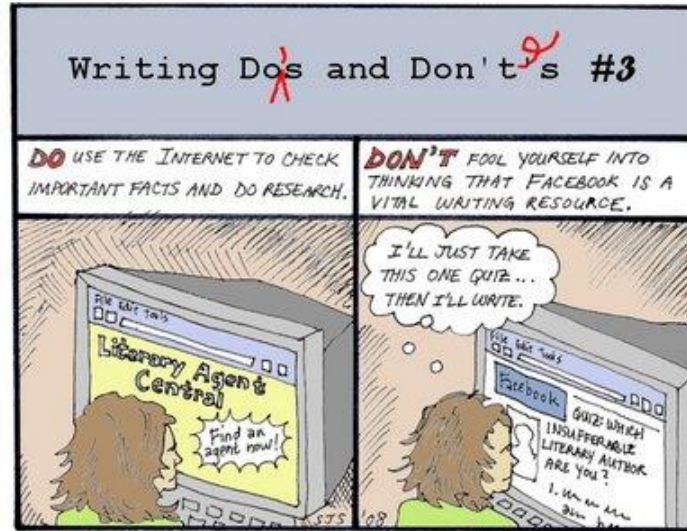


ENG K101: College Composition



Course Description:

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.

Required Texts:

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

(Please note: Some additional required readings may come from handouts distributed in class and/or links distributed via email. Any readings like this will be announced in class.)

Mandatory Requirements:

- ✓ All homework assignments must be submitted on time. No exceptions!
- ✓ Students must attend each and every scheduled class meeting, arriving on time.
- ✓ Be prepared to share all writing assignments with the class.
- ✓ Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.

Suggested Supplements:

- ✓ A folder and/or a binder with pockets to keep all your handouts and drafts (etc.) organized.
- ✓ A notebook for class notes.
- ✓ A USB flash drive for backing up your work on a computer. PLEASE SAVE YOUR WORK OFTEN!

Writing Center Tutoring/TASC

In addition to using available resources for help with revising, editing, and proofreading (instructor, online resources, classmates, friends, family, etc.), you are *strongly* encouraged to make appointments at the Writing Center to help you with all stages of the writing process. The TRCC Writing Center is located in Room C117 (next to the Library). Their phone # is (860) 215-9082. You can also reach them on the web at TRWritingcenter@trcc.commnet.edu. You may also find help with online tutoring by going to the following website: <http://www.etutoring.org/>

Learning Outcomes

Upon successful completion of this course you 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.

General Classroom Policies:

Rules of Courtesy:

- ✓ Please turn off all disruptive electronic devices (cell phones, blackberries, iPods, etc.)
- ✓ Please be sure to use respectful language at all times in the classroom.
- ✓ Please raise your hand if you wish to speak, and do not interrupt others who are speaking.

You should see our classroom as a place where we can work together as classmates and peers in a collaborative learning environment. We will have many opportunities in class for workshopping papers, engaging in group work, and sharing ideas. The way that this will be most successful is if the attitude and tone in class is always one of mutual respect and willingness to help ourselves and others achieve our learning goals. Our classroom experience is as good as we all make it together, and we all share responsibility in making that experience a good one. Our combined positive effort and attitude will help us all to achieve the success we desire.

Attendance:

- ✓ Students are expected to attend all classes. While absences may be excused due to illness, etc, any and all absences may be reflected in a lower final grade, as you may miss necessary work and discussion.
- ✓ Class begins promptly, so don't be late or leave early without prior approval, as it will affect your grade.
- ✓ It is the student's responsibility to find out and do the assignment for any missed class. In the case of a missed class you should arrange to get notes from a classmate (do not send me an email asking what you missed).
- ✓ Quizzes and Writing Assignments cannot be made up, unless specific arrangements have been made.
- ✓ Any make-up work must be arranged with the instructor in advance.

GRADING SCALE AND FINAL GRADE DISTRIBUTION:

Everything you do for this class, including attendance, participation, in-class writing, drafts, revision activities, and homework assignments, will help you to earn “experience points” toward your overall grade, up to the maximum number of points listed below at the right side of the page. The overall number of points you receive for the semester will be translated into an overall course grade in the form of a letter grade, A - F, based on the scale offered at the below left. If at any time during the semester you have a question about your grade, do not hesitate to ask!

A	93+	Active Class Participation/Positive Effort/Good Citizenship.....	20 pts.
A-	90		
B+	87	In-class work, Homework, and Invention/Workshop/Revision Activities.....	20 pts.
B	83		
B-	80	Final Drafts of Essays (3 projects @ 10 pts each, Project 4 @ 20 pts)	50 pts.
C+	77		
C	73	Annotated Bibliography.....	10 pts.
C-	70		
D+	67		
D	63		
F	≤59	Total.....	100 pts.

Late Work:

NO LATE WORK WILL BE ACCEPTED FOR THIS COURSE. If you are absent on the day an assignment is due, you must still submit the work to me electronically (by e-mail) on the required due date, and then you must also print out the assignment and bring in the hard copy the next time you are present in class, in order to receive credit.

Formatting your Papers:

ALL PAPERS MUST BE TYPED

- ✓ All papers should be on standard white paper, printed, 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, due date (all in double space).
- ✓ The entire essay is double-spaced, including the heading, title, body, and works cited page (if applicable). When in doubt, you may simply “select all” and double space the entirety of the paper. **NO EXTRA SPACES BETWEEN PARAGRAPHS OR AROUND THE TITLE!**
- ✓ Please include a creative, appropriate, apt title for your essay. Failure to give your paper a title indicates a lack of effort and a lack of focus, and will negatively impact your score. Hint: the assignment name (“Paper #1,” etc.) is not an appropriate title for your essay.
- ✓ Number pages beginning on page one in the upper right corner, along with your last name (“Gorham 1,” for example). Your page numbers should be in the same font as the rest of the paper, i.e. 12 point Times New Roman font.
- ✓ Please staple the essay pages together in the upper left corner, before you submit your paper. I do not have a stapler at my desk. If you do not have a stapler of your own, you should be able to find one in the library. I am not responsible for lost or missing pages due to your lack of stapling.
- ✓ Save paper. A cover or title page is not necessary in MLA format.
- ✓ Use MLA citation to document sources (see Purdue OWL for help with this: <https://owl.english.purdue.edu/owl/section/2/11/>)

Plagiarism:

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

The following are examples of plagiarism:

- using someone else’s words or thoughts without crediting them properly.
- paraphrasing another person without properly identifying that person.
- copying, buying, borrowing, stealing or otherwise obtaining and using another person’s work as if it were yours.
- failing to document the source of information that you use in your work.

Class Cancellations:

If in case of weather-related school cancellations, call (860) 215-9000 or go online to: www.trcc.commnet.edu. In all other cases, I will send out an email to the class as far in advance as possible if class must be cancelled for some other emergency reason. We may also try to set up a phone tree for these situations.

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.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Up to May 12, students may officially withdraw from the class at the Registrar's Office (A-115). Non-punitive "W" grades are assigned to withdrawal requests.

Students who stop attending classes—or who fail to submit required work—without obtaining an official withdrawal run the risk of receiving a punitive grade of "F" for the course. That said, students who complete under 60% of the required work for a given course, yet fail to withdraw officially, may be assigned the grade of "N," indicating that they never completed sufficient work for the course and there is no basis for a grade (see below). Also, please refer to the important dates listed below for information on deadlines for withdrawal.

N Grade (effective Fall 2012):

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.

Important Course Dates:

Jan 22	Last Day to Drop Classes for Full Tuition Refund
Jan 23	Classes Begin
Feb 5	Last Day of Add/Drop and Partial Tuition Refund for 15 Week Session
Feb 6	College Professional Day - No Classes
Feb 17	Presidents Day Observed - No Classes
Feb 24	Last Day to Select Audit Option for 15 Week Session
Mar 17	Spring Break - March 17 to 23
Apr 14	Last Day to Select Pass/Fail Option
May 12	Last Day to Withdraw from Classes with instructor's signature

Digication Learning Portfolio Requirements:

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!

English K101 Spring 2012: Tentative Course Outline

"When something can be read without effort, great effort has gone into its writing."
-Enrique Jardiel Poncela

Tuesday	Thursday
<p>#1 tip for a successful semester: USE AVAILABLE RESOURCES!</p> <ul style="list-style-type: none">❖ <i>Emerging</i> textbook❖ The Writing Center (see syllabus for details)❖ <i>Purdue OWL</i> https://owl.english.purdue.edu/owl/ <p>Grammar: https://owl.english.purdue.edu/owl/section/1/5/</p> <p>Punctuation: https://owl.english.purdue.edu/owl/section/1/6/</p> <p>Mechanics: https://owl.english.purdue.edu/owl/section/1/4/</p> <p>ESL: https://owl.english.purdue.edu/owl/section/5/25/</p> <p>MLA Citation: https://owl.english.purdue.edu/owl/section/2/11/</p> <ul style="list-style-type: none">❖ Use Writer'sHelp.com (http://writershelp.com) and/or other websites dedicated to improving student writing (see instructor for more suggestions)❖ For free help with specific grammar or punctuation issues, consider watching Youtube instructional videos on these topics (for ex., a tutorial on comma splices could be found at http://www.youtube.com/watch?v=SGqGWMoRJC0)❖ Your instructor❖ Your peers	<p>1/23</p> <ul style="list-style-type: none">❖ Introductions, Diagnostic Exams
<p>1/28</p> <ul style="list-style-type: none">❖ Syllabus, Introductions, (cont.)❖ Introduction to Paper #1 <p>Due:</p> <ul style="list-style-type: none">➤ Check your email and make sure you have a welcome email from me in your inbox. If you do not have one, please e-mail me so that I may add you to my mailing list.	<p>1/30</p> <ul style="list-style-type: none">❖ Passive vs. Active Reading <p>Due:</p> <ul style="list-style-type: none">➤ Read <i>Emerging</i> pp. 1-8➤ Read the Dalai Lama, "Ethics and the New Genetics," pp. 132-140➤ Do "Exploring Context," q. 3, p. 140.➤ Do "Language Matters," q. 1 and q. 3.

<p>2/4</p> <ul style="list-style-type: none"> ❖ Analysis ❖ Composing How and Why Questions <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread the Dalai Lama, “Ethics and the New Genetics,” pp. 132-140 ➤ Be sure to annotate the text carefully, if you have not already done so. ➤ Now, please compose at least 2 “how” or “why” questions on the text. You will bring these questions to class for class discussion. 	<p>2/6</p> <p>ALL COLLEGE PROFESSIONAL DAY— CLASSES NOT IN SESSION</p>
<p>2/11</p> <p>CLASS CANCELLED</p>	<p>2/13</p> <ul style="list-style-type: none"> ❖ The Writing Process ❖ Ground Rules for Peer Review ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #1, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers
<p>2/18</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #1 ❖ Introduction to Paper #2 <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #1, for submission 	<p>2/20</p> <ul style="list-style-type: none"> ❖ Synthesis <p>Due:</p> <ul style="list-style-type: none"> ➤ Read “Connecting and Synthesizing,” pp.10-14 ➤ Read Peter Singer, “Visible Man: Ethics in a World without Secrets,” pp. 461-8 ➤ Do “Exploring Context,” q. 1, p. 468 ➤ Do “Language Matters,” q. 1., p. 469
<p>2/25</p> <ul style="list-style-type: none"> ❖ Brainstorming and Generating Connections ❖ Group Exercise: Singer and the Dalai Lama <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread Peter Singer, “Visible Man: Ethics in a World without Secrets,” pp. 461-8 ➤ Be sure to annotate the text carefully, if you have not already done so. ➤ Review the “Questions for Connecting” on p. 469. Now, compose your own “question for connecting” that will help you to explore a key connection between Singer’s piece and the piece from the Dalai Lama that we read earlier in the semester. You will bring your typed question to class for the group exercise. 	<p>2/27</p> <ul style="list-style-type: none"> ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #2, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers

<p>3/4</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #2 ❖ Introduction to Paper #3 <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #2, for submission 	<p>3/6</p> <ul style="list-style-type: none"> ❖ Synthesis (cont.) <p>Due:</p> <ul style="list-style-type: none"> ➤ Read Francis Fukuyama, “Human Dignity,” pp. 184-207. ➤ Do “Exploring Context,” q. 3, p. 208. ➤ Do “Language Matters,” q. 1 p. 208.
<p>3/11</p> <ul style="list-style-type: none"> ➤ Synthesis ➤ Grammar/Syntax Review: Sentence Construction and Sentence Boundaries <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread Francis Fukuyama, “Human Dignity,” pp. 184-207. ➤ Be sure to annotate the text carefully, if you have not already done so. ➤ Do “Language Matters,” q. 1 p. 208. ➤ Find an online article on your own that seems to be relevant to the discussions made by Fukuyama, Singer, and/or the Dalai Lama (or a combination of them). In writing, briefly summarize the article and then explain how it connects to the discussions we’ve heard so far, and what questions and/or issues it raises with regards to these discussions. 	<p>3/1</p> <ul style="list-style-type: none"> ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #3, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers
<p>3/18</p> <p>SPRING BREAK—CLASSES NOT IN SESSION</p>	<p>3/20</p> <p>SPRING BREAK—CLASSES NOT IN SESSION</p>
<p>3/25</p> <ul style="list-style-type: none"> ❖ Reflective Post-Write: Paper #3 ❖ Introduction to Paper #4 <p>Due:</p> <ul style="list-style-type: none"> ➤ Final Draft of Paper #3, for submission 	<p>3/27</p> <ul style="list-style-type: none"> ❖ Argument ❖ Ethos/Pathos/Logos <p>Due:</p> <ul style="list-style-type: none"> ➤ Read Madeline Albright, “Faith and Diplomacy,” pp. 34-42. ➤ Do “Exploring Context,” q. 3. p. 42. ➤ Do “Language Matters,”

<p>4/1</p> <ul style="list-style-type: none"> ❖ Research ❖ MLA citation <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA 	<p>4/3</p> <ul style="list-style-type: none"> ❖ Research (cont.) ❖ MLA Citation (cont.) ❖ Identifying Arguments, Support, Sources, and Counterarguments <p>Due:</p> <ul style="list-style-type: none"> ➤ Reread Madeline Albright, "Faith and Diplomacy," pp. 34-42. ➤ Be sure to annotate the text carefully, if you have not already done so. ➤ Try to identify what you think is the primary argument (thesis) of Albright's article. Circle or underline it in your text. Now, try to find the places where she offers support/evidence for her assertions. Also, try to identify places where she uses ethical, pathetic, or logical appeals. Then, in writing, compose a brief summary of the piece and then a brief paragraph in which you identify the appeals she uses in her writing and how she uses them.
<p>4/8</p> <ul style="list-style-type: none"> ❖ Research (cont.) ❖ MLA Citation (cont.) ❖ Identifying Arguments, Support, Sources, and Counterarguments (cont.) <p>Due:</p> <ul style="list-style-type: none"> ➤ Annotated Bibliography Due, including 5 sources for Paper #4 	<p>4/10</p> <ul style="list-style-type: none"> ❖ Development ❖ Considering Your Work Space <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA
<p>4/15</p> <ul style="list-style-type: none"> ❖ Constructing a Thesis Statement ❖ Thesis vs. Opinion vs. Fact ❖ Paragraphing ❖ Body Paragraphs <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA 	<p>4/17</p> <ul style="list-style-type: none"> ❖ Paragraphing (cont.) ❖ Introductory and Concluding Paragraphs <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA
<p>4/22</p> <ul style="list-style-type: none"> ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Rough Draft of Paper #4, for peer review ➤ Bring to class 2 copies of your first draft, ready for readers 	<p>4/24</p> <ul style="list-style-type: none"> ❖ Improving Focus <p>Due:</p> <ul style="list-style-type: none"> ➤ TBA

<p>4/29 ❖ Improving Flow</p> <p>Due:</p> <p>➤ TBA</p>	<p>5/1 ❖ Concision</p> <p>Due:</p> <p>➤ TBA</p>
<p>5/6 ❖ Reflective Post-Write: Paper #4</p> <p>Due:</p> <p>➤ Final draft of Paper #4 due for submission</p>	<p>5/8 ❖ Grammar/Syntax Review</p> <p>Due:</p> <p>➤ TBA</p>
<p>5/13 ❖ Grammar/Syntax Review (cont.)</p> <p>Due:</p> <p>➤ TBA</p>	<p>5/15</p> <p style="text-align: center;">LAST CLASS MEETING</p> <p>❖ Course Wrap-Up</p> <p>Due:</p> <p>➤ All final paper revisions due!</p>