

Syllabus – Fall 2015 – 32637 K101S-T9
ENG 101 Composition

Instructor: Kirsten Holmstedt

Meets: Monday and Wednesdays 9 a.m.-11:40 a.m., Rm. E 119 and Rm. 224

Office Hours: by appointment

Phone: (910) 340-4865

E-mail: kholmstedt@trcc.commnet.edu

Required Texts:

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

The Brief Penguin Handbook, Fifth Ed. Lester Faigley

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. 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. A grade of "C" or higher must be achieved to successfully complete ENG K101S.

Learning Outcomes

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

Approved CCET Steering Committee, July 31, 2013.

Requirements:

All assignments are due at the beginning of each class, no exceptions. I do not accept assignments by email. What is assigned for that day is due that day.

Formatting: All papers are to follow MLA Style Guidelines. Assignments must be:

- * Typed, in twelve-point type, one-inch margins, and double-spaced.
- * Page numbers should appear in the upper right-hand corner.
- * A heading should appear in the upper left corner that includes your name, course, title, due date and assignment. Your title should appear two spaces down from your heading, centered. (for essays)
- * All assignments must be **stapled**.
- * Assignments that are not properly formatted may be returned without a grade.

Essays: You will be required to write several essays and a research paper. All essays will undergo a series of revisions in and out of the classroom. On the specified days when rough drafts are due, you must **bring two copies** or you will not be able to participate in class and will receive a zero. Essay topics will be assigned and discussed in the classroom.

Position Papers: You will be required to write several responses to assigned readings. Position papers give you the freedom to critically react/analyze texts by expressing an original idea inspired by the reading. Feel free to love, hate, or be ambivalent. Your priority is to thoroughly explain and support your reaction in a coherent, unified manner. Position papers are not to be longer than two pages.

In-class assignments: You will be required to participate in all classroom activities. These activities are opportunities for you to participate in collaborative efforts. You will be sharing your work, and at times, handing it in. Failure to do so will reflect in your grade.

Quizzes: On the days readings are due, there will be a short quiz at the beginning of class. If you are late for class, you will not be able to make it up and will receive a zero.

Grading is based on:

The final grade will be a letter grade, A - F.

Students must get a “C” or better pass this course.

Grading is based on:

Class Participation	10 percent
Position paper/quizzes	5 percent
Annotated Bibliography	5 percent
Essay One	10 percent
Essay Two	15 percent
Essay Three	25 percent
Final Research Paper	30 percent

There are four required assignments in ENG 101:

A close reading/critical analysis assignment that asks students to respond critically to one essay. (3-5 pages)

A synthesis essay -- an essay that makes insightful connections between two or three texts (5-6 pages)

A synthesis **plus** research assignment that requires students to incorporate outside sources. (4-6 pages plus works cited page).

a 7-9 page researched project paper (plus a works cited).

Note on Reading and Writing:

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well-constructed papers. By working together, we can accomplish our goals.

Attendance:

Instructional staff assigned to all sections of credit bearing courses at Three Rivers are required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years.

The manner in which attendance is taken is determined at the professional discretion of the

instructor. In certain instances, these records are furnished to the Financial Aid Office, Veterans Affairs office, Employer sponsors and the International Student advisor.

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.*

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 to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student's GPA but does count as a non-completed course.

Plagiarism:

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.

The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-215-9082.

Email: TRWritingCenter@trcc.commnet.edu.

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 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

Technology:

During class, turn off your cell phone and other electronic equipment.

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

Computer Labs

Room E112

Open: 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.

Computer Logon - Net ID

For students logging onto computers for the first time at the college:

- Net ID = student ID without the “@” followed by @student.commnet.edu

- Password = First 3 letters of birth month + & + last 4 digits of SSN (Oct&6789)
- Log onto = STARS

If student has been locked out, there is a 15 minute wait before their account is unlocked. The seven student stations located in the hallway on the first floor of the A wing have shortcuts to reset passwords.

Digication Statement:

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Tips for Students: How to Let Your Instructor Know You're Struggling

If you're struggling and looking for some extra help in your courses, don't overlook the resource (sometimes literally) right in front of you. Your instructors are your best resource if you require extra help in the classroom. Utilize these tips, adapted from Dave Ellis' [*Becoming a Master Student, 14th Edition*](#), to help you express your struggles to your instructors. Once you let them know you're having difficulty, they will be able to help you get back on the path toward success in their course.

- **Start by Building a Relationship with your Professor** – At the beginning of the term, be sure to introduce yourself to your instructor. Speaking with your instructor can help you learn his or her teaching style and preferred method of communication, which will be useful if you need additional help in the course. Additionally, maintain the relationships that you've built with instructors, as they can be a great help throughout college and beyond.
- **Don't Wait Until it's Too Late** – If you recognize that you need additional help in a class, it's better to seek help from your instructor before it's too late. Your struggles will only increase as additional class work is assigned and the topics in the class become more in-depth, so get ahead of the situation.
- **Visit During Office Hours** – Instructors set aside this time for a reason, so put it to good use! Show up with questions or knowing what you need help with. For example, if you're struggling with exams, bring an old exam and discuss it with your professor, or if you're having trouble with writing papers, bring an outline or rough draft to review.
- **Ask Questions** – Ask questions during office hours or during class discussion. Instructors will be able to improve your understanding of course content if they know where you're getting confused. Additionally, asking questions shows interest in class discussions.
- **Show Interest in Class** – Show the instructor that you're trying. If you're struggling in class, the worst things you can do are to miss class or appear disinterested while you're there. Respond to questions, participate in class discussions, and appear interested. Your instructor will be more willing to provide you with extra help if they think you're putting in maximum effort. (pp. 21-22)

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. "Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

Course Calendar

Module 1 – Close Reading, Critical Analysis, and Entering the Conversation

Week 1 (Aug. 31 and Sept. 2): Diagnostic Essay

Discuss syllabus • learning outcomes • overview of course • texts • Online/internet resources and requirements (Blackboard, Digication, required online reading material) • Getting to Know You: Class Introductions • Discuss “Time Management” • “How to Email Your Professor” • “Fun with Formatting Papers” • In-class reading and writing activity

Discussion: critical reading and summarizing; rhetoric and academic writing.

Reading Due: Read Introduction to text

Writing Due: In-class writing

Wk 2-1: (Labor Day -- No class):

Wk 2-2 (Sept. 9):

Readings Due: Reading #1; discuss in groups.

Writing Due: Journal Responses #1

Discussion: close reading of texts

Discuss and practice annotating and summarizing texts

Begin discussion of Readings #2 and #3

Reading Due: Readings #2 and #3

Writing Due: Journal Responses # 2 and #3

Summary Due: Write a **summary** of either Readings #2 or #3; your summary should be about one-half to one page long, and it must be typed and double-spaced.

Wk 3-1 (Sept. 14):

Continue discussion of readings

Handout and Discuss

Essay Assignment #1 – Close Reading Analysis

(Make tutoring appointments)

Introduction to rhetorical concepts (audience, purpose, occasion/ethos, logos, pathos)

Wk 3-2 (Sept. 16):

Continue discussion of readings and prepare for draft workshop

Discussion: The writing process – product vs. process, invention strategies, writing as a recursive process

Wk 4-1 (Sept. 21):

● Draft workshop with Essay #1

Writing Due: First Draft Essay #1 Due (bring 2 copies to class)

Wk 4-2: (Sept. 23):

Discussion: formal requirements for essays; establishing a working argument/thesis;

Discussion: paraphrasing, quoting and citing strategies

Wk 5-1 (Sept. 28):

● **Final Revision Essay #1 Due**

Reading Due: Reading #4

Summary Due: Write a summary of the essay (about one-half to one page, typed, double-spaced)

Journal Response Due:

Begin discussion of Reading #4

Wk 5-2 (Sept. 30):

Discussion: Writing as a social process and discourse communities

Analyzing and Synthesizing the Ideas of Others

Handout and Discuss **Essay Assignment #2 – Synthesis of Texts**

(Make tutoring appointments)

Module 2 – Establishing Your Writer's Presence

Wk 6-1 (Oct. 5):

○ Draft workshop with Essay #2

Writing Due: First Draft Essay #2 Due (bring 2 copies to class)

Discussion: Providing context for the reader

Discussion: Including a Works Cited page

Wk 6-2: (Oct.7)

Reading Due: Reading #5

Summary Due: Write a summary of the essay (about one-half to one page, typed, double-spaced)

Journal Response Due:

Begin discussion of Reading #5

Wk 7-1 (Oct. 12):

Columbus Day -- No class

Wk 7-2 (Oct. 14):

🕒 **Final Revision Essay #2 Due**

Writing Due: Second Draft Essay #2 Due (bring 2 copies to class)

Discussion: transitions/coherence strategies/paragraph focus and essay organization

Discussion: The writer's voice

Handout and Discuss **Essay Assignment #3 – Mini-Research Project**

Discussion: Primary and Secondary Sources

Determining suitability, reliability, credibility of sources

Editing vs. Revision

Wk 8-1 (Oct. 19): Conferences – No Class

Wk 8-2: (Oct. 21) Conferences – No Class

Module 3 – Exploring the Conversation: Inquiry and Research

Wk 9-1 (Oct 26): Library Research Orientation – Meet in Library 2nd floor

Wk 9-2 (Oct. 28): **Reading Due:** Reading #6

Journal Response Due:

Begin discussion of Reading #6

🕒 First Draft workshop with Essay #3 – Bring 1 copy of your draft paper

Discussion: Identifying problems or issues

Wk 10-1 (Nov. 2): 🕒 Second Draft workshop with Essay #3

Discussion: Formulating good questions

Wk 10-2 (Nov. 4): 🕒 Third Draft Workshop with Essay #3

Discussion: Considering the Rhetorical Situation – audience and purpose

Wk 11-1 (Nov. 9): 🕒 **Final Revision Essay #3 Due**

Reading Due: Reading #7

Journal Response Due:

Begin discussion of Reading #7

Wk 11-2 (Nov. 11): Handout and Discuss **Essay Assignment #4 – Final Research Project**

Module 4 – Writing Towards Discovery: Research and the Power of Questions

Wk 12-1 (Nov. 16): In-class Workshop

Wk 12-2 (Nov. 18): ☉ First Draft workshop with Essay #3 – Bring 1 copy of your draft paper

Wk 13-1 (Nov. 23): In-class Workshop

Wk 13-2 (Nov. 25): ● Second Draft workshop with Essay #3

Wk 14-1 (Nov. 30): Conferences – No Class

Wk 14-2 (Dec. 2): Conferences – No Class

Wk 15-1 (Dec.. 7): ☉ Third Draft Workshop with Essay #4

Wk 15-2 (Dec. 9): ④ ***Final Revision Essay #4 Due***

Wk 16-1 (Dec 14): Presentations

Wk 16-2 (Dec. 16): Presentations
