

“Educated, informed people engage in research all the time. They are accountable for their opinions, have evidence, and know where it came from.”

Syllabus

English 100

CRN 11365

Spring 2014 Room E218

Monday 6:30-9:15 P.M.

Instructor: Sally W. Cini

Phone: 860-739-6831

Email: scini@trcc.commnet.edu

Office Hours: Monday 6:00-6:30 in adjunct office or by appointment

Course description for English 100:

This course emphasizes the close relationship between reading, writing, and critical thinking. Compositions will be assigned in response to reading non-fiction prose. This course is preparation for ENG 101 and other college-level courses.

Required Texts:

Cooley, Thomas. *Back to the Lake*. 2nd ed. New York: Norton, 2012

Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.

Required Supplements:

Two Folders with pockets (for handouts and in-class writing)

One notebook for class notes

A USB flash drive for backing up your work

Format of Assignments:

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- All work must be word-processed. For academic papers the accepted standards are one inch margins on each side, double spacing with size 12 font in Times New Roman or a comparable serif font only. Text should be left justified. All papers should meet these standards. When I specify a number of pages, I mean word processed pages of approximately 300 words per page. Essays must follow the MLA format, guidelines for which can be found in *The Brief Penguin Handbook*.
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Grading

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| ▪ Informal and in-class writing and class participation | 15% |
| ▪ Researched essays developed through process | 60% |
| ▪ Take-home Final Exam | 15% |
| ▪ Five Reading Responses | 10% |

Digication Statement

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well.

Withdrawal Policy:

Students may officially withdraw from the class at the Registrar's Office (A-115) up to the date specified in the academic calendar. Any student who does not officially withdraw and does not attend classes risks receiving an F for the course. Courses dropped prior to or during the first two weeks of classes in a standard semester will not appear on the student's transcript.

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860-215-9289/Room A119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris is part time). Kathleen Gray (860-215-9248/Room A 119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

- ❖ *Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively.*

"N" Grade Policy:

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student's GPA but does count as a non-completed course.

Academic Integrity:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others and act at all times with honor.

The Writing Center

Room 117 (next to the library) Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu

Online tutoring: <http://www.etutoring.org/>

Weather Cancellations:

Call 860-215-9000 or go online to www.trcc.commnet.edu

Attendance:

Regular attendance is essential to success in this course. If you miss a class meeting, you are still responsible for the work of that week. I will be conducting a formal roll call each class. There will be different grading emphases for each paper and instruction on those will happen in the preceding classes, so it is to your advantage to attend regularly. Also, being here with a draft for peer revising sessions is worth 10 points on that paper. The 10 points are allotted not exclusively for the draft but for the process of going through peer revision. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) would most likely impact your work negatively. After three absences, we need to conference to determine if you will realistically be able to pass the course. Coming into class late is disruptive to others, so please be on time, and finally I also must ask that no one text during class. If you find it necessary to communicate with others outside the classroom, please step into the hallway. Students are expected to attend all classes. If a student misses classes it will reflect in a lower final grade, regardless of when or why these absences occur, including illness. Class begins promptly at 6:30. Being late or leaving early will affect your grade. It is the student's responsibility to find out and do the assignment for any missed class.. I do not accept emailed work.

Learning Outcomes:

English 100 is designed to build specific skills and abilities. Upon successful completing of English 100 students should be able to:

Read and think critically

- understand the connections between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches, and essays
- recognize common organizational patterns in reading and writing
- comprehend and summarize college-level reading material to develop their own ideas
- identify and defend logical inferences based on textual evidence

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- apply various writing processes in composing unified, coherent and fully developed paragraphs and short essays
- use an effective thesis or assertion in order to develop more complex essays
- demonstrate an understanding of the positive and negative impact of word choice
- choose appropriate language for a given context

Demonstrate information literacy

- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies to avoid plagiarism

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

Reading and Writing Schedule for English 100
Spring 2014
CRN 11365 Monday 6:30-9:15 Room E218

(Drafted 1/14/2014. Open to revision)
(Revision #1 dates changed)

Week 1	Readings / Assignment due none
1/27	In Class Introduction to class, writing prompt, genres of writing, narration
2/3	Class Cancelled Snow
Week 2	Readings / Assignment due Readings due: Barry, Dillard, Holland, Bernays, Russo Writing due: assigned reading responses
2/10	In Class Generating ideas, reading strategies, organization, assign essay one
2/17	No Class Presidents' Day
Week 3	Readings / Assignment due Readings due: Writing due: First Draft of narration
2/24	In Class Revision of essay one, diction, syntax, conventions
Week 4	Readings / Assignment due Readings due: Writing due: Final draft of narration
3/3	In Class Compare and Contrast, MLA
Week 5	Readings / Assignment due Readings due: Compare and Contrast, Sapra, Cohen, Sedaris, Kristof, Catton, Shakespeare Writing due: Assigned reading responses
3/10	In Class Parenthetical citing, topic selection, organization, Noodletools
3/17	No Class Spring Break
Week 6	Readings / Assignment due Readings due:

Week 12	Readings / Assignment due Readings due: Writing due: First draft of Argument essay
5/5	In Class Revise argument essay
Week 13	Readings / Assignment due Readings due: Writing due: Final draft of argument essay
5/12	In Class Revision choices, Review of final topics. Assign take home final
Week 14	Readings / Assignment due Readings due: Writing due: Final exam
5/19	In Class Take English 100 Exit Exam