

COURSE SYLLABUS **ENG* 101 COLLEGE COMPOSITION**

SPRING 2007

Three Rivers Community College
Grasso Tech. Campus

Sean McKenna, Instructor

Class Meetings: Mondays, 6:30-9:15

Office Hours: by appointment

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COURSE DESCRIPTION

College Composition engages students in critical observation, reading, and writing. The course prepares students for exposition, analysis, and persuasion 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 an understanding of complex ideas and issues. Students will compose assignments for different purposes and audiences.

PLEASE NOTE: If as a result of the placement test, you were advised to take ENG 085 or 108 and you have not done so, you place yourself at a *serious* disadvantage in the class. In other words, it will be very difficult for you to achieve the objectives of this course.

LEARNING OUTCOMES

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

- read challenging essays and identify the main ideas and points of view in the essays.
- compare or contrast different ideas.
- analyze a particular perspective or presentation of a topic and evaluate its merit.
- formulate a thesis.
- develop your perspective on a topic.
- support a thesis with well-chosen evidence from different sources.
- document information using the MLA format
- recognize the reader as intrinsic part of writing.
- employ strategies to engage the reader.
- employ strategies revision, with attention to internal and external organization.
- employ strategies of editing.
- collaborate with others to discuss course-related content, to analyze reading selections, to develop points of view, and to revise written work.

TEXTS & INSTRUCTIONAL MATERIALS

Rereading America 6th edition, Colombo, Cullen, and Lisle

A Writer's Reference, Hacker

A dictionary

A 3 Ring Binder and Paper

EVALUATION

Please be sure to

1. Complete all reading and writing assignments on time.
2. Contribute regularly to class discussion and class activities.

PLEASE PAY ATTENTION TO THE FOLLOWING CAUTIONARY WARNING:

It is important to know that while this section of English Composition meets once a week, many English courses offered by Three Rivers meet twice a week. Therefore, should you be absent from one class you will miss a great deal, especially since there are many activities (lecture, group work, writer's workshop, etc.) scheduled for each meeting. In addition, although this shouldn't happen, it does: being tardy for class or leaving early indicate absence as well. Please make an effort to be on time; in general, a tardy or leaving early should be rare. **STUDENTS WHO MISS THREE OR MORE CLASSES, REGARDLESS OF THE REASONS FOR ABSENCE, WILL ENCOUNTER GREAT DIFFICULTY FULFILLING THE REQUIREMENTS OF THIS COURSE.** IN SHORT, IT IS EXTREMELY IMPORTANT TO BE IN CLASS, FOR THE FULL AMOUNT OF TIME, EACH WEEK.

Explanation of Criteria for Evaluation

From the onset, students should know that

- outside assignments must be completed before the class for which they are assigned. Effective class work is not possible unless the reading has been completed. Likewise, writing assignments are due on the due date.
- any graded work will be accepted **up to one class after the original due date**. However, they will be marked down a **FULL LETTER** grade. This is VERY IMPORTANT.
- **if a student has a sufficient and/or pre-arranged reason**, formal writing assignments will be accepted up to one class after the original due date. However, the student will be marked down **one letter grade**.
- students **must** complete all formal papers and tests to receive a passing grade. A zero for any assignment **CAN AND WILL HAVE A NEGATIVE IMPACT ON A STUDENT'S GRADE**.
- homework assignments are given to aid the student in mastering important concepts.

Class Participation

- Frequent, thoughtful participation is expected of all students. This includes contributing regularly to discussions, paying attention during lectures and presentations, and **ACTIVELY** participating in group work, writer's workshop, and partner work.

In general, a student should plan to spend a minimum of one hour in preparation for each class hour, and to attend each class, so that participation is maximized. If absent, the

student should return to class with all assignments complete, or the student should E-MAIL THE ASSIGNMENTS as word attachments.

There is no excuse for not knowing what occurred in the class.

Notebook

- A notebook will be maintained by each student for the purpose of recording in-class summaries, answers to questions proposed in class, and other assigned writing activities. The notebook will be brought to each class and to individual conferences.

Grading System

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Numerical Components

A	93-100	D+	67-69
A-	90-92	D	63-66
B+	87-89	D-	60-62
B	83-86	F	0-59
B-	82-80		
C+	77-79		
C	73-76		
C-	70-72		

Grading Procedures

Grades are weighted using the categories below

Final Writer's Portfolio **40%**

Outside Writing Assignments **40%**

(This includes drafts [which count twice] outlines, reflections, reading questions, etc.)

In-Class Work **20%**

(This includes general participation, in-class writing, group work, and partner work)

A note on grammar: We will not spend a great deal of time on grammar; therefore, should you need additional practice with a particular element or problem area that manifests in your writing assignments, it is YOUR responsibility to address those areas either independently or with some extra guidance.

Course Ground Rules

1. **Absences:** Consistent attendance is crucial to your success in this course. Missing classes, arriving late, or leaving early will undermine your chances to succeed. Attending the full class meeting is equally important to completing all of your work.
2. **Outside Writing Assignments:** ALL outside writing assignments must be word processed and must adhere to the MLA format: 1 inch margins, standard type size (12

point), double-spaced text and plain font. If you are unfamiliar with the MLA format, PLEASE REFER TO THE HACKER TEXT. **Please know that I will NOT ACCEPT AN OUTSIDE WRITING ASSIGNMENT THAT IS HANDWRITTEN.**

3. **Drafts:** A major component of this course is the final portfolio, and the course itself provides you with the opportunities to revise different pieces that will be included in the portfolio. THEREFORE, whenever a DRAFT is assigned for writer's workshop or for submission for feedback, the DRAFT MUST BE COMPLETE, the DRAFT MUST ADHERE TO THE ASSIGNMENT, AND THE DRAFT MUST BE TYPED. Otherwise, the draft will not receive credit. Any "draft" assignment will count twice.
4. **Respecting the Learning Environment:** Courtesy is a given in a college course. This means that one knows and abides by the ground rules of the course; one respects his/her fellow classmates; one arrives on time and does not leave early; and one takes responsibility for one's own learning. Normally, disruptions to the learning environment are non-existent on the college level. In the rare insistent one should emerge, the disruption will be immediately addressed and stopped.
5. **E-mailing:** Should you miss class, it is always a good idea to e-mail me AS SOON AS POSSIBLE so that I may e-mail you the work. Also, YOU SHOULD e-mail any work that is due; if the work is received the day it is due, it is considered on time. However, if it is received AFTER THE DAY IT IS DUE, it is considered late and will receive a full letter grade deduction. IMPORTANT: all e-mailed work **MUST BE SENT AS ATTACHMENTS in word**. If I cannot open the assignment—and keep in mind I have access to my personal computer, network computers at Connecticut College, and network computers at Waterford High School, then this does NOT serve as excuse for not submitting the work. In the event that you e-mail me work, I will always e-mail you back that I have received it.
6. **Academic Dishonesty:** Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
7. **Cell Phones/Pagers:** While in class, students should turn off phones/pagers or keep them in a silent mode. I will extend the same courtesy to you. Under no circumstances are phones/pagers to be answered in class. If an extenuating circumstance occurs, speak with me prior to class so that we may arrive at an agreement.
8. **Schedule of Assignments:** The schedule of assignments is attached. However, you will receive a more detailed agenda for each class, and please know that while the agenda parallels the schedule of assignments, sometimes we may depart from the schedule due to a cancelled class or some other unexpected thing.

9. **College 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 Registrars on all campuses. Nonpunitive “W” grades are assigned to any withdrawal requested before the various unrestricted withdrawal deadlines listed in the calendars published in front of each session’s course listings. Withdrawal requests after these deadlines must bear instructor signatures. 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.
10. **Disabilities Statement:** If you have a hidden or visible disability which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough, who is coordinating services for students with disabilities.

ASSIGNMENT SCHEDULE AND “BIG IDEA” ESSAY TOPICS

NOTE: **THIS SCHEDULE IS SUBJECT TO CHANGE; obviously, we may have to adjust the pace if we miss a class, if we need more time on a particular subject, or if we need to move forward to accomplish our goals and objectives.** Changes will be noted on the weekly agendas that are distributed at the beginning of each class.

CLASS MEETING 1—1/22: COURSE INTRODUCTION & AN OVERVIEW OF ACADEMIC WRITING

DUE FOR NEXT CLASS:

- ✓ Review Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) in Hacker Text, pages 447-454. Get some practice with the online activities available to you.
- ✓ Read “The Achievement of Desire” by Richard Rodriguez in *Rereading America*, pages 214-227.
- ✓ Complete the “Engaging the Text” questions on page 227. Each response should be between 3-5 sentences, using specific evidence from the text. Make sure your work is typed and in MLA format (double spaced, 12 size, etc.)
- ✓ Compose a DRAFT
 - Topic: Describe an important learning experience you have had.
 - Length: 1½ -2 typed pages long. Remember: drafts must be complete to receive FULL CREDIT.
 - Purpose: To inform the reader, namely me, about an important learning experience.
 - What comes next? Bring a **complete draft to next class**, as you will “workshop” this draft with a classmate. Drafts will be checked for credit.
- ✓ Make sure you bring both course textbooks to the next class.

CLASS MEETING 2—1/29: READING CRITICALLY AND DETERMINING AUTHOR’S PURPOSE

DUE FOR NEXT CLASS:

- ✓ Review the Parts of a Sentence in the Hacker Text, pages 454-457. Get some practice with the online activities available to you.
- ✓ **FINAL DRAFT OF PERSONAL ESSAY;** note—this will count as a double grade. Papers will be graded according to the rubric, which is attached. Please review it at your leisure. Make sure that your paper is in the MLA format.

- ✓ Read “Learning to Read” by Malcolm X, pages 243-251.
- ✓ On page 251, in “Engaging the Text” section, select either item 2 or item 3 and compose a paragraph response (½ page).
- ✓ Read “From *Social Class and the Hidden Curriculum of Work*” by Jean Anyon.
- ✓ On page 209, in the “Engaging the Text” section, compose a paragraph response to item #3.

CLASS MEETING 3—2/5: ANALYZING READINGS, FORMULATING THESIS STATEMENTS, AND UNDERSTANDING ACADEMIC VOICE

DUE FOR NEXT CLASS:

- ✓ Review the Parts of Speech and the Parts of a Sentence in the Hacker Text. Get some practice with the online activities available to you.
- ✓ A COMPLETE FIRST DRAFT OF THE ANALYTICAL PAPER—please refer to assignment sheet for guidance. We will “workshop” this draft in class.
- ✓ Read Deborah Tannen’s “The Roots of Debate in Education and the Hope of Dialogue.”
- ✓ Select one of the following 1 page written assignments on the article:
 - *Write a letter to Tannen agreeing or disagreeing with some aspect of the essay.
 - *Write a letter to the editor (of a local paper) addressing an issue Tannen raises in her essay that you (do not) think has some relevance.
 - *Write a response to one of the “engaging the text” items.

CLASS MEETING 4—2/12: SUMMARIZING, PARAPHRASING, & INTEGRATING SUPPORT AND HOW TO REVISE

DUE FOR NEXT CLASS:

- ✓ Review verbs and subject/verb agreement in the Hacker Text on pages 151-159. Get some practice with the online activities available to you.
- ✓ A SECOND DRAFT OF THE ANALYTICAL PAPER IS DUE FOR EVALUATION. PLEASE MAKE REVISIONS!!!!!!!
- ✓ Read Mike Rose’s “I Just Want to Be Average,” on pages 183-193. Please be prepared for an in-class assignment on the reading that focuses on critical thinking. Therefore, be sure to take copious notes on the text and to mark the text so that you can make specific references.

NO CLASS ON 2/19

CLASS MEETING 5—2/26: COMPARING AND CONTRASTING OF IDEAS AND POWERFUL SENTENCES

DUE FOR NEXT CLASS:

- ✓ Continue to review verbs and subject verb agreement in the Hacker Text on pages 151-159. Get some practice with the online activities available to you. Be ready for a brief quiz.
- ✓ Read Mike Moore’s “Idiot Nation,” pages 153-170
- ✓ Compose a one page response to “Engaging the Text” question #5 on page 171.
- ✓ Please begin to work on your portfolio—do not wait until the last minute.
- ✓ A thesis statement for the compare and contrast essay is due.

CLASS MEETING 6—3/5: PARAGRAPHS—IMPORTANCE, COHERENCE, AND DEVELOPMENT

DUE FOR NEXT CLASS:

- ✓ Review Phrases and Clauses in the Hacker Text, pages 458-463. Get some practice with the online activities available to you.
- ✓ A COMPLETE DRAFT OF THE COMPARE AND CONTRAST PAPER for writer’s workshop.
- ✓ Read Tim Kasser’s “From *The High Price of Materialism*” pages 365-373.

- ✓ Compose a one page response to item #5, “Engaging the Text.”
- ✓ Please begin to work on your portfolio—do not wait until the last minute.

CLASS MEETING 7—3/12: REVISING AWKWARD SENTENCES & WEAK PARAGRAPHS

DUE FOR NEXT CLASS:

- ✓ Review Phrases and Clauses in Hacker Text, pages 458-463. Get some practice with the online activities available to you.
- ✓ A FINAL DRAFT OF THE COMPARE AND CONTRAST PAPER.
- ✓ Read Michael Messner’s “Center of Attention: The Gender of Sports Media,” pages 477-487. Be prepared for an in-class essay on the reading.

NOTE: NO CLASS ON 3/19

***** (THIS CLASS MIGHT INVOLVE A LIBRARY VISIT) CLASS MEETING 8—3/26: IMPLEMENTING STRATEGIES OF IMPROVEMENT FOR ESSAY COMPOSITION**

DUE FOR NEXT CLASS:

- ✓ Review Pronouns in Hacker Text, pages 175-188. Get some practice with the online activities available to you.
- ✓ Compose a 2 page response to one of the following essential questions from Unit 1:
 - *What major life influence shape one’s identity?
 - *How does one define a learning experience, and in which ways does such an experience impact one’s identity?
 - *How might an individual engage in proactive ways to enrich his/her identity?
- ✓ Bring in a typed, two page draft of this response for an in-class revision—**WRITER’S WORKSHOP**.
- ✓ Read “Appearances” by Carmen Vazquez, pages 489-496. Be prepared for an in-class writing assignment.

***** (THIS CLASS MIGHT INVOLVE A LIBRARY VISIT) CLASS MEETING 9—4/2: RESEARCH, DEBATABLE TOPICS, AND TAKING A POSITION**

DUE FOR NEXT CLASS:

- ✓ Continue to review pronouns in Hacker Text, pages 175-188. Get some practice with the online activities available to you.
- ✓ Please read research packet—TOPIC TO BE ANNOUNCED. There will be a quiz next class to determine your understanding of the topic.
- ✓ Please review the research section in the Hacker text.

CLASS MEETING 10—4/9: SIFTING THROUGH INFORMATION, DOCUMENTATION, AND THE IMPORTANCE OF ACCURACY

DUE FOR NEXT CLASS:

- ✓ Review commas in Hacker Text, pages 235-249. Get some practice with the online activities available to you.
- ✓ Your **SOURCE CARDS AND NOTE CARDS**.
- ✓ A “working” thesis statement is due.
- ✓ Continue to work on your portfolio—revise, revise, revise ☺

CLASS MEETING 11—4/16: PLANNING A RESEARCH PAPER

DUE FOR NEXT CLASS:

- ✓ Continue to review commas in Hacker Text, pages 235-249. Get some practice with the online activities available to you. **BE READY FOR A QUIZ!!!!!!**
- ✓ Additional reading for research paper.
- ✓ A complete, detailed outline of your research paper is due by next class.

CLASS MEETING 12—4/23: PUTTING IT ALL TOGETHER—THE RESEARCH PAPER

DUE FOR NEXT CLASS:

- ✓ Review “Needed Words” & “Problems with Modifiers” in Hacker Text, pages 81-93. Get some practice with the online activities available to you. **BE READY FOR A QUIZ!!!!!!**
- ✓ Compose a 2 page response to one of the following essential questions from Unit 2:
 - *Why does American culture have such a problem with difference?
 - *What are the costs and rewards of pursuing the American dream?
 - *Where does an individual achieve the most independence in America—in society, in isolation, in nature, or in material things?
- ✓ Continue to work on your portfolio—revise, revise, revise ☺.
- ✓ **IMPORTANT:** A complete, properly formatted draft of your research paper is due for writer’s workshop.

CLASS MEETING 13—4/30: A LOOK BACK: WHERE WE’VE BEEN, WHAT WE’VE ACCOMPLISHED, AND WHAT’S DUE—THE PORTFOLIO

DUE FOR NEXT CLASS:

- ✓ TBA
- ✓ THE COMPLETE PORTFOLIO IS DUE NEXT CLASS.

CLASS MEETING 14—5/7

- ✓ THE COMPLETE PORTFOLIO IS DUE.

***NOTE: These classes may be modified; students will be notified of the changes well in-advance.

BIG IDEA ESSAY TOPICS:

The reading selections for this course will be organized around two major ideas, or, learning “units.” Each unit will have a set of essential questions to guide our studies.

UNIT 1: Identity and Learning

1. What major life influence shapes one’s identity?
2. How does one define a learning experience, and in which ways does such an experience impact one’s identity?
3. How might an individual engage in proactive ways to enrich his/her identity?

UNIT 2: America, America

1. Why does American culture have such a problem with difference?
2. What are the costs and rewards of pursuing the American dream?
3. Where does an individual achieve the most independence in America—in society, in isolation, in nature, or in material things?