

English 101 - College Composition SP 2015 (CRN 10711)
Tuesday, 6:30-9:15 p.m., Room D206
Christine Hammond, Professor
Office Hours: Wednesday 5:00-6:00 p.m. or by appointment, Room D205E
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Course Overview

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 of research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assignments.

In this course students develop the skills necessary to compose a fully developed critical essay with unity, coherence and clarity. These skills are detailed in the course outcomes listed below. In this course students read, think, and talk about writing. But most of all, they write—in class, outside of class, in small collaborative groups, and together as a whole class.

Reading stimulates the writing process; therefore, students will read challenging essays, think critically about the issues discussed, and write responses to these readings.

Other, more formal writing assignments,—essays— are a fundamental element of the course. During the process of developing their essays, students will conduct research and analysis, and incorporate that research into essays addressing the major themes covered during the course and/or in the readings.

Required Text: *Emerging: Contemporary Readings for Writers, 2nd Edition* by Barclay Barrios

Required Supplies:

A college- level dictionary
Four folders with pockets
A three-ring binder with dividers (at least five)
A USB flash drive for backing up your work
A mini stapler
A planner with calendar
Smaller binder for Final Portfolio

This course is an indispensable one, and demanding, requiring a multiple of hours more study and homework OUTSIDE of class for every single hour spent in the classroom.

Course Outcomes

Upon successful completion of this course, 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-writing situations
- Cite varied sources in MLA citation style

Approved CCET Steering Committee, July 21, 2013

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 Educational 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 leaning opportunities. If desired, students will have the option to create multiple portfolios.

Assignments

Reading Journal

Your Reader's Journal is an academic journal in which you respond to a series of readings from your textbook in both short answer and essay format. Your instructor will check off that your homework is completed, and this will factor into your class participation grade. Then, you will have until the mid-term to type and revise your journal entries for submission.

In the weeks following mid-term you will be assigned additional journal entries. All of your journals, for the entire semester, must be typed and handed in with your Final Portfolio. It is important that you schedule time to work with a tutor on your Reader's Journals (and other writing assignments) throughout the semester. You are expected to have typed, polished entries for submission for your Final Portfolio.

Paper 1: Critical Reading Analysis

Students will write a 2-4 page essay that provides a close reading and analysis of a text. A critical analysis examines a text and provides deeper insight into the material. Often, we read material to extract relevant information, but reading critically is a more complex process. To analyze means to show the relationship of the parts of a text being examined and how those relationships reveal meaning. The purpose of a critical analysis is not merely to inform but also to evaluate the significance, unity, quality, merit, truth, validity, beauty, or goodness of a text.

Paper 2: Synthesis Essay

Students will write a 4-5 page essay that makes insightful connections between two texts from *Emerging*. Charles Bazerman explains this process—synthesis— in his book, *The Informed Writer: Using Sources in the Disciplines*:

If you read only one book [or 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... (139).

Bazerman, Charles. *The Informed Writer: Using Sources In the Disciplines*. The WAC Clearinghouse. Fort Collins, CO. 2010. Available at <http://wac.colostate.edu/books/informed/writer/>

Paper 3: Annotated Bibliography

Early in the semester students will be asked to brainstorm possible topics for their final persuasive essay. Students will move from novices on their topic to critical thinkers on the subject through reflection, reading, and research. They will be guided in developing research strategies to a comprehensive understanding of the process, including interviewing, integrating media, and finding peer-reviewed scholarly articles.

For the Annotated Bibliography students will find a total of 5 valid sources, print, staple, and annotate each article fully. Then, they will draft paper 4, which will include MLA citations and academic paragraphs comprised of summary, analysis, and commentary for each source. Finally students will type a statement of how each source may or may not assist them in drafting Paper 4, the Argumentative Research Essay.

Paper 4: Argumentative Research Essay

This culminating writing assignment will demonstrate the student's growth from a novice thinker on their chosen topic to a critical thinker on the complexity of the issue using the research materials from the Annotated Bibliography (Paper 4). The goal of this writing assignment is a cogent and effective, well-researched, carefully developed, reasonably supported persuasive text on the chosen topic. This final paper is a 7+ page, thesis-driven essay integrating multiple types of source materials and including appropriate in-text citations and a works cited page. An academic formal outline must accompany the final draft.

Final Portfolio

Retain all of your course material, and remain organized throughout the term in order to prepare your Final Portfolio. Keep track of your pre-writing and all drafts.

The Final Portfolio will include a binder with tabbed sections.

Tab 1 Cover Letter

- Tab 2 Self-Evaluation
- Tab 3 Pre-Writing and Drafts for Essays 1, 2 and 3
- Tab 4 Pre-Writing, research materials and Drafts for Essay 4
- Tab 5 Final Typed Drafts of Reader's Journals for entire semester

Grading

Grading is based on the following elements:

Academic Participation	10%
Includes:	
Reading Journals	
Participation in class discussions	
Small and large group work	
In-class reading and writing	
Coming to class prepared (doing reading/writing on time)	
Demonstrates knowledge and critical thinking skills	
Paper 1: Critical Reading Analysis Essay	15%
Paper 2: Synthesis Essay	15%
Paper 3: Annotated Bibliography	20%
Paper 4: Argumentative Research Essay	30%
Final Portfolio	10%

Late papers lose one letter grade for each class that they are late.

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.

Plagiarism - is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person, Plagiarism includes copying, buying, borrowing stealing, or otherwise obtaining and using another person's work as if it was your own.

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 offense. Consequences for plagiarism can range from failing the assignment to failing the course.

Additional Information

Formatting your Papers:

- All papers should be typed on white paper, printed out, spell-checked for typos and other errors
- Last minute found errors may be corrected in black pen
- Use 12-point Times New Roman font and left-justified, one-inch margins
- On first page, in the upper left hand corner place your name, course title, my name, and due date (all in double space)
- Title appears two spaces down, centered on the page, using same font and type size
- The body of essays are double-spaced
- Number pages, beginning on page one, in upper right corner
- Staple essay pages in upper left hand corner
- No title page
- Use MLA citation to document sources

Email Policy and Communication:

I encourage you to communicate with me via email; however, please be mindful that any written academic communication should be professional and regarded as a formal communication that follows standard written English conventions.

I check my e-mail Monday through Friday between 9:00 a.m. and 6:00 p.m. and usually on Sunday night. You can expect a reply from me within 24 hours. I will answer a question regarding the requirements for assignments **up to 24 hours** before an assignment is due. This means you must have read the assignment and started writing before that time in case you have questions.

College Withdrawal Policy:

Until May 11, 2015, a student may officially withdraw from the course for any reason. The instructor's signature is not needed, but **the student must officially** withdraw through the Registrar's Office to minimize academic penalty.

N Grade Policy:

The N grade is assigned when there is no basis for a grade. This applies to students who never came to class or did not attend long enough to be graded. The N grade is used to distinguish between failures (F), withdrawals (W), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60% point. Like withdrawals, the N grade is not included in a GPA, but counts as a non-completed course.

The Writing Center:

Located in Room C117 (next to the Library)

Phone: 860-215-9082

Email: TRWritingcenter@trcc.comnet.edu

Visit often; become a regular!

Computer Labs:

Room E112

Hours: Mon.-Thur. 9:00 a.m. - 9:00 p.m.

Fri 9:00 a.m.-6:00 p.m.

Sat 9:00 a.m. - 2:00 p.m.

The Library has computers for student use during library hours, including laptops that you may borrow.

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 have provided your instructor with written authorization from a DSP.

TRCC Disabilities Service Providers
Counseling & Advising Office, Room A-119

Schedule of Assignments

Week 1 - January 28, 2015

Course Overview
Introductions
Writing Assessment

Week 2 - February 4, 2015

Reading: Introduction to *Emerging*, pp. 1-24
Writing: Response to Sample Student Paper. Agree? Disagree? Both? Why?
Writing Workshop - Developing Topics for Argument - "What Matters?"

Week 3 - February 11, 2015

Reading: "Small Change" by Malcolm Gladwell, pp. 230-238
Writing: Response to CR Questions 1, 2 and 3, p. 230 *and* Exploring Context Question 1, p. 239
Introduction of Essay 1 - Analysis

Week 4 - February 18, 2015

Reading: "Who Is This Man and Why Is He Screaming?" by Rachel Kadish, pp. 255-263
Writing: CR Questions 1, 2 and 3, p. 255-56

Week 5 - February 25, 2015

Writing: **Draft of Essay 1 Due**; bring original and 3 copies to class
Writing Workshop: Introduction to Peer Review

Week 6 - March 4, 2015

Reading: "What Do We Deserve?" by Namit Arora p. 86-91
Writing: CR Questions 1, 2 and 3, p. 86

Week 7 - March 11, 2015

Final of Essay 1 Due
Introduction of Essay 2 - Synthesis

Week 8 - March 18, 2015 - SPRING BREAK, CLASSES NOT IN SESSION

Reading: "Faith and Diplomacy" by Madeline Albright, pp. 34-42
Writing: Response to CR Questions 1 and 2 on p. 34

Week 9 - March 25, 2015

Draft of Essay 2 Due - original and 3 copies for peer review
Writing Workshop: Annotated Bibliography

Week 10 - April 1, 2015

Reading: "The Dell Theory of Conflict Prevention" by Thomas Friedman, pop. 165-181

Writing: CR Questions 1, 2 and 3, p. 165-66

Week 11 - April 8, 2015**Final of Essay 2 Due**

Writing Workshop: Review Sources

Week 12 - April 15, 2015

Veteran's Day Observed - Classes Not in Session

Writing: Response to question 3, p. 183 (Friedman)

Week 13 - April 22, 2015**Writing: Essay #3 - Annotated Bibliography Due**

Writing Workshop: Organization

Portfolio "Self-Evaluation"

Week 14 - April 29, 2015

Writing Workshop: Revision

Portfolio "Cover Letter"

Week 15 - May 6, 2015

Writing Workshop: Editing/Proofreading

Last Day of Classes - May 13, 2015

Final Portfolio Due and Final Essay Due

MAY 20, 2015 - PICK UP PORTFOLIOS, ROOM D-206, 6:30 P.M.