

Syllabus

Course Overview

English 101: College Composition **Instructor:** Christine Hammond
Phone: 860-892-5775 **E-mail:** chammond@trcc.commnet.edu
Office Hours: Mon. 10:00 a.m. - 12:00 noon, and Thur. 2:00 p.m. – 3:00 p.m. or by appointment in room 4, Faculty Annex, Mohegan Campus.

Required Texts:

1. Open Questions: Readings for a Critical Thinking and Writing. Eds. Chris Anderson and Lex Runciman. Bedford/St. Martins: 2005.
2. A Writer's Reference. Fifth Edition. Diana Hacker
3. Portfolio Keeping: A Guide for Students. Nedra Reynolds
4. A college dictionary

Course Description:

In this course students develop the skills necessary to compose a fully developed critical essay with unity, coherence and clarity. Students read, write, think and talk about writing. But most of all, they write—in class, outside of class, in small collaborative groups, and as a whole class. Reading stimulates the writing process; therefore, students also read challenging essays, think critically about the issues they address, and write concise responses to those essays. Other, more **formal writing assignments, the essays,** advance students' own ideas about issues covered in the readings. There will be at least **four (4) essay assignments** during the course. Further, students conduct research and incorporate that research into essays addressing the major themes covered in the course. These research essays use appropriate documentation to identify and credit supporting evidence. Some course time will also be devoted to sharing writing and reviewing the writing of peers in small groups and during whole class discussions.

Learning Outcomes:

Upon successful completion of English 101, students will be able to:

- Read and understand essays which 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 a perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence
- Craft effective sentences and paragraphs
- Employ strategies for effective revision
- Employ strategies for effective editing
- Conduct basic library research
- Document information from sources using MLA or APA format
- Collaborate with others in analyzing writing, developing points of view, conducting research and revising drafts

This course is an indispensable one, and demanding, requiring at least two hours of study and homework for every hour spent in the classroom.

Assignments and Grading

There will be opportunities throughout the semester for students to reflect on their writing. Reflection will take the form of oral and written exercises. Some of these exercises will be completed in class, some outside of class. Reflection is an important exercise in strengthening the writing process.

Informal Writes (In-class assignments as well as take-home assignments)

30%

These writings (and there will be many) are designed to raise questions about the readings and help writers clarify their own ideas about the author's themes or arguments. They demonstrate that you have carefully read and considered the essay, though you may have questions, even confusion. The informal write is at least two paragraphs in length. While the informal write can be relatively casual in structure and tone, the *thinking* should not be careless or offhanded; your writing should reflect a careful consideration of the reading. Some of the readings may be difficult, requiring hard work to understand them. A good college dictionary will prove an indispensable tool to aid in this effort

Writing Portfolio

60%

The writing portfolio contains a collection of the writer's best work, polished to the highest degree. From the collection of writings produced during the semester, each student selects 20+ pages to include in the portfolio. These pages, together with a reflective cover letter introducing the works, analyzing the choices, and evaluating growth and change, comprise the writing portfolio. In selecting which writings to include, the only mandatory requirement is the research essay. This research essay must be a minimum of 6 pages in length, not including the Works Cited page(s). The writing portfolio receives one letter grade as a total body of work.

Participation

10%

Students will work in small groups sharing writing, generating ideas and essay topics, and editing drafts. Sharing ideas, both in discussions and in writing, is an important part of this class. It is important that students attend class, come with assignments completed, participate as peer editors, enter into reading and writing discussions, and otherwise participate in developing a writing community. These shared activities all help writers explore and develop the ideas they want to write about.

Attendance

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. If you must miss a class meeting, you are still responsible for the work of that day. Late work will not be accepted. I have a 24-hour grace policy.

Academic Honesty

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his/her own. Plagiarism can also occur unintentionally through sloppy documentation of sources. Any plagiarized work will result in an F on that writing assignment and may well result in an F in the course.

A Few More Notes of Importance

1. Any student with a hidden or visible disability that may require classroom modifications should see me about this within the first week or two of class. I will refer you to one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs.
2. Until March 30, 2007 a student may officially withdraw **at the Registrar's Office** for any reason without the instructor's signature. From March 31, 2007 until April 23 2007, a student may withdraw **at the Registrars Office** with the signature of the instructor or advisor. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I will schedule individual conferences later in the term, but I encourage all students to visit me during my office hours to talk about their progress in the course or difficulties they may be having with an assignment. If my office hours are inconvenient, ask to set up an appointment at another time.
4. All work must be word-processed. I will not accept handwritten work. Only (obvious) exceptions: In-class writing assignments.

Schedule of Assignments

Week 1

January 22

Introduction to Course
Writing Assessment

January 24

What are Ethical Values and Where Do They Come From?

Ethical Systems: A Discussion.
Informal Writes: Getting Started

Week 2

January 29

Reading: OQ: "I Listen to My Parents..." R. Coles, p. 58
Informal Write #1 Due

January 31

Reading: OQ: "Profile of an Arab Daughter" p. 36
Informal Write #2 Due

Week 3

February 6

Reading: OQ: "Shooting Dad" p. 29
Informal Write #3 Due

February 8

Synthesizing Ideas and Developing a Thesis

Week 4

February 13

In-class writing – developing a draft

February 15

Rough draft – Essay #1 Due
Self/and peer review

Week 5

February 20

Final Draft Essay #1 Due

February 22

**The Stigma: Addressing Global Perspectives on HIV/AIDS
Historical Perspective**

Reading: “The Causes of Kenneth Cole” Haskell article and “Understanding Aids...” –
Fee and Krieger article
Informal Writing session: generating a thesis

Week 6

February 27

Reading: “The Origin of AIDS: Can Science Afford to ignore it?” Cribb article;
Informal writing session: developing an argument

March 1

Introductory paragraphs Due
Documentary: The Origin of AIDS

Week 7

March 6

Documentary Continued/discussion Peer Review
In-class media assignment: historical research on HIV/AIDS

March 8

Student Presentations
Self editing workshop

Week 8

March 13

Student Presentations
Essay #2 rough draft due/Review/peer editing workshop

March 15

Reading: “A Model for Involving Youth...” Silvestre article
Guest speaker
Essay #2 Final Draft Due

Week 9 **SPRING BREAK!!**

March 20

Movie – “And the Band Played On”

March 22

Movie – Continued

What Should You Do?

Week 10

March 27

Reading: “The Good Doctor” T. Kidder, p. 645
Informal Writing Due
Revision Workshop

March 29

“The Good Doctor” Continued
Introducing community project (Essay #3) – developing ideas

Week 11

April 3

Writing Due: Revision of Essay 1 or 2

April 5

Rough Draft of Essay #3 Due
Updates on community projects

Week 12

April 10

Final Draft of Essay #3 Due
Formal research process

April 12

Reading: - “The Singer Solution to World Poverty” p. 661
Response Due
Introducing Essay #4 –Final Argument
Developing thesis/

Week 13

April 16

In-class writing – reflective letter

April 18

Writing Due: Rough Draft of Essay #4
Peer Review

Week 14

April 24
Revision Workshop

April 26
Final Draft of Essay #4 Due

Week 15

April 30
Essay #5 – In-Class Writing

May 3
Essay #5 - Continued

Week 16

May 8
Portfolio Due