

ENG 101S College Composition  
MW 6:30-9:15pm Room: E216/D222  
TR1:00-3:45 Room E214/D206  
Instructor: Susan M. Topping, Professor  
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Office: C254 Office Hours: MW 1:00-2:00pm; 3:15-4:00pm, and by appointment.

### 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 TEXT

*They Say/I Say with Readings* 3<sup>rd</sup> ed. Eds Gerald Graff, Cathy Birkenstein, and Russel Durst.  
New York: W.W.Norton & Co., 2015.

*Brief Penguin Handbook*. Online

### COURSE OBJECTIVES

At the end of this course students must demonstrate the ability 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

### **ASSIGNMENTS**

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose. However, if you submit an incomplete packet, your grade will be affected. In addition, if you miss a writing workshop day, or come to class without work for review, you cannot make up this work and this will negatively affect your grade.

Only those students who hand in the completed essay packet on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours.

PLEASE NOTE: If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

### **READING RESPONSES**

Reading Responses are informal responses. Although they are typed and should follow MLA conventions, reading responses should function as a way for you to explore ideas. They should not follow a typical expository writing structure (i.e. thesis, 5 paragraphs etc.), and you may use "I." However, do strive to use precise language and follow grammatical conventions. They are not graded, but I will use check, check plus and check minus. I do not accept late reading responses.

### **ESSAYS**

You will be responsible for writing three formal essays of 5-7 pages each. Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual

complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

### **RESEARCHED ESSAY**

In order to receive a grade for this essay, you must submit essay proposal, Annotated Bibliography, post writes, peer reviews, copies of all sources marked according to directions, essay drafts, and a final draft (minimum 2000 words/8 pages). This final draft will, in addition to allowing you to more fully develop your thinking, demonstrate your ability to integrate, according to MLA guidelines, academic research into your work.

Essay Topics: In addition to assigned essay topics, you are free to formulate your own topic based on our readings. However, student essay topics must be submitted in writing and gain my formal approval before a student can work on the essay. Any essays submitted for feedback or grade that did not receive my formal approval will NOT be read.

### **PLEASE NOTE:**

- SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE.
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.
- I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
- I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW
- IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.
- PLEASE ENSURE THAT YOU HAVE ONLINE ACCESS TO ALL OF YOUR WRITTEN WORK AT ALL TIMES!

### **GRADING**

Essay #1	15%
Essay #2	15%
Essay #3	15 %
Researched Essay	35%
Final Portfolio	10%
In-class Final Exam	5%
Classroom Participation, In-class work etc.	5 %

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes/in-class writing assignments and will then adjust the final grades accordingly.

### **COURSE POLICY**

#### **Attendance**

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

### **Classroom Decorum**

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

### **Plagiarism**

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

### **STUDENTS WITH 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.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 383-5240	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li><li>• Mental Health Disabilities</li></ul>
<b>Chris Scarborough</b> (860) 892-5751	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>

### **WITHDRAWAL FROM CLASS**

Up to 12/16/2015 a student may officially withdraw at the Registrar's Office. A student who stops attending but does not officially withdraw will receive an F for the course.

### **MESSAGES AND CONFERENCES**

If you need to reach me, please email me at [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

### **EMAIL COMMUNICATIONS**

I encourage you to communicate with me via email using your TRCC email account; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.

### **EMAIL SUBMISSIONS**

I do not accept email submissions unless specified; hard copies only!

**The Writing Center:** The Writing Center staff provides writing support for all students at all levels of writing ability. Walk-in appointments are available, and students also can make appointments up to a month in advance to get feedback on their papers. Papers also may be e-mailed. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research. The Writing Center is located next to the library in Room C-117. For more information, call (860) 892-5713 or (860) 892-5769 or visit: [http://www.trcc.commnet.edu/Div\\_academics/TASC/WritingCenter/WritingCenter.shtml](http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml).

### **DIGICATION**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

### **COLLEGE CLOSINGS**

#### **Sign up for MyCommNet Alert!**

myCommNet Alert is a system that sends text messages and 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 and Distance Learning Students page of the web site:

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

### **TENTATIVE COURSE SYLLABUS MW CLASS**

#### **WEEK 1.**

M 8/31 Introduction

W 9/2 Reading Due: Introduction (1-15)

Writing Due: Exercise #2 on page 15. Whether or not you use the template provided is up to you; however, be sure to provide both a summary of the “rationale for the templates in this book and then articulate your own position in response” (Graff et al 15). In other words, this is a They say/I say brief essay.

#### **WEEK 2.**

M 9/7 NO CLASS LABOR DAY

W 9/9 Reading Due: Chapter One (19-29); Chapter Two (30-41); Ungar (226-32).

Writing Due:

#1. Summarize Sanford Ungar’s analysis of a liberal arts education in “The New Liberal Arts.”

Length: 1-2 pages Form: MLA. Be sure to use cite according to MLA conventions! See Chapter Three (42-51) if you use quotations.

#2. Describe your educational goals. In what ways do they match Ungar's analysis of a liberal education? You may use personal experience to support your ideas, and you may use "I."

Length: 3-4 pages Form: MLA format (double spaced, Times New Roman size 12 font, standard one inch margins) and be sure to proofread!

### **WEEK 3**

M 9/14 Reading Due: Owen and Sawhill (208-22); Murray (234-62).

W 9/16 Work Due: Access thesayiblog.com and choose one of the essays from the "Is Higher Education Worth the Price?" Print the essay; annotate the essay; summarize the essay, and write a one page "talk back" response to the essay.

It is VITAL that you have access to ALL of your notes and written work for class today!

Discuss and start preliminary drafting for Essay #1. Generate Essay Proposal.

### **WEEK 4**

M 9/21 Work Due: There are four other thematic groupings of essays in *They Say/I Say*. Read the introduction to each section (297-8; 417-9; 539-41; 639-41). Choose ONE theme and write a one page position paper arguing why we should choose that theme as the basis for our next essay.

W 9/23 Writing Workshop

### **WEEK 5**

9/28 Writing Workshop Writing Due: "As-Good-as-it-Gets" Draft Essay #1

Please bring 3 copies to class for peer review.

9/30 Reading/Writing Due Due: TBA

### **WEEK 6**

M 10/5 Reading/Writing Due: TBA

W10/7 Writing Due: Final Draft Essay #1 (including draft with my comments, postwrites, peer reviews, essay proposal)

### **WEEK 7**

M 10/12 **NO CLASS COLUMBUS DAY**

W 10/14 Writing Due: "As-Good-as-it-Gets" Draft Essay #2

Bring 3 copies to class for peer review.

### **WEEK 8**

M 10/19 Writing Workshop

Writing Due: Researched Essay Topics proposals (3 options)

W 10/21 In-class: Refine researched essay proposal/beginning research/discuss and start research journal/discuss and start annotated bibliography etc.

### **WEEK 9**

M 10/26 Writing Due: Final Researched Essay Proposal

W 10/28 MANDATORY CONFERENCES

Sign-up sheet on Office Door (C254)

Bring Final Draft Essay #2 (including draft with my comments, postwrites, peer reviews, essay proposal) to that conference!

**WEEK 10**

M 11/2 Writing Workshop

W 11/4 Writing Due: Research Journal (10 entries); Annotated Bibliography (5 entries)

**WEEK 11**

M 11/9 Writing Due: 3 page draft Researched Essay with copies of any sources used marked according to directions

Writing Workshop

W 11/11 Writing Workshop

**WEEK 12**

M 11/16 Writing Due: 6-8 page draft researched essay; bring 3 copies to class for peer review

W 11/18 Writing Workshop

**WEEK 13**

M 11/23 “Good-as-it-Gets” Researched Essay with sources and Works Cited

W 11/25 **NO CLASS THANKSGIVING**

**WEEK 14**

M 11/30 Discuss Final essay

W 12/2 Writing Workshop

**WEEK 15**

M 12/7 Writing Due: Final Draft researched Essay with Works Cited (including Research Journal, Annotated Bibliography, all drafts with my comments, postwrites, peer reviews, approved essay proposal, and copies of secondary sources marked according to my directions).

W 12/9 Writing Due: “Good-as-it-Gets” Draft; please bring 3 copies for peer review

Discuss Portfolio and Portfolio Introduction

**WEEK 15**

M 12/14 In Class: Bring all written work to class. Discuss and work on Portfolio

W 12/16 Writing Due: Portfolio for peer review/Hand in Portfolio

**WEEK 16**

12/21 Writing Due: Final Essay