

Syllabus

Composition

ENG K101, Fall 2015

Three Rivers Community College

Instructor: Mark McGuire-Schwartz Room D222 Section 30215
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Tuesdays and Thursdays, 2:30-3:45 PM Office Hours: Can be arranged

Class philosophy:

Writing well is of great importance for success in college and beyond.

We are all here to work hard and to learn to be better writers.

Let's work together, respect each other, and let's enjoy our class!

Required Texts:

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

Faigley, Lester. *The Brief Penguin Handbook*. Online Edition.

ENG 101 Course Description:

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.

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

Assignments:

Note: For all reading assignments, ALWAYS do the following:

- Read about the author.
- Look at “Questions for Critical Reading” to help focus your reading, to prepare for class discussion, and to help choose writing topics.
- Look through notes at the end of the article, including Exploring Context, Questions for Connecting, Language Matters, and Assignments for Writing.

Note: For all writing assignments, ALWAYS do the following:

Bring 4 copies of each writing assignment to class.

ALWAYS SAVE ALL COPIES OF WRITTEN MATERIAL!

* Note – these may be turned in but they do not have to be formal or in complete sentences. We are looking for ideas here, not for quality of writing.

Course Schedule

The following schedule shows when readings and major writing assignments are due. Some (but not all) of the smaller writing assignments are also listed.

Some regular activities will occur in almost every class, so they are mostly not listed here. These include discussions of readings, peer reviews and other small group activities, writing

Some of the activities and dates and this calendar may change, based on class needs.

9/1/15 First class

- Introductions
- In-class writing
- Introduction to Syllabus

Homework due next class:

1. Read the Syllabus
2. Based on what it says in the syllabus, write 2 lists as described below:
 - 4 ways to do well in this class
 - 4 practical things for a student to know that might assist her or him to succeed in course work and college life

3. Send an email to your professor. Tell him how you think you'll do in this class.

9/3

- Introductory exercises
- Review and discussion of syllabus

Homework due next class:

1. Read "Fish Cheeks," by Amy Tan, available online.
2. Write a short essay of at least three paragraphs, as detailed in class handout.

9/8

- Discussion of Fish Cheeks and Wilensky
- Discussion of what makes a good essay
- Peer Reviews

Homework due next class:

1. Revision of Fish Cheeks essay
2. Blackboard – Read the assignment posted in the Homework Assignments section and follow instruction.

9/10

- Peer Reviews
- Discussion of what makes a good essay – Format and Structure

Homework due next class:

1. Read "Veiled Threat," including "Arwa Aburawa," pages 27-33."
2. Do prewriting for Essay # 1– based on Fish or Veiled. See additional notes and instructions on Blackboard.

9/15

- Discussion of Veiled
- Peer Reviews

Homework due next class:

1. Write first draft for Essay #1.

9/17

- Peer Reviews
- Discussion of what makes a good essay – Format, Structure, and Prewriting

Homework due next class:

1. Read “My Summer at an Indian Call Center,” pages 280-296.
2. Second, expanded draft of Essay #1

9/22

- Discuss Call Center
- Peer Reviews

Homework due next class:

1. Essay #1, final version due

9/24

- Discussion of what makes a good essay – using evidence
- Writing exercises

Homework due next class:

1. Read “Animals like Us,” 241-248,
2. Prewriting for Essay #2, according to instructions.

9/29

- Discussion of Animals
- Discussion of what makes a good essay – audience, purpose
- Peer Reviews

Homework due next class:

1. First draft of Essay #2

10/1

- Discussion of what makes a good essay– audience, purpose, transitions
- Peer Reviews
- Writing exercises

Homework due next class:

1. Read “The Things they Carry,” pages 297-306.

10/6

- Discuss Things
- Writing exercises

Homework due next class:

1. Planned revisions on Essay #2
2. To be assigned

10/8

- Discussion of what makes a good essay – taking a stance
- Small group exercises
- Writing exercises

Homework due next class:

1. Read “Once Upon a Quinceanera,” pages 45-65.
2. Second draft of Essay # 2 due

10/13

- Peer Reviews
- Discussion how to make Essay #2 a good essay – review, citing sources

Homework due next class:

- 1. Essay # 2 due**

10/15

- Group exercises

Homework due next class:

1. Read “Small Change” pages 230-240.

10/20

- **Midterm Exam**

Homework due next class:

1. Submit Portfolio
2. Include in portfolio answers to these questions:
 1. What areas of writing do you want to work on for the rest of the semester?
 2. What changes would you like to see in class for the rest of the semester? What activities would you like to do more if? Less of? What is helpful? Unhelpful? What suggestions do you have?

10/22

- Review Midterm Exam
- Prep for debate

Homework due next class:

1. Plan for Essay #3, as follows:
 - a. 1st paragraph of essay #3
 - b. 1st sentence of second paragraph
 - c. list of texts you may use
 - d. First draft thesis sentence
 - e. tentative title

10/27

- 4 person game
- Discussion of Small Change

Homework due next class:

1. Rough Draft of Essay #3

10/29

- Debate
- Peer reviews of Essay #3 plans
- Writing exercise

Homework due next class:

1. Read "Consider the Lobster," 497-512.

11/3

- Discuss Lobster
- Writing exercises

Homework due next class:

1. Essay # 3 due

11/5

- Library Visit

Homework due next class:.

1. Read “Female Chauvinist Pigs,” 265-279.
2. Topics for Research paper – details on Blackboard
3. Paper Plan (Outline/Notes)

11/10

- Discussion of topics
- Discussion of research paper
- Writing exercise

Homework due next class:

1. Suggest sources for peers’ Research papers – details on Blackboard

11/12

- To be announced

Homework due next class:

1. Students’ choice: Read “Faith and Diplomacy,” pages 34-42, or “The Dell Theory of Conflict Resolution,” 165-181.
2. First draft of Research Paper due

11/17

- Peer reviews of first Draft
- Discuss readings

Homework due next class:

1. To be announced

11/19

- Tweaking research paper

Homework due next class:

1. Reading to be assigned.
2. Research paper planned revisions

11/24

- Presentations/wrap up
- Peer reviews of draft 2

Homework due next class:

1. Read “Post Secret,” 387-395.
2. Second draft due

11/26

Thanksgiving

No Class.

- Do something meaningful to celebrate the holiday.
 - Think about Thanks/Family/Tradition.
 - Enjoy!

12/1

- Presentations/wrap up

Homework due next class:

1. Research Paper due

12/3

- Presentations/wrap up

Homework due next class:

1. Portfolio due

12/8 Make up//Supplemental Day – Instructor’s Discretion

12/10

- To be announced
- Presentations/wrap up

12/15

- Wrap up
- Poetry Exercise

12/17

- Last Class
- Wrap up
- Class Assessments

Written Assignments:

This class will require 4 major writing assignments, plus smaller supplemental assignments. Details for papers 2 through 4 and supplemental writings will be provided at the appropriate times.

Note: Some assignments may be modified due to changing class needs and circumstances.

Paper 1: Critical Reading Analysis Essay

Paper 2: Synthesis Essay

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

Paper 4: Researched Argument

Midterm Exam

Portfolio

Your Portfolio will include all your written work done for this class, including all drafts, peer review comments, in-class exercises, papers, and other written material.

The portfolio will be handed in at Mid-Term and again at the end of the class.

IMPORTANT NOTE: You must save all written work throughout the term to include in your portfolio. Any missing work may result in a lower grade.

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.

How to do well in this class (and, coincidentally) get a good grade:

- Come to class prepared.
- Participate in large group and small group discussions.
- Submit work on time.
- Help your peers.
- Read carefully and critically.
- Write well-organized and convincing essays.
- Learn as we go along.
- Improve your writing.

Grades:

Final versions of all papers will be given a numerical grade, from 0-100. Your portfolio will also be given a numerical grade.

Drafts, answers to questions on readings, and other minor written assignments will not receive a numerical grade. They will receive a Check, Check Plus, or Check Minus. Peer comments will be treated the same way.

Grades are based on the following elements of your work:

Attendance and Academic Participation	25%
• Paper #1 Critical Analysis/Synthesis Essay	10%
• Paper #2 Synthesis Essay	10%
• Paper #3 Group Synthesis Plus Assignment	10%
Paper #5 Persuasive Researched Argument	20%
Midterm Exam	5%
• Final Portfolio	25%

Late work will lose 10 points for each week late.

*Percentage Points

Letter Grade

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

Policy on Disability Services:

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.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none">• Physical Disabilities• Sensory Disabilities• Medical Disabilities• Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum

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. Accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.

Digication Learning Portfolio Requirements:

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!

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.

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/>

Computer Labs:

Room E112
M-R 9:00 am – 9:00 p.m. F – 9:00 am – 6:00 p.m. Sat – 9:00 am – 2:00 p.m.
Library has computers for student use during library hours.

Weather Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & 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 & Distance Learning Students page of the web site.

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