

English 101S: Composition with Embedded Support
Section T2
Three Rivers Community College
Spring 2016

Instructor: Andrew Marvin

Class Meets: MW 2:00–4:45 PM in Room D128/E218

Office Hours: MW 1:00–2:00 PM and TR 3:00–4:00 PM in Room C160

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Course Description

ENG* K101S 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. 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 through assigned writings.

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

Required Texts

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

Martin's, 2013. Print.

Faigley, Lester. *The Brief Penguin Handbook*. Online edition.

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 beginning 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. These responses also serve as a foundation for this class's academic work.

In-Class Writings

Throughout the semester, we will compose short in-class writings that correspond to our course topics and discussions. 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. Like reading responses, these in-class writings may be considered less formal than a typed paper. Also 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. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and rhetorical techniques. Writing is a recursive, iterative process, and as such we will be spending much of the class workshopping and revising drafts 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." Formal essays should be submitted in hard copy. 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 (8)	10
In-Class Writings (5)	10
Essay #1	15
Essay #2	18
Essay #3	21
Research Paper + Annotated Bibliography	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:

- Formal essays are to be typed on white 8.5 × 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—top, bottom, left, and right.
- Indent the first line of each paragraph one half-inch. Use the tab key or the 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.
- Below the due date, type your assignment’s original, unique, and punchy title (i.e. *not* “Essay 1”). Center your title. 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. “Word count” refers only to your original sentences. Nothing else.

Use **MLA style** to document sources. **Parenthetical citations** should contain the author’s last name and page number and appear at the end of the sentence, like this:

The efficacy 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, like this:

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*, the online version of which is required for this course. You might also look up the free Purdue OWL MLA Style & Formatting Guide 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 101S-T2: Essay #1

17 February 2016

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 Article." *Name of Website*. Version number. Name of institution/organization/sponsor/publisher, date of creation. Web. 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 Infographic." Infographic. *Title of Website*, Date of Publication. Web. 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, Instagramming, Snapchatting, etc. during class. Your grade will thank you.

Late Assignments

“Late” is defined as “after the class meeting in which the assignment is due.” Informal assignments (reading responses and in-class writings) *cannot* be submitted late. Formal assignments (typed essays) will be penalized *one (1) point for each day* they are late. Remember, your absence does not alter due dates. *You cannot pass the class without submitting all four major essay assignments.*

Email Submissions

I expect assignments to be submitted in hard copy. Emailed assignments will be penalized *one (1) point*. Printing your papers is not my responsibility, so emailed submissions will be graded using Track Changes in Microsoft Word. Therefore, assignments in any file format other than .doc/.docx will not be accepted.

Workshopping Days

Writing is a process, so we will be dedicating significant class time to workshopping our papers via peer review. While rough drafts are not formally graded, you are expected to participate in workshopping days by presenting your in-progress work to classmates for feedback. Doing so strengthens your ideas and your final draft, which is formally graded. *If you do not participate in workshopping days, either by absence or by not sharing your work, three (3) points will be deducted from your final draft.*

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. I will also report you to the Academic Dean, and the incident will go on record.

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@threerivers.edu is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu; log in with @student.comnet.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. If you need help, go to ThreeRivers.edu → Academics → Distance Learning → Resources for Students.

Withdrawal

Monday, May 9 is the last day students may officially withdraw from classes at the Registrar's Office (A115, registrar@trcc.comnet.edu, 215-9919). Withdrawal does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

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; see the chart below) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that *accommodations take effect when the instructor receives the paperwork from a student*. They will not be provided retroactively.

TRCC Disability Service Providers 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 emailed paper submissions. To contact the Writing Center, call (860) 215-9082, or email TRWritingCenter@trcc.comnet.edu.

Donald R. Welter Library

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 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 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays.

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

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.

Mandated Court Reporter

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus.

You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free, 24/7 counseling services, which can also connect you with legal or medical help.

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 1

Monday 1/25: Hello there. Diagnostic essay.

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

Wednesday 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.

Week 2

Monday 2/1: Discuss Kadish.

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

Wednesday 2/3: Discuss Aburawa. Explanation of Essay #1.

For next class: Begin brainstorming ideas for your first essay.

Week 3

Monday 2/8: In-Class Writing #1: Introductions.

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

Wednesday 2/10: Essay #1 rough draft is due (3 copies!); peer reviews; workshop Essay #1.

For next class: Continue working on your first essay.

Week 4

Monday 2/15: No class... Presidents' Day.

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

Wednesday 2/17: Essay #1 final draft is due; presentations.

For next class: Examine the online infographics on Student Bullying, Drinking & Driving, and Soul Mates (links sent via email). Write one response to at least one infographic.

Week 5

Monday 2/22: Discuss the online infographics on Student Bullying, Drinking & Driving, and Soul Mates.

For next class: Examine and respond to PostSecret’s “Portfolio of Postcards” (387–94). Preview Dan Savage’s “It Gets Better” and Urvashi Vaid’s “Action Makes It Better” (426–32).

Wednesday 2/24: Lessons from Essay #1.

For next class: Make sure you’ve examined and responded to PostSecret (387–94) and previewed Savage and Vaid (426–32).

Week 6

Monday 2/29: Discuss PostSecret. Discuss Savage and Vaid.

For next class: Mentally prepare for your second in-class writing.

Wednesday 3/2: In-Class Writing #2: Confirmation.

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

Week 7

Monday 3/7: Discuss Mumford. Explanation of Essay #2.

For next class: Begin working on your rough draft for Essay #2.

Wednesday 3/9: In-Class Writing #3: Conclusions.

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

Week 8

Monday 3/14: Essay #2 rough draft is due (3 copies!); peer reviews; workshop Essay #2.

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

Wednesday 3/16: Essay #2 final draft is due; presentations.

For next class: Read and respond to Kwame Anthony Appiah’s “Making Conversation” and “The Primacy of Practice” (66–82).

Week 9: Spring Break

Monday 3/21: No class... Spring Break.

For next class: Go nuts.

Wednesday 3/23: No class... Spring Break.

For next class: Make sure you’ve read and responded to Appiah (66–82).

Week 10

Monday 3/28: Discuss Appiah. Lessons from Essay #2.

For next class: Read both Sabrina Rubin Erdely's "Kiki Kannibal: The Girl Who Played with Fire" (handout) and Tom Vanderbilt's "Shut Up, I Can't Hear You: Anonymity, Aggression, and the Problems of Communicating While Driving" (485–95). Respond to one of them.

Wednesday 3/30: Discuss Erdely and Vanderbilt.

For next class: Contemplate the possible meanings of your next in-class writing.

Week 11

Monday 4/4: In-Class Writing #4: Background. Explanation of Essay #3

For next class: Read and respond to Daniel Gilbert's "Reporting Live from Tomorrow" (210–27).

Wednesday 4/6: Discuss Gilbert.

For next class: Begin working on your rough draft for Essay #3.

Week 12

Monday 4/11: In-Class Writing #5: Refutation.

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

Wednesday 4/13: Essay #3 rough draft is due (3 copies!); peer reviews; workshop Essay #3.

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

Week 13

Monday 4/18: Essay #3 final draft is due; presentations.

For next class: Meditate on the research paper to come.

Wednesday 4/20: Explanation of Research Paper.

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

Week 14: Library Week

Monday 4/25: Library time.

For next class: Continue researching for your Research Paper.

Wednesday 4/27: Library time. Annotated Bibliography drafts due via email.

For next class: Have three (3) copies of your Research Paper ready for next week.

Week 15: Workshop Week (split class)

Monday 5/2: Research paper rough draft is due (3 copies!); peer reviews; workshop Research Papers.

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

Wednesday 5/4: Research paper rough draft is due (3 copies!); peer reviews; workshop Research Papers.

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

Week 16

Monday 5/9: Last day to withdraw! Final thoughts. Course evaluations. Mandatory attendance.

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

Wednesday 5/11: Research Paper is due.

For next class: Have an awesome summer.