

## **ENG 101/101S SYLLABUS**

### **English 101S: Composition Three Rivers Community College Fall 2016**

Instructor: D. Bruce Bierman, Ph.D.

Class Meets: TR 3:30pm–6:15 PM in Room E214 (classroom) / D206 (computer room).

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Office: D205E

#### **ENG 101S Course Description:**

ENG 101S 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. The 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:**

Barry, Brammer, Knowles, Marvin, Selvaggio, eds. *The Three Rivers Reader*. Boston: Pearson, 2016. Print.

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

#### **Description of Major Assignments**

##### **Paper 1: Critical Reading Analysis Essay**

Students will provide a critical reading and analysis of a text(s). A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking.

##### **Paper 2: Synthesis Essay**

Students will write at least 5-6 complete pages that synthesizes two or more texts. Here you join in a “conversation” with multiple perspectives on an issue. Rather than simple pro/con constructions, you start to analyze and evaluate arguments to form your own view. By becoming an informed writer, you establish your own “voice” and credibility.

**Paper 3: Synthesis with Research Assignment – (details will be provided in class)** Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

##### **Paper 4: Research Project**

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you.

Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology –that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world.

Then, you will integrate sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7-8 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

### **Reader's Journals**

Your Reader's Journal is an academic journal in which you respond to a series of readings from our textbook in both short answer and essay format. Journal entries are assigned regularly, and are due on the dates listed on the course calendar. At times, I will check off that your homework is completed, and this will factor into your class participation grade.

Journal entries will be submitted as part of the Midterm grade. You are expected to have typed, polished entries for submission for your Midterm.

### **Assignments**

All assignments are due at the beginning of class. Presentations and Oral report dates are final. Missed presentations must be made up in order to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

### **Attendance through Academic Participation:**

Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, **your grade will be affected**. Students are expected to attend all classes and participate in all class-related activities.

Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays on time, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. All assignments must be completed successfully to pass the course.

### **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.

### **Digication Learning Portfolio Requirements**

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve

the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

**College Withdrawal Policy:**

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s office, both on campus and at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. 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.

**Special considerations**

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><b>TRCC Disabilities Service Provider</b></p> <p>Counseling &amp; Advising Office</p> <p>Room A-119</p>		<p><i>Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college’s Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student accommodations cannot be provided retroactively</i></p>
<p><b>Matt Liscum</b></p> <p>(860) 215-9265</p> <p>Room A-113</p>	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> <li>• Mental Health Disabilities</li> </ul>	
<p><b>Elizabeth Willcox, Advisor</b></p> <p>(860) 215-9289</p> <p>Room A-113</p>	<ul style="list-style-type: none"> <li>• Medical Disabilities</li> <li>• Mobility Disabilities</li> <li>• Sensory Disabilities</li> </ul>	

**Grading Policy:**

The final grade will be a letter grade, A - F.

Grading is based on:

Attendance and Academic Participation (see next page for more information).....10%

Includes:

- Reading Journals
- participating in class discussions
- small and large group work
- in class reading and writing
- coming to class prepared by doing the required reading and assignments on time
- Assignments, Tests, Quizzes

**Paper #1 Critical Analysis Essay 15%**

**Paper #2 Synthesis Essay Assignment 20%**

**Paper #3 First Researched Essay Assignment 25%**

**Paper #4 Final Research Project Assignment 30%**

Percentage 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

**Paper Revision Policy**

The English Department strongly believes that meaningful revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe.

Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers 1 and 2 are eligible for rewriting, *as long as the Final Drafts of these essays are handed in on time* and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any Final Drafts *that are submitted late* are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the Final Draft, the student has two weeks to submit a revised version of the draft.

The student must work with a tutor, and must hand in the original Final Draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all of the changes that the student made from the Final Draft to the rewrite draft.**

**The Writing Center/TASC:**

Room: C117 (next to the Library).

Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu.

**Computer Labs:**

Room E112

**Weather Cancellations:**

Call 860-215-9000,press1 for College Closing Announcement.

Or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu) or [www.threerivers.edu](http://www.threerivers.edu)

**Donald R Welter Library Hours**

Monday - Thursday: 8:30 am - 6:00 pm Friday: 8:30 am - 3:00 pm

Saturday & Sunday: CLOSED The library has computers for student use during library hours.

**Sign up for MyCommNet Alert!**

MyCommNet Alert is a system that sends text messages & 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 & Distance Learning Students page of the web site.

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**Learning Outcomes for ENG 101 Respond to Rhetorical Situations**

- 1) Adapt writing as audience and purpose requires
- 2) Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- 3) Reflect on and explain writing choices regarding audience and purpose

**Engage with and Use Authoritative Sources**

- 4) Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)

- 5) Employ effective annotation skills to the reading of complex texts
- 6) Locate and evaluate sources appropriate to the rhetorical situation
- 7) Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- 8) Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- 9) Demonstrate critical and evaluative reading comprehension
- 10) Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- 11) Respond to an argument in a complex text and synthesize perspectives in multiple texts
- 12) Integrate complex texts to fulfill the rhetorical purpose

### **Craft Logical Arguments**

- 13) Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- 14) Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- 15) By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

### **Apply Language Conventions**

- 16) Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- 17) Cite varied sources in MLA citation style