



SYLLABUS - SPRING 2012

English K101: 11957 Composition

Instructor: Ms. Crosby

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Office: Adjunct Office D205

Hours: By request

Class time: Monday and Wednesday 5:00-6:15 PM – D122

REQUIRED TEXT: Open Questions: Readings for Critical Thinking and Writing, Anderson and Runciman, Bedford/St. Martin. 2005.

RECOMMENDED TEXT: The Brief Penguin Handbook, 3rd 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, revising, 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 edit thoroughly
- 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 of the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.
2. **May 7, 2012 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 1st 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
- 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 23, 2012

- Introduction
- Syllabus
- MLA format

JANUARY 25, 2012

- "The need for Discernment," Dalai Lama, p. 205

WEEK 2

JANUARY 30, 2012

- Topics due
- Outline
- Writing Workshop
- "Discernment" Essay

FEBRUARY 1, 2012

- 1st draft due
- Peer review

WEEK 3

FEBRUARY 6, 2012

- Draft returned
- "Male Body Image in America," Luciano, p. 306

FEBRUARY 8, 2012

- 2nd draft due
- Peer review

WEEK 4

FEBRUARY 13, 2012

- Draft returned
- "Image" essay

FEBRUARY 15, 2012

- "The Beauty Myth," Wolf, p. 151

WEEK 5

FEBRUARY 20, 2012

- No class scheduled

FEBRUARY 22, 2012

- Research essay due
- Readers, read!

WEEK 6**FEBRUARY 27, 2012**

- Essay returned
- "Myth" essay

FEBRUARY 29, 2012

- "Myth" essay
- Current events

WEEK 7**MARCH 5, 2012**

- Mini-lecture: "Purim"
- "What We Eat," Schlesser, p. 491

MARCH 7, 2012

- Schlesser

WEEK 8**MARCH 12, 2012**

- 1st draft due
- Peer review

MARCH 14, 2012

- Draft returned
- Schlesser

MARCH 19 & 21, 2012 – SPRING BREAK**WEEK 9****MARCH 26, 2012**

- 2nd draft due
- Peer review

MARCH 28, 2012

- "Eros and Thanatos," Hedges, p. 247
- Draft returned

WEEK 10**APRIL 2, 2012**

- Hedges, p. 247

APRIL 4, 2012

- Essay 2 due
- Readers, read!

WEEK 11**APRIL 9, 2012**

- Essay returned
- "Before and After," Lance Armstrong, p. 344

APRIL 11, 2012

- Lance Armstrong essay

WEEK 12**APRIL 16, 2012**

- 1st draft due
- Peer review

APRIL 18, 2012

- Mini-lecture: "Exodus"
- Draft returned
- "Two Words," Williams, p. 214

WEEK 13**APRIL 23, 2010**

- 2nd draft due
- Peer review

APRIL 25, 2012

- Draft returned
- "Stone Soup," Kingsolver, p. 64

WEEK 14**APRIL 30, 2012**

- Kingsolver

MAY 2, 2012

- Essay 3 due
- Readers, read!

WEEK 15**MAY 7, 2012**

- Essay returned

MAY 9, 2012

- Readers, read!
- Students' choice: current events articles
- Concluding remarks, vision of hope and happiness for the future

WEEK 16**MAY 14, 2012**

- Students' Choice

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
February 16, 2012
- TITLE – Spin it! Market it!
- PAGE NUMBERS: Upper right corner; following student's last name
- PARAGRAPHS: 3 or 4 per page
- MARGINS
- SUBTOPICS
- CITING SOURCES e.g. (Smith, p. 123)
- WORKS CITED PAGE – use MLA Handbook 2009
- 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.