

English 101- Composition

Instructor: Jon Brammer

Office Hours: M-F by appointment

Office:

Phone:

TASC offices (C-117D)

(860) 215-9214

E-mail: jbrammer@trcc.commnet.edu

Instructor's description for English 101:

English 101 is a composition course designed to enable students to become proficient in complex writing skills and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply basic concepts of argument and persuasive writing, and how to analyze material in a critical and objective fashion. Sources for writing will be introduced through text, images, interviews, and any other appropriate media. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and abstract material to produce coherent, thoughtful writings and discussions. Opportunities to incorporate experiential evidence and primary research will also be introduced. Writing assignments will vary in length, but will include numerous short, in-class writings and four longer essays. The TRCC course catalog description for English 101 available here: <http://catalog.threerivers.edu/content.php?catoid=2&navoid=64>

Learning outcomes:

English 101 is designed to build specific skills and abilities. Upon successfully completing English 101, you should be able to comfortably navigate academic writing tasks:

Read and think critically- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing; demonstrate the ability to read and understand academic writing with differing points of view and be able to recognize and analyze the merits of each position; evaluate the accuracy and validity of a specific perspective or argument; understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit; demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery; develop your own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing; evaluate sources for accuracy, validity, and academic relevance; use information to support and develop their assertions through paraphrasing, quoting, and summarizing; cite sources using MLA citation style; learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills- develop and use broadened reading and speaking vocabularies; use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus; utilize word processing programs, including proofreading software, in the writing process; produce documents according to MLA formatting conventions; employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English; collaborate with others in developing points of views and analyzing writing; employ

effective annotation skills; use writing and reading for inquiry, learning, thinking, and communicating in a college setting; formulate appropriate questions and hypotheses

Required items/texts:

Emerging: Contemporary Readings for Writers (most recent edition), by Barclay Barrios
MS Word 2010 or newer (you must be able to save/send/receive your documents in .docx format or another common file type like .odt or .rtf)

Grading:

The grading for this course is based on evaluation in the five categories below. The point total possible for the class is 1000, so your final point total will be used to generate a grade percentage based on that number. All the categories of assessment will be explained in detail during the course.

Researched essays (4- 100 points each) -----	400	points
Discussion board postings -----	320	points
Peer editing groups -----	200	points
Course reflection assignment -----	80	points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). At any time during the course, you should be able to accurately calculate your standing by adding the points you have received on graded material and dividing it by the number of points possible.

A=	900-1000 points
B=	800-899 points
C=	700-799 points
D=	600-699 points
F=	below 600 points

Due dates:

Peer review process- It is very important to keep up with the course syllabus when it comes to peer review for essays. All commentary will be delivered via Blackboard, so you will be able to review the work of others in the course on your own schedule.

Essay assignments- Due dates for essay assignments are also not generally flexible. Late papers will *not* be accepted unless a student is experiencing/has experienced a personal tragedy, emergency, or some other *extreme* situation. In such cases, try to speak to me privately as soon as possible.

Writing papers:

Submitting papers- All out of class essay assignments should be submitted electronically via the Blackboard platform. We will be covering how to do that in the first weeks of the course.

MLA format- All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions. Learning this format well is one of the key goals of the course, so we will start gradually and build new components in every couple of weeks. By the end of the course, you should be very comfortable with the

format. This is probably one of the best writing resources available online and will tell you everything you need to know about MLA format:

The Purdue Online Writing Lab (OWL):
University of North Carolina:

<http://owl.english.purdue.edu/>
<http://www2.lib.unc.edu/instruct/citations/>

Returned Papers- Generally, all graded copies of papers will be returned within a week after the due date. Sometimes, that will not be possible, so please be patient. Returned papers will have comments inserted using MS Word “reviewing” toolbar conventions.

Computers- Try to get into the habit of using a desktop, laptop, or tablet when you initially compose your work and save to a separate digital storage device regularly. It will make revisions much more convenient. All papers should be proofed thoroughly *by a human!* Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the writing tutors in the Writing Center by making a face-to-face appointment by calling (860) 215-9082 or submitting a paper via e-mail at TRWritingCenter@trcc.commnet.edu

General policies:

Plagiarism- Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. *Conscious plagiarism is an unacceptable academic behavior that will result in a “0” for the plagiarized assignment, with no re-write possibilities. Any repeat offense will result in a failing grade in the course.* Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis. To review definitions of plagiarism and strategies of how to avoid it, I recommend this resource: *Purdue OWL Plagiarism Tutorial:* <https://owl.english.purdue.edu/owl/resource/589/01/>

Digication- All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Withdrawal policy- A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. No punitive “W” grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. 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.

Students with disabilities- If you have a hidden or visible disability that may require special accommodations in an online course, please see me as soon as possible. If you have a question regarding a disability that may affect your progress in this course, please contact one of the college’s Disability Service Providers as soon as possible. Chris Scarborough (860-215-9289/Room A-119D) generally works with students who have learning disabilities, attention deficit disorder (ADD/ADHD), or Asperger’s syndrome. Matt Liscum (860-215-9265/Room A-124) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

ENG 101- reading and assignment schedule- spring 2016

Module One

Week 1- 1/21- 1/24

- Introduction to the course: course ground rules
- Adler- *How to Mark a Book* (in class and on Blackboard)

Week 2- 1/25 and 1/28

- Samuel- "*Plug in Better*": *A Manifesto* (e-copy to be distributed and on Blackboard)
- Building blocks for essay #1; designing questions and building a thesis
- Restak- *Attention Deficit: The Brain Syndrome of Our Era*
- **Post questions and thesis ideas to Blackboard**

Week 3- 2/2 and 2/4

- Recognizing claims; making connections and adding supports
- Dunckley- *Screen time is making our kids moody* (e-copy to be distributed and on Blackboard)
- MLA bits and pieces for essay #1
- Drafting and peer review guidelines
- **Post draft to Blackboard for review**

Week 4- 2/9 and 2/11

- Proofing practice
- McCulla- *The power of intention* (YouTube video)
- Checklist for final draft
- **Submit final draft via Blackboard**

Module Two

Week 1- 2/16 and 2/18

- Essay #1- reflection on process
- Duhigg and Barbaoza- *In China, the Human Costs Are Built Into an iPad* (e-copy to be distributed and on Blackboard)
- Friedman- *The Dell Theory of Conflict Prevention*

Week 2- 2/23 and 2/25

- Building blocks for essay #2; designing questions and angles; more MLA
- Ehrenreich- *Serving in Florida* (e-copy to be distributed and on Blackboard)
- Leonard- *The Story of Stuff* (YouTube video and discussion)
- **Post questions and thesis ideas to Blackboard**

Week 3- 3/1 and 3/3

- Recognizing warrants and conflicting supports
- Fowles- *Advertising's Fifteen Basic Appeals* (e-copy to be distributed and on Blackboard)
- Introducing different kinds of support- mixed media and interviews
- Research and share work- search and destroy mission!
- **Post draft to Blackboard for review**

Week 4- 3/8 and 3/10

- Incorporating primary research
- Observation exercises

- Eighner- *Dumpster Diving* (e-copy to be distributed and on Blackboard)
- Checklist for final draft
- **Submit final draft via Blackboard**

Module Three

Week 1- 3/15 and 3/17

- Essay #2- reflection on process
- Dickinson- *The Future of Food*
- Food labels and what they tell us
- Schlosser- *Food Product Design* (e-copy to be distributed and on Blackboard)

Week 2- 3/22 and 3/24

- No class meetings- spring break

Week 3- 3/29 and 3/31

- Building blocks for essay #3; designing questions and angles; MLA review
- E-prime language
- Pollan- *The Omnivore's Dilemma: Practicing Complexity*
- Herzog- *Animals Like Us*
- **Post questions and thesis ideas to Blackboard**

Week 4- 4/5 and 4/7

- Documentary viewing and response
- More multimedia for support-MLA
- Hodgman- *No Wonder They Call me a Bitch* (e-copy to be distributed and on Blackboard)
- **Post draft to Blackboard for review**

Week 5- 4/12 and 4/14

- Conducting primary research
- Free writing day for essay #3
- Checklist for final draft
- **Submit final draft via Blackboard**

Module Four

Week 1- 4/19 and 4/21

- Essay #3- reflection on process
- Sheehy- *Predictable Crises of Adulthood* (e-copy to be distributed and on Blackboard)
- Documentary viewing and response

Week 2- 4/26 and 4/28

- Building blocks for essay #4; designing questions and angles
- Zinsser- *College Pressures* (e-copy to be distributed and on Blackboard)
- Nathan- *Community and Diversity*
- **Post questions and thesis ideas to Blackboard**

Week 3- 5/3 and 5/6

- Documentary viewing and response
- Kasser- *High Price of Materialism* (e-copy to be distributed and on Blackboard)
- Individual meetings for essay #4

- **Post draft to Blackboard for review**

Week 4- 5/10 and 5/12

- Free writing day for essay #4
- Checklist for final draft
- **Submit final draft via Blackboard**
- **Reflection paper due by the end of the week**

Any/all remaining work must be submitted by 3pm on Friday, 5/13/2016 to be considered in final grade calculations.