

# Three Rivers Community College

## English 101S- Composition

**Instructor: Marie Baguchinsky**

**Class Meets: Monday, Wednesday 9:30-12:15 In Room #**

**Office Hours: Monday, Wednesday by appointment**

**Email: [mbaguchinsky@trcc.commnet.edu](mailto:mbaguchinsky@trcc.commnet.edu)**

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### **Required Text:**

- 1) The Three Rivers Reader. Pearson, 2016. Print.

### **Optional Text**

Faigley, Lester. The Brief Penguin Handbook. Online Edition.

### **ENG 101S Course Description:**

ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The 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.

### **Major Assignments:**

#### **Paper 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.

#### **Paper 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.

#### **Paper 3: Synthesis with Research Assignment –**

Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

#### **Paper 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**

Your Reader's Journal is an academic journal in which you respond to a series of readings from our textbook in both short answer and essay format. Journal entries are assigned regularly, and are due on the dates listed on the course calendar. At times, I will check off that your homework is completed, and this will factor into your class participation grade. Journal entries will be submitted as part of the Midterm grade. You are expected to have typed, polished entries for submission for your Midterm.

#### **Assignments**

All assignments are due at the beginning of class. I do not accept emailed assignments. Presentations and Oral report dates are final. Missed presentations must be made up in order to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

#### **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.

#### **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.

## Digication Learning Portfolio Requirements

Through this electronic tool, you will have the opportunity to monitor your own growth in collegewide 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!

## 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.

## 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 Disability Service Provider (DSP).

### TRCC Disabilities- Service Provider

Marc Liscum-Service Provider (860) 215-9265 Room A113	<ul style="list-style-type: none"><li>• Mental Health Disabilities</li><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<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, the accommodation take affect when the instructor receives the paperwork from a student- accommodation cannot be provided retroactively.**

Grading Policy: The final grade will be a letter grade, A - F. Grading is based on:

**Attendance and Academic Participation**

(see next page f.....10%

Includes:

- Reading Journals
- 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
- Assignments, Tests, Quizzes

<b>Paper #1 Critical Analysis Essay</b>	<b>15%</b>
<b>Paper #2 Synthesis Essay Assignment</b>	<b>20%</b>
<b>Paper #3 First Researched Essay Assignment</b>	<b>25%</b>
<b>Paper #4 Final Research Project Assignment</b>	<b>30%</b>

<b>Percentage Points</b>	<b>Letter Grade</b>	<b>GPA</b>
<b>93–100</b>	<b>A</b>	<b>4.0</b>
<b>90-92</b>	<b>A-</b>	<b>3.7</b>
<b>87–89</b>	<b>B+</b>	<b>3.3</b>
<b>83–86</b>	<b>B</b>	<b>3.0</b>
<b>80–82</b>	<b>B-</b>	<b>2.7</b>
<b>77–79</b>	<b>C+</b>	<b>2.3</b>
<b>73–76</b>	<b>C</b>	<b>2.0</b>
<b>70–72</b>	<b>C-</b>	<b>1.7</b>
<b>67–69</b>	<b>D+</b>	<b>1.3</b>
<b>63–66</b>	<b>D</b>	<b>1.0</b>
<b>60–62</b>	<b>D-</b>	<b>0.7</b>
<b>0–59</b>	<b>F</b>	<b>0.0</b>

## Paper Revision Policy

The English Department strongly believes that meaningful revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe. Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers 1 and 2 are eligible for rewriting, as long as the Final Drafts of these essays are handed in on time and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any Final Drafts that are submitted late are NOT entitled to be submitted for a rewrite. After the student receives his or her grade on the Final Draft, the student has two weeks to submit a revised version of the draft. The student must work with a tutor, and must hand in the original Final Draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all the changes that the student made from the Final Draft to the rewrite draft.**

### **The Writing Center/TASC:**

**Room: C117 (next to the Library).**

**Phone: 860-215-9082**

**Email: [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu)**

### **Weather Cancellations:**

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu) or [www.threerivers.edu](http://www.threerivers.edu) (Announcement posted on main page).

**Sign up for MyCommNet Alert!** MyCommNet Alert is a system that sends text messages & 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 & 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)

Computer Labs Room E112 Open: Donald R Welter Library Hours 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.**

## **Learning Outcomes for ENG 101 Respond to Rhetorical Situations**

- 1) Adapt writing as audience and purpose requires
- 2) Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- 3) Reflect on and explain writing choices regarding audience and purpose Engage with and Use Authoritative Sources
- 4) 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)
- 5) Employ effective annotation skills to the reading of complex texts
- 6) Locate and evaluate sources appropriate to the rhetorical situation
- 7) Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- 8) Evaluate information in complex texts for accuracy, validity, and relevance, with attention to the type and purpose of source material
- 9) Demonstrate critical and evaluative reading comprehension
- 10) Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- 11) Respond to an argument in a complex text and synthesize perspectives in multiple texts
- 12) Integrate complex texts to fulfill the rhetorical purpose Craft Logical Arguments
- 13) Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- 14) Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- 15) 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**

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

## **Important Dates**

**Aug 29** Classes Begin

**Sept 04 Labor Day – No Classes**

**Sep 5-8** Welcome Week

**Sep 11** Last Day to Drop Classes for Partial Tuition Refund

**Sep 18** Constitution Day observed (**classes in session**)

**Nov 22-College Open-No Classes**

**Nov 23-27 Thanksgiving Recess–No Classes**

**Dec 11** Last Day to Withdraw from Classes

**Dec 18** Last Day of Classes

**Dec 22** Final Grades Due

**Dec 27** Grades available on web

**\*Up to Dec 11th, students may officially withdraw from the class at the Registrar’s Office (A-115). Any student who does not officially withdraw and does not attend classes will receive an “F” for the course.**

## **ENG 101S Composition TENTATIVE Schedule Fall 2017**

### **Module 1 – Close Reading, Critical Analysis, and Entering the Conversation**

#### **Week 1-Wednesday, August 30<sup>th</sup>: Diagnostic Thesis**

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**Discuss syllabus • learning outcomes • overview of course • text • Online/internet resources and requirements : Blackboard, Digication, required online reading material) • Getting to Know You: Class Introductions/Groups •**

Discuss “Time Management” • “How to Email Your Professor” • “Fun with Formatting Papers” • In-class reading and writing task.

Discussion: critical reading and summarizing; rhetoric and academic writing.

**Reading Due:** Read Introduction to text

**Writing Due:** In-class writing

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**Wk.2 Mon. Sept. 4<sup>th</sup> NO SCHOOL- LABOR DAY**

**Wk. 2- Wed., Sept. 6<sup>th</sup>: Reading Discussion in groups**

**Readings Due: Reading #1**

**Writing Due: Journal Responses #1**

**Discuss Reading #1 in groups**

Discussion: close reading of texts

Discuss and practice annotating and summarizing texts

Ice breakers if needed

**Wk. 3- Mon., Sep.11<sup>th</sup>: Begin discussion of Readings #2 and #3**

**Reading Due: Readings #2 and #3**

**Writing Due: Journal Responses # 2 and #3**

**Summary Due:** Write a **summary** of either Readings #2 or #3; your summary should be about one-half to one page long, and it must be typed and double-spaced.

**Wk. 3: Wed., Sept. 13<sup>th</sup>: Continue discussion of readings**

Handout and Discuss

**Essay Assignment #1 – Close Reading Analysis (Make tutoring appointments)**

Introduction to rhetorical concepts (audience, purpose, occasion/ethos, logos, pathos)



**Wk. 4: Mon. Sept. 18th: Continue discussion of readings and prepare for draft workshop**

**Discussion: The writing process – product vs. process, invention strategies, writing**

**as a recursive process**

**Wk.4 Wed. Sept. 20th: □ Draft workshop with Essay #1**

**Writing Due: First Draft Essay #1 Due (bring 2 copies to class)**

**Wk.5 Mon. Sept. 25th: Discussion: formal requirements for essays; establishing a working argument/thesis;**

**Discussion: paraphrasing, quoting and citing strategies**

**Wk.5: Wed.Sept.27th □ Final Revision Essay #1 Due**

**Reading Due: Reading #4**

**Summary Due: Write a summary of the essay**

**Journal Response Due:**

**Final Revision Essay #1 Due**

**Begin discussion of Reading #4**

**Wk.6: Mon. October 2nd: Discussion: Writing as a social process and discourse communities**

**Analyzing and Synthesizing the Ideas of Others**

**Handout and Discuss Essay Assignment #2 – Synthesis of Texts**

**(Make tutoring appointments)**

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## **Module 2 – Establishing Your Writer's Presence**

**Wk. 6 Wed. Oct.4th: □ Draft workshop with Essay #2**

**Writing Due: First Draft Essay #2 Due (bring 2 copies to class)**

**Discussion: Providing context for the reader**

**Discussion: Including a Works Cited page**

**Wk. 7 Mon. Oct. 9: Reading Due: Reading #5**

**Summary Due: Write a summary of the essay**

**Journal Response Due:**

**Begin discussion of Reading #5**

**Wk.7 Wed. Oct. 11: □ Final Revision Essay #2 Due**

**Writing Due: Second Draft Essay #2 Due (bring 2 copies to class)**

**Discussion: transitions/coherence strategies/paragraph focus and essay organization**

**Discussion: The writer's voice**

**Wk. 8 Mon. Oct. 16: Handout and Discuss Essay Assignment #3 – Mini-Research Project**

**Discussion: Primary and Secondary Sources**

**Determining suitability, reliability, credibility of sources**

**Editing vs. Revision**

**Wk.8 Wed.Oct.18: Writing Workshop**

**Wk.9 Mon. Oct23: Discuss Essay Assignment #4 – Final Research Project**

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## **Module 3 – Exploring the Conversation: Inquiry and Research**

**Wk. 9 Wed. Oct.25: Library Research Orientation – Meet in Library 2nd floor TENTATIVE!**

**Wk.10 Mon. Oct. 30: Workshop. First Draft Essay #3 Due**

**Reading Due: Reading #6**

**Journal Response Due:**

**First draft of Essay #3 Due**

**Begin discussion of Reading #6**

**□ First Draft workshop with Essay #3 – Bring 1 copy of your draft paper**

**Discussion: Identifying problems or issues**

**Wk.10 Wed. Nov.1: □ Second Draft workshop with Essay #3**

**Discussion: Formulating good questions**

**Wk.11 Mon. Nov. 6: □ Third Draft Workshop with Essay #3**

**Discussion: Considering the Rhetorical Situation – audience and purpose**

**Wk.11 Wed. Nov. 8: □ Final Revision Essay #3 Due**

**Reading Due: Reading #7**

**Journal Response Due:**

**Begin discussion of Reading #7**

**Wk.12 Mon. Nov. 13: Handout and Discuss Essay Assignment #4 – Final Research Project**

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## **Module 4 – Writing Towards Discovery: Research and the Power of Questions**

**Wk.12 Wed. Nov. 15: In-class Workshop – Discuss Final Portfolio**

**Wk.13 Mon. Nov 20: □ First Draft workshop with Essay #4 –  
Bring 2 copies of your draft paper for peer review**

**Wk. 13- Wed. Nov. 22<sup>nd</sup> NO CLASS**

**Wk. 14 Mon. Nov. 27 Writing Workshop**

**Wk.14 Wed. Nov. 29: □ Second Draft workshop with Essay #4 –  
Due: 2 copies of your draft paper for peer review**

**Wk.15- Mon. Dec.4: Writing Workshop**

**Wk.15- Wed. Dec. 6: Portfolio Peer Review Workshop**

**Wk.16- Mon. Dec. 11: □ Third Draft Workshop with Essay #4**

**Wk.16-Wed. Dec.13: □ Final Revision Essay #4 Due for Research Presentations  
Bring FINAL Revision of Research Essay**

**Wk. Mon.Dec.18: Final Portfolios DUE, NO EXCEPTIONS!**