

English Composition 101

CRN: 10446

Three Rivers Community College

Spring 2014

Essential Details

Jennifer M. Reilly

Office: D-205e

Faculty Mailboxes: D-207

Office Hours: M * W * F 10-11

Email: jreilly@qvcc.commnet.edu

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 Text

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

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.



Assignments

All assignments are due at the beginning of class unless otherwise stated. If you know that you will not be able to attend class when an assignment is due, please make arrangements to turn in the assignment before class on the due date. This can be done by attaching your assignment to an email or leaving it for me in my mailbox (D-207). **A 10 point deduction will be made for each class day an assignment is late. (i.e. an “A” paper will become a “B”, a “C” paper will become a “D”).**

Informal Writing and Quizzes (10%):

Throughout the semester, there will be informal writing assignments in-class and outside of class. **“Informal” does not mean “not important”;** these assignments and quizzes build on the foundations of the critical thinking, reading, and discussing we will be doing throughout the semester. Any assignments not completed will lower your final grade. **Keep all responses, concept maps, and other informal assignments organized in a small three-ring binder.**

Formal Essays, Drafts, Revisions and Research Paper (80%):

You will complete several essays and an annotated bibliography. I will give specific directions at a later time about formatting each paper according to MLA standards. **Assignments that are not properly formatted may be returned without a grade and/or will have a grade reduction.**

Break down:

Essay One	15%
Essay Two	20%
Essay Three	20%
Essay Four	25% (research)

Attendance: Class Activities, Writing Workshops, Class Participation/Presentations (10%):

Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we have worked on throughout the semester: citing appropriate sources, critical thinking, synthesis of information, and making connections. Missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

Additional Information

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.

I understand that things happen, but 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. In addition, **coming into class late and leaving early is disruptive and will be noted. Please be on time to class and turn off any electronic devices not associated with the class.**

Class Participation:

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.

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.

Save Your Work:

It is always a good idea to *save your work* to disk 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*.

Plagiarism:

Plagiarism is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person's work as if it was your own.

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) 383-5240	<ul style="list-style-type: none">· Physical Disabilities· Sensory Disabilities· Medical Disabilities· Mental Health Disabilities
Chris Scarborough (860) 892-5751	<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

More Additional Information

Formatting your Papers:

ALL PAPERS 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. You may print front and back.
 - Use MLA citation to document sources.

Drafts: Because writing is an ongoing process and this is a composition course, I expect you to put a lot of effort into writing your papers. Essay drafts are worth 50% of the overall essay grade. Therefore your original draft should be your best effort. Only then, will I offer feedback.

Revisions: I encourage you to revise and resubmit essays #1, #2, and #3 for improved grades. Revisions must be submitted within two weeks after essays are returned.

Important Course Dates and Withdrawal From Class:

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
Apr 18	Spring Recess – April 18 to 20
May 12	Last Day to Withdraw from Classes with instructor's signature
May 19	Last Day of Class with J. Reilly

Up to May 12, students may officially withdraw from the class at the Registrar's Office (A-115). *Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.*

Even More Additional Information

“My computer crashed”. “My printer is ran out of ink”. “I left the assignment on my desk”. “I could not access Blackboard”.

Technical problems online: While these do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements. 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 a grade deduction. 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 (Yes, this is in here twice):

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.

Printers:

Do not wait until just before class to print your work. Running out of ink or printer problems in the library are not valid excuses for late work. PLAN AHEAD.

Email Policy and Communication:

I encourage you to communicate with me via email (preferred method) or by sending me a message through Blackboard Learn; however, please be mindful that any written communication with me should be professional and regarded as a formal communication that follows standard written English conventions. No texting, thank you.

Your Blackboard Learn courses are automatically connected to your college-provided email account. For more information about this email account, visit the college home page and click the "New student email button." This email account is the only official electronic means that the college will communicate course and non-emergency information to you. Make sure that you check it often. Another option is to set up to forward your email from the college address to your preferred address.

Even More Additional Information Continued

Email policy and questions about assignments:

E-mail: All e-mails must include your **name** and the **class** you are in. I check my email regularly on weekdays and fairly regularly on weekends. Emailing me a question the evening before a big assignment is due shows a lack of planning and preparation.

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!