

English 101: Composition / CRN: 10711 Section T-11
Wednesdays, 6 p.m. – 8:45 p.m.
Room D-206

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Office hours: Wednesdays, 5 – 6 p.m., Room D205

Course description:

College Composition engages students in critical observation, reading, and writing. The course prepares students 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.

Required Texts:

The Three Rivers Reader. Pearson Learning Solutions, 2016.

Other required resources:

- **A notebook** for in-class writing activities and notetaking. Bring it to every class. I recommend you also use the notebook for independent work such as reflecting, summarizing, and collecting ideas for research. Laptops are not permitted for note-taking.
- **A binder and/or folders** for course materials. You will receive a LOT of handouts in this class, and will need a way to organize them.
- **College-level dictionary in print**. Always read with this by your side. (Many online dictionaries are substandard.) I also recommend keeping good old Roget's Thesaurus at hand when you're writing papers.
- **Vocabulary log** (supplied by me). You are to add to the vocabulary log throughout the semester and turn it in during the final week of class. This is where that dictionary really comes in handy.
- **Current drafts** - Whenever we are working on a paper, always have your drafts with you in class, whatever stage they are in. We workshop drafts frequently during class.
- Hard copies of all assignments on the day they are due, at the beginning of class. Please do not wait until the last minute to print a document before class – that's exactly when the printer is bound to misbehave. At times you'll need to bring extra hard copies of assignments to share with classmates for peer response sessions.
- **Blackboard**: You've got to know how to use this. Assignments, announcements and other messages are posted on Blackboard regularly, so check it at least every week.

MAJOR ASSIGNMENTS	Due dates TBD
Paper 1: Critical Reading Analysis Essay, 3-4 pages	
Paper 2: Synthesis Essay, 4-5 pages	
Paper 3: Synthesis + Research, 4-5 pages	
Paper 4: Persuasive Researched Essay, 7-9 pages	

GRADING STRUCTURE	
Classwork & assignments	40%
Paper 1: Critical Reading Analysis Essay	10 %
Paper 2: Synthesis Essay	15 %
Paper 3: Synthesis Essay plus research	15 %
Paper 4: Research Paper	20 %

Classwork includes citizenship and participation, and is evaluated upon:

- Work ethic, courtesy, and focused attention
- Preparation: Doing assigned reading and homework on time
- Informed contributions to class discussion
- In-class reading, writing, group work, and quizzes
- Attendance and punctuality

Grading Scale and Policies

The final grade will be a letter grade, A – F. Students must earn a “C” or better to pass this course. Point totals from all assignments will be calculated at the end of the semester, with final grades compiled as follows per TRCC’s grading scale:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= 0-59
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

Attendance & Participation

Students are expected to attend all classes, complete all assignments on time, and participate in all class activities, peer workshops, conferences, and discussions. A grade of “C” or higher is

required to pass English 101. This is a writing-intensive course with an abundant reading load, and emphasis on engaged discussion and collaboration. You must do all of the reading and come prepared to every class in order to succeed. If you do not think you can fully commit to the reading, thinking, collaboration, class engagement, and writing that will be required of you, then I advise you not to take this course until you are able to commit to the work.

Excused Absences

The College recognizes the following absences as excused: personal emergencies such as acute illness or a death in the family; religious observances; needful participation in college-sponsored events such as academic competitions; and government-required activities such as military assignments and jury duty.

If you know that you will miss class for one of these reasons, or if you have an emergency of some kind, please contact me as soon as possible. You are responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. Leisure travel and family reunions/vacations are not excused absences. A zero will be given for the day's participation points for any unexcused absence.

Citizenship policy

Every one of you deserves an optimal learning environment, and must do your part to support it. Coming into class late, for example, is disruptive. If you are late to class, you will be required to sing a full verse and chorus of a song, or write a one-page essay on a topic to be assigned, and prepare a brief lecture for the class on your topic. No texting or using your phone during class. Consequences for inappropriate conduct will be imposed at the instructor's discretion.

Late Work Policy

When I don't receive an assignment on the due date, I'll enter a zero into your grade book on Blackboard. You'll have up to two weeks to turn it in and still receive credit. After two weeks, the zero stays.

E-mail policy

I check e-mail Monday through Friday once or twice daily until 5 p.m., and will get back to you within one business day. A note on etiquette: Students on occasion do send unmannerly emails, which I find horrifying. Dude, I'm not your bro. Email to your professors should always be polite and more formal in tone than what you might send to a friend. Use a salutation, write in complete sentences, and say please and thank you. Don't make demands – a courteous request is far more likely to achieve the outcome you're looking for.

Never e-mail me the day/night before an assignment is due with questions about the assignment. It is essential for you to plan ahead and create time for revising, which means you've read the assignment and started writing well ahead of my 24-hour cut-off for e-mailed questions.

You must check and use your TRCC student e-mail for all class-related communication. More information about your college email account can be found on the TRCC homepage—click the “New student email” button. Your student email account is the only official means that the college will communicate course and non-emergency information to you, so check it frequently.

Academic Integrity and Plagiarism

Three Rivers Community College's ratified policy states: 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.

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 offense. Consequences for plagiarism can range from failing the assignment to failing the course.

For more detail on what constitutes plagiarism, please see:

<http://trccwritingcenter.wordpress.com/avoidingplagiarism/student-resources>

Formatting papers

In this course we will always use MLA style (Modern Language Association) for documentation and formatting of all formal writing, i.e., the final revised drafts of major assignments.

- Use 12-point Times New Roman font, left-justified.
- Use one-inch margins. All lines are double-spaced.
- In the upper left-hand corner of the first page, write your name, the course title, the instructor's name, and the date, each on a separate line.
- No title page is required. Your title should appear two spaces down from the dateline, centered on the page. Don't underline the title or put it in quotation marks.
- Put your last name and page number at the top of every page, aligned with the right margin, ½” from the top of the page (using the header or page number command on MS Word will do this automatically for you).

- Indent the first line of each paragraph 5 spaces.
- Use block format for quotations of longer than four lines, indented one inch (10 spaces), with no quotation marks (see p. 277 of *The Brief Penguin Handbook* for example).

DESCRIPTION OF MAJOR ASSIGNMENTS

Paper 1: Critical Reading Analysis Essay

Students will write 3-4 pages that provide a close reading and analysis of a text. 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.

To analyze means to show relationship between parts of texts one examines, and how those relationships reveal meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, beauty, or virtue of a text. Even though as a writer you set the standards, you should be open-minded, well-informed, and fair. You can express your opinions, but you should back them up with evidence.

Paper 2: Synthesis Essay

Students will write 4-5 pages that synthesize two or more texts. The value and purposes of synthesis are explained thus by scholar Charles Bazerman:

If you read only one book (or any text), follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said... However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author, too... This bringing together is the task of synthesis (139).

-- Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. Colorado: WAC Clearinghouse, 2010. Available at <http://wac.colostate.edu/books/informedwriter> .

Paper 3: Synthesis plus research

This assignment will introduce students to the research process and build on new skills of textual analysis and synthesis. Students will write 4-5 pages plus a Works Cited page, using researched materials from newspapers, magazines, and scholarly electronic or print sources.

Paper 4: Research Paper/Persuasive Essay

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth-seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology—i.e., a network of basic values, beliefs and assumptions that tend to guide your view of the world. Your understanding of the topic will deepen in complexity as you integrate the viewpoints of authors you have “put into conversation” with each other with your own controlling idea or thesis. This essay must be 7-9 pages executed in MLA style. It should include at least five academic sources of varying type—including print—such as books, academic journals, newspapers of record, classroom texts, and peer-reviewed or otherwise credible sources.

Learning Outcomes for ENG 101

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

Craft logical arguments:

- Produce essays with clear 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.

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

Apply conventions:

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

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 (DSP) as soon as possible. Please note that accommodations cannot be made until the student has provided written authorization from a DSP. Accommodations will not be provided retroactively. For assistance, contact:

TRCC Disability Service Providers	Counseling & Advising Office	Room A-119
<p>Matt Liscum Counselor (860) 215-9265 Room A113</p>	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities 	
<p>Elizabeth Wilcox Advisor (860) 215-9289 Room A113</p>	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability 	

Computer Log-on – Net ID

For students logging on to computers for the first time at the college:

- Net ID = student ID without the “@”, followed by @student.comnet.edu
- Password = First 3 letters of birth month + last 4 digits of social security number, e.g., Jan1234

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and

university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

Title IX Statement of Policy:

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Statement on Digication

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you to determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A TRCC General Education Assessment Team will select and review works at random to improve the college experience for all. All work selected for assessment remains anonymous and private. 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 into the TRCC Digication template and please post your own choices as well.

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 Naval Submarine 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 for the course.

N Grade Policy

The N grade is assigned when there is no basis for a grade. This applies to students who never came to class or didn’t attend long enough to be graded. The N grade is used to distinguish between failures (F), withdrawals (W), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60-percent point. Like withdrawals, the N grade is not included in a GPA, but counts as a non-completed course.

The Writing Center / Tutoring and Academic Success Centers

Room C117 (next to the Library)

Telephone (860) 215-9082

E-mail: TRWritingcenter@trccommnet.edu

Online tutoring: <http://www.etutoring.org/>

TRCC Academic Calendar - SPRING 2018 (Standard 15 Week Session)

Jan 11	New student orientation
Jan 15	Martin Luther King Day - college closed
Jan 16	Professional Day, Registration deadline and last day to drop classes for full tuition refu
Jan 17	Classes begin, Add and drop periods begin
Jan 23	Last day for registered students to add a class
Jan 30	Last day to drop classes and partial tuition refund
Feb 14	Last day to select audit option
Feb 16-19	Presidents' Recess - classes not in session
Feb 16	Classes NOT in session - college open
Feb 19	Classes NOT in session - college closed
Mar 12-18	Spring Break - classes not in session
Mar 15	Last day to apply for summer (August '18) graduation
Mar 28	Last day to select pass/fail option, last day to submit incomplete work from Fall '17 an Intersession '17
Mar 29	Advising day (classes in session)
Mar 30	Day of Reflection - college closed
Apr 2	Continuing Degree-Seeking Student Registration for Summer '18 Session and Fall '18 Se Advising Day (classes in session)
Apr 16	New Student and Non-Degree Seeking Student Registration for Summer '18 Session and Semester
May 4	Last day to withdraw from classes
May 11	Last day of 15 week session
May 18	Final grades due
May 21	Student grades available on web
May 23	Commencement
May 28	Memorial Day - college closed
June 15	Last day to apply for fall (December '18) graduation