# English 101: Composition
Section DL1
Three Rivers Community College
Spring 2018

**Instructor:** Andrew Marvin
**Class Meets:** Online via Blackboard
**Office Hours:** MW 3:00–4:00 PM and TR 2:00–4:00 PM in Room C160
**Mailbox:** D207
**Email:** amarvin@threerivers.edu

## 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 Texts

Neuleib, Janice, et al., editors. *The Three Rivers Reader*. Pearson Learning Solutions, 2016.

## Learning Outcomes

Upon successful completion of this course, students should be able to:

### 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 essays 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.

# Assignments

In this class, your grade will be based on four things:

## Discussion Boards

Because this course is conducted online, discussion boards will serve as a surrogate for in-class discussion. You will be expected to respond to discussion boards with brief (250–300-word) responses on Blackboard. You will also be expected to respond directly and substantively (100–150 words) to *two* of your classmates' posts. You may use informal language (personal pronouns, contractions, modest amounts of slang) in your discussion board posts, but please keep in mind that we want to maintain a professional, respectful atmosphere. You may say anything you like as long as you don't hurt anyone, and as long as you back up your claims. *Discussion board posts must be submitted by each week's deadline and cannot be made up.*

## Peer Reviews

Peer reviews have two parts: (1) submitting your own rough draft for your peers to review, and (2) reviewing the rough drafts of your peers. Writing, thinking, and learning are social acts, and thus you are expected to participate in this process. Peer reviews do not directly earn you points. Completing them strengthens your essays, producing better grades for your final drafts. Failure to participate in peer reviews (i.e., upload a rough draft and/or review others' drafts) will result in a penalized—and weaker—final draft.

## Essays

You will write three formal essays this semester. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and rhetorical techniques. Writing is a recursive, iterative process, and as such we will rely on peer review and revision to help develop and improve our abilities. Your work must adhere to the MLA standards given on page five, titled "How to Format Your Papers." Detailed explanations of each essay will be provided as we progress.

## Research Paper

Your grand finale will be a 7–9-page research paper in which you synthesize external information to establish your own unique 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 will also include an annotated bibliography, which will facilitate an effective, scholarly research process.

Each of these categories is worth a certain number of points, as explained on page four.

# How You Will Be Graded

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

| Assignment | Point Value |
|---|---|
| Discussion Boards (10) | 30 (3 points each) |
| Essay #1 | 12 |
| Essay #2 | 15 |
| Essay #3 | 18 |
| Research Paper | 21 |
| Annotated Bibliography | 4 |

The total number of points you earn determines 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 |

# How to Format Your Papers

MLA will be our house style for all assignments. Here are the particulars:

- Formal essays are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.
- Double-space your entire paper. No extra white space. Use left-alignment; do not justify.
- Use only one space after periods or other punctuation marks.
- Use 1-inch margins—top, bottom, left, and right.
- Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word processor; do not hit the space bar five times.
- In the upper left-hand corner of page one, type your name; my name; course title, section, and assignment; and the due date in European format. See page six for an example.
- Below the due date, type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title. Do not use a separate title page. Do not underline, italicize, bold, or place your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.
- Beginning on page two, create a header that numbers your pages with your last name and the page number, as I have done on this syllabus. Your last page will be your Works Cited, and it will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.
- Staple your assignment in the upper left-hand corner.
- Adhere to word count requirements, and do not use stratagems like bigger margins, increasing the size of punctuation, etc. Type your word count after your concluding paragraph at the bottom of the page. "Word count" refers only to your original sentences. Nothing else.

Use **MLA style** to document sources. **Parenthetical citations** should contain the author's last name and page number and appear at the end of the sentence, like this:

> The efficacy of blasters as compared to "hokey religions and ancient weapons" has long been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a **full MLA citation** on your Works Cited page (see page seven) that corresponds to your in-text citation, like this:

> Solo, Han. "A Good Blaster at Your Side." *The Book of Rogues*, edited by Leia Organa,
>
> Smuggler Publishing, 1977.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook,* the online version of which is required for this course. You might also look up the free Purdue OWL MLA Style & Formatting Guide at http://owl.english.purdue.edu. You can find an example of the first page of an MLA paper on page six of this syllabus. Please note that your first page will not have "Marvin 6" at the top.

**Attention to detail is what separates good from great. If you have questions, just ask.**

Indiana Jones

Mr. Marvin

ENG 101-DL1: Essay #1

11 February 2017

Boulder Dash: The Growing Geological Concerns of South America

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# How to Create Your Works Cited Page

The eighth edition of the *MLA Handbook,* published in 2016, provides a more streamlined, universal set of guidelines for how to cite sources. These changes allow us to apply a singular method to any source, rather than myriad formats for different types of sources.

When you need to create a citation, build it using the following core elements:

1. Author. (last name, first name)
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

These elements should be listed in the order above and separated using the above punctuation. Citations on a works cited page should always have hanging indents and be listed alphabetically.

**For example, an article that appears in our textbook would be cited like this:**

Roberts, Paul. "How to Say Nothing in 500 Words." *The Three Rivers Reader*, edited by Janice Neuleib, et al., Pearson Learning Solutions, 2016, pp. 206–19.

**An article from an online database would look like this:**

Blumenthal, Rachel. "Improvisational Soloists in Morrison's JAZZ." *Explicator*, vol. 65, no. 4, Summer 2007, pp. 240–41. *Academic Search Premier*, doi:10.3200/expl. 65.4.

**An article on a website would look like this:**

Popova, Maria. "Werner Herzog Recommends Five Books Every Aspiring Filmmaker Should Read." *Brain Pickings*, 19 Aug. 2016, www.brainpickings.org/2016/08/19/ werner-herzog-reading-list/. Accessed 2 Sept. 2016.

If you need help, just ask, or see the free, online Purdue OWL MLA Formatting & Style Guide.

# Class Policies

## Participation

Because we are all sitting behind our respective computer screens, active participation is essential. We must be open to discussing our own writing and the writing of others, including authors we read and each other. Strong participation is vital to the success of the class, so do not be afraid to ask a question, offer a comment, or disagree with one another. We will refine our views and ideas through these conversations. Be respectful of one another, willing to share your ideas and have them challenged, and curious about new ways of thinking. *You cannot pass the class without participating in the discussion boards and completing all four major essay assignments.*

## Late Assignments

All assignments are due via Blackboard by the assigned deadline. If you plan on being away from your computer when an assignment is due, you are responsible for getting your work to me ahead of time. *All assignments have a deadline, and deadlines are—as a general rule—non-negotiable.* Discussion boards and peer reviews cannot be made up. Formal essays will be penalized *one (1) point for each day* they are late. "Late" is defined as "after the deadline," and since our deadlines have dates *and* times, one minute late is still late. Be careful.

## Save Your Work Constantly.

Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox (it's free; use https://db.tt/hW0iLT4 for extra space) or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

## Plagiarism

If you use someone else's words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person's work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. *If you plagiarize, I will catch you, and you will receive a zero for the assignment in question. I will also report you to the Academic Dean, and the incident will go on record.*

Plagiarism is theft. Do not do it.

**Contacting Your Professor**

The majority of our correspondence will take place on Blackboard. If you need to reach me privately, please use Blackboard's Messages tool. This is how I will contact you individually. Only in an emergency should you email me at amarvin@threerivers.edu.

I log into the course just about every day, and I will make every effort to respond to you within 24 hours. If you have sent me a Blackboard message, have not heard back within 24 hours, *and* the issue is urgent, you may email me. Please use proper written communication etiquette when corresponding with me and your classmates. *Questions pertaining to the course should be posted to the Course Questions discussion board for everyone's benefit.*

**Withdrawal**

Students may officially withdraw from any class at the Registrar's Office (A115, registrar@trcc.commnet.edu, 215-9919) up to one week before the last day of classes. Withdrawal does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

**myCommNet Alert**

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet.

**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 (see the chart below) 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.

| TRCC Disability Service Providers<br>Counseling & Advising Office | |
|---|---|
| Matt Liscum, Counselor<br>(860) 215-9265<br>Room A113 | Learning disabilities, ADD/ADHD, autism spectrum, mental health |
| Elizabeth Wilcox, Advisor<br>(860) 215-9289<br>Room A113 | Medical, mobility, and sensory disabilities |

**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: C113**

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 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions. The Circulation & Information Desk can be reached at (860) 215-9051. For more information, visit the library's website.

**Computer Labs**

In addition to the Writing Center's Tutoring Lab and the Library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions.

**Printing**

Students can print from the open computer lab and the Library. Each semester a printer quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to pay $5.00 for each additional 100 pages.

**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 after graduation.

**Mandated Court Reporter**

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus.

You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free, 24/7 counseling services, which can also connect you with legal or medical help.

**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 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 a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment and/or racial or ethnic discrimination on the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

Vicki Baker
Interim Title IX Coordinator
Office E110
574 New London Turnpike, Norwich, CT 06360
(860) 215-9208, VBaker@trcc.commnet.edu

# Course Calendar

Below is a tentative calendar of our semester's dates and assignments. Online courses require all of us to be self-disciplined and manage our time effectively, so be prepared to commit to the course. Please note deadline dates *and* times, as well as our late assignment policies.

**Preliminary**

Class begins: Wednesday, January 17
Introduce Yourself posts: Due by Friday, January 19 by 11:59 PM
Diagnostic essay: Due by Sunday, January 21 by 11:59 PM

**Part I: Reading About Writing**

Discussion Board #1: Paul Roberts's "How to Say Nothing in 500 Words" (206–19)
- Your initial post: Wednesday, January 24 by 11:59 PM
- Replies to two classmates: Sunday, January 28 by 11:59 PM

Discussion Board #2: Anne Lamott's "Shitty First Drafts" (176–80)
- Your initial post: Wednesday, January 31 by 11:59 PM
- Replies to two classmates: Sunday, February 4 by 11:59 PM

Essay #1
- Rough draft: Tuesday, February 6 by 11:59 PM
- Peer reviews: Thursday, February 8 by 11:59 PM
- Final draft: Sunday, February 11 by 11:59 PM

**Part II: Technology and the Internet, Stuff and Happiness**

Discussion Board #3: Nicholas Carr's "Is Google Making Us Stupid?" (647–57)
- Your initial post: Wednesday, February 14 by 11:59 PM
- Replies to two classmates: Sunday, February 18 by 11:59 PM

Discussion Board #4: Mitchell Stephens's "The Death of Reading" (221–34)
- Your initial post: Wednesday, February 21 by 11:59 PM
- Replies to two classmates: Sunday, February 25 by 11:59 PM

Discussion Board #5: Lars Eighner's "On Dumpster Diving" (478–90)
- Your initial post: Wednesday, February 28 by 11:59 PM
- Replies to two classmates: Sunday, March 4 by 11:59 PM

Discussion Board #6: Tim Kasser's "The High Price of Materialism" (493–503)
- Your initial post: Wednesday, March 7 by 11:59 PM

- Replies to two classmates: Sunday, March 11 by 11:59 PM

SPRING BREAK: MONDAY, MARCH 12 – SUNDAY, MARCH 18

Essay #2
- Rough draft: Tuesday, March 20 by 11:59 PM
- Peer reviews: Thursday, March 22 by 11:59 PM
- Final draft: Sunday, March 25 by 11:59 PM

**Part III: Race and Privilege, Sex and Gender**

Discussion Board #7: Cornel West's "Race Matters" (399–405)
- Your initial post: Wednesday, March 28 by 11:59 PM
- Replies to two classmates: Sunday, April 1 by 11:59 PM

Discussion Board #8: Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack" (408–13)
- Your initial post: Wednesday, April 4 by 11:59 PM
- Replies to two classmates: Sunday, April 8 by 11:59 PM

Discussion Board #9: Deborah Tannen's "Sex, Lies, and Conversation" (557–62)
- Your initial post: Wednesday, April 11 by 11:59 PM
- Replies to two classmates: Sunday, April 15 by 11:59 PM

Discussion Board #10: Margaret Atwood's "Pornography" (585–91)
- Your initial post: Wednesday, April 18 by 11:59 PM
- Replies to two classmates: Sunday, April 22 by 11:59 PM

Essay #3
- Rough draft: Tuesday, April 24 by 11:59 PM
- Peer reviews: Thursday, April 26 by 11:59 PM
- Final draft: Sunday, April 29 by 11:59 PM

**Part IV: Your Grand Finale**

The Research Paper
- Annotated bibliography: Thursday, May 3 by 11:59 PM
- Rough draft: Tuesday, May 8 by 11:59 PM
- Peer reviews: Thursday, May 10 by 11:59 PM
- Final draft: Sunday, May 13 by 11:59 PM

*Fin*

Final grades due: Friday, May 18
Grades available online: Monday, May 21