

**ENG 101S: Composition with Embedded Support**  
**Three Rivers Community College**  
**Fall 2015**

**Instructor:** Jared Demick

**Class Meets:** Wednesdays and Fridays 6:30-9:50 p.m. in E116 and D126

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**ENG 101S Description:**

ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. *This course develops one's skills in academic writing, transforming one from being a consumer of others' ideas to a producer who questions and extends those ideas.* 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.

*Recommended placement in ENG\* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG\* K101S. A grade of "C" or higher must be achieved to successfully complete ENG\* K101S.*

**Required Texts:**

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

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

## Learning Outcomes for ENG 101S

### **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

## Grading

### Writings (33%)

**Short Works:** Short pieces of original writing that riff off methods and strategies we study that week in class.

**Four Essays:** Four longer works of original writing that will form the core of the course. These pieces will be workshopped in class with 4 other students. The four essays are as follows:

**Essay 1: Critical Reading Analysis Essay:** Students will provide a critical reading and analysis of a text(s). 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.

**Paper 2: Synthesis Essay:** Students will write at least 5-6 complete pages that synthesizes two or more texts. Here you join in a “conversation” with multiple perspectives on an issue. Rather than simple pro/con constructions, you start to analyze and evaluate arguments to form your own view. By becoming an informed writer, you establish your own “voice” and credibility.

**Paper 3: Synthesis with Research Assignment:** Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

**Paper 4: Research Project:** This thesis-driven, text-based essay must be at least 7-8 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.

### Participation (33%)

**In-class writings:** In most classes, we will experiment with various forms and tasks.

**Speaking in class:** Everyone needs to vocally participate in our collective explorations of creative writing genres, techniques, and processes.

**Workshop Revision Letters:** During each of our 4 workshop weeks, you will read the creative work of 4 other classmates. Not only will you provide advice in person, you will also give written critiques that you will submit to both the writer and me.

### Final Portfolio (33%)

At the end of the semester, you will submit a final portfolio that will include revised versions of two essays of your choice with a cover letter that reflects on the writing you did this semester.

## Miscellanea

**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 and all assignments must be completed successfully to pass the course.

**Workshop Etiquette and Commentary:** Please help make our classroom a safe environment where writers can not only share their work but also feel confident to take risks. Please treat the work of others with the same respect that you desire. The goal here is constructive commentary that helps a writer revise and improve their creative work. Empty phrases such as “I liked it” or “This doesn’t work” are unhelpful unless they are backed up with specific examples. Instead of saying what is good or bad, say what works (and how it can be enhanced) and what does not (and why, and what might make it better).

**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.

**Digication Learning Portfolio Requirements:** 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. 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.

**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.

**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. DSP can found in A119. For physical, sensory, medical, or mental health disabilities, please call Matt Liscum at (860) 215-9265. For learning disabilities, ADD/ADHD, or autism, please call Chris Scarborough at (860) 215-9289.

**The Writing Center/TACS:** Located in C117 (next to Library) and can be used contacted at (860) 215-9082 or at [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu)