

“Educated, informed people engage in research all the time. They are accountable for their opinions, have evidence, and know where it came from.”

Syllabus

English 101
Course Number 10459
Spring 2011
Main Campus Room D228
Monday
6:30-9:15 P.M.

Instructor: Sally W. Cini
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Office Hours: Monday 6:00-6:30 or by appointment

Course description for English 101:

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

Required Texts / Supplies:

The Main Event, Catherine A. Hoffman and Andrew Hoffman
The Brief Penguin Handbook most recent edition, Lester Faigley
Recommended CD or jump drive

Learning Outcomes:

English 101 is designed to build specific skills and abilities. Upon successful completing of 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 a personal 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 personal 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 tool appropriately related to reading and writing. Such as a writing handbooks, dictionary, and thesaurus
- Utilize word processing programs, including proofreading software, in the writing process
- Produce documents in the MLA format
- 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 view and analyzing writing
- Employ effective annotation skills
- Use writing and reading for inquire, learning, thinking, and communicating in a college setting
- Formulate appropriate questions and hypotheses

Academic Honesty:

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.

Withdrawal Policy:

Students may drop courses up to the final drop date as specified in the academic calendar. Courses dropped prior to or during the first two weeks of classes in a standard semester will not appear on the student's transcript.

Student with Disabilities:

If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. I will refer you to one of the learning disabilities counselors on campus so that together we can work out a plan to meet your needs.

Attendance:

Regular attendance is essential to success in this course. If you miss a class meeting, you are still responsible for the work of that week. I will be conducting a formal roll call each class. There will be different grading emphases for each paper and instruction on those will happen in the preceding classes, so 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) would most likely impact your work negatively. I also must ask that no one text during class. If you find it necessary to communicate with others outside the classroom, please step into the hallway.

Format of Assignments:

All work must be word-processed. For academic papers the accepted standards are one inch margins on each side, double spacing with size 12 font in Times New Roman or a comparable serif font only. Text should be left justified. All papers should meet these standards. When I specify a number of pages, I mean typed pages of approximately 300 words per page. Essays must follow MLA citation format, guidelines which can be found in *The Brief Penguin Handbook*. If you need to email any documents to me, please save them first in rich text format.

Grading:

Informal writing and class participation	15%
Researched essays developed through process	60%
Take-home Final Exam	Revision Piece 15%
	Reflection Piece 10%

Reading and Writing Schedule for English 101
Spring 2011
CRN 30211 Monday 6:30-9:15

(Drafted 1/15/2011. Open to revision)

Week 1	Readings / Assignment due none
1/24	In Class Introduction to class, writing prompt
Week 2	Readings / Assignment due Readings for topic one: Film and Television – Johnson, Corliss, Rapping, Wilkinson-Ryan, Alexander, McDonald, Hamilton, Grossman
1/31	In Class Generating ideas, reading strategies, rhetorical style, assign essay one
Week 3	Readings / Assignment due Draft of essay one
2/7	In Class Revision of essay one, diction, considering audience, evaluating sources
Week 4	Readings / Assignment due Essay one
2/14	In Class Generating ideas, annotating, works cited page
2/21	No Class
Week 5	Readings / Assignment due Readings for topic two: Technology and society – Sinha, Grossman, Conley, Hines, Dunn, Winner, Kaplan, Wright Noodletools page - three entries with annotations.
2/28	In Class Rhetorical style, parenthetical citing, work on introduction/thesis
Week 6	Readings / Assignment due Draft of essay two
3/7	In Class Revise essay two, integration of quoted material
3/14	No Class Spring Break

Week 7	Readings / Assignment due Essay two
3/21	In Class Paragraph development ideas, evaluating sources Assign essay three, internet search techniques,
Week 8	Readings / Assignment due Draft of essay three, Readings for topic three: Democracy and Education – Rose, Tocqueville, Bloom, Hoffman, Noddings, Shafer, Henry
3/28	In Class Revise essay three, transitions, organization
Week 9	Readings / Assignment due Essay three
4/4	In Class Addressing opposing views
Week 10	Readings / Assignment due Readings for topic four: The Justice System – Pomper, Wypijewski, Bach, Cannon, DiIulio, Ziedenberg, Rich, Luscombe
4/11	In Class Relationships, opposing view
Week 11	Readings / Assignment due Draft of essay four,
4/18	In Class Revise essay four, primary sources
Week 12	Readings / Assignment due Essay four
4/25	In Class Review of essays #1, #2, #3, rhetorical devices Take-home exam
Week 13	Readings / Assignment due Draft of revision part of final
5/2	In Class Revision choices, Review of final topics
Week 14	Readings / Assignments due
5/9	<u>Final exam due between 6:00 and 6:30</u>
Week 15	Exam week No Class
5/16	

