

# Syllabus

**English 101:** College Composition

**Phone:** 860- 892-5775

**Office Hours:** Tue, Wed, Thurs, 10 a.m.-11:00 a.m. – Room C256 (Or by appointment)

**Instructor:** Christine Hammond

**e-mail:** [Chammond@trcc.commnet.edu](mailto:Chammond@trcc.commnet.edu)

**Required Texts:** Discovering Arguments: An Introduction to Critical Thinking and Writing, 3<sup>rd</sup> Ed., William Palmer, Pearson Pub.  
The Brief Penguin Handbook, 3<sup>rd</sup> Ed., Lester Faigley

**Necessary Supplies:** A Writing and Research Notebook (you could decide to keep your notebook online, but you will need a flash drive to save your entries)  
A College Dictionary  
Ink pens, plain or lined paper, 3 pocket folders, stapler  
These supplies are not negotiable; they are essential

## Course Description

In this course students develop the skills necessary to compose a fully developed, well-researched, carefully crafted, critical essay or argument. These skills comprise the foundation for academic success, for effectively formulating and communicating ideas with coherence and clarity. In order to build and enhance these skills, students read, think and talk, 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. Usually these responses will be written in the writing and research notebooks, during or outside of class. These responses may be revised, and expanded. Other, more formal writing assignments will advance students' own ideas and opinions, argued cogently and supported carefully with evidence gathered from reliable sources. These "research essays" will use appropriate MLA documentation to identify and credit the supporting evidence.

Some course time will be devoted to sharing writing and reviewing the writing of peers in small groups and during whole class discussion.

## Learning Outcomes

Upon successful completion of English 101, students will be able to:

- Read and understand essays which offer differing points of view on a topic
- Understand how audience, purpose, genre and context shape the meaning and effectiveness of all writing, especially writing done in college settings
- Use writing and reading for inquiry, learning, thinking and communicating in a college setting
- Compare and contrast various perspectives on a topic
- Analyze a particular perspective or argument on a topic and evaluate its merits
- Develop a perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence

- Craft effective sentences and paragraphs
- Employ strategies for effective revision and editing
- Conduct basic library research
- Document information from sources using MLA format
- Collaborate with others in analyzing writing, developing points of view, conducting research and revising drafts

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

**Assignments and Grading**

It is important that students attend class, come with assignments completed, and share ideas, both in discussions and in writing. These shared activities all help writers explore and develop the ideas they want to write about.

The final grade in this course will be based upon the following:

Writing and Research Notebook	20%
Four Essays	80%

**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.

**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 accommodations should see me immediately so that I can refer you to one of the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.
2. May 11, 2009 is the last day to withdraw from classes. You may withdraw without an instructor's or advisor's signature. **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 difficulties they may be having with an assignment. If my office hours are inconvenient for your schedule, ask to set up an appointment with me for an alternate time.

## Schedule of Assignments – Part I

### January 21

Introduction to the course. First writing.

### January 26

Read: Discovering Arguments, pp. 1-24

Read: Penguin Handbook 1-18

### January 28

Discovering Arguments (D.A.) Read: pp. 1-9 Complete Activity 1 and 3 and Activity 6, p. 25

### February 2

Draft an Opinion (see Activity 4, p. 12 for help in developing your essay)

### February 4

D.A. Read 26-37. Complete Activities 8, 9

### February 9

BP Read: pp. 10-21

D.A. Read pp. 40-50. Complete Activity 10, 11

### February 11

D.A. Read: pp. 51-57

Complete Activity 12

### February 16

President's Day – No classes

Complete Activity 14

### February 18

Essay #1 Due: "Something that Matters to You"