

English 101: Composition  
Section T4  
Three Rivers Community College  
Spring 2015

**Instructor:** Andrew Marvin

**Class Meets:** TR 4:00–5:15 PM in Room E223.

**Office Hours:** MW 5:00–6:00 PM and TR 2:00–4:00 PM in Room D209-D.

**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 during assigned readings.

### **Required Text**

Barrios, Barclay, ed. *Emerging: Contemporary Readings for Writers*. 2<sup>nd</sup> ed. Boston: Bedford/St.

Martin's, 2013. Print.

### **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 be comprised of your reactions to *specific quotes* in the texts. They will ensure that you do the readings and come to class with something to say. All responses should be one to two pages, handwritten, while adhering to MLA standards. Reading responses will be collected at the end of the class in which they are due. They may not be handed in at any other time. Reading responses do not receive formal grades. If your responses demonstrate careful thought and considerable effort, you will receive credit, which helps you. If they do not, you will not receive credit, which hinders you.

### In-Class Writings

Each week, we will compose short, in-class writings on topics that correspond to that week's reading. Students will present their raw, nascent work to the class to help further our understanding of the topic and get us up close and personal with the composition process. These writings should be considered more formal than your reading responses, but less formal than a typed paper. Like reading responses, in-class writings do not receive formal grades and cannot be made up if you are absent.

### Essays

You will write three formal essays this semester. The first essay will be three (3) pages, the second essay will be four (4) pages, and the third essay will be five (5) pages. Each will incorporate a number of sources. Writing is a recursive, iterative process, and as such we will be spending much of the class drafting and workshopping our papers 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." 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 must include a *minimum* of four secondary sources to support your argument. You must 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	10
In-Class Writings	10
Essay #1	15
Essay #2	18
Essay #3	21
Research Paper	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:

- Essays and papers are to be typed on white 8.5 x 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.
- Indent the first line of each paragraph one half-inch. Use the tab key or 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.
- After the due date, hit Enter, and type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title, and 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.

Use MLA citation to document sources. Parenthetical citations should contain the author's last name and page number and appear at the end of the sentence, as such:

The effectiveness 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:

Solo, Han. *A Good Blaster at Your Side*. Mos Eisley: Kenobi Publishing, 1977. Print.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook* by Lester Faigley, which is available in the bookstore. You might also look up the free Purdue OWL MLA Style & Formatting Guide online 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-T4: Essay #1

19 February 2015

Boulder Dash: The Growing Geological Concerns of South America

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## Works Cited

Last name, First name. "Blog post title." *Name of blog*. Name of institution/organization affiliated with the site. Web. Date of access.

Last name, First name. "Title of Article." *Title of Online Scholarly Journal* volume.issue (Date of publication). Date of access.

Last name, First name. *Title of Book*. City of publication: Publisher, year. Medium of publication.

Last name, First name. *Title of Book*. Ed. Editor's name. City of publication: Publisher, year. Medium of publication.

Last name, First name. "Title of Essay." *Title of Anthology*. Ed. Editor's name. City of publication: Publisher, year. Page range. Medium of publication.

Last name, First name. "Title of Article." *Title of Webpage*. Ed. Editor's name. Date of publication. Title of Website. Date of access.

Last name, First name or Username. "Title of Video." Online video clip. *YouTube*. Google, date of posting. Web. Date of access.

*Movie title*. Dir. Director's name. Perf. Actors' names. Film studio/distributor, year. Medium of publication.

## Class Policies

### Attendance

I do not expect we will 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, Facebooking, tweeting, etc. during class. Your grade will thank you.

### Late Assignments

There are none; no late papers or assignments will be accepted. All assignments are due to me in hard copy at the beginning of class. If you plan on being absent on the date an assignment is due, you are responsible for getting your work to me ahead of time. In-class assignments are due at the end of class and cannot be made up.

### 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.

Plagiarism is theft. Do not do it.

## TRCC Email

Email will be our primary method of communication throughout the semester. If you need to reach me, amarvin@threeivers.edu is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.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.

## Withdrawal

Monday, May 11 is the last day students may officially withdraw from classes at the Registrar's Office (A115, registrar@trcc.commnet.edu, 215-9919). Any student who does not attend class or complete all coursework without officially withdrawing will receive an *F* for the course.

## 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.

## 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 (DSP) as soon as possible. Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also, 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 Room A119	
Matt Liscum (860) 215-9265	Physical, sensory, medical, and mental health disabilities
Chris Scarborough (860) 215-9289	Learning disabilities, ADD/ADHD, and autism spectrum

## **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 email paper submission. 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 AM to 8 PM and Friday from 8 AM to 3 PM. It is closed on Saturdays and Sundays. 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 8 AM to 9:30 PM, Friday 8 AM to 8:30 PM, and Saturday 8 AM to 1:30 PM.

## **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 they have printed out 500 copies, they need to pay \$5.00 for each additional 100 pages.

## **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 didn't 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.

## **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.

## 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.

### Week 0

Tuesday 1/20: No class.

Thursday 1/22: Hello there. Diagnostic essay.

*For next class:* Ensure you have the required text. Get fired up.

### Week 1

Tuesday 1/27: Explanations and introductions.

*For next class:* Read Rachel Kadish's "Who Is This Man, and Why Is He Screaming?" (255–63). Write your first reading response.

Thursday 1/29: Discuss Kadish.

*For next class:* Review Kadish, and be prepared to write on Tuesday.

### Week 2

Tuesday 2/3: In-class writing and discussion.

*For next class:* Read and respond to Arwa Aburawa's "Veiled Threat: The Guerrilla Graffiti of Princess Hijab" (27–32).

Thursday 2/5: No class... Professional Day.

*For next class:* Ensure you've read and responded to Aburawa (27–32).

### Week 3

Tuesday 2/10: Discuss Aburawa. Explanation of Essay #1.

*For next class:* Review Aburawa, and be prepared to write on Thursday.

Thursday 2/12: In-class writing and discussion.

*For next class:* Have three (3) copies of your Essay #1 rough draft ready for Tuesday.

### Week 4: Workshop Week... Essay due Thursday!

**Tuesday 2/17: Essay #1 rough draft is due (3 copies!); workshop Essay #1.**

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

**Thursday 2/19: Essay #1 final draft is due; presentations.**

*For next class:* Read and respond to the online infographics on Student Bullying, Drinking & Driving, and Soul Mates.

**Week 5**

Tuesday 2/24: Discuss the online infographics on Student Bullying, Drinking & Driving, and Soul Mates.

*For next class:* Read and respond to Dan Savage’s “It Gets Better” and Urvashi Vaid’s “Action Makes It Better” (425–32).

Thursday 2/26: Discuss Savage and Vaid. In-class writing. Lessons from Essay #1.

*For next class:* Examine and respond to Steve Mumford’s “The Things They Carry” (297–304).

**Week 6**

Tuesday 3/3: Discuss Mumford. Explanation of Essay #2.

*For next class:* Review Mumford, and be prepared to write on Thursday.

Thursday 3/5: In-class writing and discussion.

*For next class:* Have three (3) copies of your Essay #2 rough draft ready for Tuesday.

**Week 7: Workshop Week... Essay due Thursday!**

**Tuesday 3/10: Essay #2 rough draft is due (3 copies!); workshop Essay #2.**

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

**Thursday 3/12: Essay #2 final draft is due; presentations.**

*For next class:* Read and respond to Richard Restak’s “Attention Deficit: The Brain Syndrome of our Era” (410–23).

**Week 8: Spring Break**

Tuesday 3/17: No class... Spring Break.

*For next class:* Have a great time.

Thursday 3/19: No class... Spring Break.

*For next class:* Ensure you’ve read and responded to Restak (410–23).

**Week 9**

Tuesday 3/24: Discuss Restak.

*For next class:* Review Restak, and be prepared to write on Thursday.

Thursday 3/26: Lessons from Essay #2. In-class writing and discussion.

*For next class:* Watch Kellee Santiago's presentation on video games as art. Read and respond to Roger Ebert's "Video Games Can Never Be Art." The article can be found on Roger Ebert's blog (<http://cl.ly/Wzgt>). Santiago's presentation is at the bottom of the page.

### **Week 10**

Tuesday 3/31: Discuss Santiago and Ebert.

*For next class:* Review Santiago and Ebert, and be prepared to write on Thursday.

Thursday 4/2: In-class writing and discussion.

*For next class:*

### **Week 11**

Tuesday 4/7: Explanation of Essay #3.

*For next class:* TBD.

Thursday 4/9: TBD.

*For next class:* Have three (3) copies of your Essay #3 rough draft ready for Tuesday.

### **Week 12: Workshop Week... Essay due Thursday!**

Tuesday 4/14: Essay #3 rough draft is due (3 copies!); workshop Essay #3.

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

Thursday 4/16: Essay #3 final draft is due; presentations.

*For next class:*

### **Week 13**

Tuesday 4/21: Explanation of Research Paper.

*For next class:* Begin thinking of a topic for your Research Paper.

Thursday 4/23: Lessons from Essay #3.

*For next class:* Be prepared! Have a topic ready to research on Tuesday.

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

Tuesday 4/28: Library time.

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

Thursday 4/30: Library time.

*For next class:* Have three (3) copies of your Research Paper rough draft ready for Tuesday.

**Week 15: Workshop Week**

**Tuesday 5/5: Research Paper rough draft is due (3 copies!); workshop Research Papers.**

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

Thursday 5/7: More workshopping; peer reviews.

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

**Week 16: Research Paper due Thursday!**

**Monday 5/11: Last day to withdraw!**

Tuesday 5/12: Final thoughts. Course evaluations. Mandatory attendance.

*For next class:* Polish your Research Paper, and prepare for submission by Thursday.

**Thursday 5/14: Research Paper is due.**

*For next class:* Have an awesome summer.