

# English 096 Fall 2015

"WHEN SOMETHING CAN BE READ WITHOUT EFFORT, GREAT EFFORT HAS GONE INTO ITS WRITING." -ENRIQUE JARDIEL PONCELA

## IN THIS ISSUE

## Course Description

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

Joseph J. Selvaggio

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Office Hours:

Email: [jselfaggio@trcc.commnet.edu](mailto:jselfaggio@trcc.commnet.edu)

Section:

TTR: CRN: 32517 Section: T10 ENG 096 1pm – 3:45am Room: D 230

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## Course Texts:

Hosey, Sara. *Wide Awake: Thinking, Reading and Writing Critically*. Pearson, 2014.

Quick, Terry. *Making Reading Relevant: The Art of Connecting*. 3rd edition. Pearson

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

## Course Requirements:



- A college-level dictionary
- Three folders with pockets (one for handouts, one for Annotated Bibliography research and one for handing in essays and rewrites).
- 1 ½ inch three-ring binder with 5 dividers for notes and assignments (1. Penguin Handbook notes, 2. Wide Awake textbook notes, 3. Class notes, 4. essay pre-writing, and 5. the Reader's Journal)
- A USB flash drive for backing up your work on a computer (this is important!)
- 1 ½ inch three-ring binder and 6 dividers for your Final Portfolio (to be purchased after Midterm)
- A planner with a calendar
- A positive attitude
- Be prepared to share all assignments with the class
- Make sure each assignment is effective by editing, proofreading, peer draft reviewing and going to The Writing Center
- All formal essays must be typed and in MLA format
- The Writing Center information is listed on page 9 of this document
- Homework assignments may not be submitted via e-mail
- Late homework is not accepted for credit
- Late papers lose one letter grade for each class that they are late



## Our Classroom

*Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. "Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.*

### Note on Reading and Writing:

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well-constructed papers. By working together, we can accomplish our goals.

### In-Class Activities and Writing Workshops Participation:

Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we have worked on throughout the semester: citing appropriate sources, critical thinking, synthesis of information, and making connections. Missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

### Explanation of "Grade Caps"

Papers are due within the first 5 minutes of class, and a late paper results in the loss of a letter grade (by means of a "grade cap") for every class in which the paper is late. The loss of a letter grade serves as a "grade cap," and is not necessarily punitive. For example, if a student hands a paper in two classes late, then they receive a "grade cap" of a C, which means that they cannot earn higher than a C on that essay. This does not mean that two letter grades are subtracted from the student's final paper grade. So, if a student earns a C on a paper, that is two classes late, the student does not lose two letter grades off of the C. Instead, the student would earn the C, because that is the "grade cap" for that paper. In this scenario, if a student earned an A on the late paper, they could still not receive a grade higher than a C, due to the lateness of submitting the essay.

### Paper Revision Policy

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:** Paper 1 and the Annotated Bibliography are eligible for rewriting, as long as the Final Drafts of these assignments 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 TRCC or Pearson 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.** If plagiarism is present in the rewrite, the draft will not be accepted.

The English Department strongly believes that 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. While your grade can improve through an extensive revision of an essay, **your grade will not be lowered** if you take risks in the revisions and they prove unsuccessful. If plagiarism is present in the rewrite, the draft will not be accepted.

**NOTE: Students must revise the entire essay in order to submit a rewrite, and the revisions should be extensive. If a student submits a rewrite that is not extensively edited AND highlighted with the changes, it will be returned, and the student will not be able to rewrite the draft again until the Final Portfolio.**

## 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.

## Reader's Journals

Your Reader's Journal is an academic journal in which you respond to a series of readings, from your textbook, in both short answer and essay format. Journal entries are assigned weekly, and are due for homework at the next class meeting. Your instructor will check off that your homework is completed, and this will factor into your class participation grade.

Then, you have until the Midterm to type and revise your journal entries for your Midterm Exam. In the weeks following the Midterm, you will be assigned additional journal entries. All of your journals, from the entire semester, must be typed and handed in with your Final Portfolio.

Please note: It is important that you schedule time to work with a tutor on your Reader's Journals throughout the semester. You are expected to have typed, polished entries for submission for your Midterm and your Final Portfolio. 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.

## Paper 1: Autobiographical Narrative

Students will write a 3-5 page autobiographical narrative about a climactic event in which they learned a life lesson. The focus of this essay will be to develop a strong theme using the conventions of narrative writing: character, plot, setting, etc. The story should be based on an autobiographical event and should be limited in time to a single incident. Students may employ strategies like "flash back" or "flash forward," but will have to be mindful to craft appropriate transitions for their audience. This paper will include extensive prewriting and multiple drafts and a Works Cited page is not required. The maximum page length for this essay is 8 pages.

## Major Assignment: Annotated Bibliography

During week 2 of the semester, students will be asked to brainstorm possible topics for their final persuasive essay. This essay must be written on a current socio-political issue in America, and the students will spend the duration of the course moving from a novice on the subject to a critical thinker on the issue. By the close of the course, students will be asked to take a stance on the topic and to write a thesis-driven persuasive essay that is more complex than the standard 5-paragraph genre. By week 4 of the semester, students will have attended a Library Lesson, in which they learn strategies for finding academic sources for their essays. From weeks 5-10 students will research their socio-political topics and collect artifacts for their persuasive essays. Please note that we will consider "research" in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these 5 weeks, students will find a total of 5 valid sources, and will print, staple and annotate each article fully. Then, they will draft the Annotated Bibliography which will include MLA citations, and academic paragraphs comprised of summary, analysis and reflection. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting Paper 2.

## Paper 2: Persuasion

The goal of argument as process, is truth seeking. Truth seeking makes you an informed and judicious employee and citizen who delays decisions until a full range of evidence and alternative views are aired and examined.

The goal of argument as a product, 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 address a social or political issue of interest 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.

As noted above, for this Persuasive Essay, you will begin researching a current socio-political issue for your Annotated Bibliography and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material.

This thesis-driven, text-based essay must be at least 900-1,200 words 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 and a Works Cited Page. A formal academic outline must accompany the final draft.



## Midterm

The Midterm Exam will consist of two parts: Part A is the take-home portion of the exam and will include your Reader's Journals, to date, which will consist of 50% of your Midterm grade. For each journal entry, you will also include a typed response to a set of reflection questions. Part B is the in-class, timed Reading Comprehension Exam, which will count as 50% of your Midterm grade. The Midterm Exam date is listed on the syllabus, below, and is strictly enforced. If you miss the exam, you must schedule a make-up exam (by contacting your instructor), as soon as you return to class from your absence. All make-up Midterm Exams must be completed within 3 weeks of the date listed on the syllabus, otherwise students earn a zero on the exam.

## Portfolio

**Note: All of your course material must be retained and organized, throughout the term, to submit in the Final Portfolio. Please stay organized and keep track of your pre-writing.**

The Final Portfolio will include a binder with 6 tabbed sections: Tab 1 will include a cover letter, Tab 2 will include a self-evaluation, Tab 3 will include a Draft Assessment Sheet, Tab 4 will include all of your pre-writing and drafts of Paper 1 and the Annotated Bibliography, Tab 5 will include a folder with all of the prewriting and drafts for Paper 2 (including the final draft), and Tab 6 will include the final, typed drafts of your Reader's Journals for the entire term. Every part of the Final Portfolio must be included, in order to submit the binder. In addition, all of the components of the Final Portfolio must be typed, except for the pre-writing from your papers and some of your early drafts.

**Note:** You will receive a separate letter grade for Paper 2, which will count as 20% of your final grade. Paper 2 does not count towards the letter grade for your Final Portfolio, but you cannot submit the portfolio without submitting Paper 2. You should revise Paper 1 and the Annotated Bibliography for your Final Portfolio, and you can earn additional credit for your portfolio if these assignments are improved upon. This is separate additional credit than for the Rewrite Policy listed above. Students who were not eligible to submit rewrites are still allowed to revise Paper 1 and the Annotated Bibliography for the Final Portfolio. A direction sheet and the grading criteria for the Final Portfolio will be provided to students towards the end of the term. Late portfolios will lose a letter grade for each section (overall portfolio grade, Journals and Paper 2).

## Grading:

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

Students must get a "C" or better pass this course.

## Grading is based on:

**Attendance and Academic Participation (see next page for more information)..... 15%**

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 and Quizzes

**Paper #1 Narrative 5%**

**Annotated Bibliography 10%**

**Paper #2 Persuasive Essay 10%**  
(must include formal academic typed outline)

**Midterm: Reading Journals to date (50%) and Timed Reading Exam (50%) 10%**

**Reader's Journals 10%**  
**Final Portfolio 20%**

**Exit Exam 20%**

***Note: A failing Exit Exam can result in a student needing to repeat the course, if the student's final average falls below a C.***

## Email policy and questions about assignments:

**E-mail:** I check my e-mail Mon through Friday between 9:00 A.M and 6:00 P.M. and usually on Sunday night. You can expect a reply from me within 24 hours. **All e-mails must include your name and the class you are in.**

Planning ahead and allowing time for revision is so important to good writing. Therefore, I will answer questions regarding the requirements for assignments up to 24 hours before an assignment is due. This means you must have read the assignment and started writing before that time in case you have questions. Emailing me a question the evening before an assignment is due shows a lack of planning and preparation.



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

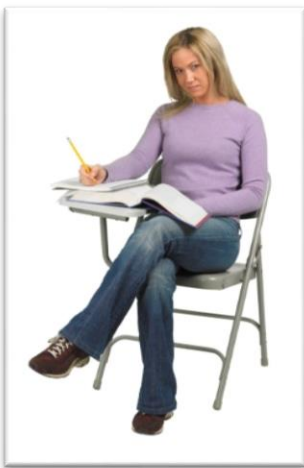
## Attendance through academic participation:

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.**

In your professional life, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the position in order reap the financial and personal benefits. In college courses, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the course in order reap the educational benefits.



I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, **coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.**



### 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.

### Save Your Work:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Google Drive*.

### Plagiarism:

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

### Formatting your Papers:

- All papers should be typed on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my

name, assignment name, due date (all in double space).

- The body of your essay is double-spaced.
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together in the upper left corner.  
**Unstapled essays will not be accepted.**
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

"My computer crashed". "My printer is ran out of ink". "I left the assignment on my desk". "I could not access Blackboard".

**Technical problems online:** While these do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting TRCC's computer network, but exceptions will not be made for routine computer problems. PLAN AHEAD.

### Save Your Work (Yes, this is in here twice):

It is always a good idea to *save your work* to disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox*, *Onedrive* or *Google Drive*. PLAN AHEAD.

### Printers:

Assignments are due in class on the dates indicated. Do not wait until just before class to print your work. Running out of ink or printer problems in the library are not valid excuses for late work. PLAN AHEAD.

### Email Policy and Communication:

I encourage you to communicate with me via email (preferred method); however, please be mindful that any written communication with me should be professional and regarded as a formal communication that follow standard written English conventions.

You must check and use your college email for class-related communications. For more information about this email account, visit the college home page and click the "New student email button." This email account is the only official electronic means that the college will communicate course and non-emergency information to you. Make sure that you check it often. Another option is to set up to forward your email from the college address to your preferred address.



## Digication Learning Portfolio Requirements

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation.

Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. 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.

### N Grade Policy:

The N grade is assigned when there is no basis for a grade. This applies to students who never came to class or didn’t attend long enough to be graded. The N grade is used to distinguish between failures (F), withdrawals (W), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60% point. Like withdrawals, the N grade is not included in a GPA, but counts as a non-completed course

### The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-215-9082

Email: [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu).

Online tutoring: <http://www.etutoring.org/>

### Weather Cancellations:

Call 860-215-9000, press 1 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) (Announcement posted on main page).

### 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)

### Computer Labs

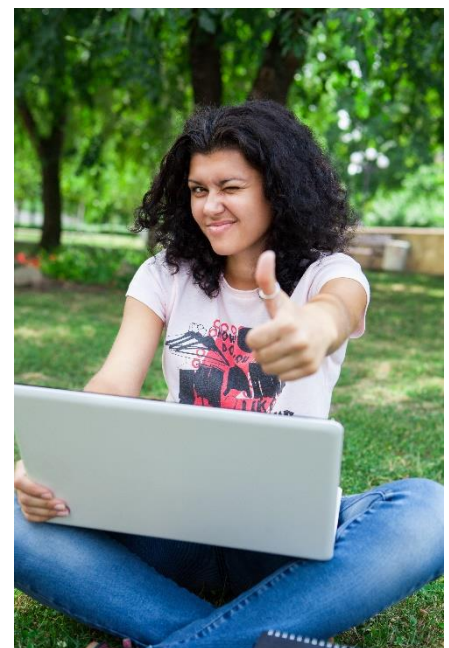
Room E112

Open: M-R 9:00 am – 9:00 p.m.

F – 9:00 am – 6:00 p.m.

Sat – 9:00 am – 2:00 p.m.

Library has computers for student use during library hours.



## 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

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> <li>• Mental Health Disabilities</li> </ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>

*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*



## Important Course Dates and Withdrawal From Class:

- Aug 31** Classes Begin
- Sept 3** Convocation
- Sept 7** Labor Day – **No Classes**
- Sept 14** Last Day to Drop Classes for Partial Tuition Refund
- Sept 23** Professional Day
- Sept 28** Last Day to Select Audit Option
- Oct 12** Columbus Day – **No Classes in Session**
- Nov 9** Last Day to Select Pass/Fail Option
- Nov 16** Last Day to apply for spring graduation
- Nov 26** Thanksgiving Break Starts – **No Classes**
- Dec 14** Last Day to Withdraw from Classes
- Dec 21** Last Day of Classes
- Dec 28** Final Grades Due

Up to Dec 14<sup>th</sup>, 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.

# Learning Outcomes for ENG 096

## Respond to Rhetorical Situations

- 1) Use appropriate language, analysis of texts, and development of ideas to demonstrate an awareness of audience and purpose

## Use Texts

- 2) Read expository and argumentative whole texts
- 3) Employ effective annotation skills
- 4) Accurately identify the main idea and supporting points of a text
- 5) Use the reading process to differentiate between supporting points, evidence, and reasoning in a text
- 6) Formulate a close response to the author's main idea
- 7) Read with accurate comprehension
- 8) Write accurate summaries and paraphrases
- 9) Evaluate information in texts for accuracy, validity, and relevance
- 10) Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose

## Craft Logical Arguments

- 11) Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay

- 12) Present an argument that uses basic organizational and transitional strategies

## Apply Language Conventions

- 13) Use language that demonstrates reasonable control of Standard English and language conventions

- 14) Use basic MLA citation style

- 15) Employ strategies to avoid plagiarism

## Formulate Effective Writing Strategies

- 16) By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model)
- 17) Write expository and persuasive essays relevant to the assignment
- 18) Use the writing process to develop, organize, and refine ideas
- 19) Develop thesis-driven essays with a clear, single focus and supporting points

## AROUND TOWN





English  
096  
Fall 2015