

## ENGLISH 101- COURSE SYLLABUS- Fall 2009

**Instructor:** Jon Brammer  
**Room:** D-222  
**Class Time:** T/TH 1:00- 2:15 pm

**Office Hours:** M-F (by appointment)  
**Office Location:** C-117D (TASC area)  
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### **Course Description for English 101**

*(Please see page 147 of TRCC 2007-2008 course catalog for official description; instructor's description follows)*

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. ***If you miss a scheduled essay peer review day without contacting me in advance, you will automatically lose \_\_\_\_ points (25% of your attendance, participation, and presentation points.***

*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 that you will be graded on. 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) attendance cannot be valued at more than 200, 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
Mid-term and final -----	__	points
Response papers (8) -----	__	points
In-class writings-----	__	points
Discussion participation -----	__	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.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)

#### **Campus and Class Policies:**

*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.

*Classroom Behavior*- This is a college course for committed students, and I expect you to maintain proper decorum in the classroom. **Unless you are an emergency responder of some sort, all cell phones, Blackberries, text messaging devices, etc... should be turned off during class.** All MP3 players, laptops, and other electronic devices should be turned off as well. Treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. **Immature behaviors will simply 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.**

**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 this man?



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

**Grace Period Slip**

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

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:

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**Reading Schedule for English 101- fall 2009**  
**Weeks 1-8**

<u>Date</u>	<u>Assignments and Readings Due</u>	<u>In-class</u>
<b>Week 1</b>		
TH 8/27	None	grading, syllabus, text orientation annotation, reading and sample writing burning questions
<b>Week 2</b>		
T 9/1	MR- Adler	intro to reader response, practice annotations, ICW
TH 9/3	RR#1 MR- Douglass	intro to peer review: RR issues power of literacy; ICW
<b>Week 3</b>		
T 9/8	MR- Kozol	Illiteracy and social order; current stats on literacy assign essay #1
TH 9/10	MR- Montessori	intro to rhetorical vocabulary; educational methods; ICW
<b>Week 4</b>		
T 9/15	Draft of essay #1	essay peer review; transitions, intros, MLA format; essay improvement points
TH 9/17	MR- Asimov	defining intelligence; RR #2 in class
<b>Week 5</b>		
T 9/22	Final Draft of Essay #1 MR- Gardner	experiential education; ICW; more intelligence ideas
TH 9/24	MR- Moore	more rhetorical vocabulary; culture and group psychology
<b>Week 6</b>		
T 9/29	RR #3 MR- Postman	reader response reviews; how to explain cultural choices assign essay #2
TH 10/1	MR- Gladwell	<i>Being very afraid on Friday the 13<sup>th</sup>!</i> ; making social choices; assign essay #2; incorporating sources
<b>Week 7</b>		
T 10/6	Draft of essay #2	Peer review of essay #2; more MLA work; source inclusions
TH 10/8	MR- Kadi	reflections on technology and cultural changes; virtual communities; ICW
<b>Week 8</b>		
T 10/13	MR- Sheehy	milestones of American culture; adulthood in modern America; essay development ideas
TH 10/15	Final copy of essay #2	RR #4 in class; intro to new section