

English 101 FINAL Syllabus

College Composition Spring 2014

Monday/Wednesday, 5:00 to 6:15 D122

Vicki Baker 215-9208; Room E110

vbaker@trcc.commnet.edu

OFFICE HOURS: 4:00 to 5:00 p.m. on Monday/Wednesday AND by appointment

ENGLISH DEPARTMENT MISSION STATEMENT (Departmental Requirement):

Mission

The English Department at Three Rivers Community College helps students become successful readers, writers, thinkers and speakers in order to facilitate the habits of mind that are at the heart of genuine inquiry and engender meaningful academic discourse and civic engagement.

Vision

The English Department at Three Rivers Community College is committed to providing students with the highest quality education over the entire range of courses we offer.

COURSE DESCRIPTION: "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 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."

COURSE OUTCOMES (Departmental Requirement): Successful completion of this course indicates that you can:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

WRITING PHILOSOPHY (Departmental Requirement):

After an extended period of review, reflection and evaluation, English faculty decided to focus on the “social construction” approach to the teaching of writing as an effective model for shaping English 101 and the writing program at Three Rivers. Social construction is based upon three main premises: that rhetoric involves “not only the transmission but also the generation of knowledge; that ‘knowledge is dialectical’ and is arrived at through language; that language is primarily ‘a social—not a private—phenomenon’” (Berlin, *Rhetoric and Reality* 165-66).

The first premise—that rhetoric involves the generation of knowledge rather than merely the transmission of knowledge – suggests that knowledge takes shape through the speaking/writing process. Students can learn to think critically through writing; the process of writing itself forces them to clarify and develop their ideas.

The second premise—that knowledge is dialectical—implies that knowledge is not static, fixed and external. It is, instead, negotiated through the process of communication issues and debates in any given field, and by attempting to position themselves within the discussion, students build a knowledge base.

The third premise—that language is a social phenomenon—suggests the interconnectedness of knowledge, language, and social interaction. When we study the way people communicate, we are studying the way language shapes social reality.

This philosophical stance about rhetoric and language shapes the way we construct our classroom practices and assignments, particularly in English 101, but in other writing courses as well.

ACADEMIC INTEGRITY (College Policy): 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.

ATTENDANCE: You are expected to attend every class. Your absence will negatively affect your ability to meet the course requirement of class participation and to effectively complete the writing assignments. It is your responsibility to obtain and make up any assignments missed due to your absence.

DISABILITIES STATEMENT (College Policy): If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP. TRCC Disabilities Service Providers are located in the Counseling & Advising Office in Room A-119. Matt Liscum, at (860) 383-5240 and mliscum@trcc.commnet.edu, assists students with Physical, Sensory, Medical, and Mental Health Disabilities. Chris Scarborough, at (860) 892-5751 and cscarborough@trcc.commnet.edu, assists students with Learning Disabilities, ADD/ADHD, and Autism Spectrum.

WITHDRAWAL (College 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. Students may withdraw at the Registrar's Office for any reason until 12 May 2014. **Please let me know that you are withdrawing from the course.**

DIGICATION (College Policy): As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

CLASS CANCELLATION: In the event of inclement weather, refer to the procedures on the Inclement Weather Handout. In the event that I must cancel class on short notice, I will send an email to the entire class, so be sure to check your college-provided email before coming to class. I will also inform the Academic Dean’s office that I have cancelled class, so you may check there by calling 892-5770.

COMMUNICATIONS (College Policy):

Sign up for MyCommNet Alert!

MyCommNet Alert is a system that sends text messages and emails in the event of a campus emergency to students who have signed up. Additionally, TRCC uses the Alert system contact information to send messages when the college is delayed or closed due to weather.

Use Your College-Provided Email Account

This course is automatically connected to your college-provided email account through BlackBoard Learn. For more information about this email account, visit the college home page and click the “New student email button.”

This email account is the only official electronic means that the college will communicate course and non-emergency information to you. Make sure that you check it weekly at a minimum.

You may choose to forward email from the college address to your preferred address.

TEXTS:

Faigley, Lester. The Brief Penguin Handbook. New York: Pearson Education, 2008.

Barrios, Barclay, Emerging, Boston: Bedford/St. Martin’s, 2013.

College-level Dictionary

ADDITIONAL RESOURCES:

This course has a BlackBoard Learn shell, which contains the additional readings, sample essays, and handouts for the course. You will access the BlackBoard course shell for this additional material.

ASSIGNMENTS:

Class Participation: This is a discussion course. You are expected to be an informed participant in every class. Ungraded in-class writing assignments will be used to assess your participation. In addition to the 3 hours per week you will be in class, you should expect to spend an average of 6-9 hours per week outside of class on your reading and writing assignments. **Class Participation will be worth 15% of your grade.**

Vocabulary Lists: During the course of the semester you will create vocabulary lists of words that are new to you from the reading assignments or other sources. Each list will consist of 10 words with which you are unfamiliar, their definitions, and a sentence using each in a meaningful context. There will be a total of 3 lists.

These lists will be graded on correctness and completeness. Together, they will be worth 15% of your grade.

Journals: Journal entries will consist of a 3-5 paragraph response to (NOT a summary of) a given reading assignment. Your journal is a place to attempt using new words and practice different strategies for organizing your thoughts in writing. **Journal entries will be graded on quality and completeness.** No rewrites are allowed. **Journal assignments will be worth 15% of your grade.**

Minor Essays: Each of the three Minor Essays will be 4 to 6 pages long, based on the reading assignments, class discussions, and other sources as assigned. Rewrites allowed on consultation with me. **Together, the Minor Essays will be worth 25% of your grade and will be graded on the following criteria: Organization, 20%; Wording, 20%; Grammar/Usage/Mechanics, 20%; Research, 20%; “Relprovement,” 20%**

Final Essay: The final essay will be 8 to 12 pages long, based on one of your minor essays and expanded with material drawn from your own research. Rewrites are allowed only at my discretion. **The Final Essay will be worth 30% of your grade and will be graded on the following criteria: Organization, 20%; Wording, 20%; Grammar/Usage/Mechanics, 20%; Research, 20%; “Relprovement,” 20%**

GRADING: Because the students define the grading criteria and weighting and the value of the course components, students should clearly understand what each assignment was worth and what criteria were used to grade it. For computational purposes, letter grades carry the following values: A = 95; A- = 91; B+ = 87; B = 85; B- = 81; C+ = 77; C = 75; C- = 71; D+ = 67; D = 65; F = 50.

No assignment received = 0.

DG = Deferred Grade—Requires a rewrite; if no rewrite is received, grade is F.

Rewrite Policy: Any of the three minor essays which receives a grade of C+ or lower may be rewritten until it receives a grade of B- or better.

Students who stop attending after handing in work will receive the grade their work has earned. Students who fail to hand in any assignments will receive an N grade.

ENG101 College Composition - Spring 2014

27-Jan Introductions

29-Jan Negotiations

DUE: VARK, Grit, and Assessment Assignment

3-Feb Education and Essay One

DUE: Journals:

- 1) Jean Anyon, Social Class and Hidden Curriculum (BlackBoard)
- 2) Paulo Friere, Banking Concept (BlackBoard)
- 3) Your Educational Experience, examined through what you have learned by reading Anyon and Friere

5-Feb Education and Essay One

10-Feb Education and Essay One

DUE: Journals:

- 1) Call of Duty: Afghanistan (Emerging E-Pages)
- 2) James Surowiecki, Committees, Juries, Teams (Emerging)
- 3) Your Choice from BlackBoard Education folder, or Restak or Nathan from Emerging

Vocabulary: One list of 10 new words from the Education readings

12-Feb Education and Essay One

17-Feb ****** NO CLASS ******

19-Feb Education and Essay One

DUE: First Rough Draft Essay One

24-Feb Education and Essay One

Revising an Essay Draft

26-Feb Education and Essay One

DUE: Second Rough Draft Essay One

3-Mar Social Class and Essay Two

DUE: Final Draft Essay One

5-Mar Social Class and Essay Two

DUE: Journals:

- 1) Paul Fussell, from Class (BlackBoard)
- 2) Namit Arora, What Do We Deserve? (Emerging)
- 3) Your Social Class, examined through what you have learned by reading Fussell and Arora

10-Mar Social Class and Essay Two

DUE: Journals:

- 1) Your choice from BlackBoard Social Class Folder
- 2) Your choice of Fukuyama, Gilbert, or Dickinson from Emerging
- 3) A Brief Comparison and Contrast of any two of the readings on Social Class

Vocabulary: One list of 10 new words from the Social Class readings

12-Mar Social Class and Essay Two

17 & 19 Mar ***** SPRING BREAK *****

24-Mar Social Class and Essay Two

DUE: First Rough Draft Essay Two

26-Mar Social Class and Essay Two

31-Mar Social Class and Essay Two

DUE: Second Rough Draft Essay Two

2-Apr Social Class and Essay Two

DUE: Final Draft Essay Two

7-Apr Gender and Essay Three

- DUE: Journals:**
- 1) Your choice from BlackBoard Gender Folder
 - 2) Your choice of Alvarez, Hvistendahl, Levy, Poisson, Pozner, or Savage and Vaid from Emerging
 - 3) A discussion of any gender issue important to you, examined through what you have learned from the readings on gender

Vocabulary: One list of 10 new words from the Gender readings

9-Apr Gender and Essay Three

14-Apr Gender and Essay Three

DUE: First Rough Draft Essay Three

16-Apr Gender and Essay Three

21-Apr Gender and Essay Three

DUE: Second Rough Draft Essay Three

23-Apr Gender and Essay Three

28-Apr Start Final Essay

DUE: Final Draft Essay Three Due

30-Apr Final Essay

Final Essay Selection and Proposal

5-May Final Essay

Final Essay Rough Draft

7-May Final Essay

Final Essay Rough Draft

12-May

Final Essay Rough Draft

14-May

Final Essay Due

Class Evaluations

22-May

Grades due to Registrar

30-May

Grades available on Web