

**“Educated, informed people engage in research all the time. They are accountable for their opinions, have evidence, and know where it came from.”**

## **Syllabus**

### **English 101**

Course Number 31529	Tuesday, Thursday 8:00 – 9:15	Room E223
Course number 30207	Tuesday, Thursday 11:00 – 12-15	Room D222
Fall 2015		

Instructor: Sally W. Cini

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Office Hours: Tuesday, Thursday 9:30 – 10:45 Adjunct Faculty Office Room D205

#### **Course description for English 101:**

College Composition engages students in critical observation, reading, and writing. The course prepares students 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, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.

#### **Required Texts**

*Emerging - Contemporary Readings for Writers*, Barclay Barrios  
*Pearson Brief Penguin Handbook Online*

#### **Learning Outcomes for English 101**

##### **Respond to Rhetorical Situations**

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

##### **Engage with and Use Authoritative Sources**

- 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)
- Employ effective annotation skills to the reading of complex texts  
Locate and evaluate sources appropriate to the rhetorical situation  
Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension

- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

### **Craft Logical Arguments**

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- 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**

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

### **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.

### **Withdrawal Policy:**

- Students may officially withdraw from this class at the Registrar's Office up to December 14
- Courses dropped prior to or during the first two weeks of classes in a standard semester will not appear on the student's transcript.
- Students who do not obtain an official withdrawal, but simply stop attending classes will receive a final grade of an F.

### **Student with Disabilities:**

Students with disabilities are guaranteed reasonable accommodations under the provisions of the Americans with Disability Act of 1992. Disclosure of the disability must be voluntary. If you have a hidden or visible 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>

**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 required assignments your grade will be affected. Students are expected to attend all classes and participate in all class-related activities. All assignments must be completed successfully to pass the course.

**Class policies:**

- This course is classroom based. I do not accept email submissions.
- You are responsible for all material presented in class, regardless of attendance. It would be wise to exchange contact information with at least one other person in class who is willing to exchange information when one of you is absent.
- All four formal essays must be submitted to pass the course
- I also must ask that no one text during class. If you find it necessary to communicate with others outside the classroom, please step into the hallway.

**Format of Assignments:**

- All work must be word-processed.
- For academic papers the accepted standards are:
  - One inch margins on each side
  - Double spacing for entire document
  - Size 12 font in Times New Roman or a comparable serif font only
  - Text should be left justified (not justified right)
  - A running header in upper right corner of each page
  - Essay title centered
  - Info block in upper left corner (first page only) must include
    - Student's full name
    - Instructor's name

- Course name
  - Due date in European format (15 September 2015)
- When I specify a number of pages, I mean typed pages of approximately 250 words per page.
- Essays must follow the MLA format, guidelines for which can be found in the online version of *The Brief Penguin Handbook* by Lester Faigley

**Grading:**

Informal writing and class participation	10%
Researched essays developed through process	60%
Take-home Final Exam	15%
Five Reading Responses	15%

**Weather Delays/ Class Cancellations:**

In the event of inclement weather, information will be available on mycommnet Alert. Be sure to sign up for this service so you will receive the text messages

**“Digication Statements**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

**Reading and Writing Schedule for English 101  
Fall 2015**

**Tuesday, Thursday 8:00 – 9:15    CRN 31529                      Room E223**  
**Tuesday, Thursday 11:00 – 12:15    CRN 30207                      Room D222**

(Drafted 8/26/15. Open to revision)

<b>Date</b>	<b>In-Class Topic</b>	<b>Assignments Due</b>
<b>Class 1</b> 9/1 Tuesday	<b>In Class Topic</b> Introduction to class, writing prompt, get-to-know	<b>Assignment Due</b> none
<b>Class 2</b> 9/3 Thursday	<b>In Class Topic</b> Reading strategies, annotation	<b>Assignment Due</b> Reader Response #1 Refer to handout provided
<b>Class 3</b> 9/8 Tuesday	<b>In Class Topic</b> Assign paper #1	<b>Assignment Due</b> Reading Assignment #2
<b>Class 4</b> 9/10 Thursday	<b>In Class Topic</b> Group work on drafts	<b>Assignment Due</b> First draft of paper #1
<b>Class 5</b> 9/15 Tuesday	<b>In Class Topic</b> Revision of essay one, diction, considering audience, conventions	<b>Assignment Due</b> Second draft of paper #1
<b>Class 6</b> 9/17 Thursday	<b>In Class Topic</b> MLA	<b>Assignment Due</b> Final version of paper #1
<b>Class 7</b> 9/22 Tuesday	<b>In Class Topic</b> Reading strategies – prediction	<b>Assignment Due</b> Reading Assignment #3
<b>Class 8</b> 9/24 Thursday	<b>In Class Topic</b> MLA requirements, Noodletools Reading strategies - bias	<b>Assignment Due</b> Reading assignment #3
<b>Class 9</b> 9/29 Tuesday	<b>In Class Topic</b> Reading discussion, introduction, thesis	<b>Assignment Due</b> Sample MLA page
<b>Class 10</b> 10/1 Thursday	<b>In Class Topic</b> Librarian presentation In-class revision	<b>Assignment Due</b> First draft of paper #2

<b>Class 11</b> 10/6 Tuesday	<b>In Class Topic</b> Integration of quotes, refinement of anecdote. In-class revision	<b>Assignment Due</b> Second draft of paper #2
<b>Class 12</b> 10/8 Thursday	<b>In Class Topic</b> Transitions, definitions Annotated Bibliography	<b>Assignment Due</b> Final version of paper #2
<b>Class 13</b> 10/13 Tuesday	<b>No Class</b> Conferences	<b>Assignment Due</b> none
<b>Class 14</b> 10/15 Thursday	<b>No Class</b> Conferences	<b>Assignment Due</b> none
<b>Class 15</b> 10/20 Tuesday	<b>In Class Topic</b> Reading strategies, predictions and questions, figurative language	<b>Assignment Due</b> Annotated Bibliography

<b>Class 16</b> 10/22 Thursday	<b>In Class Topic</b> Evaluation of sources	<b>Assignment Due</b> Reading assignment #4 due
<b>Class 17</b> 10/27 Tuesday	<b>In Class Topic</b> Transition	<b>Assignment Due</b> Graphic organizer
<b>Class 18</b> 10/29 Thursday	<b>In Class Topic</b> Strength of argument, Group revision	<b>Assignment Due</b> First draft of essay #3
<b>Class 19</b> 11/3 Tuesday	<b>In Class Topic</b> Transitions, group editing	<b>Assignment Due</b> Second draft of essay #3
<b>Class 20</b> 11/5 Thursday	<b>In Class Topic</b> Opposing Viewpoint	<b>Assignment Due</b> Final version of essay #3
<b>Class 21</b> 11/10 Tuesday	<b>In Class Topic</b> Reading strategies - bias	<b>Assignment Due</b> Research
<b>Class 22</b> 11/12 Thursday	<b>In Class Topic</b> Organization of opposing view, mapping, discussion	<b>Assignment Due</b> Research

<b>Class 23</b> 11/17 Tuesday	<b>In Class Topic</b> Opposing view	<b>Assignment Due</b> Reading assignment #5
<b>Class 24</b> 11/19 Thursday	<b>In Class Topic</b> Topic discussion	<b>Assignment Due</b> Outline
<b>Class 25</b> 11/24 Tuesday	<b>In Class Topic</b> Grid requirements, topic discussion	<b>Assignment Due</b> Writing Plan
11/26 Thursday	<b>No Class</b> Thanksgiving	<b>Assignment Due</b> none
<b>Class 26</b> 12/1 Tuesday	<b>In Class Topic</b> What works, class evaluation	<b>Assignment Due</b> First draft of essay #4
<b>Class 27</b> 12/3 Thursday	<b>In Class Topic</b> How meet English requirements	<b>Assignment Due</b> Second draft of essay #4
<b>Class 28</b> 12/8 Tuesday	<b>In Class Topic</b> Go over part one of take home exam	<b>Assignment Due</b> Final version of essay #4
<b>Class 29</b> 12/10 Thursday	<b>In Class Topic</b> Assign part two of take home exam	<b>Assignment Due</b> Take home exam – part 1
<b>Class 30</b> 12/15 Tuesday	<b>In Class Topic</b> 20 minute class, hand in exam	<b>Assignment Due</b> Take home exam – part 2