

English 101: College Composition  
Three Rivers Community Technical College  
Spring, 2007

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**Course Description** (from the college catalog)

“College Composition engages students in critical observation, reading, and writing. The course prepares the student 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 issues and ideas. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.”

**Goals**

At the end of this course you should be able to:

- read and understand essays which offer differing points of view on a topic
- 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 in a written “thesis”
- support that thesis with specific and detailed evidence from readings, research, and, if appropriate, personal experience and observations
- document information from other sources using MLA parenthetical documentation
- recognize the reader as an intrinsic element in writing and employ strategies that engage the reader
- 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 data bases

- collaborate with others in analyzing writing, developing points of view, and conducting research

### **Texts**

Hacker, Diana. *A Writer's Reference*. Boston: Bedford/St. Martin's, 2003...including her helpful electronic exercises at [www.dianahacker.com/writersref](http://www.dianahacker.com/writersref) and [www.dianahacker.com/resdoc](http://www.dianahacker.com/resdoc). (We will refer to her book as HACKER.)

Anderson, Chris, and Lex Runciman. *Open Questions: Readings for Critical Thinking and Writing*. Boston: Bedford/St. Martins, 2005. See the website at [www.bedfordstmartins.com/openquestions](http://www.bedfordstmartins.com/openquestions) (We will refer to this book as OPEN.)

### **Attendance Policy**

Regular attendance is an important part of this course. To miss more than one class is to significantly decrease your chances of benefiting from the course. Attendance records will be kept, and may affect your final grade. So... if at all possible, be here for each class. (Of course, I realize that things beyond our control do occasionally arise, and therefore I want to assure you that missing *one* class for an emergency will not affect your final grade. Missing more than one might.)

### **Office Hours**

My "office" will be the teacher's desk in our classroom. My office hours will be the 30 minutes before and after each class. Please feel free to come up to the desk for a conference. *No appointment is necessary*. If I appear to be working at the desk, don't hesitate to interrupt me. At that time I am there to be of service to you.

### **Class Cancellation**

In case I have to cancel a class due to illness or emergency, we will use a phone tree to contact everyone. Please be sure to call the next person(s) on the tree.

## **Course Requirements**

Your final course grade will be based on the following:

### 1. Formal papers.

#### A. Mid-length papers

These will be based on assigned topics from OPEN. The specific assignments are in the “Essay Specifications” section of the syllabus, below (p.3). As you work, be sure to make use of the suggestions given in HACKER C1-C6. *The body paragraphs should be written in the 11-sentence format.*

Weight, each: 29 %

#### B. Research paper.

The assignment is given in the "Assignment Specifications" section of this syllabus, below (p.4) As you work on the paper, be sure to make use of the guidelines given in HACKER R1-R4, and MLA 1-5. *The body paragraphs should be written in the 11-sentence format.*

Weight: 35%

### 2. Attendance and participation

I’m hoping this part of the course requirement will be a relatively easy way for you to boost your grade. If you attend class regularly (missing, if any, one or perhaps two classes), and if you try hard to stay alert and involved during each class, this part should be an easy A+ for you.

Weight: 7%

## **Assignment Specifications**

\*NOTE: ALL WRITING ASSIGNMENTS SHOULD BE IN FONT SIZE 14, DOUBLE SPACED.

### **Mid-length Papers**

*For each of these papers, you may choose a chapter in OPEN that is of special interest to you, and follow the directions given in “Opening the Question” (found in the first few pages of the chapter).*

Due date for paper #1: Wednesday, February 7

Due date for paper #2: Wednesday, February 21

Special requirements:

In each mid-length paper, you need to include...

1) two *informal* in-text citations, one each from the two different selections in the chapter you chose;

- 2) a total of four paragraphs;
- 3) two body paragraphs written in 11-sentence format;
- 4) introductory and concluding paragraphs written in 4-sentence format.

Note: These papers are based on the readings in the chapters you chose. Therefore, it's up to you to carefully read, on your own, at least two of the selections in each chapter, and to incorporate them into your essays (as the assignment in "Opening the Question" requires).

### **Research paper**

*Each of the eight chapters in OPEN has a section at the end called "For Community Learning and Research". Pick a chapter that holds a special interest for you, and then select one of the items in "For Community Learning and Research". Develop a written research project that roughly follows the guidelines given in the item you chose, making sure that your final product is a formal paper that contains all of the following requirements:*

- 1) Eight *formal* in-text citations, including four with direct quotes, plus a "Works Cited" page listing at least five sources. (Each of these sources must be used in at least one of your in-text citations.) We will be using the Modern Language Association (MLA) style for documenting sources. See Hacker, MLA 1-5;
- 2) total of 6 paragraphs;
- 3) 4 body paragraphs written in the 11-sentence format;
- 4) introductory and concluding paragraphs written in 4-sentence format.

**Note:** You will obviously have to adjust and alter the assignment given in "For Community Learning and Research" in order to fit the above requirements. Early in the course, we will spend an evening discussing plans for the research paper, and then, on Monday, February 26, we will devote most of the evening to refining your project and making sure you're on the correct path to success.

As you work on the research paper, be sure to take note of the suggestions given in HACKER R1-4 and MLA 1-5.

Preliminary thesis and outline due Monday, February 26

Final draft due date: Monday, March 12

## Class Schedule and Assignments

### Monday, January 22

Introduction to the course. Syllabus. PHONE TREE. Textbooks. Format for writing paragraphs. Writing exemplars. Discuss specifications for mid-length papers. Grammar topic: HACKER G5. New words. In-class writing workshop.

**Homework:** Begin work on reading for paper #1 (due Wednesday, February 7).

### Wednesday, January 24

Writing exemplars. Format for writing paragraphs. Writing tools: participles and gerunds. Attendance. HACKER C1-C5 on composing and revising papers. Specifications for mid-length paper #1. Grammar topic: HACKER G6. New words. In-class writing workshop.

**Homework:** Continue working on paper #1, due in two weeks.

### Monday, January 29

Writing exemplars. Format for writing paragraphs. Writing tools: appositives. Attendance. DISCUSS RESEARCH PROJECT. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Continue working on paper #1, and research project.

### Wednesday, January 31

Writing exemplars. Format for writing paragraphs. Writing tools: frugal writing. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Continue working on paper #1, due in one week.

**Don't forget research project. Thesis and outline due in three weeks.**

### Monday, February 5

Writing exemplars. Format for writing paragraphs. Writing tools: F.A.S.T. words. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Finish paper #1, due on Wednesday.

### Wednesday, February 7

**Turn in paper #1.** Writing exemplars. Format for writing paragraphs. Writing tools: antithesis. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Begin working on paper #2, and continue on research project.

Monday, February 12

Writing exemplars. Format for writing paragraphs. Writing tools: loose and periodic sentences. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Continue working on paper #2 **and research project**.

Wednesday, February 14

Writing exemplars. Format for writing paragraphs. Writing tools: compound and complex sentences. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Work on paper #2, **due next Wednesday**. Keep working on the research project.

Monday, February 19

**NO CLASS. PRESIDENTS' DAY.**

Wednesday, February 21

**Turn in paper #2.** Writing exemplars. Format for writing paragraphs. Writing tools: adjective and adverb clauses. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Continue working on research project. **Thesis and outline due on Monday**.

Monday, February 26

Writing exemplars. Writing tools: parallelism. Attendance. Grammar topic: **get hacker pages** New words. **WORK ON RESEARCH PROJECTS. Discuss formal in-text citations.**

**Homework:** Continue working on research project.

Wednesday, February 28

Work in library on research projects.

Saturday, March 10

DOUBLE CLASS PERIOD: 8:30 – 1:00

Writing exemplars. Format for writing paragraphs. Writing tools: review all writing tools. Attendance. Grammar topic: **get hacker pages** New words. In-class writing workshop.

**Homework:** Finish research project. **DUE MONDAY**

Monday, March 12

FINAL CLASS. **Turn in research paper.**

### **College Withdrawal Policy**

A student who finds it necessary to discontinue a course once a class has met should complete the withdrawal form in the registrar's office, or send a written request to withdraw from the course. Students may withdraw from class anytime during the first ten weeks (or until completion of two-thirds of a summer session or module course) without being in good standing or obtaining prior approval of the instructor. After that period, a student must request written permission from the instructor (using the official withdrawal form) to withdraw from the class, and must have maintained a C- average. Withdrawals are recorded with a 'W' grade on the student's permanent record, and *carry no penalty*. Students who merely stop attending but fail to formally withdraw are assigned 'NC' grades, signifying "No Credit."

### **Disabilities and Learning Differences**

If you have a hidden or visible disability or learning difference which may require classroom modifications, please see me as soon as possible. If you have not already done so, please register with the Disabled Student Services office, at 886-1931, Ext. 2931.