

**English 101:** College Composition  
**Instructor:** Alyson Leitch  
**E-mail:** [aleitch@trcc.commnet.edu](mailto:aleitch@trcc.commnet.edu)

**Spring 2014**

**Required Texts and Course Materials:**

- ✓ Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. 2<sup>nd</sup> ed. Boston: Bedford-St. Martins, 2013. Print.
- ✓ Access to a computer with internet; a valid email address through Gmail so we may use GoogleDocs
- ✓ A three ring binder and research folder
- ✓ A flash drive to store your work

**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 website.

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**Weather Cancellations:** Call 860-215-9000 or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu)

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.

### **English Department Mission Statement**

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 Statement**

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. 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. A placement test is required prior to enrollment.

In this course, students will enhance their abilities to be critical thinkers, and thoughtful and analytical writers, as they discover and develop the strategies necessary for composing a fully developed, well-researched, carefully-crafted, critical essay. Strong written communications skills create a sure foundation for academic success. This course will stress the importance of formulating and communicating ideas to a broad variety of audiences with purpose, coherence, and clarity. In order to develop and enhance these skills, students read good writing, think about important issues, and discuss divergent viewpoints, but most of all they write—in class, outside of class, in small groups, and as a whole class.

Reading stimulates the writing process, so students will read challenging essays and other materials, think critically about the issues expressed, and write responses of their own. Students are required to maintain a writing journal, and should expect to complete frequent journal-writing exercises. Other, more formal, writing assignments, argued cogently and supported carefully, will advance students' own ideas and opinions.

These “research essays” will use appropriate Modern Language Association (MLA) documentation to identify and credit supporting evidence that students have consulted to help them amplify their work.

This course is based upon the core principle that writing is a “process” of thinking, drafting, re-examining, re-thinking, and re-writing before a final writing product can be produced. Often various steps in the writing process must be retraced or repeated in the development of the final work. Students can *expect* to reconsider and should *plan for* rewriting their essays as their thinking evolves. This is the nature of good writing.

In addition, some time in class will be devoted to sharing writing and reviewing the writing of peers, both in small groups or during whole class discussion.

**Learning Outcomes:**

Upon successful completion of English 101, 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 college settings

### **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 writing handbooks, dictionary and thesaurus
- 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

### **Methods of Instruction:**

In this class, you can expect to—

- Write every class, in a variety of formats: responding to readings, completing pre-writing activities for essay drafting or revising formal papers
- Spend class time in writing workshops, practicing various rhetorical strategies
- Analyze the techniques and strategies of other people's writing
- Look closely at your own strengths and challenges as a writer through individual conferences

- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers
- Work in small groups to discuss your own and your peers' writings

**THIS IS A DEMANDING COURSE, REQUIRING AT LEAST TWO HOURS OF STUDY AT HOME FOR EVERY HOUR SPENT IN THE CLASSROOM.**

### **Attendance**

This is a writing intensive course that incorporates active class participation and activities and peer-workshops. Attendance *and participation* are important factors in your final grade. You are permitted three (3) absences.

**After three absences, a doctor's note or other documentation may be required as I deem appropriate and we will conference to determine if you will realistically be able to pass the course.**

If you do not come prepared for class with notes, assignments, or other required work, you will be marked absent.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, **coming into class late is disruptive. Please be on time to class and turn off any electronic devices.**

### **Assignments and Grading**

It is important that students attend class, come with assignments completed, and share their ideas both in discussions and in writing. These shared activities help all writers explore and develop the ideas they want to write about.

Physical presence is not enough; you must come to participate. Participation means openness to the idea of discussing your own writing and the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade.

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.

The final grade in the course will be awarded based upon the following:

**Informal Writing, Reading Responses, and Summaries** **\*will vary**

Specific questions and/or reflections will be assigned in response to textbook or other readings. These written responses will be collected on the designated date (see Schedule of Assignments), graded and returned. This work must be typed, double-spaced, using MLA page formatting.

**Mini-Lecture (Elements of Writing) 50 points**

During the semester, you will be called upon to give a “mini-lecture” about one concept related to grammar, punctuation, or mechanics; or a general writing issue. I will provide you with a sample lecture to help you prepare. These workshops are designed to give you a brief yet thorough tutorial covering common writing issues. Each workshop incorporates a short lecture, aided by a PowerPoint or PREZI presentation and handouts.

**Formal Essays/Writing Assignments**

Essay #1	100 points	2 pages +
Essay #2	200 points	4 pages +
Essay #3	250 points	4 pages +
Final Research Essay*	300 points	7-9 pages
PowerPoint or PREZI presentation of Research Report	50 points	

The topic and direction of inquiry for the final research essay will be decided by the student writer. Much thinking, reading, and writing in the early weeks of the course will be devoted to developing interest inventories, so writers will have a deep well of themes from which to draw for their later works. \*The final research paper will include a number of discrete parts, each graded separately, including an annotated bibliography and an outline.

**Individual Conferences**

I encourage you to meet with me to conference about your work during the semester – at least once before mid-term and once before the end of the semester. The conferences will involve discussion of your papers and your progress in the class. I encourage you to contact me with any questions or concerns. I'll be happy to discuss your writing with you and to answer any questions you may not have thought of in class.

**Late Assignment Policy**

All assignments are due at the beginning of class. Presentations and oral report dates are final. Missed presentations must be made up in order to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before the due date. **A third of a grade (i.e. an A+ paper will become an A, a C-paper will become a D) will be deducted for each day an assignment is late.**

### Academic Integrity

Plagiarism is a violation of the academic code of honor. An overt violation occurs when a writer takes credit for someone else's work and submits it as his or her own. This includes cutting from others' writing and pasting their words into one's own work. Plagiarism can also occur through inaccurate or incomplete documentation of sources. *Any* plagiarized work will result in an F on that writing assignment and may well result in an F in the course, or other sanctions. Please refer to the Student Handbook for more details on this important issue. Violating the academic code of honor carries sanctions up to and including exclusion from the college.

### Save Your Work

It is always a good idea to *save your work* to a flash drive or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Sugarsync*.

### Important Course Dates and Withdrawal from Class:

Feb 5	Last Day of Add/Drop and Partial Tuition Refund for 15 Week Session
Feb 6	Classes not in session
Feb 17	Classes not in session
Feb 24	Last Day to Select Audit Option for 15 Week Session
April 5	Last Day to Select Pass/Fail Option
May 12	Last Day to Withdraw from Classes

*Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.*

### 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 (DSP) as soon as possible.

You can make an appointment with a DSP by calling 860.215.9017. Please note:

1. For academic adjustments, you will have to provide documentation of your disability to the DSP.
2. Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor.
3. Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary arrangements).
4. Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-113	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> <li>• Mental Health Disabilities</li> </ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism</li> </ul>

### Other Notes of Importance

1. Cell phones are to be **turned off and put away** for the duration of class time.
2. I encourage all students to set up an appointment to see me to talk about their progress in the course or any difficulties they may be having with an assignment.
3. **Extra Help Available:** Tues. and Thurs. or by appointment; I am always available via email. We also have a wonderful writing center: The Writing Center/TASC. It is located in Room: C117 (next to the Library). They are also available to assist you. Phone: 860-215-9082. Email: [TRWritingcenter@trcc.comnet.edu](mailto:TRWritingcenter@trcc.comnet.edu). Online tutoring: <http://www.etutoring.org/>

### Formatting your Papers

- All papers should be typed on white paper, and spell-checked for typos and other errors.
- Use 12-point Times New Roman font; left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, professor's name, assignment name, due date.
- The body of your essay is double-spaced.
- Your title should then be centered on the page. Please note that the assignment name is not the title of your essay.
- Use a header to number pages in the upper right corner.
- Staple the essay pages together in the upper left corner; a cover or title page is not necessary.
- Use Modern Language Association (MLA) citation to document sources.
- *An example of the formatting style required is attached to this syllabus.*
- **PAPERS THAT DO NOT FOLLOW FORMAT GUIDELINES MAY RESULT IN NO GRADE or LOWER GRADE.**

## Sample Page Layout

Tony Smith

ENG 101: Argumentative Essay

Professor Leitch

17 November 2013

### Television Depictions of Small Business Owners

Waste and refuse hauling in the United States is a multibillion-dollar industry. The media, however, portrays small business owners in the hauling industry as “scoundrels” according to Jennifer Riley of the media watch group. Times New Roman Times New Roman Times New Times New Roman 12 point font Times New Roman12 point font Times New Roman 12 point font.

**Note: One inch Margins on all sides.**

12-point font Times New Roman  
Title single-spaced; Body of text double-spaced  
Stapled in the upper left hand corner

## Schedule of Assignments

Homework is due at the beginning of the next class, unless otherwise noted. Any changes made to the syllabus will be announced in class. Students are responsible for noting changes.

**“The depth of one’s knowledge is in direct correlation to one’s perseverance in digging.”**  
 ~ George  
 Malboeuf

### WEEK 1

Date	Homework
Thursday, January 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>○ Complete TAKING STOCK 1: Establishing Expectations (handout)</li> <li>○ Read INTRODUCTION in <i>Emerging: Contemporary Readings for Writers</i> pp. 2-24.</li> <li>● Choose three of the techniques discussed in this chapter and write about three that you believe will help you develop the skills necessary to succeed in this course (please type).</li> </ul>
Tuesday, January 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>○ Examine the practice of annotating a text (Emerging pgs. 6-8)</li> <li>○ Read and annotate “Authenticating” (pgs. 94-109).</li> <li>○ Explore topic for mini-lesson</li> </ul>
Thursday, January 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>○ Write two Socratic style questions for “Authenticating” (pgs. 94-109).</li> </ul>