

“The depth of one’s knowledge is in direct correlation to one’s perseverance in digging.”
 ~ George Malboeuf

ENG K101: College Composition CRN: 13834 Spring 2018

Time: Monday/Wednesday 6:00pm-8:50pm **Location:** _____

Instructor: Dr. Alyson Snowe Leitch

E-mail: aleitch@trcc.commnet.edu

Required Texts and Course Materials:

- ✓ *Pearson Custom Library: The Three Rivers Reader.* Eds. Todd Barry, Jon Brammer, Frederick Knowles, Andrew Marvin, and Joseph Selvaggio. Boston: Pearson, 2016. Print.
- ✓ Faigley, Lester. *The Brief Penguin Handbook.* Online Edition.
- ✓ Access to a computer with internet; a valid email address so we may use GoogleDocs as a class
- ✓ A three ring binder to organize handouts and research folder with pockets
- ✓ A flash drive to store your work

Sign Up for MyCommNet Alert. MyCommNet is a system that sends text messages and 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 and Distance Learning Students page of the website.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Weather Cancellations: Call 860-215-9000 press 1 for College Closing Announcement; or go online to: www.trcc.commnet.edu or <http://www.threerivers.edu> (announcement will be posted on main page).

All students are required to maintain an online learning portfolio in **Digication**, a learning portfolio 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 even 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.

English Department Mission Statement

The English Department at Three Rivers Community College helps students become successful readers, writers, thinkers, and speakers in order to facilitate the habits of mind that are at the heart of genuine inquiry and engender meaningful academic discourse and civic engagement.

Vision Statement

The English Department at Three Rivers Community College is committed to providing students with the highest quality education over the entire range of courses we offer.

ENG K101 Composition Course Description

College Composition engages students in critical observation, reading, and writing. This 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 during assigned readings.

In this course, students will enhance their abilities to be critical thinkers, and thoughtful and analytical writers.

COMMON OUTCOMES FOR ENGLISH 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 (using the **updated** MLA style)

This course is based upon the core principle that writing is a “process” of thinking, drafting, re-examining, re-thinking, and re-writing before a final writing product can be produced. Often, various steps in the writing process must be retraced or repeated in the development of the final work. Students can *expect* to reconsider and should *plan for* rewriting their essays as their thinking evolves. This is the nature of good writing.

Some class time will be devoted to sharing writing and reviewing the writing of peers, in small groups, online, or through whole class discussion.

THIS IS A DEMANDING COURSE, REQUIRING AT LEAST TWO HOURS OF STUDY AT HOME FOR EVERY HOUR SPENT IN THE CLASSROOM.

Attendance

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.*

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. **Please be on time to class and refrain from using your cell phone during class time.**

Assignments and Grading

It is important that students attend class, come with assignments completed, and share their ideas both in discussions and in writing. These shared activities help all writers explore and develop the ideas they want to write about.

Physical presence is not enough; you must come to participate. Participation means openness to the idea of discussing your own writing and the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade.

This class will be largely discussion and workshop, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

- Entering this class intending to learn a great deal.
- Remembering the importance of a sense of humor.
- Demonstrating an interest in people of other times and places.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others.

The final grade in the course will be awarded based upon the following:

✓ **Attendance and Academic Participation 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
- homework assignments, tests, quizzes

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

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

✓ **Paper #3 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. **Changes on the rewrite must be highlighted to showcase all of the changes that the student made from the initial final draft to the revised draft.**

The Writing Center/TASC

Room: C117 (next to the library)

Phone: (860) 215-9082

Email: TRWritingcenter@trcc.commnet.edu.

Individual Conferences

I encourage you to meet with me to conference about your work during the semester – at least once before mid-term and once before the end of the semester. The conferences will involve discussion of your papers and your progress in the class. I encourage you to contact me with any questions or concerns. I'll be happy to discuss your writing with you and to answer any questions you may not have thought of in class.

Late Assignment Policy

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 the due date. **A third of a grade (i.e. an A+ paper will become an A, a C- paper will become a D) will be deducted for each day an assignment is late.**

Academic Integrity

Plagiarism is a violation of the academic code of honor. An overt violation occurs when a writer takes credit for someone else's work and submits it as his or her own. This includes cutting from others' writing and pasting their words into one's own work. Plagiarism can also occur through inaccurate or incomplete 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, or other sanctions. Please refer to the Student Handbook for more details on this important issue. Violating the academic code of honor carries sanctions up to and including exclusion from the college.

Save Your Work

It is always a good idea to *save your work* to a flash drive or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid losing assignments due to computer issues. 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*.

Important Course Dates and Withdrawal from Class

Jan. 23	Last day for registered students to add a class
Jan. 30	Last Day of Add/Drop and Partial Tuition Refund for 15 Week Session
Feb. 14	Last Day to Select Audit Option
Feb. 16-19	Presidents' Recess—Classes not in session
Mar. 12-18	Spring Recess—Classes not in session
Mar. 28	Last day to select pass/fail option
May 4	Last Day to Withdraw from Classes
May 11	Last Day of 15 Week Session

Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.

Special Considerations

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 (DSP) as soon as possible.

You can make an appointment with a DSP by calling (860) 215-9017.

Please note:

1. For academic adjustments, you will have to provide documentation of your disability to the DSP. Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor.
2. Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary

arrangements). Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-113	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none"> • Mental Health Disabilities • Learning Disabilities • ADD/ADHD • Autism Spectrum
Elizabeth Wilcox (860) 215-9289	<ul style="list-style-type: none"> • Medical Disabilities • Sensory Disabilities • Mobility Disabilities •

Other Notes of Importance

1. I encourage all students to set up an appointment to see me to talk about their progress in the course or any difficulties they may be having with an assignment.
2. **Extra Help Available:** Mondays and Wednesdays, or by appointment; I am always available via email. We also have a wonderful writing center: The Writing Center/TASC. It is located in Room: C117 (next to the Library). They are also available to assist you. Phone: 860-215-9082. Email: TRWritingcenter@trcc.comnet.edu. Online tutoring: <http://www.etutoring.org/>

Formatting your Papers

- All papers should be typed on white paper, and spell-checked for typos and other errors.
- Use 12-point Times New Roman font; left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, professor's name, assignment name, due date.
- The entire essay is double-spaced, including the heading.
- Your title should then be centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages in the upper right corner, including your last name.
- Use the **UPDATED (8th Edition)** Modern Language Association (MLA) citation to document sources <https://owl.english.purdue.edu/owl/resource/747/22/>
- **PAPERS THAT DO NOT FOLLOW FORMAT GUIDELINES MAY RESULT IN NO GRADE or LOWER GRADE.**

Schedule of Assignments

Homework is due at the beginning of the next class, unless otherwise noted. Assignments will be added, as the semester progresses. Any changes made to the syllabus will be announced in class. Students are responsible for noting changes.

WEEK 1

Date	Homework
Wednesday, January 17	<ul style="list-style-type: none"> • Read the syllabus and write down four questions you have about its content (e.g. late assignment policy, paper revision policy, attendance). • Read pages 103-106 in <i>The Three Rivers Reader</i> and <i>The Brief Penguin Handbook</i> (Chapter 2, Section 5c); and—using one of the graphic organizers given in class—compare and contrast “paraphrasing” and “summarizing.”

WEEK 2

Date	Homework
Monday, Jan. 22	<ul style="list-style-type: none"> • Create a Gmail account (if you do not already have one), so that GoogleDocs can be utilized for peer review and collaborative work. • Read critically and actively (following the methods outlined in the chapters you will be reading for homework, <i>The Three Rivers Reader</i>, pp. 79-81 and <i>The Brief Penguin Handbook</i>) “Critical Reading and Rhetorical Analysis” in <i>The Three Rivers Reader</i> (pp. 77-81) and <i>The Brief Penguin—Writer’s Handbook</i> (Chapter 2, Sections 5a and 5b).
Wednesday, Jan. 24	<ul style="list-style-type: none"> • Read critically and actively (following the methods outlined in <i>The Three Rivers Reader</i>, pp. 79-81 and <i>The Brief Penguin—Writer’s Handbook</i>) “Critical Reading and Rhetorical Analysis” in <i>The Three Rivers Reader</i> (pp. 82-90) and <i>The Brief Penguin Handbook</i> (Chapter 2, Sections 6a and 6b). • Read the essay, “The Singer Solution to World Poverty” (pp. 422-430), using the aforementioned critical and active reading strategies.

WEEK 3

Date	Homework
<p>Monday, Jan. 29</p>	<ul style="list-style-type: none"> • Answer the questions about “The Singer Solution to World Poverty,” Questions on Meaning (p. 430, Q 2-3), Questions on Rhetorical Strategy and Style (p. 430, Q 1-3), and review the handout discussed in class for help analyzing Singer’s argument in preparation for writing Paper 1. • Write the introduction for Paper 1: Critical Analysis (review p. 88 in <i>The Three Rivers Reader</i>). Note: Must be typed in Modern Language Association (MLA) format, 8th Edition. • Review Section 23, MLA Documentation, in <i>The Brief Penguin—Writer’s Handbook</i>, <u>as well as</u> the other sources on Modern Language Association formatting posted on Blackboard. Note: Pay special attention to Part 6, Section 23k (<i>The Writer’s Handbook</i> pp. 266-277). <p>Note: See <i>The Writer’s Handbook</i>, Part 6, Section 21f (p. 216) for more examples of effectively using paraphrases and summaries and Section 21e (213-215) for effectively integrating quotations. [Reminder: Do not use first-person in academic writing.]</p>
<p>Wednesday, Jan. 31</p>	<ul style="list-style-type: none"> • Read critically and actively, “Starting an Argument” (<i>The Three Rivers Reader</i> pp. 6-23). • Summarize Singer’s argument. Note: Must be typed in Modern Language Association (MLA) format, 8th Edition.

WEEK 4

Date	Homework
<p>Monday, February 5</p>	<ul style="list-style-type: none"> • Read critically and actively, “Persuasive Arguments” (<i>The Three Rivers Reader</i> pp. 28-40). • Define and explain the rhetorical concepts you will use to analyze Singer’s argument; and use the rhetorical concepts to examine Singer’s argument. What do the rhetorical concepts employed by Singer reveal about his argument? <u>Note</u>: Must be typed in Modern Language Association (MLA) format, 8th Edition. • See Part 1, Section 1c in <i>The Writer’s Handbook</i> (p. 3-4) for a diagram of the rhetorical triangle. • Read and annotate the essay, “Serving in Florida” from <i>Nickel and Dimed</i> by Barbara Ehrenreich (pp. 455-476), using the critical and active reading strategies that we have discussed in class.

<p>Wednesday, February 7</p>	<ul style="list-style-type: none"> • Complete the rough draft of Paper 1. <u>Note</u>: Must be typed in Modern Language Association (MLA) format, 8th Edition. Bring two printed copies to class on Wednesday for peer review workshop. • Read critically and actively, “Crediting, Quoting, Paraphrasing, and Summarizing” (<i>The Three Rivers Reader</i> pp. 99-113). *Some of these pages were previously assigned.
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WEEK 5

Date	Homework
<p>Monday, February 12</p>	<ul style="list-style-type: none"> ✓ Revise Paper 1. Final Draft DUE on Wednesday, February 14th. ✓ See Part 1, Sections 4a-e in <i>The Writer’s Handbook</i> (pp. 33-41) for advice on rewriting, editing, and proofreading.
<p>Wednesday, February 14</p>	<ul style="list-style-type: none"> • Read critically and actively, “Persuasive Arguments” (<i>The Three Rivers Reader</i> pp. 40-55). • Read about synthesis and review the assignment sheet for Paper 2. • Read the essay, “On Dumpster Diving” by Lars Eighner (pp. 478-492), using the critical and active reading strategies that we have discussed.
<p>Feb. 16-19</p>	<p>Presidents’ Recess—Classes not in session</p>

WEEK 6

Date	Homework
<p>Wednesday, Feb. 21</p>	<ul style="list-style-type: none"> • Read critically and actively, “Generative Arguments” (<i>The Three Rivers Reader</i> pp. 59-74). • Begin research for Paper 4: Final Research Project (if you have not done so already).

WEEK 7

Date	Homework
Monday, Feb. 26	<ul style="list-style-type: none"> • Complete rough draft of Paper 2: Synthesis Essay. Bring two printed copies to class on Wednesday.
Wednesday, Feb. 28	<ul style="list-style-type: none"> • Revise Paper 2: Synthesis Essay. Final draft of Paper 2: Synthesis Essay DUE on Monday, March 5.

WEEK 8

Date	Homework
Monday, March 5	<ul style="list-style-type: none"> • Find article [using the Three River's library databases] to use for Paper 3: Researched Essay Assignment.

<p>Wednesday, March 7</p>	<ul style="list-style-type: none"> • Work on Paper 3. • Continue researching and working on Paper 4: Final Research Paper. • Complete proposal for Paper 4: Research Paper, as well as an Annotated Bibliography.
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<p>March 12-18</p>	<p>Spring Break—Classes not in session</p>
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WEEK 9

Date	Homework
<p>Monday, March 19</p>	<ul style="list-style-type: none"> • Complete rough draft of Paper 3. Bring two printed copies to class on Wednesday.
<p>Wednesday, March 21</p>	<ul style="list-style-type: none"> • Read <i>The Writer's Handbook</i> (e-book), Part 1, Section 2d (pp. 18-19) and Part 6, Section 22d (p. 227). • Write the thesis statement, introductory paragraph, and working outline for your research paper. Must be typed and in MLA format.

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WEEK 10

Date	Homework
Monday, March 26	<ul style="list-style-type: none"> • Complete Paper 3: Researched Essay Assignment. I will collect your final draft on Wednesday
Wednesday, March 28	<ul style="list-style-type: none"> • Continue working on research paper and presentation.

WEEK 11

Date	Homework
Monday, April 2	<ul style="list-style-type: none"> • Complete the first two pages (minimum) of research paper. Bring two printed copies to class on Wednesday.

<p>Wednesday, April 4</p>	<ul style="list-style-type: none"> • Complete Bibliography/Works Cited page for final paper.
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WEEK 12

Date	Homework
<p>Monday, April 9</p>	<ul style="list-style-type: none"> • Continue working on research paper and presentation. • Complete first draft for Paper 4 for peer review workshop on Wednesday, April 11. Please have two (2) printed copies for peer review.
<p>Wednesday, April 11</p>	<p>✓ <u>First Draft Workshop for Paper 4.</u></p>

WEEK 13

Date	Homework
<p>Monday, April 16</p>	

<p>Wednesday, April 18</p>	<p>✓ Prepare for Second Draft Workshop for Paper 4. Please have two (2) copies for peer review on Monday, April 23.</p>
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WEEK 14

Date	Homework
<p>Monday, April 23</p>	<ul style="list-style-type: none"> • <u>Second Draft Workshop for Paper 4.</u>
<p>Wednesday, April 25</p>	<p>✓ Prepare for Third Draft Workshop for Paper 4. Please have two (2) copies for peer review on Monday, April 30.</p>

WEEK 15

Date	Homework
<p>Monday, April 30</p>	<p>✓ <u>Third Draft Workshop for Paper 4.</u></p>

<p>Wednesday, May 2</p>	<ul style="list-style-type: none"> • Begin presentations of research paper.
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WEEK 16

Date	Homework
<p>Monday, May 7</p>	
<p>Wednesday, May 9</p>	<ul style="list-style-type: none"> • DUE: Paper 4: Final Research Paper [final draft] for grading.

<p>Friday, May 11</p>	<p>Last day of classes</p>
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