

English 101: Composition

Section T6

Three Rivers Community College
Spring 2018

Instructor: Andrew Marvin

Class Meets: TR 12:30–1:45 PM in Room D222

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 through assigned writings.

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:

Reading Responses

These brief, informal writings will comprise your reactions to *specific quotes* in the text. They will ensure that you do the readings and come to class with something to say. They also serve as a foundation for this class's academic work. All responses should be one to two handwritten pages, while adhering to MLA standards. Reading responses will be collected at the beginning of the class in which they are due. *They may not be handed in at any other time.* You may opt out of one (1) reading response without penalty or explanation.

Writing Conferences

Throughout the semester, you will each participate in one-on-one meetings with me to discuss your ideas for upcoming essays. Writing conferences are scheduled appointments that last ten minutes and take place in my office (C160). When you show up for your conference, you will bring *two copies of your essay's beginnings*—ideally, perhaps, an introduction and a thesis statement. We will discuss the validity of your ideas and possible approaches for your paper. Failure to show up to or be prepared for a writing conference means a loss of credit, and the opportunity to reschedule is not guaranteed.

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 be spending much of the class workshopping and revising drafts 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." Formal essays should be submitted in hard copy. 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 will include a *minimum* of four secondary sources to support your argument. You will also include an annotated bibliography. We will be spending two days in the library to 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
Reading Responses (6)	5 (1 point each)
Writing Conferences (3)	15 (5 points each)
Essay #1	15
Essay #2	18
Essay #3	21
Research Paper + Annotated Bibliography	26

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-T6: Essay #1

13 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. | 6. Number, |
| 2. Title of source. | 7. Publisher, |
| 3. Title of container, | 8. Publication date, |
| 4. Other contributors, | 9. Location. |
| 5. Version, | |

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

Attendance

I do not expect to have any attendance problems. However, to ensure your success, we will be using the following attendance policy: **you are permitted three absences** without penalty or explanation. Any additional absences will require appropriate documentation and a discussion with me to determine how your grade should be affected.

I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing significant class time. *Keep in mind that your absence does not alter due dates*; you are still responsible for submitting your work on time.

Because we meet only twice a week, please make the most of it: be prepared, on time, and refrain from texting, emailing, tweeting, Facebooking, Instagramming, Snapchatting, catching Pokémon, etc. during class. Your grade will thank you.

Late Assignments

“Late” is defined as “after the class meeting in which the assignment is due.” Informal assignments (e.g., reading responses) *cannot* be submitted late. Formal assignments (e.g., typed essays) will be penalized *one point for each day they are late*. Do not be late for writing conferences. Remember, your absence does not alter due dates. *You cannot pass the class without submitting all four major essay assignments.*

Email Submissions

I expect assignments to be submitted in hard copy. Emailed assignments will be penalized *one point*. Printing your papers is not my responsibility, so emailed submissions will be graded using Track Changes in Microsoft Word. Therefore, assignments in any file format other than .doc/.docx will not be accepted.

Workshopping Days

Writing is a process, so we will be dedicating significant class time to workshopping our papers via peer review. While rough drafts are not formally graded, you are expected to participate in workshopping days by presenting your in-progress work to classmates for feedback. Doing so strengthens your ideas and your final draft, which is formally graded. *If you do not participate in workshopping days, either by absence or by not sharing your work, three points will be deducted from your final draft.*

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.

TRCC Email

Email will be our primary communication method throughout the semester. If you need to reach me, amarvin@threeivers.edu is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu; log in with @student.commnet.edu). This is how I will contact you. Please familiarize yourself with TRCC email, check it regularly, and use proper email etiquette when corresponding with me and your other professors. If you need help, go to www.trcc.commnet.edu → Academics → Distance Learning → Resources for Students. Do not ignore your email.

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. In

addition, there may be instances when the college is open, but I am unable to make it to campus. In these rare cases, I will notify you via email as soon as possible.

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 Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room A113	Learning disabilities, ADD/ADHD, autism spectrum, mental health
Elizabeth Wilcox, Advisor (860) 215-9289 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 submissions. 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. Please note that this information is subject to change based on our progress and my whims. Be mindful of deadlines and our late assignment policies.

Week 0

Thursday 1/18: Hello there. Diagnostic essay.

For next class: Ensure you have the required texts. Peruse them. Get fired up.

Week 1

Tuesday 1/23: The syllabus.

For next class: Read Paul Roberts's "How to Say Nothing in 500 Words" (206–19). Write your first reading response.

Thursday 1/25: Essay #1 explanation. Writing conference #1 sign-ups. Annotation, thesis statements, and introductions.

For next class: Make sure you've read and responded to Roberts.

Week 2

Tuesday 1/30: Discuss Roberts.

For next class: Read and respond to Anne Lamott's "Shitty First Drafts" (176–80).

Thursday 2/1: Discuss Lamott.

For next class: Have 150–200 words of Essay #1 (two copies!) ready for your conference.

Week 3

Tuesday 2/6: Writing conferences.

For next class: Have three copies of your Essay #1 rough draft (300-word minimum) ready for Thursday.

Thursday 2/8: Essay #1 rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Polish your essay, and prepare for submission on Tuesday.

Week 4

Tuesday 2/13: Essay #1 final draft is due. Presentations.

For next class: Rest.

Thursday 2/15: Essay #1 reflections. Essay #2 explanation. Writing conference #2 sign-ups.
For next class: Read and respond to Nicholas Carr's "Is Google Making Us Stupid?" (647–57).

Week 5

Tuesday 2/20: Lessons from Essay #1.
For next class: Make sure you've read and responded to Carr.

Thursday 2/22: Discuss Carr.
For next class: Read and respond to Mitchell Stephens's "The Death of Reading" (221–34).

Week 6

Tuesday 2/27: Discuss Stephens.
For next class: Have 200–250 words of Essay #2 (two copies!) ready for your conference.

Thursday 3/1: Writing conferences.
For next class: Have three copies of your Essay #2 rough draft (500-word minimum) ready for Tuesday.

Week 7

Tuesday 3/6: Essay #2 rough draft is due (three copies!). Peer reviews. Workshopping.
For next class: Polish your essay, and prepare for submission on Thursday.

Thursday 3/8: Essay #2 final draft is due. Presentations.
For next class: Rest.

Week 8

Tuesday 3/13: No class... Spring Break.
For next class: Go nuts.

Thursday 3/15: No class... Spring Break.
For next class: Polish your essay, and prepare for submission on Tuesday.

Week 9

Tuesday 3/20: Essay #2 reflections. Essay #3 explanation. Writing conference #3 sign-ups.
For next class: Read and respond to Deborah Tannen's "Sex, Lies, and Conversation" (557–62).

Thursday 3/22: Lessons from Essay #2.
For next class: Make sure you've read and responded to Tannen.

Week 10

Tuesday 3/27: Discuss Tannen.

For next class: Read Margaret Atwood's "Pornography" (585–91) and Gloria Steinem's "Erotica and Pornography" (594–98). Respond to one of them.

Thursday 3/29: Discuss Atwood and Steinem.

For next class: Have 250–300 words of Essay #3 ready for your next conference.

Week 11

Tuesday 4/3: Writing conferences.

For next class: Have three copies of your Essay #3 rough draft (750-word minimum) ready for Thursday.

Thursday 4/5: Essay #3 rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Polish your essay, and prepare for submission on Tuesday.

Week 12

Tuesday 4/10: Essay #3 final draft is due. Presentations.

For next class: Rest.

Thursday 4/12: Essay #3 reflections. Research Paper and Annotated Bibliography explanations.

For next class: Start thinking of topics for your Research Paper.

Week 13

Tuesday 4/17: Lessons from Essay #3.

For next class: Be prepared! Make sure you have a topic ready to research on Tuesday.

Thursday 4/19: Library time.

For next class: Continue researching for your Research Paper.

Week 14

Tuesday 4/24: Library time. Annotated Bibliography drafts due via email. Peer review sign-ups.

For next class: Consider meeting with Mr. Marvin for one more writing conference.

Thursday 4/26: Writing conferences (optional).

For next class: Have three copies of your Research Paper rough draft (1,000-word minimum) ready for next class.

Week 15: Workshop Week (split class)

Tuesday 5/1: Research Paper rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Continue to work on your Research Paper.

Thursday 5/3: Research Paper rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Continue to work on your Research Paper.

Friday 5/4: Last day to withdraw!

Week 16

Tuesday 5/8: Final class meeting. Closing ceremonies. Final thoughts. Course evaluations. Mandatory attendance.

For next class: Polish your Research Paper, and submit it by Thursday.

Thursday 5/10: **Research Paper is due.**

For next class: Have a spectacular summer.

Fin

Final grades due: Friday 5/18

Grades available online: Monday 5/21