

## ENGLISH 101- COURSE SYLLABUS- spring 2010

Instructor: Jon Brammer

Room: D-206

Class Time: T/TH 1:00- 2:15 pm

E-mail:

Office Hours:

Office Location:

Phone:

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M-F (by appointment)

C-117D (TASC area)

(860) 892-5769

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### Course Description for English 101

*(Please see the appropriate pages in the most recent catalog for course description; instructor's comments follow)*

English 101 is a composition course designed to enable students to master complex writing assignments and to engage in critical thinking, reading, writing, and research. Students will learn how to annotate texts, how to identify and apply fundamental rhetorical concepts, and how to analyze texts in a critical and objective fashion. Students will be expected to integrate and assimilate a wide variety of issues, points of view, and ambiguous and abstract material to produce coherent, thoughtful writings and discussions. Writing assignments will vary in length, but will include a number of shorter "response" papers, four longer essays and two major multi-part exams.

### Learning Outcomes:

English 101 is designed to build specific skills and abilities. Upon successfully 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 views 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 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

**Required Texts/Supplies:**

*The Mercury Reader*, Pearson Custom Publishing, Edited by J. Brammer  
*The Brief Penguin Handbook (most recent edition)*, by Lester Faigley  
 Some kind of portable computer memory device (flash drive, pocket hard drive, CD, diskette, etc...)

**Attendance, grading, due dates, and academic honesty:**

*Attendance-* I will be conducting a formal “roll call” for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. *Attendance/participation grades are calculated based mostly on the number of in-class writings you have completed.* These assignments are given randomly depending on the material covered, so there is no set number of points possible. Because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) will most likely impact your work negatively

*Grading-* The grading for this course is flexible and will be decided during the first day of class. The categories below indicate all the aspects on which you will be graded. The weight that is assigned to each one is up to the class as a whole. There are only five limitations: 1) the point total for essays is not changeable, 2) no category can be worth less than 50 points, 3) fractional totals or those not rounded to the nearest ten points are not acceptable, 4) discussion participation cannot be valued at more than 100, and 5) the total number of points must equal 1000. Please remember that if one category is given fewer points, then another category must be weighted more heavily.

Out-of-class researched essays (4) -----	400 points
Response papers (8) -----	___ points
In-class writings-----	___ points
Discussion participation -----	___ points
Group reading presentation -----	___ points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). For example, a student with 860 points would receive a straight "B" grade. A different student, who had accumulated only 820 points, would receive a "B-" (820= the lowest 2% of the "B" category or .82x1000=820).

A=	900-1000 points
B=	800-899 points
C=	700-799 points
D=	600-699 points
F=	below 600 points

*Due Dates-* Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact, if possible. **All students have one “grace period” to use at their discretion** with any of their essays except the final paper. The grace period allows you to turn in the paper at the time of the next class meeting. If you wish to invoke your grace period, please cut on the dotted line and attach the appropriate quarter-sheet to your essay (see below).

**Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. Contact me if you miss a class to get any handouts from the session you did not attend. If a class is cancelled for some reason, expect to do the work and turn in any papers associated with the cancelled class in the following session.**

*Academic Honesty*- I would like everyone in class to include a statement of academic honesty at the end of every final written draft. The form of this statement is variable, so I will give some suggestions for language before the final copy of the first essay is due.

### **Writing papers:**

*Essay portfolios*- For each of the longer essays we will be writing, I will expect you to submit all your work involved with that writing assignment stapled together. Three items are mandatory: a rough draft showing evidence of revision, peer review comments, and a final draft that you are submitting for a grade. Depending on the assignment, I might also require class notes, pre-writing exercises, Writing Center commentary, or discussion question answers. **Your essay will not be graded until all the mandatory elements in the essay folder are submitted.**

*MLA format*- All out of class assignments must be typed and double-spaced with realistic margins according to MLA format. I will outline this format in class prior to your first written assignment. Any up-to-date English/writing reference will have a section on how to use this set of writing conventions, but I would highly recommend using *The Penguin Handbook* for reference. If you have questions about the style, please see me.

*Returned Papers*- Graded papers will generally be returned to you within a week of the due date. Longer essays will be corrected using reference numbers that will point you to a certain specific section of *A Writer's Reference*. If you have a trouble identifying the nature of a specified grammatical error, please see me.

*Computers*- It is *strongly recommended* that you use a computer in the writing process (either your personal machine or one in a campus computer lab), as it will greatly reduce the time you spend on revision. Try to get into the habit of using a word processing program when you initially compose your work and save to a separate diskette frequently. It will make revisions more convenient, and it will also give you experience using the technology. **All papers should be proofed thoroughly by a human!** Computer spell-checks and grammar checks are notoriously fallible! You can also take advantage of the tutors in TASC/The Writing Center or the on-line writing lab at [TRWritingCenter@trcc.comnet.edu](mailto:TRWritingCenter@trcc.comnet.edu)

### **Class and campus policies:**

*Mindfulness*-One of the concepts that will be emphasized in this course is the idea of mindfulness. Put simply, that means that I will expect everyone to attempt cultivating particular habits of behavior and thinking as soon as they cross the threshold to the classroom door. To assist in doing that, please do the following:

- Turn off all portable electronic devices *before* you enter the classroom- cell phones, MP3 players, laptops, etc...
- Mentally shelve other issues from the day as much as possible- try reviewing readings or concept questions instead to focus your mind
- Be aware of your conversational volume and language choice when speaking to fellow students- avoid profanity, hostile arguments, demeaning language, or pointless chatter
- Pay attention to the ideas and activities that are outlined at the start of class
- Participate in any centering activities we do at the start of class if you feel they will be useful to you

This is a college course for committed students, so treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. Immature and/or disruptive behaviors will not be tolerated; if I am forced to address a behavior issue more than once, you will be asked to leave and not return to class.

*Plagiarism*- Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. **Any instance of conscious plagiarism will result in a "zero" for that**

**assignment. More than one instance will result in an “F” grade for the course.** Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis.

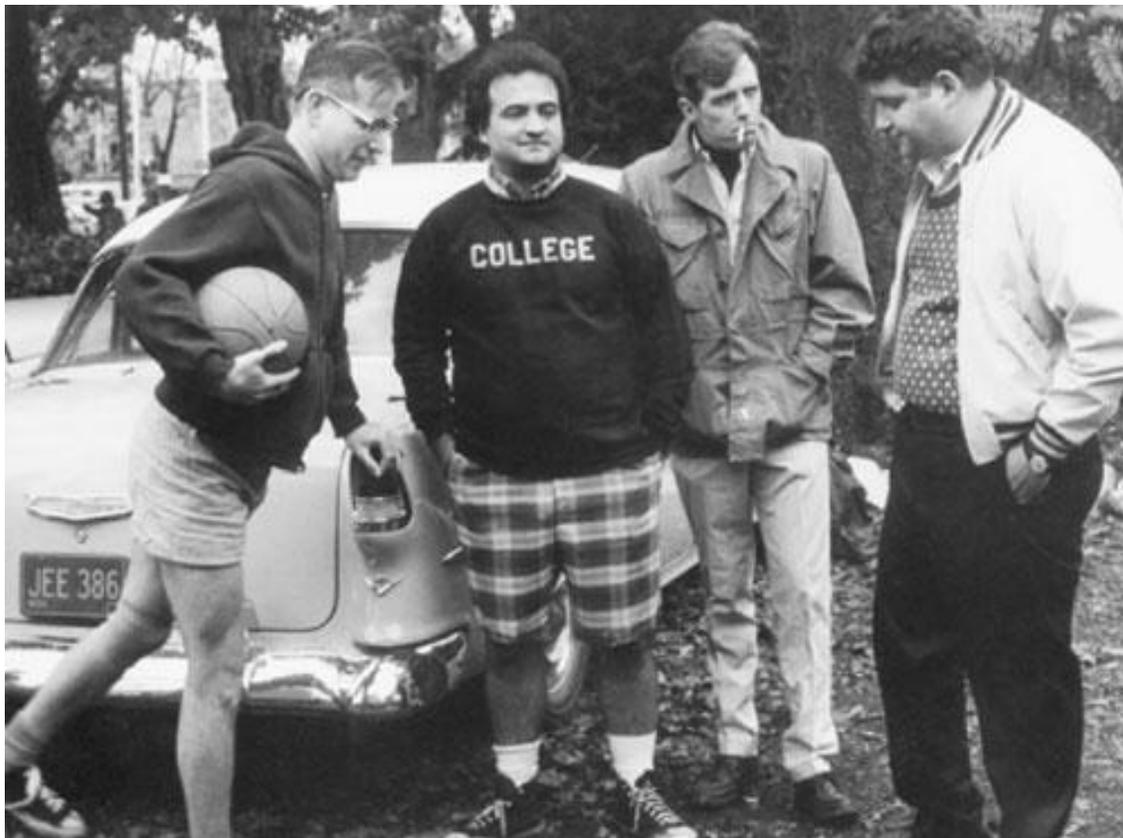
*Withdrawal policy-* A student who finds it necessary to discontinue a course once class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar’s office. No punitive “W” grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. 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

*Students with disabilities-* If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough in order to find out what services are available for you.

### **Revisions to Syllabus:**

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

*Do you know any of these men?*



## Reading Schedule for English 101- spring 2010

- Week 1**      **TH**      **1/21/2010**  
Introduction to the course, grading decisions, text orientation, sample annotation and burning
- Week 2**      **T**      **1/26/2010**  
MR- Adler  
Introduction to reader response; sample annotations and questions; ICW
- TH**      **1/28/2010**  
MR- Douglass  
Introduction to constructive peer review: issues with the power of literacy; ICW  
**RR #1 due by the end of class- your choice of Douglass or Adler readings**
- Week 3**      **T**      **2/2/2010**  
MR- Kozol  
Illiteracy and social order; current statistics on literacy in America; assignment for essay #1
- TH**      **2/4/2010**  
No class meeting- campus professional day  
**RR #2 due in my office by the end of the day- Kozol reading**
- Week 4**      **T**      **2/9/2010**  
MR- Montessori  
Introduction to rhetorical vocabulary; educational methods and criticism of education; ICW
- TH**      **2/11/2010**  
Essay peer review; transitions, introduction strategies, MLA format basics; essay improvement checklist  
**Typed rough draft of essay #1**
- Week 5**      **T**      **2/16/2010**  
MR- Asimov  
Defining intelligence; different ideas about being "smart"  
**RR #3 in class- Asimov reading**
- TH**      **2/18/2010**  
MR- Gardner  
Experiential education; ICW; more idea about how to define intelligence  
**Final draft of essay #1**
- Week 6**      **T**      **2/23/2010**  
MR- Moore  
More rhetorical vocabulary; cultural intelligence and group stereotypes; Moore film samples; ICW
- TH**      **2/25/2010**  
MR- Postman  
Reader response reviews; how to explain cultural choices; Moore film samples; assign essay #2  
**RR #4 due by the end of class- your choice of Postman or Moore readings**
- Week 7**      **T**      **3/2/2010**  
MR- Gladwell  
Making social choices; tipping points for ideas and abstractions; incorporating sources in MLA

**TH 3/4/2010**

MR- Kadi

Reflections on technology and cultural changes; going viral; virtual communities; ICW

**Typed rough draft of essay #2**

**Week 8**

**T 3/9/2010**

Spring break- no class meeting- work on essay #2

**TH 3/11/2010**

Spring break- no class meeting- work on essay #2

**Week 9**

**T 3/16/2010**

MR- Sheehy

Milestones of American culture; adulthood in modern America; ICW

**TH 3/18/2010**

**RR #5 in class- Sheehy reading**

**Final draft of essay #2**

**Week 10**

**T 3/23/2010**

MR- Ehrenreich

Social contract ideas; experiences of poverty, wealth, and minimum wage; ICW

**TH 3/25/2010**

MR- Eighner

Using a matrix; field research using Eighner's ideas; assign essay #3

**Week 11**

**T 3/30/2010**

MR- Reich

More social contract; reading Rousseau

**RR #6 in class- social responsibility ideas**

**TH 4/1/2010**

MR- Reynolds and Nadler

Alternative views of poverty; stereotypes about wealth and poverty; current statistics on wealth; ICW

**Week 12**

**T 4/6/2010**

MR- Darrow

Connections between crime and social responsibility; Darrow biography notes; ICW

**TH 4/8/2010**

No class meeting- individual conferences for essay #3- C-117D

**Week 13**

**T 4/13/2010**

No class meeting- individual conferences for essay #3- C-117D

**TH 4/15/2010**

SR- *South Park* reading packet

Media products and the boundaries of art; what makes something "good"; importance of satire; ICW

**Final copy of essay #3**

**Week 14**

**T 4/20/2010**

MR- Schlosser

The power of advertising; appeals to human convenience; ICW; assign essay #4

**TH 4/22/2010**

MR- Fowles

Advertisement analysis; biased language and imagery

**RR #7 due by the end of class**

**Week 15**

**T 4/27/2010**

MR- reading TBA \_\_\_\_\_

Group presentation in class; ICW

**TH 4/29/2010**

MR- reading TBA \_\_\_\_\_

Group presentation in class; ICW

**Week 16**

**T 5/4/2010**

MR- reading TBA \_\_\_\_\_

Group presentation in class; ICW

**TH 5/6/2010**

MR- reading TBA \_\_\_\_\_

Group presentation in class; ICW

**Week 17**

**T 5/11/2010**

Group presentation comments; course evaluations; final questions about essay #4

**RR #8 due by the end of class**

**TH 5/13/2010**

**Final copy of Essay #4 due by 3:00 pm in C-117D**

-----Detach here-----

**Grace Period Slip**

***(Please attach this piece of paper when you turn in your assignment.)***

This sheet entitles me to one grace period of one class session. I realize that once this slip is used for the semester, I *do not* get another one!

Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Assignment Description and due date:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_