

ENGLISH 101 – COLLEGE COMPOSITION

JANET HAGEN

SPRING SEMESTER 2008

OFFICE: Shop Area - downstairs

OFFICE HOURS: TH -12:30-1:30 p.m.

T – 3:30-4:30 and by appointment

PHONE: 892-5738

E-MAIL: jhagen@trcc.commnet.edu

COURSE DESCRIPTION

College composition engages students in critical observation, reading, and writing. This course prepares the student 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.

OVERVIEW OF COURSE

In this course we will be focusing on developing reading and writing skills. Reading is integral to writing well, as in order to write well, you will need to learn to become a critical reader and thinker. The textbook assigned for this course, *Rereading America*, examines some of the dominant cultural myths in the United States and the effects of these myths. In each unit of *Rereading America*, various perspectives are developed that will encourage you to read and think critically to understand what main ideas are being presented in each essay and how those ideas are being developed. Because we will be reading about issues that affect us personally, I expect that the reactions to the readings will be diverse and complicated. Your goal will be to learn how to present your ideas thoughtfully and with good support, without being disrespectful of anyone else's opinions. Throughout the semester, as you practice reading and thinking critically, you will apply these skills to your writing, where you will work on learning to communicate and present your ideas effectively in writing—skills you will need as you continue on in college or enter the work force.

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 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 your assertions through paraphrasing, quoting, and summarizing.
- cite sources using MLA citation style.
- employ strategies for avoiding plagiarism.

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies.
- use tools appropriately related to reading and writing, such as dictionaries and writing handbooks.
- 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.

Please note: If as a result of the placement test you were advised to take ENG 094 or 100 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult for you to achieve the objectives of this course without the skills that are taught in those courses.

REQUIRED TEXTS

- Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 7th edition
- Faigley, Lester. *The Brief Penguin Handbook*
- Reynolds, Nedra. *Portfolio Keeping: A Guide for Students*, 2nd edition

OTHER REQUIRED MATERIALS

- A two-pocket folder and a stapler
- A spiral or non-bound notebook (not a 3-ring notebook)

SUGGESTED MATERIAL

Working Folder (which will contain all the material generated in this course)

GRADE PERCENTAGES

Journal and assignments	30%
Class Participation	10%
Peer Reviews	10%
Final Portfolio	50%

EXPLANATION OF ASSIGNMENT AND GRADES

JOURNAL and CLASS ASSIGNMENTS (30%): Throughout the semester I will be asking you to respond to the topics we will be discussing and the assigned readings by writing and completing required assignments in a notebook—your journal. (*Please follow the prompts on the syllabus.*)

****Journals** will contain your written reflections about the essays we are reading and your responses to our class discussions. The goals of journal writing are twofold: 1) to help you identify what you think about the subject and why you think the way you do; and 2) to help you think more analytically about the topic, expanding and clarifying your perspective(s). Journal entries are required and will be used to develop your ideas for the formal essays and final portfolio submissions. See *Penguin* page 35 and 72-74 for guidelines on how to think about journal writing and what questions you can answer to develop as a critical thinker. (Please keep in mind that you can't nor should you attempt to answer all the questions. You should, however, as part of your response, answer the first 3 bulleted questions under "Responding" on page 74.)

Each journal entry should be approximately 1-2 pages and handwritten so I can read it. If you think I won't be able to read your handwriting, please type your responses and place them stapled together in a folder. (If I can't read your writing, I won't be able to

give you credit for it.) I will collect or check off your journal entries throughout the semester. Entries not completed at that time cannot be made up.

****Class assignments** (as described in the syllabus) do not have to be typed but do have to be written legibly and should be included in your journal notebook. (Please identify assignment and date completed.) (If I can't read your writing, please type the answers.) Assignments may be given checks or a grade. A check-plus means above satisfactory. A check is satisfactory. A check minus indicates unsatisfactory.

CLASS PARTICIPATION (10%): A writing course such as this requires class discussion, with your input vital for the success of the course. Thus, I will expect that you will have read the assigned material before class and will be able to fully participate, individually and, if designated, in a group. Throughout the semester I will be assigning informal assignments, including in-class writing. Unless noted otherwise, you will be able to hand in these assignments handwritten. You will be graded on your work, both verbal and written, and in a group and as an individual. **Missed assignments may not be made up.**

PEER REVIEW (10%): Peer review encourages students to get feedback from others and to learn how to read and respond to others' writings in a constructive manner. There will be three peer reviews during the semester. During each day that peer review is scheduled, you will need to bring in copies of your essay. (See syllabus for designated amount.) This draft should be the best essay you can write, and it must be word-processed in the correct format. (I will check, and you will need to meet these requirements or you will not be allowed to participate in peer review. In other words, you will need to have *all* of the required copies in hand at the *beginning* of class to participate, and you will not be allowed to leave class to make copies.) In class you will be assigned into groups and will be responsible to give feedback to your peers on their essays based on the requirements handed out during that class period. You may earn up to possible 3.33 points for each peer review. You will be graded on how much effort you put into answering the questions (I will have provided). Just writing, for example, "This essay looks great" will earn you zero points. (*HINT: Do not wait until the last minute to make copies of your essay. Too many times students have shown up empty-handed due to technological difficulties.*)

PORTFOLIO (50%): The rationale behind the development of a portfolio is that it encourages students to think more closely about the writing process. In other words, instead of just writing for a grade (product) to please the instructor, developing a portfolio gives students the opportunity to assess their own writing strengths and weaknesses, a skill that will help them as they encounter different writing assignments and audiences in the future.

What should be in your final portfolio and how it will be graded:

- Two formal essays, 3-5 pages each (10% each, total of 20%)
- One research essay, including an annotated bibliography and outline: research essay, 4-6 pages (15%); annotated bibliography and outline (5%)

- Any 4-6 pages that best represent your learning or writing strengths, improvements, or interests. (These entries must be developed out of your in-class and journal writings. Work created from another class will not be accepted.) (10%)

FINAL NOTE: All work included in the portfolio must be typed. All original drafts must be included in your portfolio. (Only include rough drafts of the work you revised.)

The writing in the portfolio that has been revised will be judged primarily on the quality of the product:

1. how effectively you have developed interesting ideas;
2. how fully you have developed your ideas, skillfully organizing them;
3. how well you have used the proper conventions of grammar and MLA documentation where appropriate.

OTHER POLICIES

Paper Format: There is no such thing as a hand-written formal essay. All formal essays are to be typed on a word processor, double-spaced (not tripled or two-and-half spaces), with one inch margins and fonts no larger than 12 points. (A good example of what I will be expecting is font the size of Times New Roman 12.) (See page 86 in *The Brief Penguin Handbook* for an example of the correct format for an academic paper.) Be forewarned that if you include extra spaces between paragraphs or type in extra large margins or fonts, etc., your paper will be returned or it will affect your grade negatively. All essays **must** follow MLA citation format. (Get familiar with the handbook!) ***Pet Peeve:** *Sloppy papers. It is your job to proofread your paper. If I can't read your paper because of careless errors such as spelling mistakes, I will return it.*

Deadlines: There is no such thing as late work. **All assigned work will be due on the day it is assigned.** However, because I do understand how illnesses and personal or family problems can keep you from attending class or finishing your work, I am giving everyone **three** days of grace. What this means is that if you have to be absent from class on a day when an assignment is due or you need more time to complete it, you can turn it in the next day without being penalized, or if necessary, up to 2-3 weekdays later. (Weekend days do not count, only week days.) You can pick and choose the three days to your advantage; however, you cannot use your grace days for the research essay assignments. Take note, too, that once you have used them up, there will be no more "grace days." Late work will not be accepted. Therefore, if you must miss class on a day an assignment is due, the paper needs to be placed in my mailbox on the Mohegan Campus **before** class for it to be accepted and counted as turned in on time. *(Please do not e-mail assignments to me. They will not be accepted unless you have made prior arrangements with me to turn in your work via e-mail.)*

Attendance: In order for the class to be successful it is important that you attend regularly. You will be allowed up to **three unexcused absences**. After that your grade will be affected negatively. For 4-5 unexcused absences, your grade will be lowered one full letter grade. 6-7 unexcused absences will result in your grade being lowered two full

letter grades, 8-9 unexcused absences three full letter grades. If you miss 10 or more classes, you will automatically fail the course. (An excused absent includes, for example, illness and/or injury and will only be excused with documentation, such as a doctor's note. Missing class because you have to work does not count as an excused absence.)

**Please keep in mind that if you must miss class, you will still be held accountable for the material covered in class and all assignments that are due that day. Also keep in mind that the work we do in class, such as in-class writing or group work, cannot be made up, and it is a part of your in-class participation grade.

Late arrivals and leaving class early: Please be in class on time and please refrain from leaving class while it is in session. It is very disruptive for everyone already engaged in an activity to have to stop because of late arrivals or because someone is leaving. Therefore, within the first five minutes of class, I will take attendance. If you arrive after the five minutes, you will be marked as late. Cumulatively, 4 late marks will equal one unexcused absence, 5-6 late marks, two unexcused absences, and for 7-8 marks, three unexcused absences. *Leaving class early or taking a break to leave the class and return will not only affect your participation grade but it will also be counted towards an unexcused absence.* Therefore, each time you leave I will mark your departure and count it as a late arrival. Please note that leaving class early to go to work counts as an unexcused departure.

Academic Integrity: 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.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to

- (a) cheating on an examination,
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course,
- (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own,
- (d) stealing or having unauthorized access to examination or course materials,
- (e) falsifying records of laboratory or other data,
- (f) submitting, if contrary to the rules of a course, work previously presented in another course, and
- (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Cell Phones and Beepers: School regulations require that all cell phones and beepers be turned off in learning environments. If it is imperative for you to be available by cell phone or a beeper, please speak to me before class to arrive at a suitable agreement. ***(No text messaging during class either.)***

The Writing Center: Three Rivers has tutors trained to assist students in developing better writing skills. I *highly* recommend that you take advantage of this service; just don't wait until the last minute to get help. (Tutors are also available through 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 her/his disability within the first week or two of class. I will ask you to see the learning disabilities counselor on campus, Chris Scarborough, so that together we can work out an appropriate plan to meet your needs.

Bad weather: On stormy days please call the school to see if it is canceled: 860-886-0177. Also, listen to the radio or television for announcements. Since I commute long distance, if it looks like I will not be able to make it in, I will email all of you. Please make sure your email address is correct and listed in the Registrar's office. If class is canceled, continue to follow the syllabus unless instructed otherwise.

COURSE OUTLINE

Please bring your books to class every day. If you do not have the text we are working out of in class, then you will not be allowed to participate in class activities and assignments. Unless noted by the author's name Faigley or Reynolds, all readings assigned are from Rereading America.

- **Week One**

January

- 24 Introduction to the course. What constitutes good writing? Why do we need writing classes? What are your goals?

- **Week Two**

- 29 Reynolds: Read all of Part One in *Portfolio Keeping*: (Chapters 1-5, pages 1-31). In your journal, write down five questions or comments, one from each chapter that shows your engagement in reading the text. (If you could speak to the authors, what would you say to them? What would you ask them?) Read Faigley's handbook: Introduction and Chapter 1, 1-13.
- 31 *Rereading America* – "Thinking Critically, Challenging Cultural Myths" 1; **Harmony at Home: The Myth of the Model Family**; *A Family Tree, Freedom from Want*, and *Freedom from Fear* 21-25. Respond in journal.

- **Week Three**

February

- 5 Read "From *Changing American Families*" 61. In your journal take notes. Identify and write down the key points, words, and phrases that are important to know and understand. Then write a response. Examine *Visual Portfolio: Reading Images of American Families* and write a brief summary of what you think is the overall main idea the photographs support and why.
- 7 Read "Looking for Work" 26 and "An Indian Story" 51. Respond in journal.

- **Week Four**

- 12 No class. President's Day.
- 14 "What We Really Miss about the 1950s" 31. In your journal take notes. Identify and write down the key points, words, and phrases that are important to know and understand. Then write a response.

- **Week Five**

- 19 "It Takes a Family: Conservatism and the Common Good" 88. In journal, answer questions 1-5 under "Engaging the Text," page 97, and "What Is Marriage?" 98. Answer questions 1-5 under "Engaging the Text," page 110.
- 21 Read Faigley's Chapter 3, "Planning and Drafting" 27.

- **Week Six**

- 26 Chapter 5, "Rewriting, Editing, and Proofreading" 60. **PEER REVIEW** – **FORMAL ESSAY ONE**: Bring three typed (double-spaced) copies of your essay

and Faigley's handbook (required to participate).

- 28 **FORMAL ESSAY ONE DUE.** Place in folder with peer review sheets and rough draft. **True Women and Real Men: Myths of Gender** 372.

- **Week Seven**

March

- 4 "Becoming Members of Society" 383. In journal answer questions 1-5 under "Engaging the Text," page 392; Write a response to "The Manliness of Men" 450 and "Visual Portfolio" 409-415.
- 6 "Veiled Intentions: Don't Judge a Muslim Girl by Her Covering" 402 and "The Story of My Body" 393. Respond in journal.

- **Week Eight**

- 11 "Two Ways a Woman Can Get Hurt" 417. In journal answer questions 1-5 under "Engaging the Text," page 442. **JOURNALS DUE.**
- 13 **PEER REVIEW ON "THE CULTURAL MYTH OF GENDER."** Bring in three typed copies of your essay, along with Faigley's handbook.

**** Spring Break ** March 15-23**

- **Week Nine**

- 25 **FORMAL ESSAY TWO DUE.** (Submit in folder with three peer reviews.) Video.
- 27 Read **Money and Success: *The Myth of Individual Opportunity*** 259; ***The Myth of the Melting Pot*** 481. Video. Write a response (in your journal) to class and race in America. Is "individual opportunity" a myth? Do race and class affect our ability to succeed? Do race and class affect our relationships with others?

- **Week Ten**

April

- 1 Read Faigley's Chapter 15, "Planning Your Research" 179-186.
- 3 Library Orientation. Meet in class. Read Faigley's Chapters 16-17, pages 186-216. Write down research ideas in journal. Must be connected to race and/or class.

- **Week Eleven**

- 8 Annotation workshop. Read Faigley's Chapter 18, 216-226. Sources due. (Bring to class!) Also bring index cards.
- 10 Read Faigley's Chapter 19, 227-35. (Bring all sources to class.) Citation workshop. Discuss outlines.

- **Week Twelve**

- 15 **Annotations due.** Read Faigley's Chapter 10, "Writing to Persuade" 120-132.
- 17 **Formal outline due.** Read Faigley's Chapter 20, 235-42.

- **Week Thirteen**

22 **PEER REVIEW—RESEARCH ESSAY DUE.** Bring to class five copies of your research essay along with Faigley's handbook.

24 **Formal Research Essay Due.** In your portfolio all of your sources (articles) must be included. (If you reference a book, please make copies of the pages you reference.) When researching, all material you cite or paraphrase must be highlighted. Read Part II of *Portfolio Keeping*.

- **Week Fourteen**

29 Conferences

May

1 Conferences

- **Week Fifteen**

6 **PORTFOLIOS DUE**

*Please leave a self-addressed stamped envelope with correct postage if you would like your portfolio mailed to you. Otherwise, please make arrangements to pick up your portfolio next semester (fall 2008).

**The syllabus may change at any time and it is your job to stay updated, whether you are in class or not.*