

English 101: Composition / Section T7
T/R 9:30--10:45
Room E223

Instructor: Charles Kell
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Required Text:

Barrios, Barclay, ed. *Emerging: Contemporary Readings for Writers*. 2nd ed. Boston: Bedford/St. Martin's, 2013. Print.

"Not to want to say, not to know what you want to say, not to be able to say what you think you want to say, and never to stop saying, or hardly ever, that is the thing to keep in mind, even in the heat of composition."—Samuel Beckett, *Molloy*

"A Writer is a person with his [or her] skin off."—Donald Graves

"Fragments are the only forms I trust"—Donald Barthelme, "See the Moon?"

"I am no doubt not the only one who writes in order to have no face. Do not ask who I am and do not ask me to remain the same..."—Michel Foucault, *The Archaeology of Knowledge*

"Do I contradict myself?
Very well then....I contradict myself,
I am large....I contain multitudes."—Walt Whitman, "Song of Myself"

"Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better."—Samuel Beckett, *Worstward Ho*

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.

Assignments:

Paper 1: Critical Reading Analysis Essay

Students will write 2-3 complete pages that provides a close reading and analysis of a text. A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking. To analyze means to show the

relationship of the parts of a text(s) being examined and how those relationships reveals the meaning. Even though as a writer you set the standards, you should be open-minded, well informed, and fair. You can express your opinions (without using first person), but you should also back them up with evidence.

Paper 2: Synthesis Essay

Students will write 3 to 4 complete pages that synthesizes two or more texts. As Charles Bazerman explains in his book *The Informed Writer: Using Sources in the Disciplines*,

If you read only one book [or any text], follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said....However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author too....This bringing together is the task of synthesis. All professions that use data or knowledge constantly require synthesis; that is, putting information from a number of sources into one usable, coherent form, whether to give a picture of a company's financial stability or to write a newspaper story (139).

Paper 3: Synthesis Plus Assignment – (details will be provided in class)

Students will write 3 pages plus a works cited page which will include MLA citations using researched materials from newspapers, magazines, and other sources. The Synthesis Plus Assignment will introduce students to the research process through a collaborative effort.

Paper 4: Annotated Bibliography

Early in the semester, students will be asked to brainstorm possible topics for their final persuasive essay. Students will be asked to take a stance on the topic and to write a thesis-driven researched essay that is more complex than the standard 5-paragraph genre. Students will research their 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 weeks, students will find a total of 5 valid sources, and will print, staple and annotate each article fully. Then, they will draft paper 4, an Annotated Bibliography which will include MLA citations and academic paragraphs comprised of summary, analysis and commentary. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting Paper 5.

Paper 5: Researched Argument

The goal of argument 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 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 7 pages 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, a works cited page, and an academic formal outline must accompany the final draft.

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 1000 points:

Attendance and Academic Participation (See below for description) **150 pts.**

Includes:

- 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

Paper #1 Critical Analysis/Synthesis Essay **100 pts.**

Paper #2 Synthesis Essay **150 pts.**

Paper #3 Synthesis Plus Assignment **200 pts.**

Paper #4 Annotated Bibliography **150 pts.**

Paper #5 Persuasive Researched Argument **250 pts.**

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.

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.

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|----|--------|----|-------|----|-------|----|-------|
| A | 93–100 | B | 83-86 | C | 73-76 | D | 63-66 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 |
| B+ | 87–89 | C+ | 77-79 | D+ | 67-69 | F | 0-59 |

Attendance:

The importance of coming to class cannot be stressed enough. If students repeatedly miss classes not only do they miss daily writing assignments and class participation but they also let their fellow students down by missing peer-review sessions. Each class builds toward the next, so by missing class you will miss vital information. If a student misses three weeks (six classes) of this course without notifying the instructor the student may fail the course, and if a student misses four classes in a row without a valid excuse that student will fail the course. If a student misses class it is the student's responsibility to get caught up and obtain any information that was missed.

Late Work Policy:

Late work will not be accepted unless there is an excused absence. The University recognizes the following as excused: personal emergencies (including illness or a death in the family); religious observances; participation in University-sponsored events (athletics, academic competitions); government-required activities, such as military assignments and jury duty.

Plagiarism:

Plagiarism is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person.

Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person's work as if it was your own.

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.

Special Considerations for Students with Disabilities:

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 an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also, accommodations take effect when the instructor receives the paperwork from a student. Accommodations will not be provided retroactively. The counseling and advising office is located in room A115. You may contact Matt Liscum: 860-215-9265 (physical, sensory, medical and mental health) and Chris Scarborough: 860-215-9289 (learning disabilities, ADD/ADHD, and autism spectrum).

Statement on 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.

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

Important Course Dates and Withdrawal from Class:

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|---------|---|
| Sept 7 | Labor Day – College Closed |
| Sept 14 | Last Day to Drop Classes for Partial Tuition Refund |
| Sept 28 | Last Day to Select Audit Option |
| Nov 9 | Last Day to Select Pass/Fail Option |
| Nov 11 | Veteran's Day – College Open |
| Nov 26 | Thanksgiving Break starts |
| Nov 16 | Last Day to apply for spring graduation |
| Dec 14 | Last Day to Withdraw from Classes |
| Dec 21 | Last Day of Classes |
| Dec 28 | Final Grades Due |

Up to Dec 14th, 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."

Upon successful completion of these courses, 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

Course Schedule:

Week one

Tues. September 1: Class introductions, diagnostic essay, syllabus

Thur. September 3: Finish introductions, finish syllabus, Blackboard, *Emerging* 2-24

Week two

Tues. September 8: *Emerging* 45-65

Thur. September 10: in-class writing, paper 1 handout

Week three

Tues. September 15: *Emerging* 34-44

Thur. September 17: in-class writing, the peer-review process

Week four

Tues. September 22: **Rough draft of paper 1 due**, plans for revision

Thur. September 24: *Emerging* 94-11

Week five

Tues. September 29: **Final draft of paper 1 due**

Thur. October 1: Paper 2 handout, synthesis

Week six

Tues. October 6: *Emerging* 265-279

Thur. October 8: in-class writing

Week seven

Tues. October 13: *Emerging* 112-131, essays

Thur. October 15: Essays, analysis

Week eight

Tues October 20: **Rough draft of paper two due**

Thur. October 22: Handout paper 3, synthesis plus, *Emerging* 210-229

Week nine

Tues. October 27: **Final draft of paper two due**

Thur. October 29: in-class writing, groups, *Emerging* 513-531

Week ten

Tues. November 3: Groups, in-class writing

Thur. November 5: Library; **Rough draft of paper 3 due**

Week eleven

Tues. November 10: in-class writing, handout paper 4

Thur. November 12: **Final draft of paper three due**, handout paper 5

Week twelve

Tues. November 17: **Emerging** 151-164

Thur. November 19: conferences

Week thirteen

Tues. November 24: conferences

Thur. November 26: No class, Thanksgiving

Week fourteen

Tues. December 1: *Emerging* 477-484

Thur. December 3: **Paper 4 due**

Week fifteen

Tues. December 8: working on research paper

Thur. December 10: **Rough draft of paper 5 due**

Week sixteen

Tues. December 15: working on research paper

Thur. December 17: **Final draft of paper 5 due**