



## SYLLABUS - SPRING 2011

**English K101:** 10449 Composition

**Instructor:** Ms. Crosby

**E-mail:** [acrosby@trcc.commnet.edu](mailto:acrosby@trcc.commnet.edu)

**Office:** Adjunct Office D205

**Hours:** Thursday 5:30–6:30 PM

**REQUIRED TEXT:** Rereading America: Cultural Contexts for Critical Thinking and Writing, 8<sup>th</sup> Edition, G. Columbo, R. Cullen, B. Lisle, eds.

**RECOMMENDED TEXT:** The Brief Penguin Handbook, 3<sup>rd</sup> Ed., Lester Faigley

**SUPPLIES:** Writing journal (notebook)  
A College Dictionary  
Ink pens, paper, folder, mini stapler

### COURSE DESCRIPTION

"Individuals who are critical thinkers and thoughtful writers are *curious, open-minded, knowledgeable, and creative.*" – John Chaffee

In this course students will enhance their abilities to be "critical thinkers and thoughtful writers" as they discover and develop the strategies necessary for composing a fully developed, well researched, carefully-crafted, critical essay. Strong written communications skills create a sure foundation for academic success. This course will stress the importance of formulating and communicating ideas to a broad variety of audiences with purpose, coherence, and clarity. In order to develop and enhance these skills, students read good writing, think about important issues, and discuss divergent viewpoints, but most of all they write—in class, outside of class, in small groups, and as a whole class.

Reading stimulates the writing process, so students will read challenging essays and other materials, think critically about the issues expressed, and write responses of their own. Students are required to maintain a writing journal, and should expect to complete frequent journal-writing exercises. Other, more formal, writing assignments, argued cogently and supported carefully, will advance students' own ideas and opinions. These "research essays" will use appropriate MLA documentation to identify and credit supporting evidence that students have consulted to help them amplify their work.

This course is based upon the core principle that writing is a "process" of thinking, drafting, revisioning, re-thinking, and re-writing before a final writing product can be produced. Often various steps in the writing process must be retraced or repeated in the development of the final work. Students can *expect* to reconsider and should *plan for rewriting* their essays as their thinking evolves. This is the nature of good writing.

In addition, some course time will be devoted to sharing writing and reviewing the writing of peers, whether in small groups or during whole class discussion. Peer review, as an element of the social construction approach to writing, will be central. This will enable students to hone their critical thinking skills in the context of a dialectical and communicative environment.

### **Learning Outcomes:**

Upon successful completion of English 101, students 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 their 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

**THIS COURSE IS A DEMANDING ONE, REQUIRING AT LEAST TWO HOURS OF STUDY AND HOMEWORK FOR EVERY HOUR SPENT IN THE CLASSROOM.**

**ATTENDANCE**

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. If you must miss a class meeting, you are still responsible for the work of that day.

**LATE PAPER POLICY**

All written work is due on the day indicated by the Schedule of Assignments attached. You will be given a 48 hour grace period. After 48 hours no papers will be accepted. No explanations, no excuses.

**ASSIGNMENTS AND GRADING**

It is important that students attend class, come with assignments completed, and share their ideas both in discussions and in writing. These shared activities help all writers explore and develop the ideas they want to write about. The final grade in the course will be awarded based upon the following: 25% for each of three essays, eight pages each. The remaining 25% includes student presentation and participation.

**ACADEMIC HONESTY**

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his or her own. Plagiarism can also occur through sloppy documentation of sources. Any plagiarized work will result in an F on that writing assignment and may well result in an F in the course, or other sanctions. Please refer to the Student Handbook for more details on this important issue.

**OTHER NOTES OF IMPORTANCE**

1. Any student with a hidden or visible disability that may require classroom modifications or other accommodations should see me immediately. If necessary, I can refer you to one or the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.
2. **May 9, 2011 is the last day to withdraw** from classes. You may withdraw without a signature from your instructor or academic advisor, but you must report, in person, to the Registrar's Office and complete the necessary paperwork to withdraw. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I encourage all students to visit me during my office hours to talk about their progress in the course or any difficulties they may be having with an assignment. If my office hours are inconvenient for your schedule, ask to set up an appointment for a different time.

**BLACKBOARD LEARN**

- Calendar
- Syllabus
- MLA format
- PDF format
- Class cancellation notification
- There are computer technicians available to help students access Blackboard

**LIBRARY RESOURCES**

- Librarians available to help access database materials

**TUTORING CENTER**

- Located on 1<sup>st</sup> floor, Room C117
- Tutors available to help with writing skills and paper drafts

**COURSE REQUIREMENTS**

- .....Class participation and presentation: .....25%
- .....8 page research paper, 3 sides, 6 source minimum; MLA: .....25%
- .....8 page essay synthesizing 2 or 3 articles in text: .....25%
- .....8 page essay, persuasive, current topic or student interest: .....25%
- Grading according to course rubric, as presented in department handbook
- 48 hours grace period for late papers, after 48 hours no papers will be accepted. No explanations, no excuses!

**CLASS CANCELLATION - PROCEDURES**

- For a weather related closing: [www.trcc.commnet.edu](http://www.trcc.commnet.edu)
- We shall establish a class phone tree via email for English class cancellations
- Check Blackboard

**STUDENT PRINT QUOTA - RULES**

- 500 pages per semester
- 25 pages per job
- Only 1 copy per document
- Permission to print for review, then to reprint

## **SCHEDULE OF ASSIGNMENTS**

*This syllabus with course outline is subject to change by the instructor.*

### **WEEK 1 - JANUARY 20, 2011**

- Introductions
- Grammar review
- Handbook guidelines
- MLA format
- Crafting a thesis statement
- Library resources
- Persuasive writing
- Reading: Anyon, p. 1690

### **WEEK 2 - JANUARY 27, 2011**

- Presentation in library 6:30-7:15 PM
- Topic, Thesis Statement due
- Peer review: Critiquing writing, topics
- Reading: Anyon
- Writing workshop: Critical Perspectives on American Education

### **WEEK 3 - FEBRUARY 3, 2011**

- Peer review – critique 3 sides, Discuss 4<sup>th</sup>
- Typed outline due
- Reading: Mantsios p. 304
- Writing workshop: Class Stratification in America

### **WEEK 4 - FEBRUARY 10, 2011**

- First draft due
- Peer review: Critique drafts
- Reading: Fredrickson, p. 449
- Writing workshop: Cultural Pluralism in America

### **WEEK 5 - FEBRUARY 17, 2011**

- First draft returned
- Readers, read!
- Reading: Fredrickson
- Writing workshop: The Four Models, Relevant Current Events Topics in Media

### **WEEK 6 - FEBRUARY 24, 2011**

- Peer review: Brainstorm race/class/gender/religion in current events. Groups present ideas to entire class
- Reading: Kilbourne, p. 575
- Writing workshop: Violence Against Women and Children

### **WEEK 7 - MARCH 3, 2011**

- Research paper due
- Peer review: Discuss presentation topics, announce your peers' topics to class
- Reading: Kilbourne

- Writing workshop: Write a presentation script, share ideas

**WEEK 8 - MARCH 10, 2011**

- Papers returned
- Presentations begin tonight

**WEEK 9 - MARCH 24, 2011**

- Thesis statement and outline due
- Presentations continue

**WEEK 10 - MARCH 31, 2011**

- First draft due
- Presentations conclude

**WEEK 11 - APRIL 7, 2011**

- First draft returned
- Peer review: Discuss Sullivan
- Reading: Sullivan, p. 102
- Writing workshop: On nature

**WEEK 12 - APRIL 14, 2011**

- Essay due
- Readers, read!
- Reading: Sullivan
- Writing workshop: TBA

**WEEK 13 - APRIL 21, 2011**

- Essay returned, thesis and outline due
- Peer review: Critique outlines
- Reading: Louv, p. 664
- Writing workshop: Current events

**WEEK 14 - APRIL 28, 2011**

- First draft due
- Peer review: Critique drafts
- Reading: Louv
- Writing workshop: Thoughts on Louv

**WEEK 15 - MAY 5, 2011**

- First draft returned
- Peer review: Insights, revelations
- Reading: Thoreau, p. 646
- Writing workshop: On a slow paced life of understatement and nonchalance

**WEEK 16 - MAY 12, 2011**

- Essay due
- Concluding thoughts, reflections

## RUBRIC FOR GRADING

### A

- Superior ideas and insights; clear and complex; witty or especially original
- Genuine involvement in subject when responding to the assignment
- Mature style, use of language
- Relatively free of any errors distracting to the literate readers

### B/C

- Clear, maybe less insightful or complex than an A, -OR- insightful or complex, but less clear than an A
- Writer engaged with subject; adherence to assignment in answering each part of the assignment
- Some sentence variety; appropriate diction
- Relatively free of major errors such as sentence fragments, S/V agreements, fused sentences

### C/D

- Ideas somewhat clear, though not complex or insightful
- General adherence to assignment; occasional sense of engagement of with subject
- In some instances, partial response to the assignment
- Some errors, but not so many that the writer seems to lack control of standard written English

### F

- Ideas generally unclear
- Not a response to the assignment
- So many errors that the writer seems to lack control of standard written English; the errors interfere with communication

## MLA GUIDELINES

- HEADING: Your name  
English K101  
Ms. Crosby  
March 3, 2011
- TITLE – Spin it! Market it!
- PAGE NUMBERS
- PARAGRAPHS: 3 or 4 per page
- MARGINS
- SUBTOPICS
- CITING SOURCES e.g. (Smith, p. 123)
- WORKS CITED PAGE
- SOURCES: alphabetical order  
not numbered  
books in italics  
articles in quotation marks  
use “citation generator” on Blackboard for MLA format
- NO CONTRACTIONS OR ABBREVIATIONS: write the words out, please
- YEARS IN NUMERICAL FORMAT: e.g. 2011, 1973, 1492
- SPELL MOST NUMBERS: e.g. seven, two hundred, five
- FIRST PARAGRAPH: thesis statement in first sentence. Identify the three sides of your argument. Throw in your dazzling synthesis / point of view.
- FIVE LINE QUOTES: indent, no quotation marks
- PEOPLE = WHO THINGS = THAT
- USE TRANSITIONAL SENTENCES TO CONNECT PARAGRAPHS
- Please staple your pages before presenting your paper to me.