

THREE RIVERS COMMUNITY COLLEGE

ENG K101 Composition Spring 2014

SYLLABUS

Instructor: Christine Crutchfield

Time and Place: F 2:00 - 4:45 p.m. Room D206

Office Hours: TBD **Instructor's Phone:** TBD

Instructor's Email: ccrutchfield@trcc.commnet.edu

Required Textbooks: Barrios, Barclay. *Emerging: Contemporary Reading for Writers*. 2nd ed. Boston: Bedford-St. Martin's, 2013. Print.

COURSE DESCRIPTION: (3 credits) College Composition engages students in critical observation, reading, and writing. This 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 during assigned readings.

LEARNING OUTCOMES: Upon successful completion of these courses, students should be able to:

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

Approved CCET Steering Committee, July 31, 2013.

COURSE REQUIREMENTS AND GRADING: In this course, you will be completing a variety of writing assignments. **Deadlines are very important: please pay attention to the syllabus and meet deadlines as imposed.** I will accept late essays, but your grade will automatically be lowered one letter (i.e., A to a B) for each class period late. Journal responses may not be made up. Exams and quizzes may be made up. Class participation is crucial. I take note of the frequency and quality of your classroom input.

Informal Writing and Quizzes (15%): Throughout the semester, there will be informal writing assignments in and outside of class. These assignments and quizzes help develop and build on the critical thinking, reading, and discussing we will be doing throughout the semester and will greatly enhance your preparedness for the formal writing assignments. Any assignments not completed will lower your final grade. *Please keep all informal assignments organized in a folder.*

Formal Papers, Drafts, Revisions and Research Paper (75%): You will complete four essays and an annotated bibliography. The due dates are highlighted in the course calendar. All writing must follow the format described below.

Annotated Bibliography	5%
Analysis Essay	10%
Synthesis Essay	15%
Synthesis Plus Essay	20%
Research Paper	25%

Drafts and Revisions: You may only receive draft credit if you are in class with copies printed *before* class on the days that drafts are due. Drafts of papers must be printed (usually 3 copies) and brought to class on draft days. **A third of a grade will be deducted from the final essay grade (i.e., a “B” paper will become a B-) if you do not come to class prepared with a draft.** Papers that receive a grade of C+ or lower, not including reductions in grade for being late or not submitting a draft, may be revised for a better grade.

Class Activities, Writing Workshops, Attendance/Class Participation/Presentations (10%): Class activities are opportunities to explore, discuss, and present material relevant to our course, whether individually, in groups, or as a whole class. They allow us to practice and demonstrate the skills we will learn throughout the semester: citing appropriate sources, thinking critically, synthesizing information, and making connections. As a result, missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

ATTENDANCE will be taken at the beginning and end of each class. Regular attendance and active participation are important parts of this course. To miss even one class, which is the equivalent of one full week, is to significantly decrease your chances of benefiting from the course, and missing more than one class will definitely affect your grade. Much of what we will be doing in this class simply cannot be made up. In the event that you do miss a class, contact one of your classmates or me for any assignment information. As previously stated, class participation matters and affects your final grade. **Please note that an absence does not result in new deadlines.** You are responsible for keeping up with assignments and emailing me any assignments in your absence, or any work you hand in when you return will count as being late. For absences due to extenuating circumstances, **it is your responsibility to contact me.**

This class is a discussion class, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

- Entering this class intending to learn a great deal.
- Remembering the importance of a sense of humor.
- Demonstrating an interest in people of other times and places.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others.

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!

FORMATTING PAPERS: ALL PAPERS MUST BE TYPED

- All papers should be printed on white paper and spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, and due date (all in double space).
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- The body of your essay is double-spaced. Paragraphs should be indented, and there should be no extra space between paragraphs.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages in the upper left corner. **Unstapled essays will not be accepted.**
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

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 your GPA but does count as a non-completed course. **Up to May 12, students may officially withdraw from the class at the Registrar's Office (A115). Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.**

CLASSROOM DECORUM: A quiet place and uninterrupted time are essential to preserve your creative thought process and allow for the continuity of your writing. Be respectful of other students' need to use the class time efficiently. Please be on time. A late arrival is disruptive and disrespectful. Assume personal responsibility for your education through your efforts, diligence and hard work. Bring your book to class. Prepare for each class. Learn to schedule important matters (i.e., this class) into your weekly schedule. **PLEASE TURN OFF ALL CELL PHONES** and/or any other electronic devices. Be respectful of other students' right to ask questions and express opinions. Pay attention to the speaker, as private conversations are disruptive and disrespectful to me and your classmates. Help nurture a learning environment where we learn from each other's differences and experiences.

ACADEMIC HONESTY/PLAGIARISM AND ITS PENALTIES: 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.

Plagiarism is using someone else's words or thoughts, including paraphrasing, without crediting them properly. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy above.

TUTORING: All students seeking TUTORING are encouraged to use the Writing Center, located in C117 on the main campus for help with essays. Extra help is always available with me before or after class and by appointment.

SPECIAL CONSIDERATIONS: 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 Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

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- accommodations cannot be provided retroactively.

SIGN UP FOR MYCOMMNET ALERT: MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

TENTATIVE COURSE SCHEDULE

F 1/24 Introduction to the Course

Syllabus Review

Diagnostic Essay

Assignment: Read the Introduction pgs. 2-24 and write a response discussing which 5 points from the chapter you found most helpful/interesting/unexpected and why.

F 1/31 Class Discussion and Journal

Assignment: Read "Who Is This Man and Why Is He Screaming?" pgs. 255-263 and write an informal response of 1-2 pages answering Question #2 on pg. 255.

F 2/7 Class Discussion and Journal

Assignment: Write a 2-3 page close reading analysis essay of "Who Is This Man and Why Is He Screaming?" Answer the question, "What are the risks and rewards of living in a networked world?" using passages from the reading to support your answer.

F 2/14 Draft Analysis Essay Due

Peer Review

Assignment: Revise Analysis Essay

F 2/21 Analysis Essay Due

Class Discussion and Journal

Assignment: Read “Small Change” pgs. 230-238. Write an informal response of 1-2 pages answering Question #1 on pg. 230.

F 2/28 Class Discussion and Journal

Assignment: Read “’Plug in Better’: A Manifesto” in the epages. Write an informal response of 1-2 pages answering Questions for Critical Reading #TBD.

F 3/7 Class Discussion and Journal

Assignment: Write a 4-5 page Synthesis Essay answering Question #4 on pg. 239

F 3/14 Draft Synthesis Essay Due

Peer Review

MLA Workshop

Assignment: Revise Synthesis Essay and read “It Gets Better” and “Action Makes It Better” pgs. 425-432. Write an informal response of 1-2 pages answering Question #3 on pg. 426.

F 3/21 Spring Break – No Class

F 3/28 Synthesis Essay Due

Class Discussion and Journal

Assignment: Begin brainstorming for the 5 page Synthesis Plus Essay where you will choose 2-3 of the readings we’ve completed so far this semester, plus one outside scholarly article from the library databases, to discuss how technology can best be used to shape the present reality for a better world.

F 4/4 Library Visit

Assignment: Finish writing Synthesis Plus Essay

F 4/11 Draft Synthesis Plus Essay Due

Peer Review

Assignment: Revise Synthesis Plus Essay

F 4/18 Synthesis Plus Essay Due

Class Discussion and Journal

Assignment: Read “My Crowd Experiment: The Mob Project” pgs. 513-529. Write an informal response of 1-2 pages answering Question #2 on pg. 513.

F 4/25 Class Discussion and Journal

Assignment: Begin working on your 7-9 page research paper on the topic of memes as discussed in question #2 on pg. 531. Prepare an annotated bibliography of 5 outside sources.

F 5/2 Annotated Bibliography Due

Class Discussion and Journal

Assignment: Continue working on Research Paper

F 5/9 Draft Research Paper Due

Peer Review

Assignment: Revise Research Paper

F 5/16 Research Paper Due