

# Composition ENG 101

Professor Janet Hagen

***"When something can be read without effort, great effort has gone into its writing."***

*-Enrique Jardiel Poncela*

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## 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.

Recommended placement in ENG\* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts and/or instructor/advisor suggestions. Students may also self-place into ENG\* K101S. A grade of "C" or higher must be achieved to successfully complete ENG\* K101S.

## Required Material

- *The Three Rivers Reader*
- Brief Penguin Handbook Premium Web (Access Code)

## Recommended

- STAPLER
- Three-ring binder to keep everything organized and together

## Learning Outcomes

*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

#### **Grade Breakdowns**

Essay One	15%
Essay Two	20%
Essay Three	20%
Essay Four	25% (research)
Annotated Bibliography	5%
Class participation: attendance, class activities, writing workshops, and quizzes 15%	

#### **Formal Papers, Drafts, Revisions, Annotated Bibliography and Research Paper (85%):**

You will complete several essays and an annotated bibliography. The due dates are highlighted in the course calendar and all writing must follow the format outlined below. **Assignments that are not properly formatted will be returned without a grade and/or will have a grade reduction.**

#### **Class participation: class activities, writing workshops, quizzes, attendance (15%):**

Attendance *and* participation are important factors in your final grade. Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we will be working on throughout the semester: citing appropriate sources, demonstrating critical thinking, synthesizing information, and making connections. Expect "pop" quizzes on the readings. *All work assigned in class, including quizzes, may not be made up.*

#### **Attendance:**

**Attendance:** In order for the class to be successful it is important that you attend regularly. **If you must miss class, please remember that you will still be held accountable for the**

**material covered in class and all assignments that are due that day.** (An excused absent includes, for example, illness and/or injury and requires written verification.) Extended unexcused absences will affect your grade negatively. (Each time you miss class you will receive a zero for participation.)

**Due dates for assignments:**

All assignments *are due at the beginning of class* and ***I do not accept emailed assignments.*** If you know that you will not be able to attend class when an assignment is due, please make arrangements to turn it in **before class** on the due date. (Homework assignments will be checked off at the beginning of class and will be turned in and graded when you turn your essays in.)

*\*\*Keep in mind, too, that for work to be counted as on time, it must be completed by the beginning of class. (If you run into class 20 minutes late, for example, the work will still be considered late, so don't wait until the last minute to use the printers.)*

**Due dates for essays:**

Essays are due at the *beginning* of class. No exceptions.

**Digication:** All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

**Being late:** Coming into class late is **disruptive and it will affect your grade negatively, as well as getting up to leave the class at any time.** \*The door will be locked. (You will be getting a break.)

**Turn off any electronic devices not associated with the class** and put all phones away in your backpacks, etc. (You will be able to check your cell phone during the break.) If I should catch you texting, I will consider that as not paying attention in class, being rude by ignoring what others are saying, and not participating, and so therefore you will earn a zero for that day.

*\*Keep in mind, too, that if you want your professors to respect you as a student, you need to demonstrate that you are interested in learning and are respectful of their time.*

**Using the computer:** When we are in the computer lab, if you play games or do other things not academically related, like check your email, you will be considered absent.

**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. \*See attached contract. (SafeAssign will be used. Explanations to follow.)

**Support services:**

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.

**TRCC Disabilities Service Providers**

Counseling & Advising Office  
Room A-119 – (860) 215-9265

*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.*

**Title IX**

Title IX of the Education Amendments of 1972 that prohibits sex-based discrimination of any kind in the educational programs or activities of federally-financed institutions, which includes Three Rivers Community College.

Three Rivers Community College will not tolerate any form of sex-based discrimination or sexual misconduct, [which includes, but is not limited to, sexual harassment, intimate partner violence \(domestic violence, dating partner violence\), stalking, and sexual assault.](#)

**How to Report an Incident**

There is no time limit for reporting sexual misconduct. At any time, you may report an incident of sexual misconduct by contacting the Dean of Students or the College's Title IX Coordinator. For a detailed breakdown of the Title IX Coordinator's services, please visit the [Title IX Coordinator page](#) off of TRCC's homepage.

**On campus contacts**

**Edward Derr**  
**Title IX Coordinator**  
Three Rivers Community College  
574 New London Turnpike  
Norwich, CT 06360  
Room A-116, (860) 215-9255  
[Ederr@trcc.commnet.edu](mailto:Ederr@trcc.commnet.edu)

**Christine Languth**  
**Director of Student Success**  
Three Rivers Community College  
574 New London Turnpike,  
Norwich, CT 06360  
Room A-128, (860) 215-9260  
[Clanguth@trcc.commnet.edu](mailto:Clanguth@trcc.commnet.edu)

**Local Confidential Counseling Resources*****Sexual Assault Crisis Center of Eastern Connecticut***

**New London Office**, 78 Howard Street, 2nd Floor, New London, CT 06320, Office: 860-442-0604 - Hotline: 860-437-7766 or Toll Free (888) 999-5545 <http://www.saccec.org/>

## Formatting your Papers:

### ALL PAPERS MUST BE TYPED

- All papers should be on white paper, printed, 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, due date (all in double space).
- The body of your essay is double-spaced.
- 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.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together 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.

**Page requirements:** Assignments that are shorter than the minimum length requirement will suffer significantly in grade (if they pass). “Five pages” means five **full** pages. \*Extra spaces between lines, paragraphs, and/or margins will affect your grade negatively.

### Other important things to know:

“My computer crashed”. “My printer ran out of ink”. “I left the assignment on my desk.” “I could not access Blackboard.” “Printers aren’t working in the lab.” **are not valid excuses for late papers. PLAN AHEAD.**

**Save Your Work:** It is always a good idea to *save your work* to a disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox*, *Sugarsync* or *Google Drive*. PLAN AHEAD.

### **Email Policy and Communication:**

Please note that I will answer all emails within 24-48 hours (except for weekends). Please be mindful that any written communication with me should be professional and regarded as formal communication that follows standard written English conventions. (In other words, **know your audience**. No “hi ya” or “hi prof. i have a question.”) Don’t wait until the last minute if you have a question, and don’t expect an answer right away if you email me at 2 a.m.

**Tutoring:** Three Rivers has an excellent writing center located next to the library, C117. Receiving help through email is also available. Include your name, student ID, and a brief explanation of the assignment and send your work as an attachment to [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu). (Because of the large amount of students receiving assistance, I recommend that you set up an appointment ahead of time; if you submit your essay via email, expect a 24-48 hours turnaround time.)

**Class cancellations:** If class is cancelled, a notice will be posted outside the door. I will also try to send you an email, so please make sure you have signed up for a TRCC email account. School cancellations due to bad weather will be posted on the TRCC homepage and also recorded on the school's main phone number: (860) 215- 9000. To receive a text message of

closings and emergencies, sign into your Commnet account and register for alerts in [myCommNet Alert](#).

**Bad weather and class cancellations:** On stormy days, call the school or listen to the news to see if school is cancelled. If I have to cancel class due to inclement weather or other reasons, I will attempt to email you before class using your school email address. There will also be a sign posted on the door.

The best way to be identified of any emergencies on campus or school closings is to sign up for MyCommNet ALERT. Open up your commnet account and look in the middle lower part of the site. You will see this:

[myCommNet Alert](#)

- **Emergency notifications** to students, staff, and faculty
- Contact can be via text, cell/home phone, and email
- Click the link to keep your emergency contact information up-to-date. (Note: myCommNet Alert updates do not update personal information in Banner Self-Service.

***FINALLY – THE SYLLABUS COULD CHANGE AT ANY TIME AND IT IS YOUR JOB TO STAY CURRENT. FIND A FRIEND IN CLASS YOU CAN EMAIL.***

## ENG 101S Course Calendar – Spring 2017

### Week One

#### JANUARY

- 19 Introduction to the course

### Week Two

- 24 In-class writing; logging into *Pearson Online Handbook* (Make sure you have your code from the purchase of the electronic handbook.)
- 26 “Are Too Many People Going to College?” 239 – answer questions under Questions on Meaning (QM), page 255; “College Pressures” 257 – answer questions under Questions on Meaning (QM) page 266. Annotate both essays and if you don’t want to write in your book, make copies of the essays. *\*I will check off all assignments at the beginning of class-ALWAYS.*

### Week Three

- 31 “The Human Cost of an Illiterate Society” 268 - answer Questions on Meaning (QM) on 266. “School vs. Education” 292 - answer questions under QM, 295. Annotate both essays.

#### FEBRUARY

- 2 Writing process – just bring your ideas to class.

### Week Four

- 7 Writing workshop. Bring five typed copies of your essay.
- 9 **Essay One Due** with homework assignments. Attach everything together.

### Week Five

- 14 “Always On” 670 – answer questions under QM, page 678; “How Computers Change the Way We Think” –answer questions under QM, page 668. Annotate both essays.
- 16 “Filling the Mind in the Information Age” 644 - QM 646; “Virtual Sex, Lies and Cyberspace” – answer questions QM, page 643

### Week Six

- 21 Draft workshop on Essay #2
- 23 Peer Review: bring six typed copies of your essay.

### Week Seven

- 28 **Essay Two Due** with homework assignments. Attach everything together. “Why Don’t We Complain” 317 – answer questions under QM, page 324. Annotate.

#### MARCH

- 2 “Letter from Birmingham Jail” 326 – answer questions under QM, page 346

### Week Eight

- 7 “White Privilege: Unpacking the Invisible Knapsack” – answer questions under QM, page 414; “Race Matters” 399 – answer questions under QM, page 406
- 9 Workshop on Essay Three

*Spring Break - March 13<sup>th</sup> – 17<sup>th</sup>*

**Week Nine**

- 21 Peer Review – bring five copies of your typed completed essay
- 23 “The Gender Blur” 616 – answer questions under QM, page 616. Annotate

**Week Ten**

- 28 **Essay Three Due:** with homework assignments. Attach everything together.  
“Femininity” 626 – answer questions under QM, 628; “Beauty” 629 – answer questions under QM, page 633
- 30 “Erotica and Pornography” 594 – QM; “Pornography” 585 – QM; “Why Are We Dressing Our Daughters Like This?” 601 - QM

*APRIL*

**Week Eleven**

- 4 Formulating good questions and finding a topic
- 6 Overview of library resources

**Week Twelve**

- 11 Complete finding sources – start annotated bibliography
- 13 Put together outline – citing secondary sources

**Week Thirteen**

- 18 Workshop
- 20 Annotated Bibliography and Outline Due.

**Week Fourteen**

- 25 Workshop
- 27 Workshop

*MAY*

**Week Fifteen**

- 2 Peer Review – bring six copies of your final essay
- 4 No class – study day

**Week Sixteen**

- 9 Last day of class – **FINAL ESSAY DUE**

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*The syllabus may change at any time and it is your responsibility to stay informed. I recommend you find someone in class you can contact if you have to miss class.*