

Syllabus

Course Overview

English 101: College Composition **Instructor:** Christine Hammond
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Office Hours: Mondays, Tuesdays, and Wednesdays, 11:00a.m.-12:00 noon,
or by appointment in room D209D

Required Texts:

1. *Open Questions: Readings for a Critical Thinking and Writing*. Eds. Chris Anderson and Lex Runciman. Bedford/St. Martins: 2005.
2. A college dictionary

Required Supplies:

1. Pens and loose-leaf paper for in-class writing assignments
2. Flash drive
3. Manila folders (2 should be sufficient)
4. Mini stapler

Welcome to English 101 and the community of academic discourse!

This course is designed to help you become a better writer, and the following information is important to your success. Please read it all carefully and ask questions about anything you do not understand.

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.

In this course students develop the skills necessary to compose a fully developed critical essay with unity, coherence and clarity. These skills are detailed in the course outcomes listed below. In this course, students read, think, and talk about writing. But most of all, they write—in class, outside of class, in small collaborative groups, and as a whole class. Reading stimulates the writing process; therefore, students read challenging essays, think critically about the issues those essays address, and discuss the readings in whole class and small groups. Most readings will come from the Anderson text, *Open Questions, Readings for Critical Thinking and Writing*, though reading from outside sources will be required as well.

The writing assignments, **the essays**, advance students' own ideas about issues covered in the readings and in the classroom and group discussions. There will be **(3) major essay assignments** and a number of **shorter essay assignments** during the course. In developing these essays, students will conduct research and analysis and incorporate that research into their essays. All essays will use appropriate MLA documentation to mark and credit the supporting evidence used to expand the writer's thinking.

Learning Outcomes:

English 101 is designed to build specific skills and abilities. Upon successful completion of the course, students should be able to:

Read and think critically

- Demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- Demonstrate the ability to read and understand academic writing with differing points of view and be able to recognize and analyze the merits of each position
- Evaluate the accuracy and validity of a specific perspective or argument
- Understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in a college setting

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
- Develop their own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- Conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- 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 for avoiding plagiarism

Apply the foundations of strong academic skills

- Develop and use broadened reading and speaking vocabularies
- Use tools appropriately related to reading and writing, such as handbook, dictionary, and thesaurus
- Utilize work processing program, including proofreading software, in the writing process
- Produce documents according to MLA formatting conventions

Major Essays

800 points

The most substantive writing assignments are the major essays. For each of these longer assignments you will submit a folder containing all of the work involved in the development of that writing assignment. These items must be included: (1) at least one draft showing evidence of revision (2) peer review comments (3) bibliographic information on sources, and, where practicable, copies of those sources (4) final draft you are submitting for a grade. **Your essay will not be graded unless and until all the mandatory elements are submitted.** Other items that may also be included in your folder will be discussed in class.

Essay #1	250 points	4+ pages
Essay #2	250 points	6+ pages
Essay #3	300 points	8 + pages

As clearly indicated, the major portion of the grade in the course is based upon these three essays. Much thinking, reading, and writing during the early weeks of the course will be devoted to developing interest inventories so writers will have a well of ideas from which to draw for their major writing assignments. Students are strongly encouraged to develop their own topics for the major essays, though some suggestions and direction will be offered. The final essay will include a number of discrete parts, each graded separately, including an annotated bibliography and a formal outline.

MLA Format – All out of class assignments must be typed and double-spaced with margins according to MLA format. This particular format for preparing essays will be outlined and discussed prior to the first written assignment.

Computers – All outside work must be type-written. It is strongly recommended that you use a flash drive to process your work, whether using your personal computer or one in a campus computer lab. **Back up your work!** If you make a habit of using a word processing program when you initially compose your work, and then saving (save individual drafts and revisions separately with each new version) to a flash drive frequently, you will make the revision process more convenient, save yourself time, and gain valuable experience using electronic technology.

Be sure to proofread your writing thoroughly with your own eyes! Computer spell-checks and grammar checks are notoriously fallible.

Returned Papers – Graded papers will generally be returned to you within one week after the due date.

Academic Honesty

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his/her own.

Plagiarism can also occur unintentionally, however, through sloppy or inadequate documentation of sources.

If the quality of your in-class and out-of-class writing varies dramatically, I reserve the right to ask you to write under my supervision. Any plagiarized work will result in an F on that writing assignment and may well result in an F in the course.

A Few More Notes of Importance

Learning Disability – Any student with a hidden or visible disability that may require classroom modifications should see me about this within the first week of class. If necessary, I can refer you to one of the learning disability specialists on campus. Together we can work out an appropriate plan to insure your success.

The Writing Center – You can gain valuable assistance in developing your essays from Writer Center Director, Jon Brammer or one of the Writing Center tutors. Call to schedule an appointment at 860-215-9082. You can also e-mail the Center at TRWritingCenter@trcc.comnet.edu. Visit their web site for valuable information about the writing process!

Withdrawal – Until May 12, 2014, a student may officially withdraw from the course for any reason. The instructor's signature is not needed, but **the student must officially withdraw through the Registrar's Office** to minimize academic penalty.

Cell Phones – Cell phones and other electronic devices are not to be used during class time. Please **turn them off** before entering our learning space.

Conferences –I will schedule individual conferences later in the term. However, I encourage all students to visit me during my office hours (or schedule an appointment) to talk about their progress in the course or difficulties they may be having with an assignment.

**Schedule of Assignments
Spring 2014**

Family and Community: “Are We Responsible for Others?”

Week 1

Jan 24

Brief Introduction to Course
Diagnostic Essay

Week 2

Jan 27

Reading: “Using Sources Responsibly” - Questions?
Introductions

Jan 29

Reading: *Open Questions*, p. 1-10. Writing: Complete activity on p. 9

Jan 31

Reading: *Open Questions*, p. 10-19. Prepare to discussion questions on p. 18

Week 3

Feb 3

Reading: OQ: “Stone Soup” by Barbara Kingsolver, p. 64

Feb 5

“What Is An Essay?”

Feb 7

Synthesizing Ideas and Developing a Thesis

Week 4

Feb 10

Pre-Writing Strategies and Organization

Feb 12

Reading: OQ: “Welcoming the Stranger” by Stephen Carter, p. 111

Feb 14

Writing Due: Short Essay #1

Living and Dying: “Are We Our Bodies?”

Week 5

Feb 17

CLASSES NOT IN SESSION

Feb 19

Reading: OQ: “Who Lives, Who Dies? Who Decides?” by Ellen Goodman, p. 348

Feb 21

Introduce Major Essay #1

Week 6

Feb 24

Authorial voice, Point of view, Tone

Feb 26

Library Visit

Feb 28

Research Exercises

Week 7

Mar 3

Writing Due: Draft of Major Essay #1 – Peer review

Mar 5

Continuing Peer Review

Mar 7

Reading: OQ: “On Being a Cripple” by Nancy Mairs, p. 333

Week 8

Mar 10

Writing Due: Final of Major Essay #1

Mar 12

Cont. disc. “On Being a Cripple”

Mar 14

Writing Due: Short Essay #2

MARCH 17 – MARCH 24 -- SPRING BREAK – CLASSES NOT IN SESSION

“Is Violence Necessary?” If So, When? Why?

Week 9

Mar 24

Reading: OQ: “The Casualty” by Dan Baum, p. 232

Mar 26

Cont. discussion, “The Casualty”

Mar 28

Writing Due: Short Essay #3
Introduce Major Essay #2

Week 10

Mar 31

Reading: OQ: “Life Size” by Jenefer Shute, p. 279

April 2

Cont. discussion, “Life-Size”

April 4

Writing due: Draft Major Essay #2

Week 11

April 7

Peer Review

April 9

Peer Review

April 11

Writing Due: Final Major Essay #2

Week 12

April 14

Writers Conferences

April 16

Writers Conferences

April 18 – COLLEGE CLOSED – SPRING RECESS

Week 13

April 21

Introduce Major Essay #3

April 23

Cont. disc. Essay #3

April 25

Writing Due: Short Essay #4 (Optional)

Week 14

April 28

Writing Due: Annotated Bibliography

April 30

Writing Workshop - Outlining

May 2

Writing Workshop - Introduction

Week 15

May 5

Writing Due: Draft Major Essay #3 – Peer Review

May 7

Cont. Peer Review

May 9

Course Evaluations

Week 16

May 12

Writing Workshop – Revision

May 14

Writing Workshop - Editing

May 16

Wrap – Introduction to ENG 102

LAST DAY OF CLASSES – MAY 19 – FINAL DAY TO TURN IN ESSAY #3