

Gretchen M. Cohenour
English 101, section 30435
Class meeting Thursdays, 6:30-9:15 pm
Office: Adjunct office Hours: Thursdays 5:30-6:30 pm
Email: gmcoxford@yahoo.com

This course contains a WebCT Vista component meant to enhance communication. While email is the best way to get in touch with me regarding personal concerns, all other questions, comments, and discussion should be posted on the "Discussion" component so that everyone may benefit. Please be sure to check both the "Discussion" and "Announcements" sections daily. Should any changes in the course or cancellations occur, this is how you will be notified.

COURSE DESCRIPTION

College composition engages students in critical observation, reading, and writing. This 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. A placement test is required prior to enrollment.

OVERVIEW OF COURSE

In this course we will be focusing on developing reading and writing skills. Reading is integral to writing well, as in order to write well, you will need to learn to become a critical reader and thinker. The textbook assigned for this course, *Rereading America*, examines some of the dominant cultural myths in the United States and the effects of these myths. In each unit of *Rereading America*, various perspectives are developed that will encourage you to read and think critically to understand what main ideas are being presented in each essay and how those ideas are being developed. Because we will be reading about issues that affect us personally, I expect that the reactions to the readings will be diverse and complicated and that every perspective will be treated with respect! Your goal will be to learn how to present your ideas thoughtfully and with good support, without being disrespectful of anyone else's opinions. Throughout the semester, as you practice reading and thinking critically, you will apply these skills to your writing, where you will work on learning to communicate and present your ideas effectively in writing—skills you will need as you continue on in college or enter the work force.

To start off the semester you will be asked to write more informal and personal responses to the essays, which will encourage you to connect with the issues presented as you learn to think critically about them. As the semester progresses, you will learn how to develop more formal essays using outside sources and proper MLA citation format. By the end of the semester, you will have generated a good amount of writing to turn in as part of your final portfolio.

OBJECTIVES

After completing English 101, you should be able to:

- read and understand essays that offer differing points of view on a topic.
- compare and contrast various perspectives on a topic.
- analyze a particular perspective or argument on a topic and evaluate its merits.
- develop your own perspective on a topic and state that perspective clearly in a written thesis.
- support that thesis with specific and detailed evidence from readings, research, and/or from personal observations and experience.
- document information from other sources using MLA parenthetical format.
- recognize the importance of audience as an intrinsic element in writing and employ strategies that engage your readers.
- craft effective sentences and paragraphs.
- employ strategies for effective major revision of writing, including attention to organization and paragraph coherence.
- employ strategies for effective editing, including attention to grammar and usage.
- conduct basic library research, including accessing basic print media and electronic databases.
- collaborate with others in analyzing writing, developing points of view, and conducting research.

Please note: If as a result of the placement test you were advised to take ENG 094 or 100 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult for you to achieve the objectives of this course without the skills that are taught in those courses.

REQUIRED TEXTS:

- Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 6th edition
- Hacker, Diana. *A Writer's Reference*, 5th edition
- Reynolds, Nedra. *Portfolio Keeping: A Guide for Students*, 2nd edition

Other Required Materials

Two-pocket folders and a stapler

Suggested Material

Class binder which will contain all your in-class writings, notes, outlines, reading response papers—anything generated by you in connection to the class.

DEADLINES AND DUE DATES:

All work produced out of class, unless otherwise indicated by me, will be collected during each class meeting on the due date noted on your schedule. Because you know due dates in advance, an absence or excuse concerning ill-functioning technological devices will not be accepted (hint: don't wait until the morning of class to print stuff). Absolutely no late work or papers sent via email will be accepted! If a student misses class due to a religious holiday, students will not be able to "make-up" quizzes or other in-class assignments. For any absence, students must make arrangements to turn in the projects early as well as provide written documentation in advance of the absence. Without advance documentation, the absence will be counted in your grade, even if the work is turned in on time. Students may not have other students drop off work for them, nor may work be left in my box without my express permission. **You must complete all assigned writing projects in order to pass this course.**

ATTENDANCE:

The small-class environment of WRT classes makes dedicated attendance and full participation the responsibility of each and every class member. Students who miss classes are responsible for 1) verifying the necessity for absence; 2) getting the assignments from a classmate; and 3) if the instructor agrees, making up the missed work. DO NOT email me and expect to be brought up to speed on an entire missed class - contact a peer first, THEN me if you're still confused about an assignment.

If students notify the instructor in advance, absences for religious holidays may be accommodated. Other absences (for illness, accident, or personal tragedy) may be instructor-approved; however, it is the student's responsibility to contact the instructor—via email or a phone message—to explain the absence within 12 hours of the missed class, AND provide documentation at the following class meeting. Illness and personal tragedy do occur during any semester. For this reason, I allow two (2) absences - period. Please note that this does not mean you have 2 days of choice to take off at will. Although I don't allow late work, I do understand that last minute personal tragedy (which I expect documentation for) happens, and I will reserve the right to accept certain assignments later if necessary. This arrangement is strictly subjective and on an individual basis situation that I alone will decide upon. You will still be responsible for any and all notes, discussion, and penalties if material is missed. Since the bulk of the class structure is based on discussion, it will be difficult to collect missed material unless a fellow classmate takes avid notes for you. If illness or emergency is truly serious, contact me immediately via email so arrangements can be made accordingly. Absences that are not university-sanctioned or instructor-approved will mean a loss of daily points and a deduction to the final grade if beyond the allotted 2 absences. You must contact me immediately if extended illness or emergency will prevent regular attendance.

Lack of adherence to these requirements will result in a five percent (5%) deduction to the final grade for the course per absence beyond the allotted two.

I do take attendance. If you arrive after 30 minutes or more after class has begun, you will be marked absent. Leaving class early or taking a break to leave the class and return not only affects your participation grade, but it also counts as an absence. Please note that leaving class early to go to work will still accrue an absence.

Bad weather: Please call the school to see if school is canceled. Also, listen to the radio or television for announcements. Since I commute long distance, if it looks like I will not be able to make it in, I will post an announcement on WebCT. I may also need to email if the server is down, so please make sure I have your correct email address. If class is canceled, continue to follow the syllabus unless instructed otherwise. Check WebCT for announcements.

PARTICIPATION:

This course is a composition *seminar*, which means discussion among students is vital. The course is reading and writing intensive. While I may sometimes lecture, the main drive of each class will be thoughts and ideas expressed by students for the purpose of initiating meaningful exchange of those ideas to share and develop further knowledge of the readings. Therefore, **reading is essential!** Any student who has obviously not read will be deemed unprepared for class, and subsequently will lose all participation credit for that day.

Part of adequate participation also means coming to class prepared. We only meet once a week, so thorough preparation is very important. You are required to bring all texts to every class when a reading is assigned from it. You must also take notes in the margins of each reading or on separate sheets of paper as part of daily preparation - I will periodically check this process. Attending class without bringing the books from which reading is assigned will result in loss of all participation points that day. Please remember that participation is 15% of your final grade. Attendance is also vital to ensure active participation, and any absence for any reason will affect daily participation points (this may be further aggravated by any unannounced quizzes you may also miss). Please be on time, and ready to talk!

CLASSROOM CIVILITY:

If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices. Also, don't pack up bags, rustle papers, start conversations, etc. ANYTIME before class time ends (even if only 5 min. left!). **Do not consume food during class.** Covered non-alcoholic drinks are fine.

ACADEMIC HONESTY:

Plagiarism is a serious academic offense. Although broadly defined here, plagiarism is basically the submitting ideas of others for your own person academic credit in any form. This includes readings, writings, and in general, any idea that did not spring from your own brain. **Committing plagiarism on any assignment will result in a zero for that assignment and possibly an F for the course. Additionally, your dishonesty will be reported to the college dean, who reserves the right to place a charge of academic dishonesty on your record, and the plagiarized work will be ineligible for inclusion in the portfolio.** Any attempt to disclaim responsibility or deny the full knowledge and understanding of the principles behind plagiarism as defined in the textbook will not be considered an excuse for acts of plagiarism, and a zero will still be issued for the assignment. Please ask if you are unsure of documentation procedures - this includes both in-text and bibliographies!

TUTORING: Three Rivers has tutors trained to assist students in developing better writing skills. The center is located in room 106 on the Mohegan Campus. I *highly* recommend that you take advantage of this service; just don't wait until the last minute to get help with your essay, as good writing is a process that takes time. Call for an appointment: (860) 892-5773. (Tutors are also available through email at TRWritingCenter@trcc.commnet.edu.)

Students with disabilities: Any student with a hidden or visible disability that may require classroom modifications should see me about her/his disability within the first week or two of class. I will ask you to see the learning disabilities counselor on campus, Chris Scarborough, so that together we can work out an appropriate plan to meet your needs.

FINAL GRADE DISTRIBUTION:

Good citizenship/class participation (about 7 pts. per day)	10%
Reading Responses (3 at 5% each)	15%
Quizzes, other assignments	10%
Working Folders (3 at 5% each)	15%
Final portfolio	50%

GRADING SCALE:

Many of your assignments will include commentary, but not necessarily a letter or number grade during the working folder process. The following grade scale represents an approximate range for evaluation only. An "A" range is considered excellent work, demonstrating knowledge and application of course components far above standard requirements and reflect thorough comprehension of course concepts. A "B" range is considered above average work product, good participation, and comprehension of material. "C" range is considered average work - minimally completed all requirements. "D" range is less than adequate for the course requirements.

A	93+	C+	77-79
A-	90-92	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	61-66
		F	60 and below

For each of the three major projects, you will receive a grade for the entire working folder and for evidence of your writing process (planning, outlining, drafting, peer review, etc.).

READING RESPONSES (15%):

Throughout the semester I will be asking you to respond to various readings. These responses are to be typed and 1 1/2 to 2 pages long, approximately 300 words per page. These responses are a good sounding board for you to communicate your thoughts in writing in connection to the readings. Some responses may focus on more than one topic. The goal is not to summarize what you have read (a summary will be graded as unacceptable), but instead to critically think about what you have read and convey your thoughts about the subject matter in writing.

Not only will these responses encourage you to think and write critically about the material, but they will also be used to generate class discussion (we may read and discuss them in class). **You will be graded on how well you follow the directions for the assignments.**

WRITING WORKSHOPS/PEER REVIEW:

Workshops are mandatory, and are counted towards your project grades. I will not accept any projects that are not workshopped! The workshops are vital to the writing process - they emphasize the concept of "process" more than any discussion or lessons divided out over the class meetings. If you miss workshops, you cheat other peers out of a crucial writing experience necessary to improve and enhance critical thinking and writing skills (a major objective of the course), and you create additional work to be completed outside of class for yourself and those other peers who would have to agree to workshop your paper. Please note that your policies clearly state you must complete all projects to pass this course. That means if you don't workshop your paper, I won't accept it, so you haven't "completed" the project. You will not pass the course.

Peer review encourages you to get feedback from others and for you to learn how to read and respond to others' writings in a constructive manner. There will be three workshops, hence three peer reviews during the semester. You will need to bring in copies of your essay (see syllabus for designated amount). This draft should be the best essay you can write, and it must be typed in the correct format. Peer review cannot be made up. In class I will assign you into groups, and you will be responsible to give feedback to your peers on their essays based on the requirements for that particular project. You will be graded on how much effort you put into providing well-thought out feedback. Just writing, for

example, "This essay looks great," will earn you zero points. **If you are late for a workshop, points will be deducted from your working folder!** (*HINT: Do not wait until the last minute to make copies of your essay*).

Formal Papers Format: There is no such thing as a hand-written formal essay. Periodically, I will assign hand-written writings, but unless stated by me, all homework and formal essays are to be typed using a word processing program (MS Word, Wordperfect.), and saved on a hard drive and/or disk. Last-minute corrections on copies may be made neatly in black ink. Use 1-inch margins, double-spacing, an 11 or 12-point font, and include page numbers on all assignments. Each project must be submitted with your name, the date, and the instructor's name. Please use a two-pocket folder for submitting working folders on the day they are due. **NO LOOSE FILE FOLDERS!**

For the portfolio, please use a large mailing envelope that fits standard 8.5 X 11 paper (no folding papers).

Be forewarned that if you include extra spaces between paragraphs or type in extra large margins or fonts, etc., your paper will automatically received 10 points off. When citations are required, MLA citation format must be used. (Diana Hacker's handbook should be used or an updated MLA handbook).

NOTE: It is your job to proofread your paper. I will return papers, ungraded, if too many careless spelling mistakes and editing errors exist.

****The syllabus may change at any time, and it is your responsibility to stay on top of the happenings, whether you are in class or not.***

SCHEDULE

NOTE: Not all in-class activities and writing assignments are noted on this schedule, and this schedule is subject to change without advance notice. Please write down all changes on this schedule.

Rereading America (RA), Portfolio Keeping (PK). "Supplements" should always be brought to class when assigned. **BRING ANY TEXTS TO CLASS WHEN READING ASSIGNED FROM THEM.**

1/25	Welcome! Intro to course. Assignment for next meeting clarified. Getting acquainted.
2/1	DUE: from PK: Taking Stock #1 (p.7) <u>READING:</u> from PK - p. 1-19; Supplement on rhetorical situation RA "Thinking Critically, Challenging Cultural Myths" p.1-15; "Harmony at Home: Myth of Model Family" 18-21; Rockwell portraits p. 22-24; <u>IN CLASS:</u> Understanding rhetorical situations; visual reading and "family"
2/8	DUE: Reading Response #1. Write a response comparing TWO writer's perspectives (Soto, Campbell, Jack). Describe what specifically shapes these writers' ideas about "family." Consider what constitutes family and who or what determines that for these writers. How do your own ideas about "family" compare or contrast? Use examples from both narratives you choose to support your analysis. (2 full pages expected) <u>READING:</u> RA "Looking for Work" p. 26-30; "Envy" p. 118-130; "An Indian Story" p. 109-117 <u>IN CLASS:</u> Project one assigned and discussed: a Memoir
2/15	DUE: Your memoir subject - no changes after today <u>READING:</u> Supplement on "Describing" and "Dialogue;" Hacker handbook section C p. 3-36 <u>IN CLASS:</u> showing vs. telling; invention/planning on memoir; workshop guidelines
2/22	DUE: 3 copies of workshop draft READY FOR READERS! <u>READING:</u> Grammar handouts <u>IN CLASS:</u> WRITING WORKSHOP #1. Peer reviews

3/1	<p>DUE: Working Folder 1 (2-pocket folder w/notes, drafts, revised workshop draft, post-write) READING: Hacker G5-G6 "Fragments" and "Run on sentences" IN CLASS: Post-write; Mini-lesson on grammar, punctuation, or mechanics; editing and proofreading workshop before turning in folder; Project 2 assigned: Collaborative Report; groups assigned; topics discussed; don't leave class without your group information (phone, email)</p>
3/8	<p>DUE: group topic - no changes after today READING: RA "Women and Real Men Myths of Gender" p. 412-416; "Becoming Members of Society" p. 424-432; Hacker section C5-6 p. 37-54 and D1 p. 57-65 IN CLASS: Readings discussed; produce timeline/divide up work; discuss design of visual aid</p>
3/15	<p>DUE: Reading Response #2: Answer question 5 on p. 476. Be sure to include a thesis that claims what specific gender images have been most influential in the development of "generalized others" and what people may conclude about such images. (2 full pages expected) READING: Supplements on "Reporting Info" and "Collaborating"; RA "Two Ways Women Get Hurt" p. 455-474; "Visual Portfolio" p. 451-454; IN CLASS: Mandatory library visit; find/print authoritative articles (4) for your informational report</p>
3/29	<p>DUE: Title, intro, works cited, and "mock" visual, outlines for articles. Each group presents to entire class for peer review BRING: Hacker text; all gathered research and notes; IN CLASS: Writing workshop #2; citation exercises; groups decide revisions <i>***March 30th is last day to withdraw without instructor signature***</i></p>
4/5	<p>DUE: Working folder 2 (only one folder per group; all research notes, copies of research, revised visual aid, 5-6 page report, works cited) IN CLASS: individual post-writes; Project 3 assigned: Evaluation of dramatic film.</p>
4/12	<p>DUE: Reading Response #3: Look at the visual portfolios on p. 629-631. Choose ONE of the questions on p. 632 to answer in detail. (2-3 pages expected) Watch the dramatic film "Crash" before class. Take notes to bring to class today. READING: Supplement on "Evaluations"; RA "Created Equal" p. 546-550; "Transracial America Sells" p. 688-699 IN CLASS: establish criteria for dramatic film and discuss readings and "Crash"; create outline</p>
4/19	<p>DUE: 3 copies of workshop draft READY FOR READERS! IN CLASS: Writing workshop #3; peer reviews <i>***April 23rd last day to withdraw with instructor signature***</i></p>
4/26	<p>DUE: Project 3 (folder, film notes, outline, drafts) AND Taking Stock #10 from PK (p.48) READING: PK all of Part II p. 32-60. IN CLASS: post-write; invention/planning for portfolio - what belongs, reflective intro criteria, etc Get portfolio rubric</p>
5/3	<p>IN CLASS: final writing workshop - reflective introduction. Bring 3 copies. (2-3 pages at least) Course evaluations.</p>

Portfolios due Thursday, May 10, 2007 by 6 pm. Take portfolios to Adjunct Office. PORTFOLIOS MUST BE DROPPED OFF IN MY HAND BY EACH STUDENT!