

ENGLISH COMPOSITION
Spring 2014, English K101-10451

Instructor: Genette Merin

Location: D206

Meeting Times: Tuesdays and Thursdays 4:00-5:15 pm

Office Hours: Tuesdays and Thursdays 2:00-3:45 pm in room D205-E

Contact: GMerin@trcc.commnet.edu

Required Texts:

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. 2nd Ed. Boston: Bedford Saint Martin's, 2013.

Course Description:

Prerequisite: ENG K101 placement or successful completion of ENG* K100 with a "C" grade or better.*

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 through assigned readings.

101 Learning Outcomes:

Upon successful completion of this course 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

Writing Philosophy:

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.

Requirements:

All assignments are due at the beginning of each class, no exceptions. I do not except assignments by email. What is assigned for that day is due that day.

Formatting your Papers:

ALL PAPERS/ASSIGNMENTS MUST BE TYPED

- All papers should be on 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 body of your essay is double-spaced.
 - 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.
 - Number pages beginning on page one in the upper right corner.
 - Staple the essay pages together 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.

Essays: You will be required to write three formal essays, plus one seven-to-nine page final research paper. All essays will undergo a series of revisions in and out of the classroom. On the specified days when rough drafts are due you must **bring two copies** or you will not be able to participate in class and will receive a zero for that day. You may only receive draft credit if you are in class with copies printed before class on the days that drafts are due. **A third of a grade will be deducted from the final essay grade (i.e. an "A" paper will become an A-, a C- paper will become a D) if you do not come to class prepared with a draft.** Essay topics will be assigned and discussed in class on designated days.

Position Papers: You will be required to write several responses to assigned readings. Position Papers give you the freedom to critically react/analyze texts by expressing an original idea inspired by the reading. Feel free to love, hate or be ambivalent. Your priority is to thoroughly explain and support a reaction in a coherent, unified manner. While Position Papers are "informal" compared to "formal" essays, you are still expected to follow the elements required of an essay (i.e. introduction, body, conclusion, thesis statement, and supporting paragraphs). Position Papers are not to be longer than two pages.

In-Class Assignments: You will be required to participate in all classroom activities. These activities are opportunities for you to participate in collaborative efforts. You will be sharing your work, and at times, handing it in. Failure to do so will reflect in your participation grade.

Quizzes: On the days reading are due, there will be a short quiz at the beginning of class. If you are late for class you will not be able to make it up and will receive a zero.

Grading is based on:

Class Participation (in-class writing assignments, group work, homework, contributions to class discussions) 10%
Position Papers and Quizzes 5%
Annotated Bibliography 5%
Essay One 10%
Essay Two 15%
Essay Three 25%
Final Research Paper 30%
(Plus a formal revision of one essay)

“N” Grade Policy:

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 a student's GPA but does count as a non-completed course.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office in both the campuses and at the office at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. An instructor's signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.

Attendance Policy:

- Students are expected to attend all classes. If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.

- Class begins promptly, don't be late or leave early, it will affect your grade. **Coming to class late is disruptive.** If you are later than 15 minutes you will be marked absent.
- It is the student's responsibility to find out and do the assignment for any missed class.
- Editing Exercises, Quizzes and In-Class Writing Assignments cannot be made up.

Disabilities:

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.

Be responsible for your learning!

Students are expected to be pro-active. Whether you have questions, comments, or concerns always communicate with your instructors. My office hours are a great time to stop by to discuss whatever may be on your mind. Please don't be shy! I also encourage you to speak with me after class. Email is another efficient way to reach out. I usually respond within 24 hours. Please be mindful that any written communication with me should be professional and regarded as a formal communication that follows standard written English conventions.

Technical Problems:

My computer crashed. My printer ran out of ink. I can't open the document on my flash drive. While these issues do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting TRCC's computer network, but exceptions will not be made for routine computer problems. PLAN AHEAD.

Save Your Work:

It is always a good idea to save your work to disk or to make a copy of any assignment 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 and sync your work through services such as *Dropbox, Sugarsync or Google Drive*. PLAN AHEAD.

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 social/serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course. Please familiarize yourself with the college's policy.

Academic Integrity:

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.

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

The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

Weather Cancellations:

Call 860-215-9000 or go online to: www.trcc.commnet.edu.

Cell Phones:

Cell phones and other electronic devices are to be turned off before entering the classroom.

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!

On a Final Note... Our Classroom:

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another’s writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. This class is a place where ideas may flow freely and without judgment. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. “Debate” too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn’t forget that thoughtful questions are as valuable as conclusive statements.

Course Schedule

*Note: Course schedule is subject to change by instructor. What is assigned for that day is due that day. Some homework assignments will be assigned in class.

1/23

Introduction to the Course
Diagnostic Essay

1/28

What is Cosmopolitanism?
Read: "Introduction" in *Emerging*

1/30

Read: "Making Conversation" and "The Primacy of Practice" by Kwame Anthony Appiah
Due: Position Paper 1

2/4

Outlining and Concept Maps
Due: *Questions for Critical Reading* 1 (67) and *Exploring Context* 1 (83)

2/6

Professional Day—**No Class**

2/11

Sample Student Essay Analysis
Thesis Statements and Topic Sentences
Due: Concept Map

2/13

Discuss Essay 1
Read: "AIDS, Inc." by Helen Epstein
Due: Position Paper 2

2/18

Integrating Quotes
Due: *Language Matters* 2-3 (164) and Essay 1 Outline

2/20

Peer Review
Due: Essay 1 Rough Draft, **BRING TWO COPIES**

2/25

Sample Student Essay Analysis
Methods of Organization

2/27

Making Connections

3/4

Read: "The Dell Theory of Conflict Prevention" by Thomas L. Friedman

Due: Position Paper 3

Essay 1 Final Draft

3/6

Discuss Essay 2

Due: *Exploring Content* 1-2 (182)

3/11

Synthesizing

Due: Essay 2 Outline

3/13

Peer Review

Due: Essay 2 Rough Draft, **BRING TWO COPIES**

3/18

Spring Break!

3/20

Spring Break!

3/25

Read: "My Summer at an Indian Call Center" by Andrew Marantz

Due: Position Paper 4

3/27

Due: *Exploring Context* 2-3 (295)

4/1

In Class Writing

Due: Essay 2 Final Draft

4/3

Discuss Essay 3

Read: "Small Change" by Malcolm Gladwell

Due: Position Paper 4

4/8

Due: *Assignments for Writing* 2 (240)

Due: Essay 3 Outline

4/10

Peer Review

Due: Essay 3 Rough Draft, **BRING TWO COPIES**

4/15

Discuss Final Research Paper

Writing Workshop

4/17

Library Research

4/22

Annotated Bibliographies

Due: Essay 3 Final Draft

4/24

In Class Writing

Due: Thesis Statement and Outline for Final Research Paper

4/29

Peer Review

Due: Final Research Paper First Draft, **BRING ONE COPY**

5/1

Peer Review

Due: Final Research Paper Second Draft, **BRING TWO COPIES**

5/6

Writing Workshop/Student Conferences

Due: Annotated Bibliography

5/8

Writing Workshop/Student Conferences

Due: Revisions

5/13

Writing Workshop/Student Conferences

Due: Self Reflection

5/15

Due: Final Research Paper Final Draft