

ENG K200 Advanced Composition TR 1:00-2:15pm Room D206

Instructor: Susan M. Topping

Office: C254 Phone: 860 215 9481 email:stopping@trcc.commnet.edu

Office Hours: TR 12:00-12:45pm, and by appointment.

COURSE DESCRIPTION

This course is designed to further develop and refine expository writing skills for both an academic and popular audience. Assignments will stress interpretation, argumentation and critical thinking, with an emphasis on clarity, style and organization.

Prerequisite: ENG*101 or ENG 101S with C or permission of the instructor

REQUIRED TEXTS

One Hundred Great Essays, 5th ed. Ed. Robert Diyani

The Curious Researcher. Bruce Ballenger

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Identify and define different essay forms including personal, expository, analytic, argumentative and persuasive essays;
2. Identify and understand the development of the essay within historic and cultural contexts;
3. Recognize the linguistic, literary, and cultural conventions of the essay;
4. Develop the ability to summarize and interpret complex essays;
5. Produce effective prose based on clarity; coherence; logical organization; accuracy and correctness; sufficiency, and style;
6. Write essays of different kinds including personal, expository, analytic, argumentative and persuasive essays that demonstrate awareness of audience and rhetorical context
7. Understand and practice writing as a process involving planning, revision, proofreading, and reflection on writing choices.
8. Effectively participate in peer-reviewed Writing Workshops
9. Locate, evaluate, and incorporate independent research from valid secondary sources into both class discussion and written work;
10. Use MLA parenthetical style to document references to texts.

ASSIGNMENTS AND GRADING

Our main goal is to produce a variety of finished essays that meet the course outcomes listed above. However, I'd like us to meet these goals in a variety of ways. We will be reading a number of essays from *One Hundred Great Essays* each week. You will be asked to respond to one of the assigned essays in a relatively short (about 500 words) written reading response. At times this response will meet criteria set by me, at times it will use one of the text's "Possibilities for Writing," and at times you will be free to use your own topic. These responses may be used as a starting point for longer essays. In addition, you will produce two short (1250 words) and two longer (1750-2000 words) essays that will demonstrate your ability to write different kinds

of essays (i.e. personal, analytical, persuasive etc.). One of the essays will be research based. I intend to use these essays in class, and we will provide the same kind of analysis and close reading to these student essays as to those in *One Hundred Great Essays*. Your drafts will then become another kind of class text, and we will learn from them in the same ways we learn from published essays. These essays will then be polished for your FINAL PORTFOLIO which will include a minimum of 15 pages of polished, previously submitted work and a 500 word self-reflexive introduction.

Reading Responses:

At times I will ask you to reflect upon a particular reading assignment by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts or our class discussions present. Reading responses are neither essays nor summaries; they are a place for you to focus on an issue and start generating ideas. Use them as a way to frame an approach, articulate a question, or explore a particular idea. Do not think about them as finished or polished pieces of work as they are primarily a way to think about what you are thinking. They should not follow a typical expository writing structure (i.e. one sentence thesis, 5 paragraphs etc.), and you may use “I.” However, do strive to use precise language and follow grammatical conventions. I generally do not read for technical problems, and so a check mark, or check minus, should not be seen to reflect your expository writing abilities—it merely serves to record credit received. Remember that it shouldn’t take more than about 30-45 minutes to produce a response that reflects evidence of engaged thinking.

Ideas for Writing Notebook

As you read and as we engage in classroom conversations, I would like you to keep a record of ideas for writing in some sort of separate journal/notebook/online file. Make notes on anything that piques your curiosity. I want this collection to function as a way to generate ideas that can be used as a starting point for the essays you will be writing this semester (see Ballenger). I expect to use this “Ideas for Writing Journal” in class, and I will also collect a copy at various points during the semester. Please bring this Ideas Journal to every class!

GRADING

Responses/In-class work/Ideas Journal	10%
Essay #1	15%
Essay #2	15%
Essay #3	30%
Essay #4	10%
Final Portfolio	20%

We will arrive at grading criteria for each essay: some of which will be individually determined, some mutually determined, and some determined by me.

PLEASE NOTE: If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

REQUIREMENTS:

- SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT.
- LATE ESSAYS WILL BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT MAY BE DOWNGRADED ONE FULL LETTER GRADE.
- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW.
- I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes/in-class writing assignments and will then adjust the final grades accordingly.

COURSE POLICY

Attendance

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

Classroom Decorum

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

Plagiarism

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

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 accommodations cannot be provided until you provide written authorization from a DSP.

<p>TRCC Disabilities Service Providers</p> <p>Counseling & Advising Office</p> <p>Room A-119</p>	
<p>Matt Liscum</p> <p>(860) 215-9265</p>	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
<p>Chris Scarborough</p> <p>(860) 215-9289</p>	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

WITHDRAWAL FROM CLASS

Up to 5/9/2016 a student may officially withdraw at the Registrar’s Office.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at stopping@trcc.commnet.edu I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.

EMAIL SUBMISSIONS

I do not accept email submissions unless specified; hard copies only!

TUTORING

The Writing Center: The Writing Center staff provides writing support for all students at all levels of writing ability. Walk-in appointments are available, and students also can make appointments up to a month in advance to get feedback on their papers. Papers also may be e-mailed. Students can take advantage of computer workstations that are fully networked with the

rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research. The Writing Center is located next to the library in Room C-117. For more information, call (860) 892-5713 or (860) 892-5769 or visit: http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml.

DIGICATION

All students are required to maintain an online learning portfolio in Digication that uses the college template.

COLLEGE CLOSINGS

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

TENTATIVE SCHEDULE

I want us to read many of the essays in *One Hundred Great Essays*. I believe this is a realistic goal. I understand that some essays may bore you, but some will thrill you. Class discussions may explore one essay in depth, or all; we might concentrate on one rhetorical strategy or many; we might not discuss any of the essays, but I believe that the more you read, the more you think; the more you think, the better you write, so try to keep up with the reading. As the semester progresses, I will let you know which particular essay must be read, and, if the reading is truly onerous, we will discuss it as a class and adjust the schedule accordingly.

WEEK ONE:

R 1/21 Introduction

WEEK TWO:

T 1/26 Reading Due: Introduction in *One Hundred Great Essays* (1-9); Holland (258).

R 1/28 Reading Due: Hogan (252); Iyer (270); King (298).

As you read, be sure to note ideas for writing in your Ideas Journal.

Writing Due: In a 500 word minimum Reading Response explain what you believe makes an essay successful. Be sure to use MLA form.

In-class: "Say back" exercise

WEEK THREE

T 2/2 Reading Due: Cole (106); Lakoff (321); Bacon (42); Douglass (133); Orwell "Politics of the English Language": handout and online <https://www.mtholyoke.edu/acad/intrel/orwell46.htm>

As you read, be sure to note ideas for writing in your Ideas Journal.

Writing Due: Reading Response: Choose a short quotation from any one of the essays we have read so far and use it as a springboard for a 500 word minimum Reading Response. Be sure to use MLA form.

R 2/4 **Writing Due:** Essay #1 Proposal by email to stopping@trcc.commmnet.edu by 11:00am.
Reading Due: Barry (48); Barthes (51).

WEEK FOUR

T 2/9 Reading Due: Anzaldua (30); Theroux (507); Sontag (487); Fussell (192); Sanders (429)

As you read, be sure to note ideas for writing in your Ideas Journal.

Writing Due: Reading Response: Choose **one very specific** physical or non-physical characteristic you have and explore how it is connected to identity. The key here is to choose something very specific and use that specificity to make a connection to a larger idea.

R 2/11 Discussion cont.

WEEK FIVE

T 2/16 **Writing Due: As-Good-As-It-Gets” Draft Essay #1 (1250 words).** Please bring 3 copies to class.

Note: Think about this draft as one that is as finished as you can make it. Because many students when they realize that they are only responsible for a draft do not, quite pragmatically, devote much time to that first draft, it is vital that for this class you produce a draft that will elicit more helpful feedback from both your peers and myself.

R 2/18 Writing Workshop

Introduction and Chapter One (Ballenger 1-48).

In-class: discuss Essays #2 and #3

Be sure to read and bring both Ideas Journal and your reading responses to class.

WEEK SIX

T 2/23 Reading Due: Brox (79); Carter (88); Gladwell (197).

As you read, be sure to note ideas for writing in your Ideas Journal.

R 2/25 Writer’s Workshop

Writing Due: As-Good-As-It-Gets” Draft Essay #2 (1250 words). Please bring 3 copies to class.

WEEK SEVEN

T 3/1 Reading Due: Chapter 1, *The Curious Researcher*, Ballenger (21-48)

R 3/3 **Writing Due:**

1) FINISHED DRAFT ESSAY #1 (hand in draft with my comments, finished draft, postwrites etc.)

2) A list of possible topics for Essay #3 (minimum 3) by 11:00am by email to stopping@trcc.commmnet.edu

WEEK EIGHT

T 3/8 Reading Due: Chapter 2, *The Curious Researcher* (Ballenger 49-100)

R 3/10 **Writing DUE: FINISHED DRAFT ESSAY #2 (hand in draft with my comments, finished draft, postwrites etc.)**

WEEK NINE

T 3/15 Reading Due: Chapter 3 *The Curious Researcher* (Ballenger 101-140).

Writing Due: Essay #3 Proposal by 11:00am by email to stopping@trcc.commmnet.edu

R 3/17 Writing Workshop

WEEK TEN

NO CLASSES: SPRING BREAK

WEEK ELEVEN

T 3/29 **Writing Due:** Annotated Bibliography

Reading Due: Chapter 4 *The Curious Researcher* (Ballenger 141-86).

R 3/31 **Writing Due:** 3 page draft of Essay #3. Please bring 3 copies to class.

WEEK TWELVE

T 4/5 Writing Workshop

R 4/7 Writing Workshop

WEEK THIRTEEN

T 4/12 **Writing Due: As-Good-As-It-Gets” DRAFT ESSAY #3 (1750-2000 words).** Please bring 2 copies to class. Don't forget copies of the sources!

R 4/14 Writing Workshop

WEEK FOURTEEN

T 4/19 Reading Due: Chapter 5, *The Curious Researcher* (Ballenger 187-222).

R 4/21 Reading Due: TBA

Writing Workshop

WEEK FIFTEEN

T 4/26 **Writing Due: FINISHED DRAFT ESSAY #3 including drafts, post writes, peer reviews, proposal etc.**

Discuss Essay #4

R 4/28 Reading Due: TBA

WEEK SIXTEEN

T 5/3 **Writing Due: Essay #4**

R 5/5 Writing Workshop

WEEK SEVENTEEN

T 5/9 Writing Due: PORTFOLIO including introduction for review

R 5/12 LAST DAY OF CLASSES FINAL PORTFOLIO DUE

PLEASE NOTE: FINAL, NO EXCUSES DATE FOR PORTFOLIO: TUESDAY, 5/17/2016 by 12:00pm in my office!