

English 101- Composition

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Course catalog description for English 101:

College Composition 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.

Instructor's description for English 101:

English 101 is a composition course designed to enable students to become proficient in complex writing skills and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply basic concepts of argument and persuasive writing, and how to analyze material in a critical and objective fashion. Sources for writing will be introduced through text, images, interviews, and any other appropriate media. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and abstract material to produce coherent, thoughtful writings and discussions. Opportunities to incorporate experiential evidence and primary research will also be introduced. Writing assignments will vary in length, but will include numerous short, in-class writings, online quizzes, and four longer essays.

Learning outcomes:

English 101 is designed to build specific skills and abilities. Upon successfully completing English 101, you should be able to comfortably navigate academic writing tasks:

Read and think critically

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of view and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop your own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing

- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use broadened reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

Required texts:

Emerging: Contemporary Readings for Writers (most recent edition), by Barclay Barrios
 MS Word 2010 or newer (you must be able to save/send/receive your documents in .docx format or another common file type like .odt or .rtf)

Grading:

The grading for this course is based on evaluation in the five categories below. The point total possible for the class is 1000, so your final point total will be used to generate a grade percentage based on that number. All the categories of assessment will be explained in detail during the course.

Researched essays (4- 125 points each) -----	500	points
In class writings -----	200	points
Peer editing groups -----	100	points
Writing quizzes (5) -----	150	points
Course reflection paper -----	50	points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). For example, a student with 860 points would receive a straight "B" grade. A different student, who had accumulated only 820 points, would receive a "B-" (820= the lowest 2% of the "B" category or .82x1000=820). At any time during the course, you should be able to accurately calculate your standing by adding the points you have received on graded material and dividing it by the number of points possible. If you have any questions about how to do that, please contact me for clarification.

Due dates:

Due dates are included in the syllabus and are generally not flexible. Late papers will *not* be accepted unless a student is experiencing/has experienced a personal tragedy, emergency, or some other *extreme* situation. In such cases, try to speak to me privately as soon as possible.

Writing papers:

Submitting papers- I prefer that all papers be submitted electronically as attached files sent to my campus e-mail address. Supporting documents and drafts can be submitted either electronically or in a hard copy. If you send an e-mail to me directly, please be sure you get some acknowledgement from me indicating that I have received your paper. If you do not get one, I did not receive it!

MLA format- All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions. Learning this format well is one of the key goals of the course, so we will start gradually and build new components in every couple of weeks. By the end of the course, you should be very comfortable with the format. This is probably one of the best writing resources available online and will tell you everything you need to know about MLA format:

The Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/>

Returned Papers- Generally, all graded copies of papers will be returned within a week after the due date. Sometimes, that will not be possible, so please be patient. Returned papers will have comments inserted using MS Word “reviewing” toolbar conventions.

Computers- Try to get into the habit of using a desktop, laptop, or tablet when you initially compose your work and save to a separate digital storage device regularly. It will make revisions much more convenient. All papers should be proofed thoroughly *by a human!* Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the writing tutors in the Writing Center by making a face-to-face appointment by calling (860) 215-9082 or submitting a paper via e-mail at TRWritingCenter@trcc.comnet.edu

Cognitive focus work:

One activity we will be doing in each class is beginning our meetings with some focusing/grounding exercises. These will require that you unplug and tune in to what we are doing in the first few minutes of class. *Because that component will be part of EVERY class, I strongly suggest that you withdraw from the course if you are not comfortable practicing those activities.* Details on the specifics of the practices will be presented throughout the course.

General policies:

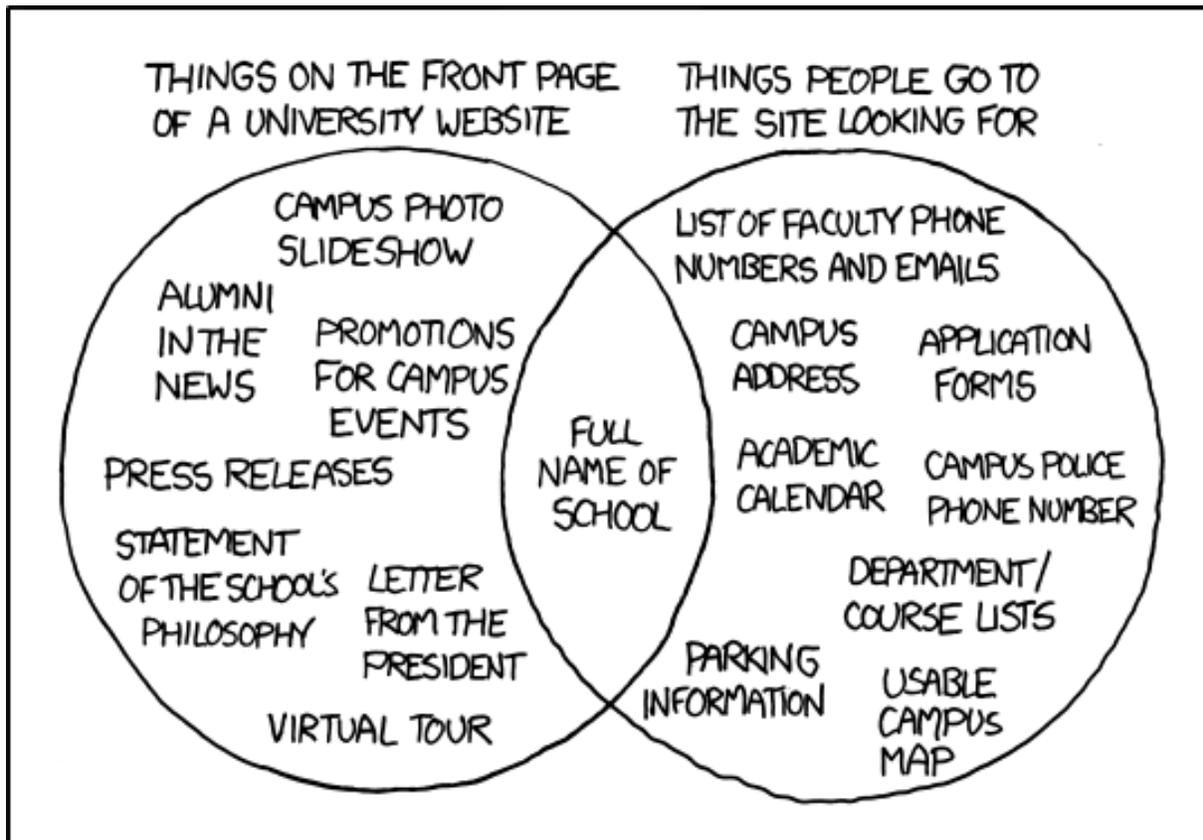
Digication- All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue 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.

Plagiarism- Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior that will result in a “0” for the plagiarized assignment, with no re-write possibilities. Any repeat offense will result in a failing grade in the course. Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis.

Withdrawal policy- A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. No punitive “W” grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the

instructor. 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.

Students with disabilities- If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. 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 A-119D) generally works with students who have learning disabilities, attention deficit disorder (ADD/ADHD), or Asperger's syndrome. Matt Liscum (860-215-9265/Room A-124) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.



ENG 101- reading and assignment schedule for fall 2015

Week 1- 8/31 to 9/4

M- - Introduction to the course, active reading strategies, writing responses, course ground rules; centering exercises

W- How to ask questions, sample annotations and intro to longer readings

F- Samuel- *"Plug in Better": A Manifesto* (e-copy to be distributed)

Week 2- 9/7 to 9/11 (Monday is a holiday- college closed/no classes)

W- Restak- *Attention Deficit: The Brain Syndrome of Our Era*

F- More on attention and focusing!

Week 3- 9/14 to 9/18

M- Gilbert- *Reporting Live from Tomorrow*

W- Recognizing claims; making connections and building matrices

F-Christian- *Authenticating*

Week 4- 9/21 to 9/25

M- Building blocks for essay #1; designing questions and adding supports

W- MLA bits and pieces for essay #1; question sharing and revision

F- Research basics; first person sourcing; narrative examples

Writing quiz #1 online- due at the end of the week

Week 5- 9/28 to 10/2

M- Draft of essay #1; peer working groups

W- Duhigg and Barbaeza- *In China, the Human Costs Are Built Into an iPad* (e-copy to be distributed)

F- Friedman- *The Dell Theory of Conflict Prevention*

Week 6- 10/5 to 10/9

M- Final copy of essay #1 due

W- Arora- *What Do We Deserve?*

F- Leonard- *The Story of Stuff* (video and discussion)

Week 7- 10/12 to 10/16 (Monday is a holiday- no classes, but the campus is open)

W- Gladwell- *Small Change*

F- Building blocks for essay #2; designing questions and angles; more MLA

Writing quiz #2 online- due at the end of the week

Week 8- 10/19 to 10/23

M- Recognizing warrants and conflicting supports; research road trip!! (destination TBA)

Draft of essay #2; peer working groups

W- Dickinson- *The Future of Food*

F- Pollan- *The Animals: Practicing Complexity*

Week 9- 10/26 to 10/30

M- Final copy of essay #2 due

W- Herzog- *Animals Like Us*

F- Documentary viewing

Writing quiz #3 online- due at the end of the week

Week 10- 11/2 to 11/6

- M-** Building blocks for essay #3; doc. viewing continued
- W-** Experiential supports and original research for writing
- F-** Fukuyama- *Human Dignity*

Week 11- 11/9 to 11/13 (college open and classes held on Veteran's Day)

- M-** Draft of essay #3 due; peer working groups
- W-** The Dalai Lama- *The Ethic of Compassion* (e-copy to be distributed)
- F-** Yoshino- *Preface* and *The New Civil Rights*

Week 12- 11/16 to 11/20

- M-** Final copy of essay #3 due
 - W-** Nussbaum- *The Central Human Functional Capabilities* (e-copy to be distributed)
 - F-** Documentary viewing- part I
- Writing quiz #4 online- due at the end of the week**

Week 13- 11/23 to 11/27 (no meetings on W or F for Thanksgiving break)

- M-** Building blocks for essay #4; doc viewing- part II

Week 14- 11/30 to 12/4

- M-** Meetings for essay #4 organization and ideas
- W-** Multimedia sources; vetting electronic sources; free writing for essay #4
- F-** Human bar graph; values clarification

Week 15- 12/7 to 12/11

- M-** Draft of essay #4 due; peer working groups
- W-** Bringing in more complex ideas; connecting abstract issues; connecting disciplines
- F-** Language choices; e-prime language

Week 16- 12/14 to 12/18

- M-** Final copy of essay #4 due; group readings
 - W-** Wrapping up central themes and skills; thinking across the curriculum
 - F-** Course reflection paper due
- Writing quiz #5 online- due at the end of the week**

Any remaining work must be submitted by the end of the week (12/18/2015) at 3pm in order to be included in final grade calculations.