ENG K101: **College Composition**/Spring Semester 2007

Three Rivers Community College; **Mohegan** Campus **Rm M11/Tuesday Evening** Class **6:30**-9:10
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SYLLABUS

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.

REQUIRED TEXTS

Cultural Conversations: The Presence of the Past by Dilks, Hansen, and Parfitt
Portfolio Keeping: A Guide for Students by Nedra Reynolds
A Writer's Reference by Diana Hacker
Research and Documentation in the Electronic Age by Diana Hacker (optional)

A Paperback Collegiate Dictionary

COURSE **OVERVIEW**

Students attending College Composition may come to class expecting to receive a formula for effective writing skills, something that they can memorize or expect to apply to all situations, and always "get right". Learning to write is more complex than that. In order to be able to write well in college, you need to **be able to read and comprehend ideas**, to **think critically** and **make connections**, to understand how others interpret your **word choices**, and to **revise your writing** until your words actually communicate what it is that you want to express. **Learning to write takes hard work, application, lots of practice**, and frequent frustration. In the end, it's worth the effort. As you build your skills as a reader and writer, you strengthen your ability to succeed in college and in the job market. You will become more confident as you realize that **you are developing the skills necessary to express your ideas** in ways that others will understand and respect.

Good writing techniques do not occur in a vacuum. We **need a context** for our writing practice, **subjects** that we can discuss, debate, and reflect upon---**common topics** that will enable us to **share ideas** and **improve** our **communication skills**.

During this semester, we will read selections from the six chapters in our **Cultural Conversations** text. The **themes** we will explore are as follows:

GENDER (17-126)

AFRICAN-AMERICAN IDENTITY (127-208)

DISABLED PERSONS (209-309)

THE UNCONSCIOUS (311-441)

NONVIOLENCE (443-525)

THE FRONTIER (527-654)

All of the reading selections and writing assignments we will focus on this semester will be on various aspects of these topics. They are very broad, so there will plenty of room for us to explore all kinds of ideas and approaches---enough room to accommodate individual differences, styles, and points of view. We will be **re-reading and re-writing** about these topics. **We will begin with fairly informal writing**, some writing that allows for personal reflection and will give you space to write about your own experiences and/or the experiences of people that you know. **Finally, we will work on writing that formally incorporates "outside sources".** In formal writing, we will utilize library and on-line sources to research and develop an idea, or to support a point of view.

We are going to write a lot in this class! When you first look at the schedule of assignments, you may even begin to panic at how much writing there is. When you read that the final Presentation Portfolio should be twenty pages long, you might think to yourself, "Twenty pages! I can't even fill a page with my writing. . . how will I ever write twenty pages?" Do not panic. **Everything that we do in class and each assignment that we undertake will gradually build into a body of work that will easily fill your portfolio.**

By the time we reach that point in the semester, you will be amazed at how much writing you have produced; and how the quality of your writing has improved. **If you apply yourself** to each assignment as the semester unfolds, you will have no problems coming up with the final portfolio. We will start small and each writing assignment will build on the one before. This will allow you to expand and develop your ideas. You will be surprised at how much you have to say.

ENG 101 is designed to build specific skills and abilities. When you **successfully complete this *course*** you should be able to:

***Read** challenging essays and identify the main ideas and points of view in each one

***Compare** and/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 it clearly__ in a written "thesis"
*__Support the thesis__ with specific and detailed evidence from readings, research, and/or

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 will 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 databases
*__Collaborate with others__ in analyzing writing, developing points of view, and conducting research

PLEASE NOTE: IF AS A RESULT OF YOUR PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG 075, OR ENG 108 AND YOU HAVE NOT YET DONE SO, YOU PLACE YOURSELF IN A VERY ***SERIOUS*** DISADVANTAGE IN THIS CLASS. IT WILL BE VERY DIFFICULT FOR YOU TO ACHIEVE THE OBJECTIVES OF THIS COURSE WITHOUT BASIC SKILLS. I STRONGLY ADVISE YOU TO TAKE 075 OR 108 BEFORE TAKING ENG 111.

GRADING

Your grade will be based on the following.

Mid-semester Working Folder (including reading responses, peer reviews, post-writes, And drafts) 20%
Late-semester Working Folder (including reading responses, peer reviews, post-writes, And drafts) 20%
Class participation and research exercises 10%
Final Presentation Portfolio 50%

THERE WILL BE ***NO FINAL EXAM*** IN THIS COURSE!

You are probably wondering, "What is a Working Folder?" and 'What is a Presentation Portfolio?" These questions will be answered in class, and in depth in your required textbook, **Portfolio Keeping**. A brief description follows:

The Working Folder is a place where you will keep **ALL** of your writing assignments for this class---your drafts, peer reviews, post writes, and exercises. It will be collected and graded---once at midterm, and once toward the end of the semester, although I will see each assignment as you do it, and will give you feedback at each step of the process. Keeping up with assignments, completing them thoroughly and some depth, giving them your time and effort---all of these are aspects that I will take into consideration when I evaluate and grade your work.

The **components** of the Working Folder are:

***Written responses** to the readings (some are short one-or-two-paragraph answers to questions; some longer one-or-two-page answers)

*__Essay Drafts__

*__Post Wntes__ and __Peer Reviews__

*All of my written **comments** on your work
I will see most of the pieces of writing as they are written; I will comment on them and give them back to you. ***You need to submit them on time. Keep them in good order in your folder after I return them to you***. Some of these pieces (but not all) will be revised and polished for the Final Presentation Portfolio. One will include a **MLA "Works Cited" page.** IT IS NECESSARY TO BRING YOUR WORKING FOLDER WITH YOU TO EVERY CLASS, AS WELL AS ALL TEXTBOOKS.

The Presentation Portfolio is a collection of your best work, polished and refined to the best of your ability. Toward the end of the semester, you will have an opportunity to review the writing projects that you have been working on during the semester. ***You*** will evaluate them and make some choices, and then revise them for inclusion in a final "Presentation Portfolio".

Everything that you have learned about writing throughout the semester should be reflected in the works that you present. Although you will have some choice in what you will include (not everything in the Working Folder needs to be revised and included), there are some requirements.

The **required elements** of the Presentation Portfolio are as follows:

*At least 20 pages of written work on the topics we have been discussing during the semester **MUST** be included.
*Among these 20 pages, there **MUST** be two papers that use specific references from the readings to support and develop your point of view. One of these **MUST** use specifics from the class readings, and the other **MUST** incorporate "outside" research. The specifics from class readings and from outside sources **MUST** be properly cited using **MLA parenthetical style**.
*A reflective essay or "Cover Letter" **MUST** be included, one that introduces the writing in the portfolio, examines the choices that you have made, and evaluates your performance as a writer in this class. (This piece SHOULD be about 2 pages, and is counted as part of the 20 pages.)
*The collection of writing included SHOULD show some variety of style and depth of analysis. (In addition to longer, formal essays, you COULD also include a shorter response paper, or a "personal experience" essay that you worked on during the semester.)
PLEASE **NOTE**: Although I encourage you to consult tutors in the Writing/Tutoring Center (Appointments: 892-5773) at any time during the semester, please be sure that the writing included in your Presentation Portfolio reflects your own work. Tutors are available to guide you in the learning process, not to edit or revise your work for you!!

CLASS PARTICIPATION

Sharing your ideas with others, both in discussion and in writing, is an important part of this class. It is important that you attend class, that you come in with your assignments prepared on the due date, and that you enter into the discussion. This will help you explore and develop the ideas that you will write about. **Being frequently absent or ill prepared will negatively affect your grade**.

OTHER EXPECTATIONS AND REQUIREMENTS

*Promptness and Courtesy: We are all **ADULTS** and I do not wish to insult anyone in regard to these issues, however I feel that it is necessary to state classroom policy.

When a person walks into class late, leaves early, or walks in and out of the room, or is rude and disruptive, I consider that to be unnecessary behavior that will not be tolerated. Please arrive on time with all the required materials and be ready to remain in the classroom for the full class. (If you must visit the lavatory, just leave quietly and discreetly. If you **MUST** leave class for any other reason, please let me know at the beginning of class.) It is never "OK" to leave class early just 'cause you want to.

*Class Discussion: Courtesy is expected in class discussion as well. We all need to listen attentively to each other, and to be respectful of points-of-view that may differ from each other. We need to make sure that everyone has a chance to participate.

*Format and Promptness of Assignments: Handwritten work will not be accepted. Writing performed in class will naturally be handwritten, but the assignments which are turned in for evaluation **MUST** be word-processed or typed using margins no more that 1", standard type size (about 12 point) and plain font will be used (no italic or script). If you are not yet comfortable with using a computer, please visit the Campus Computer Lab or Campus Tutoring Center (TASC) and get some help. Whenever I specify number of pages, I mean typed pages of approximately 250 words per page. **I expect you to submit all work on time**. Late work will result in a lower grade!

*Academic Honesty: **Plagiarism** is a violation of academic honesty. It happens when you take credit for someone else's work and submit it as your own, either intentionally or merely through sloppy documentation of sources. Any plagiarized work in any Portfolio will result in an F on that portfolio, and possibly and F for the semester. In class, we will discuss how to avoid plagiarism, using paraphrasing and proper **MLA** (**Modem Language Association**) parenthetical format.

***Time Management:** Please be aware that you will need more on-campus time than just class time. You may need to spend time working with a tutor on your writing, or meeting with me at some time to discuss your work progress. You will also need to spend time researching in the library, and you will probably need to spend time in the Computer Center. **PLAN** for this in your schedule.

STUDENTS WITH DISABILITIES

Any student with a hidden or a visible disability that may require classroom modifications should see me about this within the first week or two of class. I will request that you meet with one of the Learning Disabilities Counselors on campus so that an appropriate plan can be devised to meet your needs.

WITHDRAWAL FROM CLASS

Please review your Student Handbook or the Course Registration booklet for more detailed information. I am **including dates for you to refer to**. They are listed on additional pages at the end of the Syllabus. If a student no longer attends class, but has not officially withdrawn in the Registrar's Office, his/her grade could turn into an "F", unless this issue is resolved.

MESSAGES AND CONFERENCES

Because I am usually only on campus on the days and/or night I teach, I encourage you to **set up an appointment with me** to discuss your progress in the course or to talk about any difficulties that you may be experiencing. **Please feel free to talk to me at any time**. I have a **PHYSICAL mailbox on Mohegan campus** (in back of 1st floor Annex next to copier and faculty coffee room) and another **mailbox on Thames campus** (upstairs in copier room) if you want to leave a note. I have a **VOICE-mailbox, designed expressly for STUDENTS to leave messages.**

I am capable of understanding almost any situation if you choose to discuss it with me!

Let's have an interesting and academically rewarding semester! Remember that **we will be re-reading and re-writing** as we focus on developing our responses to the text. A **WRITER'S REFERENCE** by Hacker is a resource that you will use throughout your college experience. We will refer to it often as a self-editing tool and grammatical guide.

Bring your dictionary to all classes. We will **get in the habit of looking up words** that we do not know, and learn to apply them in context. **If there is a word in the readings** that you **are unfamiliar with**, **mark it** and **look it up before proceeding! We will be annotating in our texts!!!!!!!!!!!!!! We will be writing RESPONSES to the assigned readings; in our Journal notes.**

****Some of these reactions/responses will be developed into ESSAY IDEAS for your Portfolios.**

Class Cancellation TRCC has a new Policy on Weather and Emergency closings. Info is in the college catalog and on our website.

If a class of ours is cancelled for another reason (such as **Faculty absence**), I will POST NOTICE or write an ANNOUNCEMENT on our shell on WebCT, on our Homepage. We need to establish a **"phone tree"** to create a way to inform each other of such an instance; along with voicemail and internet options. You will be required to check into our WebCT shell to check for messages and other topics pertinent to assignments. I will also need **for ALL students to check into my email** by the second week of classes, **so that I may have your email addresses!!**

Tgilliland-mcenerney@trcc.commnet.edu
860 886-0177 extension 2113 for Voicemail messages.