, rather than myriad formats for different types of sources.

When you need to create a citation, build it using the following core elements:

- |                                  |                      |
|----------------------------------|----------------------|
| 1. Author last name, first name. | 6. Number,           |
| 2. Title of source.              | 7. Publisher,        |
| 3. Title of container,           | 8. Publication date, |
| 4. Other contributors,           | 9. Location.         |
| 5. Version,                      |                      |

These elements should be listed in the order above and separated using the above punctuation.

Citations on a works cited page should always have hanging indents and be listed alphabetically.

**For example, an article that appears in our textbook would be cited like this:**

Roberts, Paul. "How to Say Nothing in 500 Words." *The Three Rivers Reader*, edited by Janice Neuleib, et al., Pearson Learning Solutions, 2016, pp. 206–19.

**An article from an online database would look like this:**

Blumenthal, Rachel. "Improvisational Soloists in Morrison's JAZZ." *Explicator*, vol. 65, no. 4, Summer 2007, pp. 240–41. *Academic Search Premier*, doi:10.3200/expl.65.4.

**An article on a website would look like this:**

Popova, Maria. "Werner Herzog Recommends Five Books Every Aspiring Filmmaker Should Read." *Brain Pickings*, 19 Aug. 2016, [www.brainpickings.org/2016/08/19/werner-herzog-reading-list/](http://www.brainpickings.org/2016/08/19/werner-herzog-reading-list/). Accessed 2 Sept. 2016.

If you need help, just ask, or see the free, online Purdue OWL MLA Formatting & Style Guide.

## Class Policies

### Attendance

I do not expect to have any attendance problems. However, to ensure your success, we will be using the following attendance policy: **you are permitted three (3) absences** without penalty or explanation. Any additional absences will require appropriate documentation and a discussion with me to determine how your grade should be affected.

I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing significant class time. *Keep in mind that your absence does not alter due dates; you are still responsible for submitting your work on time.*

Because we meet only twice a week, please make the most of it: be prepared, on time, and refrain from texting, emailing, tweeting, Facebooking, Instagramming, Snapchatting, catching Pokémon, etc. during class. Your grade will thank you.

### Late Assignments

“Late” is defined as “after the class meeting in which the assignment is due.” Informal assignments (e.g., reading responses) *cannot* be submitted late. Formal assignments (e.g., typed essays) will be penalized *one (1) point for each day they are late*. Do not be late for writing conferences. Remember, your absence does not alter due dates. *You cannot pass the class without submitting all four major essay assignments.*

### Email Submissions

I expect assignments to be submitted in hard copy. Emailed assignments will be penalized *one (1) point*. Printing your papers is not my responsibility, so emailed submissions will be graded using Track Changes in Microsoft Word. Therefore, assignments in any file format other than .doc/.docx will not be accepted.

### Workshopping Days

Writing is a process, so we will be dedicating significant class time to workshopping our papers via peer review. While rough drafts are not formally graded, you are expected to participate in workshopping days by presenting your in-progress work to classmates for feedback. Doing so strengthens your ideas and your final draft, which is formally graded. *If you do not participate in workshopping days, either by absence or by not sharing your work, three (3) points will be deducted from your final draft.*

### Save Your Work Constantly.



Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox (it's free; use <https://db.tt/hW0iLT4> for extra space) or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

## Plagiarism

If you use someone else's words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person's work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. *If you plagiarize, I will catch you, and you will receive a zero for the assignment in question. I will also report you to the Academic Dean, and the incident will go on record.*

Plagiarism is theft. Do not do it.

## TRCC Email

Email will be our primary communication method throughout the semester. If you need to reach me, [amarvin@threeivers.edu](mailto:amarvin@threeivers.edu) is your best bet. In addition, you have each been assigned a TRCC email address ([@mail.ct.edu](mailto:@mail.ct.edu); log in with [@student.commmnet.edu](mailto:@student.commmnet.edu)). This is how I will contact you. Please familiarize yourself with TRCC email, check it regularly, and use proper email etiquette when corresponding with me and your other professors. If you need help, go to [www.trcc.commmnet.edu](http://www.trcc.commmnet.edu) → Academics → Distance Learning → Resources for Students. Do not ignore your email.

## Withdrawal

Monday, December 11 is the last day students may officially withdraw from classes at the Registrar's Office (A115, [registrar@trcc.commmnet.edu](mailto:registrar@trcc.commmnet.edu), 215-9919). Withdrawal does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

## myCommNet Alert

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet. In addition, there may be instances when the college is open, but I am unable to make it to campus. In these rare cases, I will notify you via email as soon as possible.

## Special Considerations for Students with Disabilities

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (see the chart below) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that *accommodations take effect when the instructor receives the paperwork from a student.* They will not be provided retroactively.

<b>TRCC Disability Service Providers</b> Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room A113	Learning disabilities, ADD/ADHD, autism spectrum, mental health
Elizabeth Wilcox, Advisor (860) 215-9289 Room A113	Medical, mobility, and sensory disabilities

## 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 throughout 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.

## The Writing Center: C117

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty, and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and emailed paper submissions. To contact the Writing Center, call (860) 215-9082, or email [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu).

## Donald R. Welter Library

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the library's website.

## **Computer Labs**

In addition to the Writing Center's Tutoring Lab and the library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions.

## **Printing**

Students can print from the open computer lab and the library. Each semester, a printer quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to pay \$5.00 for each additional 100 pages.

## **Digication Statement**

All students are required to maintain an online learning portfolio in Digication using the college template. Digication gives students the opportunity to monitor their personal growth and integrate lessons from inside and outside the classroom. Periodically, a Three Rivers General Education Assessment Team will select and review random works to help improve the college experience. Student work reviewed for assessment purposes will remain private and anonymous. Students can create multiple portfolios and may continue to use their Digication account after graduation.

## **Mandated Court Reporter**

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus.

You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free 24/7 counseling services, which can also connect you with legal or medical help.

## **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 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 a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment and/or racial or ethnic discrimination on the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

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

## Course Calendar

Below is a tentative calendar of our semester's dates and assignments. Please note that this information is subject to change based on our progress and my whims. Be mindful of deadlines and our late assignment policies.

### Week 1

Wednesday 8/30: Hello there. Diagnostic essay.

*For next class:* Ensure you have the required texts. Peruse them. Get fired up.

### Week 2

Monday 9/4: No class... Labor Day.

*For next class:* Rest.

Wednesday 9/6: The syllabus.

*For next class:* Perhaps get started on the Roberts reading.

### Week 3

Monday 9/11: Essay #1 explanation. Writing conference #1 sign-ups. Annotation, thesis statements, and introductions.

*For next class:* Read Paul Roberts's "How to Say Nothing in 500 Words" (206–19). Write your first reading response.

Wednesday 9/13: Discuss Roberts.

*For next class:* Read and respond to Anne Lamott's "Shitty First Drafts" (176–80).

### Week 4

Monday 9/18: Discuss Lamott.

*For next class:* Have 150–200 words of Essay #1 (two copies!) ready for your conference.

Wednesday 9/20: Writing conferences.

*For next class:* Have three copies of your Essay #1 rough draft (300-word minimum) ready for Monday.

### Week 5

**Monday 9/25: Essay #1 rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Polish your essay, and prepare for submission on Wednesday.

**Wednesday 9/27: Essay #1 final draft is due. Presentations.**

*For next class:* Rest.

**Week 6**

Monday 10/2: Essay #1 reflections. Essay #2 explanation. Writing conference #2 sign-ups.

*For next class:* Read and respond to Nicholas Carr's "Is Google Making Us Stupid?" (647–57).

Wednesday 10/4: Lessons from Essay #1.

*For next class:* Make sure you've read and responded to Carr.

**Week 7**

Monday 10/9: Discuss Carr.

*For next class:* Read and respond to Sherry Turkle's "How Computers Change the Way We Think" (660–67).

Wednesday 10/11: Discuss Turkle.

*For next class:* Have 200–250 words of Essay #2 (two copies!) ready for your conference.

**Week 8**

Monday 10/16: Writing conferences.

*For next class:* Have three copies of your Essay #2 rough draft (500-word minimum) ready for Wednesday.

**Wednesday 10/18: Essay #2 rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Polish your essay, and prepare for submission on Monday.

**Week 9**

**Monday 10/23: Essay #2 final draft is due. Presentations.**

*For next class:* Rest.

Wednesday 10/25: Essay #2 reflections. Essay #3 explanation. Writing conference #3 sign-ups.

*For next class:* Read and respond to Deborah Tannen's "Sex, Lies, and Conversation" (557–62).

**Week 10**

Monday 10/30: Lessons from Essay #2.

*For next class:* Make sure you've read and responded to Tannen.

Wednesday 11/1: Discuss Tannen.

*For next class:* Read Margaret Atwood's "Pornography" (585–91) and Gloria Steinem's "Erotica and Pornography" (594–98). Respond to one of them.

### **Week 11**

Monday 11/6: Discuss Atwood and Steinem.

*For next class:* Have 250–300 words of Essay #3 ready for your next conference.

Wednesday 11/8: Writing conferences.

*For next class:* Have three copies of your Essay #3 rough draft (750-word minimum) ready for Monday.

### **Week 12**

**Monday 11/13: Essay #3 rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Polish your essay, and prepare for submission on Wednesday.

**Wednesday 11/15: Essay #3 final draft is due. Presentations.**

*For next class:* Rest.

### **Week 13**

Monday 11/20: Essay #3 reflections. Research Paper and Annotated Bibliography explanations.

*For next class:* Have a delicious Thanksgiving. Eat much turkey.

Wednesday 11/22: No class... Thanksgiving recess.

*For next class:* Be prepared! Make sure you have a topic ready to research on Monday.

### **Week 14: Library Week**

Monday 11/27: Library time.

*For next class:* Continue researching for your Research Paper.

Wednesday 11/29: Library time. Annotated Bibliography drafts due via email. Peer review sign-ups.

*For next class:* Have three copies of your Research Paper rough draft (1,000-word minimum) ready for next week.

### **Week 15: Workshop Week (split class)**

**Monday 12/4: Research Paper rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Continue to work on your Research Paper.

**Wednesday 12/6: Research Paper rough draft is due (three copies!). Peer reviews. Workshopping.**

*For next class:* Continue to work on your Research Paper.

**Week 16**

Monday 12/11: Last day to withdraw! Final class meeting. Closing ceremonies. Final thoughts. Course evaluations. Mandatory attendance.

*For next class:* Polish your Research Paper, and submit it by Wednesday.

**Wednesday 12/13: Research Paper is due.**

*For next class:* Have a marvelous holiday season.

***Fin***

Final grades due: Friday 12/22

Grades available online: Wednesday 12/27