

English 101S: Composition with Embedded Support

Fall 2015

Tuesday/Thursday 8:00:10:45

D109 & E214

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Course Description:

English 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 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:

Respond to Rhetorical Situations

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

Engage with Authoritative Sources

- Use the reading process to distinguish between supporting points, evidence, and reasoning in complex texts that engage multiple perspectives using a variety of rhetorical strategies.
- Employ effective annotation skills in the reading of complex texts.
- Locate and evaluate sources appropriate to the rhetorical situation.
- Interpret and analyze arguments, 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 distinguish these from one'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 essay with clear thesis statements and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material

- Write at least one thesis-driven, text-based essay of 1,500 words demonstrating competent argumentation using complex texts.

Apply Language Conventions

- Apply standard English language conventions (diction, tone, formality) consistently, with particular attention to college-level writing situations.
- Cite varied sources in MLA format.

Information on Assignments

Your grade will be based on four types of assignments:

- **Reading Responses:**
These brief, informal writings will be comprised of your reactions to specific quotes in the texts. They will ensure that you do the readings and come to class with something to say. All responses should be one to two pages, handwritten, while adhering to MLA standards. Reading responses will be collected at the beginning of the class in which they are due. They may not be handed in at any other time. Reading responses do not receive formal grades. If your responses demonstrate careful thought and considerable effort, you will receive credit. If they do not, you will not receive credit. This means that simply handing in a reading response is not enough. You need to show that you have done the reading and have put effort into a thoughtful response.
- **In-class Writings**
Throughout the semester, we will compose short, in-class writings on topics that correspond to our discussions. Students will present their initial, unpolished work to the class to help promote our discussions and to further our understanding of the topic at hand. This will also help us engage with and examine the composition process. Like reading responses, these in-class writings may be considered less formal than a typed paper. Also like reading responses, in-class writings do not receive formal grades and cannot be made up if you are absent.
- **Essays**
You will write three formal essays this semester. The first essay will be three pages, the second essay will be four pages, and the third essay will be five pages. Each will incorporate a number of sources. Writing is a recursive, iterative process, and as such we will be spending much of the class workshopping and revising drafts to help develop and improve our abilities. Your work must adhere to MLA standards (which we will discuss in class.) Formal essays must be submitted on hard copy. Detailed explanations of each essay will be provided as we move through the semester.
- **Research Paper**
Your final paper will be a 7-9 page research paper in which you synthesize external information to establish your own point of view. In addition to adhering to MLA standards, your research paper must include a minimum of four secondary sources to support your argument. You must also include an annotated bibliography. We will be spending two days in the library to facilitate an effective, scholarly research process.

Grade Breakdown

Each assignment is worth a certain number of points for a total of 100 points.

Assignment	Point Value
Reading Responses	10
In-class Writings	10
Essay #1	15
Essay #2	18
Essay #3	21
Research Paper (w/ Annotated Bibliography)	26

The total number of points your earn will determine your final grade.

Number of Points	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
0-59	F	0

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 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.*

Deadlines and Due Dates:

All work is due at the beginning of the class meeting on the date specified. Unless special arrangements have been made with me, please be aware that deadlines for this course are inflexible and penalties will be applied to late work. You and you alone are responsible for dealing with issues and emergencies that arise. *You must complete all assignments to successfully pass the course.* Also please note, **work submitted via email WILL NOT be accepted.**

In-Class Writing Workshops:

In this course you will frequently exchange drafts of your in-progress writing before submitting a revised draft for grading. You will be divided into groups of 3-4 students, and you will provide each of your group members with a copy of your draft. This means you must print multiple copies of each draft before class. We will repeat this exercise throughout the semester, and this is intended to both help you develop your own writing process and to learn the importance of editing and revision. Please note that if you miss a writing workshop, 25% of the points for that paper will be deducted automatically, and those points cannot be made up. This is not meant to be punitive so much as it is meant to emphasize the importance of drafting and revision in the writing process.

Withdrawal:

Monday, December 14 is the last day students may officially withdraw from classes at the Registrar's Office. Withdrawal does not affect your GPA, but may have financial aid consequences, so consult with Financial Aid before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

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 as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that accommodations take effect when the instructor receives the paperwork from a student. They will not be provided retroactively. Contact the Office of Disability Services in Room A119.

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 throughout 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.

The Writing Center: C117

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty, and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and emailed paper submission. To contact the Writing Center, call (860) 215-9082, or email TRWritingCenter@trcc.commnet.edu.

Donald R. Welter Library

The Library is open Monday-Thursday from 8:00 AM to 6:00 Pm and Friday from 8:30 AM to 3:00 PM. It is closed Saturdays and Sundays. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the Library's website.

Digication Statement

All students are required to maintain an online learning portfolio in Digication using the college template. Digication gives students the opportunity to monitor their personal growth and integrate lessons from inside and outside the classroom. Periodically, a Three Rivers General Education Assessment Team will select and review random works to help improve the college experience. Student work reviewed for assessment purposes will remain private and anonymous. Students can create multiple portfolios and may continue to use their Digication account graduation.

Course Schedule

Please keep in mind that this schedule may be revised as we progress through the semester. Updates will be announced in class and new versions of the syllabus will be posted on Blackboard.

Week 1

- Tues. 9/1 - Introductions
- Diagnostic Essay
- Thurs. 9/3 - Review syllabus, discuss major points
- Discuss Rachel Kadish, "Who Is This Man, and Why Is He Screaming?"

Week 2

- Tues. 9/8 - Discuss Kadish, cont.
- **Due: First Reading Response**
- Thurs. 9/10 - Arwa Aburawa, "Veiled Threat: The Guerilla Graffiti of Princess Hijab"
- Discuss Essay #1
- **Due: Reading Response**

Week 3

- Tues. 9/15 - In-class Writing #1: Introductions
- Thurs. 9/17 - Kwame Anthony Appiah, "Making Conversation *and* The Primacy of Practice"
- **Due: Reading Response**

Week 4

- Tues. 9/22 - **Essay #1 Writing Workshop**
- **Essay #1 Drafts Due (multiple copies)**
- Thurs. 9/24 - **Essay #1 Due**
- **Presentations**

Week 5

- Tues. 9/29 - Discuss online infographics (links will be emailed)
- Thurs. 9/30 - Lessons from Essay #1

Week 6

- Tues. 10/6 - PostSecret, "Portfolio of Postcards"
- Discuss Essay #2
- Thurs. 10/8 - In-class Writing #2

Week 7

- Tues. 10/13 - Dan Savage and Urvashi Vaid, "It Gets Better *and* Action Makes It Better"
- Due: Reading Response
- Thurs. 10/15 - In-class Writing #3

Week 8

- Tues. 10/20 - **Essay #2 Writing Workshop**
- Essay #2 Drafts Due (multiple copies)
- Thurs. 10/22 - **Essay #2 Due**
- Presentations

Week 9

- Tues. 10/27 - Tom Vanderbilt, "Shut Up, I Can't Hear You: Anonymity, Aggression, and the Problems of Communicating While Driving"
- Thurs. 10/29 - Lessons from Essay #2

Week 10

- Tues. 11/3 - Discuss Readings on Blackboard
 - Discuss Essay #3
- Thurs. 11/5 - In-class Writing #4

Week 11

- Tues. 11/10 - Daniel Gilbert, "Reporting Live from Tomorrow"
- Thurs. 11/12 - In-class Writing #5

Week 12

- Tues. 11/17 - **Essay #3 Writing Workshop**
- Essay #3 Drafts Due (multiple copies)
- Thurs. 11/19 - In-class revision and editing of Essay #3

Week 13

- Tues. 11/24 - **Essay #3 Due**
- Thurs. 11/26 - NO CLASS - Thanksgiving

Week 14

Tues. 12/1 - Library Research Methods

Thurs. 12/3 - Library Research Methods
- **Due: Annotated Bibliographies**

Week 15

Tues. 12/8 - Make-up/Supplemental Day

Thurs. 12/10 - **Research Paper Writing Workshop**
- **Research Paper Drafts Due (multiple copies)**

Week 16

Tues. 12/15 - **Research Paper Due**

Thurs. 12/17 - Wrap-up and Review