

**Instructor:** Jon Brammer  
**Room:** Mohegan 105  
**Class Time:** F 9 am-11:45 am (M14)

**Office Hours:** M-F (by appointment)  
**Office:** Mohegan 106 (Writing Center)  
**Phone:** 892-5769  
**E-mail:** jbrammer@trcc.commnet.edu

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### **Course Description for English 101**

*(Please see page 143 of TRCC 2005-2006 course catalog for official description; instructor's description follows)*

English 101 is a composition course designed to enable students to master complex writing assignments and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply fundamental rhetorical concepts, and how to analyze texts in a critical and objective fashion. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and ambiguous and abstract material to produce coherent, thoughtful writings and discussions. Writing assignments will vary in length, but will include a number of shorter "response" papers, four longer essays and two major multi-part exams.

#### **Learning Outcomes:**

English 101 is designed to build specific skills and abilities. If you successfully complete English 101, you should be able to:

- Read challenging essays and identify the main ideas or points of view in the essays
- Compare or contrast various perspectives on a topic
- Analyze a particular perspective or argument on a topic and evaluate its relative merits
- Develop your own perspective on a topic and state that perspective clearly in a written "thesis"
- Support the thesis with specific and detailed evidence from readings, from research, and/or from personal observations and experience
- Document information from other sources using MLA parenthetical format
- Recognize the reader as an intrinsic element in writing and employ strategies that engage the reader
- Employ strategies for effective "global" 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 data bases
- Collaborate with others in analyzing writing, developing points of view, and conducting research

#### **Required Texts/Supplies:**

*Mercury Reader* (available in TRCC Mohegan bookstore only)

*A Writer's Reference*, most recent edition, Diane Hacker

At least one 3.5-inch diskette (two or more are recommended)

#### **Attendance, Grading, Due Dates, and Academic Honesty:**

*Attendance-* I will be conducting a formal "roll call" for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. *Attendance grades are calculated through a combination of missed in class writings and my own observations on who attends regularly.* Because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not

result in any kind of grading penalty, but excessive absences (more than three) could impact your work negatively. **If you miss a scheduled essay peer review day without contacting me in advance, you will automatically lose \_\_\_\_ points (25% of your attendance, participation, and presentation points)**

**Grading-** The grading for this course is flexible and will be decided during the first day of class. The categories below indicate all the aspects that you will be graded on. The weight that is assigned to each one is up to the class as a whole. There are only four limitations: 1) the point total for essays is not changeable, 2) no category can be worth less than 50 points, 3) fractional totals or those not rounded to the nearest five points are not acceptable, and 4) the total number of points must equal 500. Please remember that if one category is given fewer points, then another category must be weighted more heavily.

Out-of-class researched essays (4)-----	200	points
In-class writings (mid-term and final)-----	___	points
Response papers (10)-----	___	points
Attendance and discussion participation-----	___	points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). For example, a student with 430 points would receive a straight "B" grade. A different student, who had accumulated only 410 points, would receive a "B-" (410= the lowest 2% of the "B" category or  $.82 \times 500 = 410$ ).

A=	450-500 points
B=	400-450 points
C=	350-400 points
D=	300-350 points
F=	below 300 points

**Due Dates-** Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact, if possible. **All students have one "grace period" to use at their discretion** with any of their essays except the final paper. The grace period allows you to turn in the paper at the time of the next class meeting. If you wish to invoke your grace period, please cut on the dotted line and attach the appropriate quarter-sheet to your essay (see below).

**Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. If a class is cancelled for some reason, expect to do the work and turn in any papers associated with the cancelled class in the following session.**

**Academic Honesty-** I would like everyone in class to include a statement of academic honesty at the end of every final written draft. The form of this statement is variable, so I will give some suggestions for language before the final copy of the first essay is due.

**Writing Papers:**

**Essay portfolios-** For each of the longer essays we will be writing, I will expect you to submit a folder containing all your work involved with that writing assignment (a plain manila file folder with your name on it would be ideal). Three items are mandatory: a rough draft showing evidence of revision, peer review comments, and a final draft that you are submitting for a grade. Depending on the assignment, I might also require class notes, pre-writing exercises, Writing Center commentary, or discussion question answers. **Your essay will not be graded until all the mandatory elements in the essay folder are submitted.**

*MLA format-* All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. I will outline this format in class prior to your first written assignment. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions. If you have questions about the style, please see me.

*Returned Papers-* Graded papers will generally be returned to you within a week of the due date. Longer essays will be corrected using reference numbers that will point you to a certain specific section of *A Writer's Reference*. If you have a trouble identifying the nature of a specified grammatical error, please see me.

*Computers-* It is *strongly recommended* that you use a computer in the writing process (either your personal machine or one in a campus computer lab), as it will greatly reduce the time you spend on revision. Try to get into the habit of using a word processing program when you initially compose your work and save to a separate diskette frequently. It will make revisions more convenient, and it will also give you experience using the technology. **All papers should be proofed thoroughly by a human!** Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the English tutors in the Writing Center or the on-line writing lab at [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)

#### **Campus Policies:**

*Plagiarism-* Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. **Any instance of conscious plagiarism will result in a "zero" for that assignment. More than one instance will result in an "F" grade for the course.** Plagiarism by omission or "unconscious" plagiarism will be dealt with on a case-by-case basis.

*Withdrawal policy-* A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar's office on the Thames and Mohegan sites. No punitive "W" grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. 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" grade for the course

*Students with disabilities-* If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough in order to find out what services are available for you.

#### **Revisions to Syllabus:**

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

Reading Schedule for English 101 (section M14)- spring 2006

<u>Date</u>	<u>Assignments and Readings Due</u>	<u>In-class</u>
<b>Week 1</b> F 1/20/06	None	grading, syllabus, text orientation; annotation, reading and sample writing burning questions
<b>Week 2</b> F 1/27/06	Merc- "How to Mark a Book" "Don't You Think It's Time..." "The Death of Reading"	intro to reader response; practice annotations, ICW, reader response guide
<b>Week 3</b> F 2/3/06	RR #1 Merc- "School Vs. Education" "The Case Against College"	RR #1 peer review educational bias and expectations
<b>Week 4</b> F 2/10/06	Merc. - "Naiveté" "Being a Man" "A New Politics of Sexuality"	Gender roles/stereotypes What makes a man/woman? assign essay #1; RR #2 in class
<b>Week 5</b> F 2/17/06	Draft of Essay #1 Merc- "The Importance of Work" "Miss USA"	Peer review of essay #1 women's vs. men's issues RR #3
<b>Week 6</b> F 2/24/06	Final Copy of Essay #1 Merc. "Predictable Crises of..."	wrap up of gender and identity; RR #4 in class intro to new section; rhet vocab.
<b>Week 7</b> F 3/3/06	Merc. "Address to the Prisoners..." "Letter from a Birmingham..." "Broken Faith Why We need..."	Affluence and justice Wealth and power; more rhetorical vocabulary; make midterm questions
<b>Week 8</b> F 3/10/06	Midterm Exam	Midterm Exam Assign essay #2
<b>Week 9</b> F 3/17/06	Draft of Essay #2 Merc. "Children of Affluence" "On Dumpster Diving"	Peer review of essay #2 Review midterm; rhet. vocab.; wrap up of wealth and justice; RR #5
<b>Week 10</b> F 3/24/06	Spring break	No class

**Week 11**

F 3/31/06

Final copy of essay #2  
Merc.- "Deride and Conquer"  
"Hate Radio"

steps of proofing  
Intro to new section  
media; RR #6

**Week 12**

F 4/7/06

RR # 7  
Merc.- "Future Shlock"  
"Exposing Ourselves to South Park"

Intro to documentation;  
human intelligence; satire and  
the media; assign essay #3

**Week 13**

F 4/14/06

Draft of essay #3

No class meeting; get Writing;  
Center peer review this week for  
essay # 3

**Week 14**

F 4/21/06

Final copy of essay #3  
Merc. "From the Margins to the..."  
"How We Listen to Music..."

Assign essay #4  
listening exercises; evaluating  
claims and arguments; RR #8

**Week 15**

F 4/28/06

RR #9  
Merc. "Do Gooders Should Let Us..."  
"Lies for the Public Good"

More ethical choices; the nature  
of public ethics and social good  
making final exam questions;  
RR #10

**Week 16**

F 5/5/06

Draft of essay #4 (optional)

Final exam; peer review of  
essay #4 (optional)

**The final copy of essay #4 is due by Monday, 5/8/06**

-----Detach here-----

**Grace Period Slip**

***(Please attach this piece of paper when you turn in your draft.)***

This sheet entitles me to one grace period of one class session. I realize that once this slip is used for the semester, I *do not* get another one!

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Assignment Description and due date:

\_\_\_\_\_