

COMPOSITION ENG 101
Professor Janet Hagen

*"When something can be read without effort, great effort has gone into its writing."
-Enrique Jardiel Poncela*

Office: C216
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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.

Required Material

- Groner, Rachel and John R. O'Hara. *Composing Gender: A Bedford Spotlight Reader*. Boston: Bedford, 2014. Print.
- Recommended: three-ring binder to keep everything organized and together
- STAPLER

Learning Outcomes

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

Grade Breakdowns

Annotated Bibliography	5%
Essay One	15%
Essay Two	20%
Essay Three	20%
Essay Four	25% (research)

Class participation: attendance, class activities, writing workshops, and quizzes 15%

Formal Papers, Drafts, Revisions, Annotated Bibliography and Research Paper (85%):

You will complete several essays and an annotated bibliography. The due dates are highlighted in the course calendar and all writing must follow the format outlined below. **Assignments that are not properly formatted will be returned without a grade and/or will have a grade reduction.**

Class participation: class activities, writing workshops, quizzes, attendance (15%):

Attendance and participation are important factors in your final grade. Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we will be working on throughout the semester: citing appropriate sources, demonstrating critical thinking, synthesizing information, and making connections. Expect “pop” quizzes on the readings. *All work assigned in class, including quizzes, may not be made up.*

Attendance:

Attendance: In order for the class to be successful it is important that you attend regularly. **If you must miss class, please remember that you will still be held accountable for the material covered in class and all assignments that are due that day.** (An excused absent includes, for example, illness and/or injury and requires written verification.) Extended unexcused absences will affect your grade negatively. (Each time you miss class you will receive a zero for participation.)

Due dates for assignments:

All assignments *are due at the beginning of class* and ***I do not accept emailed assignments.*** If

you know that you will not be able to attend class when an assignment is due, please make arrangements to turn it in **before class** on the due date. A full letter grade will be deducted for each day it is late. If it is a check, you will automatically receive a check minus.

***Keep in mind, too, that for work to be counted as on time, it must be completed by the beginning of class. (If you run into class 20 minutes late, for example, the work will still be considered late, so don't wait until the last minute to use the printers.)*

Due dates for essays:

Like assignments, essays are due at the *beginning* of class. Unlike assignments, you will still be able to turn them in for a pass (C) or a fail (F).

Being late: Coming into class late is **disruptive and it will affect your grade negatively, as well as getting up to leave the class at any time.** *The door will be locked. (You will be getting a break.)

Turn off any electronic devices not associated with the class and put all phones away in your backpacks, etc. (It's only 75 minutes of your life!) If I should catch you texting there will be a consequence.

Using the computer: When we are in the computer lab and you are not on your computer for required classwork, your mouse must be placed on your monitor at all times..

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. *See attached contract. (SafeAssign will be used. Explanations to follow.)

Support 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 215-9265	<ul style="list-style-type: none"> · Physical Disabilities · Sensory Disabilities · Medical Disabilities · Mental Health Disabilities

Chris Scarborough 215-9289	<ul style="list-style-type: none"> · Learning Disabilities · ADD/ADHD · Autism Spectrum
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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.

Title IX

Title IX of the Education Amendments of 1972 that prohibits sex-based discrimination of any kind in the educational programs or activities of federally-financed institutions, which includes Three Rivers Community College.

Three Rivers Community College will not tolerate any form of sex-based discrimination or sexual misconduct, [which includes, but is not limited to, sexual harassment, intimate partner violence \(domestic violence, dating partner violence\), stalking, and sexual assault.](#)

How to Report an Incident

There is no time limit for reporting sexual misconduct. At any time, you may report an incident of sexual misconduct by contacting the Dean of Students or the College's Title IX Coordinator. For a detailed breakdown of the Title IX Coordinator's services, please visit the [Title IX Coordinator page](#) off of TRCC's homepage.

On campus contacts

Victoria Baker
Title IX Coordinator
 Three Rivers Community College
 574 New London Turnpike
 Norwich, CT 06360
 Room E-110, (860) 215-9208
VBaker@trcc.commnet.edu

Christine Languth
Director of Student Success
 Three Rivers Community College
 574 New London Turnpike,
 Norwich, CT 06360
 Room A-128, (860) 215-9260
Clanguth@trcc.commnet.edu

Local Confidential Counseling Resources

Sexual Assault Crisis Center of Eastern Connecticut

New London Office, 78 Howard Street, 2nd Floor, New London, CT 06320, Office: 860-442-0604 - Hotline: 860-437-7766 or Toll Free (888) 999-5545 <http://www.saccec.org/>

Formatting your Papers:

ALL PAPERS MUST BE TYPED

- All papers should be on white paper, printed, 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, due date (all in double space).
- The body of your essay is double-spaced.
- 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.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together 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.

Page requirements: Assignments that are shorter than the minimum length requirement will suffer significantly in grade (if they pass). “Five pages” means five **full** pages.

Other important things to know:

“My computer crashed”. “My printer ran out of ink”. “I left the assignment on my desk.” “I could not access Blackboard.” “Printers aren’t working in the lab.” **are not valid excuses for late papers.** PLAN AHEAD.

Save Your Work: It is always a good idea to *save your work* to a disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox*, *Sugarsync* or *Google Drive*. PLAN AHEAD.

Email Policy and Communication:

Please note that I will answer all emails within 24-48 hours. Please be mindful that any written communication with me should be professional and regarded as a formal communication that follows standard written English conventions. (In other words, **know your audience**. No “hi ya” or “hi prof. i have a question.”) Don’t wait until the last minute if you have a question, and don’t expect an answer right away if you email me at 2 a.m.

Tutoring: Three Rivers has an excellent writing center located next to the library, C117. Receiving help through email is also available. Include your name, student ID, and a brief explanation of the assignment and send your work as an attachment to TRWritingCenter@trcc.comnet.edu. (Because of the large amount of students receiving assistance, I recommend that you set up an appointment ahead of time; if you submit your essay via email give yourself 24-48 hours turnaround time.)

Class cancellations: If class is cancelled, a notice will be posted outside the door. I will also try to send you an email, so please make sure you have signed up for a TRCC email account. School cancellations due to bad weather will be posted on the TRCC homepage and also recorded on the school’s main phone number: (860) 215- 9000. To receive a text message of closings and emergencies, sign into your Commnet account and register for alerts in [myCommnet Alert](#).

ENG 101 Course Calendar

*For reference: CG is *Composing Gender*, UT is "Understanding the Text" and RR is "Reflection and Response"

Week One

SEPTEMBER

- 1 Introduction to the course
 - 3 *CG. Read Introduction 1-11 and in-class writing
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Week Two – How Do We Become Boys/Men and Girls/Women?

- 8 CG: "From *Women, Men, and Society*" 76. UT answer 1-4 and 6 under RR
[How to become a critical reader—mapping]
 - 10 "Rethinking Women's Biology" 46. UT: answer 1-3 and construct map. Writing summaries.
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Week Three

- 15 "No Way My Boys Are Going to Be Like That": Parents' Responses to Children's Gender Nonconformity" 91. UT: 1-2 and 4 under RR
*Hand out and discuss **Essay Assignment #1** [How to write an analysis.]
 - 17 Continue discussion of readings and prepare for draft workshop
[The writing process – product vs. process, invention strategies, writing as a recursive process]
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Week Four

- 22 First Draft Essay #1 Due (bring 5 copies to class)
 - 24 **Essay One Due** with homework assignments. Attach everything together.
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Week Five - What Rituals Shape Our Gender?

- 29 CG: 126-27. "From Prom Night: Youth, Schools, and Popular Culture" 128. UT: 1-4 and 5 under RR

OCTOBER

- 1 "The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk" 140. UT: 1-3
Hand out and Discuss **Essay Assignment #2 – Synthesis of Texts**
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Week Six

- 6 Draft workshop with Essay #2: constructing an analysis using two articles.
 - 8 **What Is the Role of Visual Artifacts in Learning Gender?** Visual rhetoric. Video.
Hand out and discuss **Assignment #3 Synthesis of Visual and Print Artifacts**
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Week Seven

- 13 **Essay Two Due** attached to homework assignments. Bring in a popular magazine (required).
- 15 "Visible or Invisible: Growing Up Female in Porn Culture" 252. UT 1-3 and 7 under RR.

Week Eight

- 20 "Report of the Task Force on the Sexualization of Young Girls" 268 UT: 13 and 6 under RR
- 22 "Losing Bodies" 244 UT: 1-3 and 4 under RR. Workshop

Week Nine

- 27 Draft workshop: Essay #3 Bring four copies (typed)
- 29 Open day

Week Ten – Final Research Essay: Gender in the New Wild West: The Effects of the Oil Boom in Western North Dakota
NOVEMBER

- 3 **Essay Three Due** attached to homework assignments. Hand out and discuss **Essay Assignment #4 – Final Research Project** (Video)
- 5 Video and handouts (read)

Week Eleven

- 10 Library Research Orientation - Formulating good questions and finding a topic
- 12 Researching

Week Twelve

- 17 Bring all sources and work on annotated bibliography
- 19 Put together outline – citing secondary sources

Week Thirteen

- 24 Open day
- 26 *Thanksgiving Holiday – Enjoy!*

Week Fourteen
DECEMBER

- 1 Annotated Bibliography and Outline Due. Bring first draft
- 3 Revision workshop

Week Fifteen

- 8 Open day (possibly no class)
- 10 Peer Review – bring six copies of your final essay

Week Sixteen

- 15-17 **Final Essay Due in Safe Assignment. NO EXCEPTIONS**

***The syllabus may change at any time and it is your responsibility to stay informed. I recommend you find someone in class you can contact if you have to miss class.*

Final grades will be available December 30.