

# ENGLISH 101 – COLLEGE COMPOSITION

**JANET HAGEN**

**FALL SEMESTER 2007**

**OFFICE:**

**OFFICE HOURS:** MW -12:30-1:30 p.m.

W – 3:30-4:30 and by appointment

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## **COURSE DESCRIPTION**

College composition engages students in critical observation, reading, and writing. This course prepares students 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. A placement test is required prior to enrollment.

## **OVERVIEW OF COURSE**

In this course we will be focusing on developing reading and writing skills. Reading is integral to writing well, as in order to write well, you will need to learn to become a critical reader and thinker. The textbook assigned for this course, *Rereading America*, examines some of the dominant cultural myths in the United States and the effects of these myths. In each unit of *Rereading America*, various perspectives are developed that will encourage you to read and think critically to understand what main ideas are being presented in each essay and how those ideas are being developed. Because we will be reading about issues that affect us personally, I expect that the reactions to the readings will be diverse and complicated. Your goal will be to learn how to present your ideas thoughtfully and with good support, without being disrespectful of anyone else's opinions. Throughout the semester, as you practice reading and thinking critically, you will apply these skills to your writing, where you will work on learning to communicate and present your ideas effectively in writing—skills you will need as you continue on in college or enter the work force.

## OBJECTIVES

After completing English 101, you should be able to

- read and understand essays that offer differing points of view on a topic.
- compare and contrast various perspectives on a topic.
- analyze a particular perspective or argument on a topic and evaluate its merits.
- develop your own perspective on a topic and state that perspective clearly in a written thesis.
- support that thesis with specific and detailed evidence from readings, research, and/or from personal observations and experience.
- document information from other sources using MLA parenthetical format.
- recognize the importance of audience as an intrinsic element in writing and employ strategies that engage your readers.
- craft effective sentences and paragraphs.
- employ strategies for effective major revision of writing, including attention to organization and paragraph coherence.
- employ strategies for effective editing, including attention to grammar and usage.
- conduct basic library research, including accessing basic print media and electronic databases.
- collaborate with others in analyzing writing, developing points of view, and conducting research.

*Please note: If as a result of the placement test you were advised to take ENG 094 or 100 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult for you to achieve the objectives of this course without the skills that are taught in those courses.*

## REQUIRED TEXTS

- Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 7<sup>th</sup> edition
- Faigley, Lester. *The Brief Penguin Handbook*, 2<sup>nd</sup> edition
- Reynolds, Nedra. *Portfolio Keeping: A Guide for Students*, 2<sup>nd</sup> edition

## OTHER REQUIRED MATERIALS

A two-pocket folder and a stapler

## SUGGESTED MATERIAL

Working Folder (which will contain all your in-class writings, notes, outlines, postwrites, reading response papers—anything generated by you in connection to the class)

## GRADE PERCENTAGES

Reading responses and assignments	30%
Class Participation	10%
Peer Review	10%
Final Portfolio	50%

## EXPLANATION OF ASSIGNMENT AND GRADES

A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 --

**READING RESPONSES and CLASS ASSIGNMENTS (30%):** Throughout the semester I will be asking you to respond to various readings. (Please follow the prompts on the syllabus.)

**\*\*Reading responses** are to be typed and 1 to 2 pages long, approximately 300 words per page. The goal is not to summarize what you have read. (A summary will be graded as unacceptable.) The goal is for you to think about what you have read and to convey your thoughts about the subject matter in writing.

Not only will these responses encourage you to think and write critically about the material, but they will also be used to generate class discussion. (We will be reading them in class and discussing them.) Therefore, these responses will be due at the beginning of class and *may not* be submitted after the due date, and they cannot be made up. Each response will be worth up to 5 points.

Breakdown of points:

4.5 – 5	A- - A+	3.5 – 3.9	C- - C+	2.9 -- F
4.0 – 4.4	B- - B+	3.0 – 3.4	D- - D+	

**\*\*Class assignments** (as noted on the syllabus) do not have to be typed but do have to be written legibly. (If I can't read your writing, please type the answers.) Assignments may be given checks or grade points. A check-plus means above satisfactory. A check is satisfactory. A check minus indicates unsatisfactory.

**CLASS PARTICIPATION (10%):** A writing course such as this requires class discussion, with your input vital for the success of the course. Thus, I will expect that you will have read the assigned material before class and will be able to fully participate, individually and, if designated, in a group. Throughout the semester I will be assigning informal assignments, including in-class writing. Unless noted otherwise, you will be able to hand in these assignments handwritten. You will be graded on your work, both verbal and written, and in a group and as an individual. **Missed assignments may not be made up.**

**PEER REVIEW (10%):** Peer review encourages you to get feedback from others and for you to learn how to read and respond to others' writings in a constructive manner. There will be three peer reviews during the semester. During each day that peer review is scheduled, you will need to bring in copies of your essay. (See syllabus for designated amount.) This draft should be the best essay you can write, and it must be word-processed in the correct format. (I will check, and you will need to meet these

requirements or you will not be allowed to participate in peer review. In other words, you will need to have *all* of the required copies in hand at the *beginning* of class to participate, and you will not be allowed to leave class to make copies.) In class I will assign you into groups, and you will be responsible to give feedback to your peers on their essays based on the requirements handed out during that class period. You may earn up to possible 3.33 points for each peer review. You will be graded on how much effort you put into answering the questions (I will have provided). Just writing, for example, "This essay looks great," will earn you zero points. (*HINT: Do not wait until the last minute to make copies of your essay. Too many times students have shown up empty-handed due to technological difficulties.*)

**PORTFOLIO (50%):** The rationale behind the development of a portfolio is that it allows you to think more closely about the process you engage in as you work on your writing skills. To put it another way, instead of just writing for a grade (product) to please the instructor, developing a portfolio encourages you to reflect on the writing process so that you can assess your own writing strengths and weaknesses as a writer and therefore better understand what you need to work on to improve your writing, a skill that will help you as you encounter different writing assignments and audiences in your future. Also, since the final portfolio contains only what you think is your best work, you are given more choices in controlling the final products that will be assessed for a grade.

***What should be in your final portfolio and how it is graded:***

- Two formal essays, 3-5 pages each (10% each, total of 20%)
- One research essay, including annotated bibliography and outline: research essay, 4-6 pages (15%); annotated bibliography and outline (5%)
- Any 4-6 pages that you feel best represent your learning or writing strengths, improvements, or interests. (May be brief in-class writings, postwrites, Reading Response pieces, etc.) (10%)

*FINAL NOTE: All work included in the portfolio must be typed. All original drafts that you revised must be included in your portfolio. (Only include rough drafts of the work you revised.)*

The writing in the portfolio that has been revised will be judged primarily on the quality of the product:

1. how effectively you have developed interesting ideas;
2. how fully you have developed your ideas, skillfully organizing them;
3. how well you have used the proper conventions of grammar and MLA documentation where appropriate.

## **OTHER POLICIES**

**Paper Format:** There is no such thing as a hand-written formal essay. Periodically, I will assign hand-written writings (or will accept them), but all formal essays are to be typed on a computer or word processor, double-spaced (not tripled or two-and-half spaces), with one inch margins and fonts no larger than 12 points. (A good example of what I will be expecting is font the size of Times New Roman 12.) (See page 86 in *The Brief Penguin Handbook* for an example of the correct format for an academic paper.) Be

forewarned that if you include extra spaces between paragraphs or type in extra large margins or fonts, etc., your paper will be returned or it will affect your grade negatively. All essays **must** follow MLA citation format. (Get familiar with the handbook!) \***Pet Peeve**: *Sloppy papers. It is your job to proofread your paper. If I can't read your paper because of careless errors such as spelling mistakes, I will return it.*

**Deadlines:** There is no such thing as late work. **All assigned work will be due on the day it is assigned.** However, because I do understand how illnesses and personal or family problems can keep you from attending class or finishing your work, I am giving everyone **three** days of grace. What this means is that if you have to be absent from class on a day when an assignment is due or you need more time to complete it, you can turn it in the next day without being penalized, or if necessary, up to 2-3 weekdays later. (Weekend days do not count, only week days.) You can pick and choose the three days to your advantage; however, you cannot use your grace days for the research assignments. Take note, too, that once you have used them up, there will be no more "grace days." Late work will not be accepted. Therefore, if you must miss class on a day an assignment is due, the paper needs to be placed in my mailbox on the Mohegan Campus **before** class for it to be accepted and counted as turned in on time. *(Please do not e-mail assignments to me. They will not be accepted unless you have made prior arrangements with me to turn your work in via e-mail.)*

**Attendance:** In order for the class to be successful it is important that you attend regularly. You will be allowed up to three unexcused absences. After that your grade will be affected negatively. For 4-5 unexcused absences, your grade will be lowered one full letter grade. 6-7 unexcused absences will result in your grade being lowered two full letter grades, 8-9 unexcused absences three full letter grades. If you miss 10 or more classes, you will automatically fail the course. (An excused absent includes, for example, illness and/or injury and will only be excused with documentation, such as a doctor's note. Missing class because you have to work does not count as an excused absence.)

\*\*Please keep in mind that if you must miss class, you will still be held accountable for the material covered in class and all assignments that are due that day. Also keep in mind that the work we do in class, such as in-class writing or group work, cannot be made up, and it is a part of your in-class participation grade.

**Tardiness and leaving class early:** *Please be in class on time and please refrain from leaving class while it is in session.* It is very disruptive for everyone already engaged in an activity to have to stop because of late arrivals or because someone is leaving. Therefore, within the first five minutes of class, I will take attendance. If you arrive after the five minutes, you will be marked as late. Cumulatively, 4 late marks will equal one unexcused absence, 5-6 late marks, two unexcused absences, and for 7-8 marks, three unexcused absences. *Leaving class early or taking a break to leave the class and return will not only affect your participation grade but it will also be counted towards an unexcused absence.* Therefore, each time you leave I will mark your departure and

count it as a tardy. Please note that leaving class early to go to work counts as an unexcused departure.

**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.

*General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)*

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to

- (a) cheating on an examination,
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course,
- (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own,
- (d) stealing or having unauthorized access to examination or course materials,
- (e) falsifying records of laboratory or other data,
- (f) submitting, if contrary to the rules of a course, work previously presented in another course, and
- (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Cell Phones and Beepers:** School regulations require that all cell phones and beepers be turned off in learning environments. If it is imperative for you to be available by cell phone or a beeper, please speak to me before class to arrive at a suitable agreement. (No text messaging during class either.)

**The Writing Center:** Three Rivers has tutors trained to assist students in developing better writing skills. I *highly* recommend that you take advantage of this service; just don't wait until the last minute to get help, as good writing is a process that takes time. (Tutors are also available through email at [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu).)

**Students with disabilities:** Any student with a hidden or visible disability which may require classroom modifications should see me about her/his disability within the first week or two of class. I will ask you to see the learning disabilities counselor on campus, Chris Scarborough, so that together we can work out an appropriate plan to meet your needs.

**Bad weather:** On stormy days please call the school to see if it is canceled: 860-886-0177. Also, listen to the radio or television for announcements. Since I commute long distance, if it looks like I will not be able to make it in, I will email all of you. Please make sure your email address is correct and current as listed in the Registrar's office. If class is canceled, continue to follow the syllabus unless instructed otherwise.

## COURSE OUTLINE

Please bring your books to class every day. If you do not have the text we are working out of in class, then you will not be allowed to participate in class activities and assignments. Unless noted by the author's name Faigley or Reynolds, all readings assigned are from *Rereading America*.

- **Week One**

August

- 27 Introduction to the course. What constitutes good writing? Why do we need writing classes? What are your goals?
- 29 Setting ground rules for discussion. *Rereading America* – “Thinking Critically, Challenging Cultural Myths” 1.

- **Week Two**

September

- 3 Labor Day. No class.
- 5 Reynolds: Read all of Part One in *Portfolio Keeping*: (Chapters 1-5, pages 1-31). Bring to class five questions or comments, one from each chapter that shows your engagement in reading the text. (If you could speak to the authors, what would you say to them? What would you ask them?); Faigley's handbook: Introduction and Chapter 1, 1-13 (non-spiral 1-26); “Critical Reading and Viewing” 71-81 (non-spiral 104-116). *Rereading America*: **Harmony at Home: The Myth of the Model Family** 17; “A Family Tree, Freedom from Want, and Freedom from Fear” 21 and “Visual Portfolio” 81-86

- **Week Three**

- 10 Read “From *Changing American Families*” 61. On a separate sheet of paper, take notes: highlight and identify the key points, words, and phrases that you think are important to know and understand. Then respond to the essay as if you were talking to the author. What would you say to her? What would you ask her?
- 12 Read “Looking for Work” 26 and “An Indian Story” 51.  
\*\*READING RESPONSE ONE DUE: Compare and contrast “Looking for Work” and “An Indian Story” in terms of what each narrator learns about family and how they learn it. Do they learn the same things they would have learned in a nuclear family headed by a father? Explain.

- **Week Four**

- 17 “What We Really Miss about the 1950s” 31; worksheet on essay due.
- 19 “It Takes a Family: Conservatism and the Common Good” 88 – Answer questions 1-5 under “Engaging the Text,” page 97 and “What Is Marriage?” 98 – Answer questions 1-5 under “Engaging the Text,” page 110.

- **Week Five**

- 24 Read Faigley's Chapter 3, "Planning and Drafting" 27 (non-spiral 38)
- 26 Read Faigley's Chapter 4, "Composing Paragraphs" 43 (non-spiral 63)

- **Week Six**

October

- 1 Read Faigley's Chapter 5, "Rewriting, Editing, and Proofreading," 60 (non-spiral 87)  
**PEER REVIEW.** "WRITING ABOUT FAMILY," FORMAL ESSAY ONE: Bring three typed (double-spaced) copies of your essay and Faigley's handbook!
- 3 **FORMAL ESSAY ONE DUE.** (Submit in folder with three peer reviews.) **True Women and Real Men: Myths of Gender** 372. "Girl" 381

- **Week Seven**

- 8 Columbus Day. No class.
- 10 "Becoming Members of Society" 383. Answer questions 1-5 under "Engaging the Text," page 392; "The Manliness of Men" 450 and "Visual Portfolio" 409-415.

- **Week Eight**

- 15 "Veiled Intentions: Don't Judge a Muslim Girl by Her Covering" 402  
READING RESPONSE TWO: Review Devor's discussion of gender role socialization (p. 383) and compare the influence of "generalized others" and "significant others" in the experiences of Haydar. What tension does she feel between her "I" and her "me"? How does she resolve it? What tension do you feel to dress or act a certain way as a man or woman belonging to a certain group?
- 17 "Two Ways a Woman Can Get Hurt" 417

- **Week Nine**

- 22 **PEER REVIEW ON "THE CULTURAL MYTH OF GENDER."** Bring in three typed copies of your essay, along with Faigley's handbook.
- 24 **FORMAL ESSAY TWO DUE.** (Submit in folder with three peer reviews.) Read **Money and Success: *The Myth of Individual Opportunity*** 259; ***The Myth of the Melting Pot*** 481. VIDEO

- **Week Ten**

- 29 VIDEO
- 31 \*\*\*RESPONSE THREE DUE: Based on the video and your own personal experiences, write a response to class and race in America. Is "individual opportunity" a myth? Does race and class affect our ability to succeed? Do race and class affect our relationships with others? Discuss research project ideas.



- **Week Eleven**

*November*

- 5 Read Faigley's Chapter 10, "Writing to Persuade" 120-132 (non-spiral 177-200) and Chapter 15, "Planning Your Research" 179-186 (non-spiral 254-266). Bring in three research topic ideas (written out). Due at beginning of class.
- 7 Read Faigley's Chapters 16-17, pages 186-216 (non-spiral 267-306). Library orientation (in class).

- **Week Twelve**

- 12 Read Faigley's Chapter 18, 216-226 (non-spiral 307-321). **Annotations due.** Bring to class index cards.
- 14 Read Faigley's Chapter 19-20, 227-242 (non-spiral 322-346).

- **Week Thirteen**

- 19 **Formal outline and index cards due.**
- 21 NO CLASS - THANKSGIVING HOLIDAY!

- **Week Fourteen**

- 26 **PEER REVIEW—RESEARCH ESSAY DUE.** Bring to class five copies of your research essay along with Faigley's handbook.
- 28 **Formal Research Essay Due.** In your portfolio all of your sources (articles) must be included. (If you reference a book, please make copies of the pages you reference.) When researching, all material you cite or paraphrase must be highlighted.

- **Week Fifteen**

*December*

- 3 Individual conferences
- 5 Individual conferences

- **Week Sixteen**

- 10 **PORTFOLIO DUE**

\*Final grades will be posted on the web December 31. Please leave a SASE with correct postage if you would like your portfolio mailed to you. Otherwise, please make arrangements to pick up your portfolio next semester.

*\*The syllabus may change at any time, so it is your job to stay on top of the happenings, whether you are in class or not.*