

Syllabus English 101S College Composition FALL 2016

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Hours: Monday and Wednesday after class or by appointment

Required Texts:

- The Three Rivers Reader. Pearson, 2016. Print.
- Faigley, Lester. The Brief Penguin Handbook. Online Edition.

Necessary Supplies:

A spiral notebook suitable for notes and journal writing

A college dictionary, ink pens, lined paper, pocket folder, and a mini stapler

A positive attitude

ENG K101S Composition with Embedded Support 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

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

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 for homework at the next class meeting. 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. Class time will not be used for drafting Reader’s Journals, so please manage your time appropriately, to allow for revising and editing these assignments. In the weeks following the Midterm, you will be assigned additional journal entries.

Assignments

All assignments are due at the beginning of class. I do not accept emailed assignments. 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.

Policies

Attendance: To grow as a writer and succeed in this class, regular attendance is essential. Any absence diminishes the opportunity to contribute to the learning

community and adversely affects the entire class. You are responsible for the material covered that day as well as any assignments due on that day. There will be a grade for attendance. *You will start at 100 and your grade will be reduced 6.66 point for each class missed.* **In-class writing assignments, peer and small group editing and other group work cannot be made up. Your grade for that particular assignment will be a zero.**

Learning Portfolio: All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Late Work: Like attendance, timely submission of assigned work is essential to your success. All work is due on the date indicated on the schedule of assignments. If you notify me via e-mail before day the assignment is due that your work will be late, you may have an extra two days and that is all. Late work will be graded and returned to you a week later.

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.

Students with Disabilities: If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860-215-9289/Room A119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris is part time). Kathleen Gray (860-215-9248/Room A 119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

TRCC Disabilities Service Providers
Counseling & Advising Office Room A-119
 Matt Liscum
(860) 215-9265
 Learning Disabilities ADD/ADHD
 Autism Spectrum
Mental Health Disabilities

Elizabeth Willcox
(860) 215-9289
Physical Disabilities
 Sensory Disabilities
 Medical Disabilities

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.

Withdrawal Policy: Course withdrawals are accepted up until the week before classes end. Specific dates are posted in the academic calendar and withdrawal forms are available online or at the Registrar's office. The withdrawal does not have to be signed by the instructor but it is strongly advised that you speak with your instructor before withdrawing. If necessary, you can withdraw over the phone by calling the Registrar's Office at 860-892-5756. Emails and faxes are also accepted. If you are receiving financial aid, it is strongly recommended that you contact the Financial Aid Office before withdrawing. Withdrawal may affect your financial aid for current and/or future semester(s). It is the student's responsibility to confirm that the withdrawal has been received. Refer to the academic calendar for the specific dates.

Classroom Etiquette:

- **Cell Phones:** These must be turned off per college regulations. Please don't even think about text messaging during class.
- **Arriving late/leaving early:** These are both disrupting to the class and impact your learning experience. If you must leave early, let me know during break or at the beginning of class. If you arrive late, please make your entrance as quiet as possible. If either or both of these situations happen repeatedly, this will affect your participation grade.
- **Breaks:** There will be no formal break time as there would be in a longer class period. If you need to go to the rest room or take a break, you are free to do so as needed. I ask that this be done quietly, and, unless it's an emergency, not while someone is reading aloud or speaking.

Assignments:

- You will receive a **Schedule of Assignments** detailing reading and writing assignments and due dates every four weeks. Obviously unforeseen weather-related cancellations and any other interruption may cause a change in assignment timelines.

Grading

- **Journal and In-Class Writing (5%):** These are to be done in your notebook and may be hand-written. You will be given a prompt that will begin the reflection and writing process that will lead to informal and formal essays. These will be collected week 13.
- **Reading Responses (10%):** You will be asked to reflect upon and respond to assigned readings. These responses should include a level of analysis as well. You will be provided with questions or statements for each to help guide your response, which must be two pages in length. These must be typed, double-spaced, and labeled with name, date, and course meeting time using MLA formatting. Included in this category will be an annotated bibliography for your research essay.
- **Formal Essays (10-15-20% each, 45% total):** Our readings will be covering three thematic areas. One formal essay of 3-5 pages in length will be due as we conclude each theme for a total of **three** formal essays. I will provide you with a direction and/or topics for these.
- **Research Essay (30%):** This is the culminating assignment for this course. For this assignment you will be applying newly acquired skills and strategies to delve into a topic, develop a thesis statement, perform college-level research, and produce a cogent, well-developed essay conforming to MLA formatting with in-body citations and bibliography. This assignment will be 7-9 pages of writing.
- **Participation and Attendance (5%):** As a community of writers, we all produce and grow as writers when everyone is actively engaged in the exchange of ideas, peer reviews, and in-class writing exercises. Your level of participation will be noted.
- **Peer Editing(5%)** Bloom's Taxonomy places evaluation at the pinnacle of cognitive skills. To do this well is not easy, but the reward for you and your peers is great. This is crucial to your growth as a writer.
- **The "N" Grade:** If the student has not attempted over 60% of the course, the instructor will be allowed to assign a grade of "N" indicating the inability to grade the student.

"Half my life is an act of revision." John Irving

Important Course Dates and Withdrawal from Class:

- Aug 29** Classes Begin
- Sept 05** Labor Day – **No Classes**
- Sept 07** Convocation
- Sept 11** Last Day to Drop Classes for Partial Tuition Refund
- Sept 26** Last Day to Select Audit Option
- Oct 14** Professional Day
- Nov 07** Last Day to Select Pass/Fail Option
- Nov 15** Last Day to apply for spring graduation
- Nov 23-27** Thanksgiving Break Starts – **No Classes**
- Dec 09** Last Day to Withdraw from Classes
- Dec 16** Last Day of Classes
- Dec 23** Final Grades Due

Up to Dec 9th, students may officially withdraw from the class at the Registrar's Office (A-115). *Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.*