



COMPOSITION



Why Read?



For pleasure
 For knowledge
 To discover new and
 creative ways to interpret
 and make sense of your
 experiences
 To challenge your
 assumptions

Why Write?



Reading and writing go
hand in hand. Reading
 you discover others' ideas.
 Writing about them, you
 discover your own.
 Reflective processes, the
 acts of reading and
 writing invite revision.

Three Rivers Community College

Spring 2009

ENG 101, CRN 10926

Mon. and Wed, 9:30 – 10:45 pm

Room A 206

Professor St. Clair

Semester Hours: 3

Credit Hours: 3

Prerequisite: A placement test is required prior to enrollment.

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My Contact Information:

Office Hours (D 203-A):

- M & W: 11:00 – 12:00 pm
- T: 6:30 – 7:00 pm
- R: 3:00 – 3:30 pm
- And by appointment

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 or
prof.stclair@gmail.com

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We're not born knowing how to write, but we are born knowing how to know how to write.

~Ann Berthoff

Music is the silence between the notes.

~Claude Debussy

Words are, of course, the most powerful drug used by mankind.
~ Rudyard Kipling

Experience is not what happens to you; it is what you do with what happens to you.

~Aldous Huxley

'Tis the good reader that makes a good book.

~Ralph Waldo Emerson

Art is the elimination of the unnecessary.

~Pablo Picasso

No tears in the writer, no tears in the reader. No surprise for the writer, no surprise for the reader.

~Robert Frost

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 the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

COURSE OBJECTIVES: As a member of a community of readers and writers open to and respectful of the range of opinions shared in discussion and writing, you will complete this course 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 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
- formulate appropriate questions and hypotheses

PLEASE NOTE: IF AS A RESULT OF A PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG 075 OR 100 AND YOU HAVE NOT DONE SO, YOU WILL PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS. YOUR ACHIEVING THE OBJECTIVES OF THIS COURSE WITHOUT A MASTERY OF BASIC SKILLS WILL BE VERY DIFFICULT. I STRONGLY ADVISE YOU TO TAKE 075 OR 100 BEFORE TAKING THIS COURSE.

COURSE OVERVIEW

This course is designed to give you practice in a variety of writing situations. Although you will be doing different kinds of writing assignments to bridge the gap many perceive between personal and academic writing, most of this course will be devoted to the practical reflection on the rhetorical aims, intellectual strategies, and discursive processes that inform successful academic writing. In other words, you will be expected to read and respond to your peers' writing as well as summarize, analyze, interpret and argue with various published texts. In working together, our general goal is to develop our ability to read and write rhetorically effective and intellectually complex texts.

We will be doing a lot of writing this semester, and you will need to plan your time accordingly.

TEXTS and MATERIALS:

REQUIRED

- *Ways of Reading*.. Eds. David Bartholomae and Anthony Petrosky. 8th ed. Boston: Bedford, 2008..
- Any soft-cover collegiate dictionary
- Manila folder for handing in formal essays and drafts.
- Storage device (memory stick or CD) for keeping back-ups of all you work.

RECOMMENDED

- *Penguin Handbook*

COURSE POLICIES

Attendance is essential to your success in class. In my experience, students who miss more than 15% of class rarely pass. If you must miss class, you are responsible for finding out what you missed, making up the work, and coming prepared to the next class with all assignments completed. As adults respecting your writing community, you are expected to arrive on time and remain in the classroom (unless for an emergency). In other words, any personal or other business should be completed BEFORE you arrive to class.

Participation is a requirement. Ten percent will be deducted from a corresponding project's grade for:

- any class/peer review you miss or attend without the required typed draft
- failure to contribute fairly and fully to any group assignment
- failure to attend writing conference scheduled during or outside of class time

Classroom Decorum includes respecting one another's opinions by listening openly and responding politely, in agreement or disagreement, arriving on time, remaining the entire class period, and turning your cell phone off BEFORE you enter the classroom. Disruptive behavior will negatively affect your final grade. During in-class quizzes, tests, and exams, you are not allowed to leave the room until I have collected everyone's work.

PLAGIARISM is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; and a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue (http://www.trcc.commnet.edu/gen_info/catalog/Academic_standards.htm#academicintegritypolicy).

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work. All assignments you write must be original to this class.

STUDENTS WITH DISABILITIES

Any student with a hidden or visible disability which may require classroom modification should see me during the first week or two of class so we can arrange an appropriate plan to meet your needs.

WITHDRAWAL FROM CLASS

Until May 11th, you may officially withdraw at the Registrar's Office. If you stop attending class, but do not officially withdraw, you will receive a grade of F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at pstclair@trcc.commnet.edu or prof.stclair@gmail.com or call my office phone. I may take 24 to 48 hours to respond to e-mails. I am also available during office hours or by appointment and look forward to meeting with you to discuss your work.

ASSIGNMENTS

Group Reading Presentations: The anthology readings will inspire, stimulate, and, perhaps, frustrate at times, but they are exciting for their often non-linear approach to a topic, ideas presented as a collage where meaning resides in gaps and overlaps. Because they are not straightforward arguments, they are not easy readings. Take a deep breath and prepare to spend time with them. Not understanding passages the first time through is a benefit, not a limitation, for the text will invite you to return to it and reflect and reconsider how passages and themes relate to one another. We will be riding a reading rollercoaster where most turns and drops are sudden and defy expectation.

Formal Essays: A minimum of two class periods will be devoted to peer review for each formal essay you write. You will **not receive a grade on any paper** for which:

- a minimum of two fully-developed rough drafts are not included and not reviewed by peers or tutor.
- 2nd and final drafts present no evidence of rethinking and reworking of ideas (i.e. no draft is significantly different from the other).
- you fail to meet with me during the scheduled follow-up conference.

On the due date, all drafts, rough and final, must be submitted at the **beginning** of class; otherwise, they will be considered late. No exceptions.

Research Essay: This essay requires synthesizing and analyzing a primary source, Susan Griffin's "Our Secret," as well as secondary peer-reviewed sources obtained through library research. It will invite you to research a topic of personal interest that extends the Griffin project begun in class. All topics must be approved by me. A minimum of three rough drafts are required and at least one of these must be the full length of the final essay.

You will not receive a grade on the research paper if:

- a minimum of three, two in-process and one fully-developed, rough drafts are not included and not reviewed by peers or tutor.
- 2nd, 3rd, and final drafts present no evidence of rethinking and reworking of ideas (i.e. no draft is significantly different from the other).
- you fail to meet with me during the scheduled follow-up conference.

LATE WORK:

Essays: Ten percent of the final grade will be deducted for each class period an essay is late. (Examples: If an essay is worth 100 points, ten points will be lost. If an essay is worth 150 points, 15 points will be lost.) Late essays will be accepted up no later than up to one week after the initial due date. Since every essay is required to receive a passing grade, you will fail this course if I do not receive your essay within this time frame. Please, please, please meet with me beforehand if you find yourself panicked or unable to meet the deadline. The earlier we can work through any outstanding issues, the less stressful and more successful the writing will be for you!

Please note that late work may not be graded and returned as promptly as work handed in on time. Consequently, any problems that surface in your writing may not be uncovered until quite late in the semester, leaving you less time to address them.

In-class assignments CANNOT be made up, regardless of reason, outside of a religious holiday.

PLEASE NOTE:

- Submission of ALL formal essays, including the research essay, is required to pass this course. I must see the work in progress and will not accept any essays for grade that have not gone through peer review. In addition, I require that copies of any sources you use outside of class texts be submitted with all drafts. I will not read work submitted without these copies.
- If I feel that assigned readings are not being done, I reserve the right to give pop quizzes and will then adjust the final grades accordingly. Quizzes are given at the beginning of class, without exception, and may not be made up if you are absent.

GRADING CRITERIA:

Although more specific criteria will be given out for each assignment, general guidelines are as follows: Essays and assignments will be graded on your ability to demonstrate evidence of organizing thoughts, making connections within and among the readings, exploring the draft process, and completing all assignment requirements.

Formal essays will be graded on the quality of the finished product, which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

How Your Final Grade Will Be Calculated

Assignment	Point Value
Essay 1	100
Essay 2	120
Essay 3	140
Essay 4 (with research)	200 (175 for essay, 25 for presentation)
Four Presentations	160 (40 each)
Reading Responses	180 (20 each)
Final Exam / Portfolio Review	100
Total	1000

IN SUMMARY

You will be reading:

- assigned selections from *Ways of Reading*
- academic journal articles and/or book chapters pertaining to your research topic

You will be writing:

- 9 reading responses, 1 – 1 ½ pages
- 3 formal essays, 4-6 pages, each based off of a reading in the anthology
- 1 research paper, 10-12 pages
- Portfolio review/exam, 3 – 4 pages

You will be presenting:

- in groups, presentations based on the readings
- singularly, findings from your research

Important Dates:

Feb. 3	Last Day to Add/Drop & Partial Tuition Refund
Feb. 16	Washington's Birthday, College Closed
Feb. 17	Last Day to Select Audit Option
Mar. 15-22	Spring Break
Apr. 1	Last Day to Select Pass/Fail Option
Apr. 1	Last Day to Submit Incomplete Work from Fall
Apr. 8-9	Make-up Reading Days
Apr. 10-12	Spring Recess—College Closed
Apr. 15	Last Day to Apply for Summer Graduation
May 11 th	Last Day to Withdraw from Classes (signature required)
May 18 th	Last Day of Classes
May 28 th	Student Grades Available on Web



WEEKLY CALENDAR
subject to change

* Assignments are listed as Write or Read. These are due the day on which they're listed.

* Bring *Ways of Reading* and your dictionary to **EVERY** class

Week of	MONDAY	WEDNESDAY
Jan. 19		<p>First Class: Welcome!</p> <p>Introduction and Syllabus Review</p>
Jan. 26	<p>Syllabus Quiz!</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Introduction: Ways of Reading, p. 1-23 • Cornelius Eady, p. 182-183 • “How I Got Born,” p. 184 • “Confession, p. 196 <p><u>Write:</u> 1 – 1 ½ typed pages discussing:</p> <ol style="list-style-type: none"> 1. how you applied your understanding of reading with and against the grain to your reading and re-reading, taking responsibility for and marking the two Eady poems. 2. how doing so affected your 1st and subsequent readings. How did your first impression relate to understanding gleaned upon re-reading and marking? <p><u>In-class:</u> MLA formatting, quoting & paraphrasing</p>	<p><u>Read:</u> “The ‘Banking’ Concept of Education,” p 243-253</p> <p><u>Write:</u> 1 – 1 ½ p, typed reading response</p> <p><u>In-class:</u> More MLA review and paraphrasing practice</p>
Feb. 2	<p><u>Read:</u> Re-read “The ‘Banking’ Concept of Education,” p 243-253</p> <p><u>Write:</u> 1 – 1 ½ p. typed reading response</p>	<p><u>Write:</u> Background notes & free-writing</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • Discuss drafting and revising • Begin writing from notes • Discuss topics for later research
Feb. 9	<p>SFD Day!</p> <p><u>Write:</u> Typed draft, essay 1, 2 copies for workshop</p>	<p>GSD Day!</p> <p><u>Write:</u></p> <ul style="list-style-type: none"> • Typed draft, essay 1, 2 copies for workshop • Typed list of potential research topics, why they are of interest, & what you hope to learn from them.

Week of	MONDAY	WEDNESDAY
Feb. 16	<p>No Classes: Washington's Birthday!</p>	<p>PFD Day!</p> <p><u>Write:</u> In folder, include 2 copies of your final draft, and 1 copy of each rough draft, along with all brainstorming & background notes.</p> <p><u>In-class:</u> Library Demo</p>
Feb. 23	<p><u>Read:</u> "The Loss of the Creature," p. 481-493</p> <p><u>Write:</u> 1 – 1 ½ p. typed reading response</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • group work <p>scheduled essay consultations</p>	<p><u>Bring Print-outs of:</u></p> <ul style="list-style-type: none"> • journal article title list from library database keyword search • journal article title list from library database subject search • book title list from library catalogue keyword search • book title listing from library catalogue subject search • at least two full-text journal articles, preferably those that look most promising or interesting <p><u>In-class:</u></p> <ul style="list-style-type: none"> • research workshop • scheduled essay consultations
Mar. 2	<p><u>Read:</u> Re-read "The Loss of the Creature"</p> <p><u>Write:</u> 1–1 ½ p. typed reading response</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • Group work <p>Scheduled essay consultation</p>	<p><u>In-class:</u> Percy presentations! (Percy-like Lesson)</p>

Week of	MONDAY	WEDNESDAY
Mar. 9	<p><u>Write:</u></p> <ul style="list-style-type: none"> • Essay 2 free-writing notes and ideas • 1-1 ½ typed pages naming newly refined research topic, questions you hope to explore, and, based on the ten abstracts you printed out, how the information summarized in each of those articles seems to relate and be relevant to your topic <p><u>Bring (based on new, refined and narrowed research topic:</u></p> <ul style="list-style-type: none"> • limited journal article title list (no less than 10) from library database keyword search • Print-out of five (minimum) abstracts from list above • limited journal article title list (no less than 10) from library database subject search • Print-out of five (minimum) abstracts from list above • book title list from library catalogue keyword search • book title listing from library catalogue subject search 	<p>SFD Day!</p> <p><u>Write:</u> 2 copies, draft 1, Percy essay for workshop</p> <p><u>Note:</u> The reading due the Monday after spring break is lengthy, 49 pages., and unusual. It's not a linear argument but more of a textual collage. Don't leave it for the last minute! Perhaps set aside time to read 10 or so pages over 5 to 6 days.</p>
Mar. 16	<p style="text-align: center;">SPRING</p> 	 <p style="text-align: center;">BREAK!</p>

Week of	MONDAY	WEDNESDAY
Mar. 23	<p>GSD Day!</p> <p><u>Write:</u> 2 copies, draft 2, Percy essay for workshop</p> <p><u>Note:</u> You should be gathering research articles, reading and annotating them and taking notes!</p>	<p>PFD Day!</p> <p><u>Bring:</u> Choose one hobby or specialized field of interest about which you are knowledgeable and familiar with its language or jargon AND one topic from an academic discipline of interest about which you are knowledgeable and familiar with its language or jargon.</p> <p><u>Write:</u></p> <ul style="list-style-type: none"> • In folder: 2 typed copies of final draft, 1 copy of each typed rough draft, and all brainstorming/background material • 10 typed sentences giving specific information about your hobby. Aim to use the language of the topic, as much as possible. • 10 typed sentence giving specific information about your academic topic. Aim to use the language of the topic. (For example, if you chose geometry, you may have a sentence putting forth a postulate: All right angles are congruent.) <p><u>Read:</u> Begin “Our Secret,” p. 297-346 (aim to read at least ½!)</p> <p><u>In-class:</u> Free-writing on Griffin essay</p>
Mar. 30	<p><u>Read:</u> Finish “Our Secret”</p> <p><u>Write:</u> 1-1 ½ page reading response</p> <p><u>Bring:</u> Print-outs of (minimum 5) full text articles from library research with evidence of annotation!</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • Research workshop • Essay Consultations 	<p><u>Read:</u> Re-read “Our Secret”</p> <p><u>Write:</u> 1-1 ½ p. Reading response</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • Group presentation work • Essay Consultations
Apr. 6	<p><u>Read:</u> Re-read “Our Secret”</p> <p><u>Write:</u> 1-1 ½ p. Reading response</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> • Group presentation work • Essay Consultations 	Griffin Presentations!
Apr. 13	<p>Finish Griffin Presentations!</p> <p><u>Bring:</u> All notes and articles relating to research paper</p>	<p><u>Write:</u> Draft 1, research essay, 2 copies for workshop</p>

Week of	MONDAY	WEDNESDAY
Apr. 20	<u>Write:</u> <ul style="list-style-type: none"> • Draft 2, research essay, 2 copies for workshop • Preliminary presentation outline 	<u>Write:</u> <ul style="list-style-type: none"> • Draft 3, research essay, 2 copies for workshop • Refined presentation outline
Apr. 27	<u>Write:</u> Research Essay Due! (In folder: All articles, with quoted & paraphrased sections noted, 1 copy of each draft, 2 copies of final draft.)	Research Presentations <u>In-class:</u> Free writing connections & discussion
May 4	Research Presentations <u>In-class:</u> Free writing connections & discussion	Essay Consultations
May 11	Essay Consultations	Essay Consultations
May 18	Last Class! <i>TIME TO REFLECT ON ALL YOU HAVE ACCOMPLISHED!</i> <u>Write:</u> Final Exam/Reflection	