

Course Overview

English 101: College Composition, CRN 30576 **Instructor:** Christine Hammond
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Office Hours: Mon. 10:00 a.m. - 12:00 noon, and Thur. - 10:00 a.m. – 12:00 noon, or by appointment, in the Shop Wing.

Required Texts:

The Main Event: Readings for Writing and Critical Thinking. Eds. Hoffman, Catherine A. and Andrew J. Hoffman. 2005

Necessary Supplies:

A college dictionary, ink pens, plan or lined paper, index cards, pocket folders (3)

Course Description:

In this course students develop the skills necessary to compose a fully developed critical essay with unity, coherence and clarity. Students read, write, think and talk about writing. But most of all, they write—in class, outside of class, in small collaborative groups, and as a whole class. Reading stimulates the writing process; therefore, students also read challenging essays, think critically about the issues they address, and write concise responses to those essays. Other, more formal writing assignments advance students' own ideas about issues covered in the readings. Further, students conduct research and incorporate that research into essays addressing the major themes covered in the course. These research essays use appropriate MLA documentation to identify and credit supporting evidence. Some course time will also be devoted to sharing writing and reviewing the writing of peers in small groups and during whole class discussions.

Learning Outcomes:

Upon successful completion of English 101, students will be able to:

- Read and understand essays which offer differing points of view on a topic
- Understand how audience, purpose, genre and context shape the meaning and effectiveness of all writing, especially writing done in college settings
- Use writing and reading for inquiry, learning, thinking and communicating in a college setting
- Compare and contrast various perspectives on a topic
- Analyze a particular perspective or argument on a topic and evaluate its merits
- Develop a perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence
- Craft effective sentences and paragraphs
- Employ strategies for effective revision and editing
- Conduct basic library research
- Document information from sources using MLA format
- Collaborate with others in analyzing writing, developing points of view, conducting research and revising drafts

This course is an indispensable one, and demanding, requiring at least two hours of study and homework for every hour spent in the classroom.

Assignments and Grading

Students will work in small groups sharing writing, generating ideas, refining essay topics, and editing drafts. It is important that students attend class, come with assignments completed, participate as peer editors, and enter into reading and writing discussions. These shared activities all help writers explore and develop the ideas they want to write about. The final grade in this course will be based upon the following assignments:

Informal Written Responses – 30%

These writings (and there will be many) are usually designed to raise questions about the readings and help writers clarify their own ideas about the authors' themes or arguments. However, some responses may be generated from class discussion, current events, or other activities. Most responses will be assigned as homework, though some may be written in class.

Each informal response should be *at least three well-developed paragraphs* in length. While this response can be relatively casual in structure and tone, the *thinking* should not be careless or offhanded; your writing should reflect a careful consideration of the issue or the assigned reading. Some of the readings may be difficult, requiring hard work to understand them. A good college dictionary will prove an indispensable tool to aid in this effort.

Essay 1 – An Essay Incorporating the Use of Definition – 10%

Definition of terms is an important issue in writing an essay, in part, because there are many words over which people can disagree. For example when people talk about “justice” or “freedom” or success” there can be major disagreements about what these terms mean. Writers must be clear about what they mean if they expect to be understood by their intended audience. This essay will define an abstract term (or terms) using very specific strategies for development.

Essay 2 – An Essay of Causal Analysis – 20%

This essay will attempt to explain why something happens the way it does, or how one thing can be affected by something else. Some cause and effect relationships are easy to understand. When we touch our damp finger to a hot iron and snatch it back, it is obvious that the heat caused the jerking motion (and the moisture caused the sizzle). Most events are not so easily analyzed; they usually have multiple causes and effects and variables, particularly when we are talking about political or social situations.

Essay 3 – Research-based Paper- 40%

This essay incorporates information from the work of others to support the writer's main claim (thesis). Evidence (facts, data, statistics, examples, opinions of experts) from several different kinds of sources must be included in the final paper. The subject of the essay will be one of the writer's own choosing, developed from and addressing a topic related to the readings and discussions during the course. This research essay must be a *minimum* of 6 pages in length.

Attendance

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. **If you must miss a class meeting, you are still responsible for the work of that day. Late papers will be penalized.**

Academic Honesty

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his/her own. Plagiarism can also occur unintentionally through sloppy documentation of sources. Any plagiarized work will result in an F on that writing assignment and may well result in an F in the course.

A Few More Notes of Importance

1. Any student with a hidden or visible disability that may require classroom modifications should see me about this right away. I will refer you to one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs.
2. Last day to Withdraw from classes, is **December 3, 2007**. A student may withdraw **at the Registrars Office** without the signature of the instructor or advisor. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I encourage all students to visit me during my office hours to talk about their progress in the course or difficulties they may be having with an assignment. If my office hours are inconvenient, ask to set up an appointment at another time.
4. All work must be word-processed. I will not accept handwritten work. Only exceptions: In-class writing assignments.

Schedule of Assignments

Week 1

August 28

Introduction to Course
Writing Assessment

August 30

Reading: ME, Introduction, (pp. 1-14) and “Crossing Boundaries” by M. Rose, p. 77
Informal Write #1 Due – Respond to Rose

Week 2

September 4

Reading: ME, “Critical Mass or Incredible Mess” by B. Manson, p. 270

September 6

Informal Write #2 Due – Respond to Manson

Week 3

September 11

No class meeting; TLC Field Learning Experience

Reading: “Chaos: A Science for the Real World” by J. Percival”

September 13

Discussion: Order and Chaos

Reading: ME, “Narcissus Cloned” by J. Conley, p. 326

Informal Write #3 In – class assignment

Week 4

September 18

Reading: ME, “Clear Thinking About Cloning” by T. Hines, p. 331

Informal Write #4 Due – Respond to Conley or Hines

September 20

Draft Due – Essay #1 – Definition

Peer Review – Bring three copies of your draft

Week 5

September 25

Essay #1 Definition Due Today!!

Introduction: Causal Analysis

Reading: ME, 365-371

September 27

Reading: ME, “DNA Detectives” by G. Sinha, p. 310

Informal Write #5 Due – Respond to Sinha

Week 6

October 2

Reading: ME, “Exercise That Fits Your Body” by K. Wong, p. 381

October 4

Informal Write #6 Due – Respond to Wong

Week 7

October 9

Reading: ME, “Making Cities Civil” by J. Dolman, p. 277

October 11

Reading: ME, “The Ecology of Hollywood” by R. Spowers, p. 284

Informal Write # 7 Due

Week 8

October 16

Draft Due – Essay #2 – Causal Analysis

Peer Review – Bring three copies of your draft

October 18

Essay #2 – Causal Analysis Due Today!!

Introduction to the Research Process

Week 9

October 23

CONFERENCES BEGIN

Reading: ME, “Jobs in the 21st Century” pp. 673-680

Work on group assignment

October 25

CONFERENCES CONTINUING

Reading: ME, “Creating a Successful Career” by A. Stith, p. 697

Continued work on group assignment

Week 10

October 30

Developing a Research Log

Research Topic → Research Question → Thesis

November 1

Strategies for Research, A Scholarly Approach – Library presentation

Week 11

November 6

Writing Due: Research proposal (including two sources)
November 8

Week 12

November 13

November 15
Draft of Research Essay Due Today!

Week 13

November 20
Thanksgiving Holiday – no class meeting

November 22
Thanksgiving Holiday – no class meeting

Week 14

November 27
Revision of Essay 1 or 2 Due
Writing Workshop – Revising Research Drafts
November 29
Writing Workshop – Editing Research Drafts

Week 15

December 4

December 6
Essay Draft #3 – Research Paper Due Today!!
Final Writing Assessment