

Instructor: Jon Brammer
Room: Mohegan 310
Class Time: T/TH 11:00am- 12:20 pm

Office Hours: M-F (by appointment)
Office: Theory Room (Writing Center)
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Course Description for English 101

(Please see page 143 of TRCC 2005-2006 course catalog for official description; instructor's description follows)

English 101 is a composition course designed to enable students to master complex writing assignments and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply fundamental rhetorical concepts, and how to analyze texts in a critical and objective fashion. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and ambiguous and abstract material to produce coherent, thoughtful writings and discussions. Writing assignments will vary in length, but will include a number of shorter "response" papers, four longer essays and two major multi-part exams.

Learning Outcomes:

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

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 views 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 their 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 Texts/Supplies:

A World of Ideas, 7th edition, by Lee. A. Jacobus

Writing Handbook- brief Penguin version, by Faigley

Some kind of portable computer memory device (diskette, flash drive, etc...)

Attendance, Grading, Due Dates, and Academic Honesty:

Attendance- I will be conducting a formal "roll call" for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. *Attendance grades are calculated through a combination of missed in class writings and my own observations on who attends regularly.* Because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) could impact your work negatively. ***If you miss a scheduled essay peer review day without contacting me in advance, you will automatically lose ____ points (25% of your attendance, participation, and presentation points***

Grading- The grading for this course is flexible and will be decided during the first day of class. The categories below indicate all the aspects that you will be graded on. The weight that is assigned to each one is up to the class as a whole. There are only four limitations: 1) the point total for essays is not changeable, 2) no category can be worth less than 50 points, 3) fractional totals or those not rounded to the nearest five points are not acceptable, and 4) the total number of points must equal 500. Please remember that if one category is given fewer points, then another category must be weighted more heavily.

Out-of-class researched essays (4)-----	200	points
In-class writings (mid-term and final)-----	__	points
Response papers (10)-----	__	points
Attendance and discussion participation-----	__	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+!"). For example, a student with 430 points would receive a straight "B" grade. A different student, who had accumulated only 410 points, would receive a "B-" (410= the lowest 2% of the "B" category or .82x500=410).

A=	450-500 points
B=	400-450 points
C=	350-400 points
D=	300-350 points
F=	below 300 points

Due Dates- Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact, if possible. **All students have one “grace period” to use at their discretion** with any of their essays except the final paper. The grace period allows you to turn in the paper at the time of the next class meeting. If you wish to invoke your grace period, please cut on the dotted line and attach the appropriate quarter-sheet to your essay (see below).

Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. If a class is cancelled for some reason, expect to do the work and turn in any papers associated with the cancelled class in the following session.

Academic Honesty- I would like everyone in class to include a statement of academic honesty at the end of every final written draft. The form of this statement is variable, so I will give some suggestions for language before the final copy of the first essay is due.

Writing Papers:

Essay portfolios- For each of the longer essays we will be writing, I will expect you to submit a folder containing all your work involved with that writing assignment (a plain manila file folder with your name on it would be ideal). Three items are mandatory: a rough draft showing evidence of revision, peer review comments, and a final draft that you are submitting for a grade. Depending on the assignment, I might also require class notes, pre-writing exercises, Writing Center commentary, or discussion question answers. **Your essay will not be graded until all the mandatory elements in the essay folder are submitted.**

MLA format- All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. I will outline this format in class prior to your first written assignment. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions. If you have questions about the style, please see me.

Returned Papers- Graded papers will generally be returned to you within a week of the due date. Longer essays will be corrected using reference numbers that will point you to a certain specific section of *A Writer's Reference*. If you have a trouble identifying the nature of a specified grammatical error, please see me.

Computers- It is *strongly recommended* that you use a computer in the writing process (either your personal machine or one in a campus computer lab), as it will greatly reduce the time you spend on revision. Try to get into the habit of using a word processing program when you initially compose your work and save to a separate diskette frequently. It will make revisions more convenient, and it will also give you experience using the technology. **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 English tutors in the Writing Center or the on-line writing lab at TRWritingCenter@trcc.comnet.edu

Campus and Class Policies:

Plagiarism- Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. **Any instance of conscious plagiarism will**

result in a “zero” for that assignment. More than one instance will result in an “F” grade for the course. Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis.

Withdrawal policy- A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar’s office on the Thames and Mohegan sites. 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, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough in order to find out what services are available for you.

Classroom Behavior- This is a college course for serious students, and I expect you to maintain proper decorum in the classroom. Unless you are an emergency responder of some sort, all cell phones should be turned off during class. All MP3 players, laptops, and other electronic devices should be turned off as well. Treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. **Immature behaviors will simply not be tolerated; if I am forced to address a behavior issue more than once, you will be asked to leave and not return to class.**

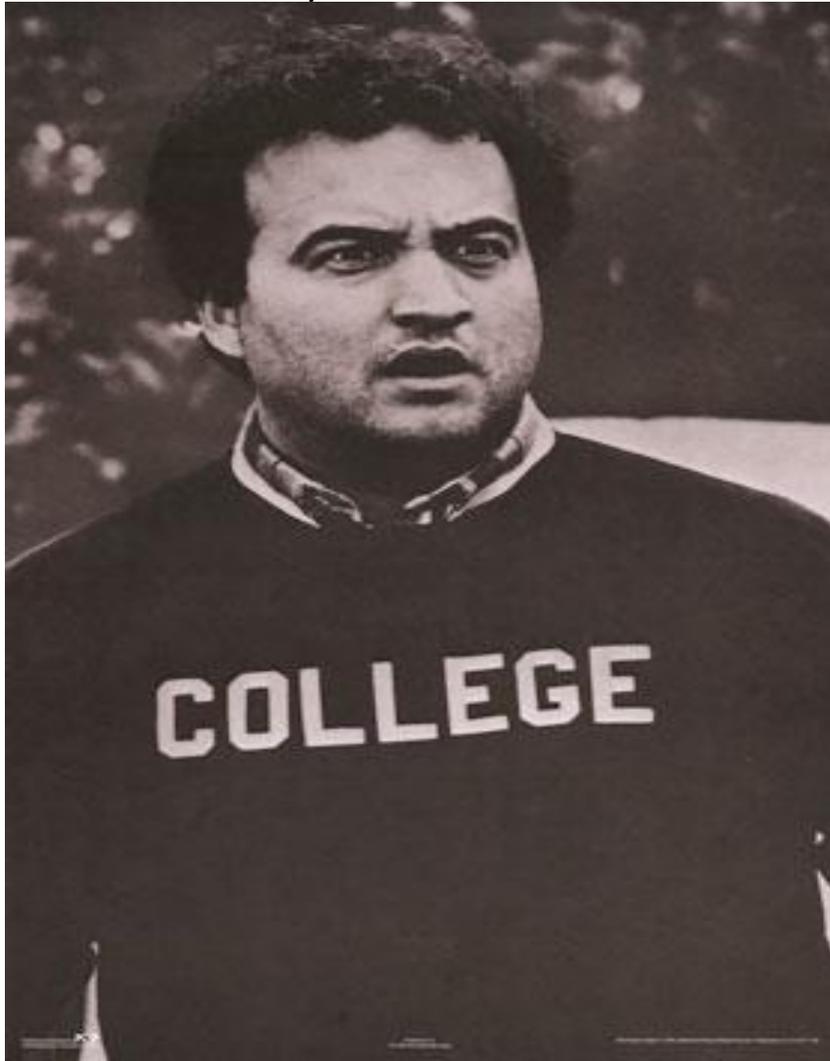
Revisions to Syllabus:

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

Reading Schedule for English 101- fall 2007
Weeks 1-5

<u>Date</u>	<u>Assignments and Readings Due</u>	<u>In-class</u>
Week 1		
T 8/28	None	grading, syllabus, text orientation annotation, reading and sample writing burning questions
TH 8/30	"How to Mark a Book" WOI- pp 1-11	intro to reader response, practice annotations, ICW, RR #1
Week 2		
T 9/4	RR#1 WOI- Jefferson	intro to peer review reader response points; ICW
TH 9/6	WOI- Lao Tzu	Human nature; nature of government assign essay #1
Week 3		
T 9/11	WOI- Machiavelli	intro to rhetorical vocabulary RR #2 in class
TH 9/13	Draft of essay #1 WOI- Rouseeau	essay peer review; the civil society essay improvement points
Week 4		
T 9/18	WOI- Thoreau	civil disobedience; eloquence and power
TH 9/20	WOI- King	justice and injustice; RR #3 in class
Week 5		
T 9/25	Final Draft of Essay #1 WOI- Rawls	more rhetorical vocab.; fairness and the disenfranchised; essay development ideas
TH 9/27	RR #4 WOI- Nussbaum	reader response reviews; wrap-up of justice theme

Do you know this man?



-----*Detach here*-----

Grace Period Slip

(Please attach this piece of paper when you turn in your draft.)

This sheet entitles me to one grace period of one class session. I realize that once this slip is used for the semester, I *do not* get another one!

Name: _____

Today's Date: _____

Assignment Description and due date:
