

Three Rivers Community College
English 101: CRN 50009: College Composition: Summer 2010

Instructor: Karyn Eves

Class Meets: Mondays and Wednesdays 2-4:30pm

Class Location: E221

Office: Adjunct Office D205

Office Hours: Mondays and Wednesdays 1-2pm

Email: **best way to reach me** eveska@easternct.edu

Phone / Text: ****use only as a last resort, please**** (860) 208-0416

Mailbox Location: D 207

Course Description:

College composition engages students in critical observation, reading, and writing. This course prepares students 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 academic resources, appropriate documentation and incorporation of sources in original papers will be taught through assigned writings. A placement test is required prior to enrollment.

Objectives: (after completing English 101, you 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 your 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 your 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 a writing handbook, dictionary or thesaurus
 - Utilize word processing programs, including proofreading software, in the writing process
 - Produce documents according to MLA formatting

- 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

Required Texts:

Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 8th edition

Faigley, Lester. *The Brief Penguin Handbook*, 3rd edition

Other Required Materials:

A notebook or journal (just for this class, you will be handing this notebook/journal in each Wednesday and getting it back each Monday) with your name and class information clearly displayed.

Course overview:

The theme of this class is American Myths of Nature and the Environment. Inherent in the theme of myths is the existence of varying viewpoints. In this class you will be asked to read and write critically. At times class discussions may address opposite points of view. A polite tone is expected at these times. Constructive criticism, debate and discussion are not only encouraged, but required for this course to be successful. According to *Rereading America*, “a critical thinker cultivates the ability to imagine and value points of view different from his/her own – then strengthens, refines, enlarges, or reshapes her ideas in light of those other perspectives” (2). Remember that no man is an island unto himself and you will be expected to work with others to cultivate a solid argument in favor of a point of view that stands up to scrutiny. Above all, be aware that there will be much writing for this course. Writing is like any other art form, it takes practice to be any good at it. This writing load will prepare you for your continual work in college and/or the workforce.

Grade Points:

15 journal entries	15 Points
Group presentation	2 Points
3 Emails	6 Points
Summary	3 Points
Comparison	4 Points
Synthesis	5 Points
2 Editorials	6 Points
Outline & Annotated Bibliography	10 Points
Draft Research Paper	12 Points
Research Paper Final	12 Points
Portfolio	15 Points
Peer Review Workshop	5 Points
Misc Participation	5 Points

Paper Format:

Your final papers are to be submitted via Blackboard Vista by 2pm on the day that they are due. They are to be in MLA standard format and any jury-rigging such as extra spaces, margin expanding or font sizes above 12pt will negatively affect your grade.

Deadlines:

There is no such thing as late work. In the event of an unforeseen emergency, contact me ASAP to arrange an alternate deadline at my discretion. All work that is handed in on time is revisable. You may resubmit any assignment up to 3 times to better your grade on that assignment. Work that was never handed in for the original deadline cannot be revised and the formula for calculating the final grade for any piece of work will be the average based on the original grade against the average of the revision grades. $[A + (B+C+D / \# \text{ of revisions}) / 2]$

Attendance:

In order to be successful, you need to attend class regularly. That being said, I will not be taking attendance for any reason other than my desire to know who was present for what lesson. However, absence is not an excuse for not knowing the assignment, and all work will be held to the same level of accountability. As this is the case, I highly recommend making a friend in this class so that in the event you are absent you will be able to get the class notes before you hand in a sub-par assignment.

Distractions:

All personal electronic devices are to be turned off prior to the start of class, in cases of emergency; you must notify me before class begins that your device will be left on. The use of laptops during class time will be tolerated until an abuse of that privilege is documented and each issue will be decided on a case-by-case basis.

The Writing Center:

Every writer needs another pair of eyes on their work before it is ready for public consumption, your work for this course will be no different. Take advantage of the writing center here on campus or visit them online via email at TRWritingCenter@trcc.commnet.edu

Students with Disabilities:

Any student with a hidden or visible disability which may require classroom modifications should see me about this within the first week of class.

Course Calendar:

M 6/7 Introduction to the class

Readings:

Rereading America: 1-16, 639-646

Penguin: 1-54, 75-99, 180-188, 359-394

W 6/9 Discussion of assignments

Information Literacy Lesson

Blackboard Vista Introduction

Writing Assignment:

Group Presentation on Environmentalist IN CLASS 6/14

3 Emails DUE 6/14

M 6/14 Presentations

Readings:

Rereading America: 646-664 Thoreau and Dillard

Penguin: 55-67

W 6/16

Writing Assignment:

Summary DUE 6/21

M 6/21

Readings:

Rereading America: 664-686 Louv and Siebert

Penguin: 68-74

W 6/23

Writing Assignment:

Comparison DUE 6/28

M 6/28

Readings:

Rereading America: 686-703 Lane Deer and Visual Portfolio

W 6/30

Writing Assignment:

Synthesis DUE 7/7

M 7/5 UNIVERSITY CLOSED: NO CLASS

Readings:

Rereading America: 703-743 Williams and Jensen

W 7/7

Writing Assignment:

Editorials DUE 7/12

M 7/12

Readings:

Rereading America: 743-764 McKibben and Wood

Penguin: 174-179, 245-296 AS NECESSARY

W 7/14

Writing Assignment:

Outline and Annotated Bibliography DUE 7/19

M 7/19

Readings:

Rereading America: 764-794 Velazquez and Berlau

Penguin: 225-244, 245-296 AS NECESSARY

W 7/21

Writing Assignment:

1st Draft of Research Paper DUE 7/26 BRING HARD COPIES FOR YOUR GROUP

M 7/26 Workshop

Writing Assignment:

Research Paper DUE 7/28

W 7/28

Writing:

Portfolio DUE 8/2 @ end of class

M 8/2 LAB