

# THREE RIVERS COMMUNITY COLLEGE

## ENG K101 Composition Fall 2015

### SYLLABUS

**Instructor:** Christine Crutchfield

**Time and Place:** MWF 9:00-9:50 a.m. Room E223

**Office Hours:** TBD                   **Instructor's Phone:** TBD

**Instructor's Email:** ccrutchfield@nvcc.commnet.edu

**Required Textbooks:** 1) Barrios, Barclay. *Emerging: Contemporary Reading for Writers*. 2nd ed. Boston: Bedford-St. Martin's, 2013. Print.

2) Faigley, Lester. *The Brief Penguin Handbook*. 5th ed. Boston: Pearson, 2015. Digital file.

**COURSE DESCRIPTION:** (3 credits) 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 through assigned writings.

**LEARNING OUTCOMES:** Upon successful completion of this course, students should be able to:

#### **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

Approved CCET Steering Committee, July 31, 2013.

**COURSE REQUIREMENTS AND GRADING:** In this course, you will be completing a variety of writing assignments. **Deadlines are very important: please pay attention to the syllabus and meet deadlines as imposed.** I will accept late essays, but your grade will automatically be lowered one letter (i.e., A to a B) for each class period late. Journal responses may not be made up. Exams and quizzes may be made up. Class participation is crucial. I take note of the frequency and quality of your classroom input.

**Informal Writing and Quizzes (15%):** Throughout the semester, there will be informal writing assignments in and outside of class. These assignments and quizzes help develop and build on the critical thinking, reading, and discussing we will be doing throughout the semester and will greatly enhance your preparedness for the formal writing assignments. Any assignments not completed will lower your final grade. *Please keep all informal assignments organized in a folder.*

**Formal Papers, Drafts, Revisions and Research Paper (70%):** You will complete four essays and an annotated bibliography. The due dates are highlighted in the course calendar. All writing must follow the format described below.

Analysis Essay	10%
Synthesis Essay	15%
Synthesis Plus Essay	20%
Research Paper	25%

**Drafts and Revisions:** *For each formal assignment, the 1st Draft feedback from the Pearson Writing Review must be submitted and revisions made or the final essay will not be accepted.* You may only receive 2nd draft credit if you are in class with copies printed *before* class on the days that drafts are due. Drafts of papers must be printed (usually 2 copies) and brought to class on draft days. **A third of a grade will be deducted from the final essay grade (i.e., a “B” paper will become a B-) if you do not come to class prepared with a draft.** Papers that receive a grade of C+ or lower, not including reductions in grade for being late or not submitting a draft, may be revised for a better grade.

**Class Activities, Writing Workshops, Attendance/Class Participation/Presentations (15%):** Class activities are opportunities to explore, discuss, and present material relevant to our course, whether individually, in groups, or as a whole class. They allow us to practice and demonstrate the skills we will learn throughout the semester: citing appropriate sources, thinking critically, synthesizing information, and making connections. As a result, missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

This class is a discussion class, 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.

**ATTENDANCE** will be taken at the beginning of each class. 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.

Because regular attendance and active participation are important parts of this course, to miss even one class is to significantly decrease your chances of benefiting from the course, and missing more than one class will definitely affect your grade. Much of what we will be doing in this class simply cannot be made up. In the event that you do miss a class, contact one of your classmates or me for any assignment information. **Please note that an absence does not result in new deadlines.** You are responsible for keeping up with assignments and emailing me any assignments in your absence, or any work you hand in when you return will count as being late. For absences due to extenuating circumstances, **it is your responsibility to contact me.**

#### **FORMATTING PAPERS: ALL PAPERS MUST BE TYPED**

- All papers should be printed on white paper and 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, and due date (all in double space).
- 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.
- The body of your essay is double-spaced. Paragraphs should be indented, and there should be no extra space between paragraphs.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages 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.

**CLASSROOM DECORUM:** A quiet place and uninterrupted time are essential to preserve your creative thought process and allow for the continuity of your writing. Be respectful of other students' need to use the class time efficiently. Please be on time. A late arrival is disruptive and disrespectful. Assume personal responsibility for your education through your efforts, diligence and hard work. Bring your book to class. Prepare for each class. Learn to schedule important matters (i.e., this class) into your weekly schedule. **PLEASE TURN OFF ALL CELL PHONES** and/or any other electronic devices. Be respectful of other students' right to ask questions and express opinions. Pay attention to the speaker, as private conversations are disruptive and disrespectful to me and your classmates. Help nurture a learning environment where we learn from each other's differences and experiences.

**ACADEMIC HONESTY/PLAGIARISM AND ITS PENALTIES:** 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.

Plagiarism is using someone else's words or thoughts, including paraphrasing, without crediting them properly. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy above.

**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             <ul style="list-style-type: none"> <li>● ADD/ADHD</li> <li>● Autism Spectrum</li> </ul> </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.*

**DIGICATION:** As a student you will maintain an online learning portfolio using a college-designed template in **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. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. 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!

**THE UF GRADE** is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The UF grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the UF grade does not get included in your GPA but does count as a non-completed course. **Up to December 8th, students may officially withdraw from the class at the Registrar's Office (A115).**

**TUTORING:** All students seeking TUTORING are encouraged to use the Writing Center, located in C117 on the main campus for help with essays. Extra help is always available with me before or after class and by appointment.

**SIGN UP FOR MYCOMMNET ALERT:** MyCommNet Alert 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 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)

## TENTATIVE COURSE SCHEDULE

**M 8/31** Diagnostic Essay

**W 9/2** Introduction to the Course and Syllabus Review

**F 9/4** Discuss *Penguin* Part 1, Sections 1 and 2 pgs. 1-16

**M 9/7** **Holiday – No Class**

**W 9/9** Discuss *Penguin* Part 1, Sections 3 and 4 pgs. 17-34

**F 9/11** Discuss *Emerging* Introduction pgs. 2-24. Submit a response discussing which 5 points from the chapter you found most helpful/interesting/unexpected and why.

**M 9/14** Discuss *Penguin* Part 2, Sections 5 and 6 pgs. 35-55

**W 9/16** Discuss *Penguin* Part 2, Sections 9 and 10 pgs. 72-96

**F 9/18** Discuss *Emerging* “Who Is This Man and Why Is He Screaming?” pgs. 255-263. Submit an informal response of 1-2 pages answering Question #3 on pg. 256. Practice close reading analysis - Answer the question, “What are the risks and rewards of living in a networked world?” using passages from the reading to support your answer.

**M 9/21** Discuss *Emerging* “Visible Man: Ethics in a World without Secrets” pgs. 461-470. Submit an informal response of 1-2 pages answering Question #1 on pg. 461.

**W 9/23** Write a 4 page close reading analysis essay of “Visible Man: Ethics in a World without Secrets.” Using passages from the reading for support. answer the questions: What is sousveillance? and Does it help support or undermine democracy?

**F 9/25** Class Discussion and Journal

**M 9/28 1st Draft Analysis Essay Due**

**W 9/30 2nd Draft Analysis Essay Due for Peer Review**

**F 10/2** Discuss *Penguin* Part 7, Sections 27 and 28 pgs. 351-362

**M 10/5 Analysis Essay Due**

**W 10/7** Discuss *Emerging* “Small Change” pgs. 230-238. Submit an informal response of 1-2 pages answering Question #1 on pg. 230.

**F 10/9** Discuss *Emerging* “‘Plug in Better’: A Manifesto” in the epages. Submit an informal response of 1-2 pages answering Questions for Critical Reading #TBD.

**M 10/12 Holiday - No Class**

**W 10/14** Class Discussion and Journal

**F 10/16** Write a 5-6 page Synthesis Essay answering *Emerging* Question #4 on pg. 239.

**M 10/19** Discuss *Penguin* Part 7, Sections 29 and 30 pgs. 363-377

**W 10/21** Discuss *Penguin* Part 8, Sections 33 and 34 pgs. 397-414

**F 10/23 1st Draft Synthesis Essay Due**

**M 10/26 2nd Draft Synthesis Essay Due for Peer Review**

**W 10/28** Discuss *Penguin* Part 8, Sections 35d and 36 pgs. 422-424 and 426-437

**F 10/30 Synthesis Essay Due**

**M 11/2** Discuss *Emerging* “It Gets Better” and “Action Makes It Better” pgs. 425-432. Submit an informal response of 1-2 pages answering Question #3 on pg. 426.

**W 11/4** Class Discussion and Journal

**F 11/6** Begin brainstorming for the 5-6 page (not including works cited page) Synthesis Plus Essay where you will choose 2-3 of the readings we've completed so far this semester, plus one outside scholarly article from the library databases, to discuss how technology can best be used to shape the present reality for a better world.

**M 11/9** Discuss *Penguin* Part 6, Sections 21 and 22 pgs. 210-229

**W 11/11** MLA Workshop

**F 11/13** Library Visit

**M 11/16** 1st Draft Synthesis Plus Essay Due

**W 11/18** 2nd Draft Synthesis Plus Essay Due for Peer Review

**F 11/20** Discuss *Penguin* Part 5, Sections 17, 18, and 19 pgs. 160-203

**M 11/23** Synthesis Plus Essay Due

**W 11/25** Make-Up/Supplemental Day

**F 11/27** Holiday - No Class

**M 11/30** Discuss *Emerging* "My Crowd Experiment: The Mob Project" pgs. 513-529. Submit an informal response of 1-2 pages answering Question #2 on pg. 513.

**W 12/2** Begin working on your 7-9 page (not including works cited page) research paper on the topic of memes as discussed in *Emerging* question #2 on pg. 531. Prepare an annotated bibliography of 5 outside sources.

**F 12/4** Library Research Day

**M 12/7** Annotated Bibliography Due

**W 12/9** Intro/Outline Part 1

**F 12/11** Intro/Outline Part 2

**M 12/14** 1st Draft Research Paper Due

**W 12/16** 2nd Draft Research Paper Due for Peer Review

**F 12/18** Workshop

**M 12/21** Research Paper Due