

English 101: “College Composition”
Three Rivers Community College
(Class # ENG K101-10926)

Spring 2013

Professor Tiffanie Itsou

Classes meet Tuesdays and Thursdays from 4-5:15 pm in room E223

You may reach me via e-mail: TItsou@trcc.commnet.edu

Office Hours are by appointment only

Required Texts (2)

The Brief Penguin Handbook by Lester Faigley OR any recent writing handbook that includes MLA style guidelines

The McGraw-Hill Reader: Issues Across the Disciplines.

Edited by Gilbert H. Muller, 11th edition

Course Description

English 101, or, “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.

Learning Outcomes

Upon successful completion of these courses, students should be able to:

Read and think critically

- 1) demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- 2) 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
- 3) evaluate the accuracy and validity of a specific perspective or argument
- 4) 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

- 5) 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
- 6) demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- 7) develop their own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- 8) conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- 9) evaluate sources for accuracy, validity, and academic relevance
- 10) use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- 11) cite sources using MLA citation style
- 12) learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- 13) develop and use academic reading and speaking vocabularies
- 14) use tools appropriately related to reading and writing, such as dictionaries, thesauri, and writing handbooks
- 15) utilize word processing programs, including proofreading software, in the writing process
- 16) produce documents according to MLA formatting conventions
- 17) employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- 18) collaborate with others in developing points of views and analyzing writing
- 19) employ effective annotation skills
- 20) use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- 21) formulate appropriate questions and hypotheses

Class Policies

Attendance and Late Submissions

I do not accept late work for any reason. DO NOT EMAIL YOUR ASSIGNMENT TO ME. If you have to miss a class on the day an assignment is due, arrange for a peer to hand it in for you. All assignments are due AT THE BEGINNING OF CLASS TIME.

You are expected to be an active participant in our class discussions, thus, attendance and participation are important factors in your final grade. You are permitted three unexcused (3) absences. After three absences, a doctor's note or other documentation may be required as I deem appropriate and we will conference to determine if you will realistically be able to pass the course.

If you do miss class, you are responsible for finding out if you missed any handouts or announcements. Arrange to get notes from a classmate. Do not ask me to "catch you up" on what was covered in the discussion.

Remember, too, your Peer Review Workshop participation also counts toward your final grade. If you have an unexcused absence on a workshop day, your class participation grade will suffer.

In addition, coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.

Class Discussions

Each class meeting will be conducted as a discussion seminar, not a lecture. Come to class prepared: this means you have carefully read the assigned readings for that day and that you are ready to be called upon to contribute to the class discussion. In addition, you should plan to take notes during the discussions as well as do a number of in-class writing exercises (not listed on the syllabus).

Grading

Everything you hand in will be graded A-F. Keep in mind that a "C" is considered "satisfactory" work--not failure--and that a "B" is "good" to "very good" work. An "A" is very difficult, though not impossible, to earn as it reflects the highest level of achievement: "excellent" work.

You can view your grades in the class on Blackboard, which you can access via my.commnet.edu. **If you lose any handouts from this class, you will also find downloadable and printable copies of all handouts in the class listed under "Course Content" on our Blackboard page** (including this course description). We will not be using the "Chat" or "Discussion" options on Blackboard and while I may post an occasional announcement to our Blackboard page, I will always e-mail any such announcement to each of you, first.

Check your TRCC e-mail account regularly for important notifications such as class cancellations or changes in the syllabus.

Final Grade Breakdown

Rhetorical Analysis Essay: 15%
Synthesis/Argument Essay: 15%
Research Essay Proposal and Oral Presentation: 15%
Annotated Bibliography: 10%
Final Research Essay: 30%
Class Participation: 15%

Withdrawal From Class

Up to May 13th, students may officially withdraw from the class at the Registrar's Office (A-115). Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.

Special Considerations (Students with Disabilities)

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers

Counseling & Advising Office: Room A-119

Matt Liscum(860) 383-5240 : Physical Disabilities, Sensory Disabilities, Medical Disabilities, Mental Health Disabilities

Chris Scarborough: (860) 892-5751: Learning Disabilities, ADD/ADHD, Autism Spectrum

Sign up for MyCommNet Alert

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. This link should be shared with students.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.htm
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Academic Resources

Do not hesitate to take full advantage of all the academic services this college provides. I encourage you to make use of The Writing Center at TRCC, which will notify me that you have had an appointment with them. I am always happy to know that my students are making that extra effort to improve their academic work. The Writing Center is located within the Tutoring and Academic Success Centers (TASC) located in room C117. There you will also find the Tutoring Center, the Math Computer Lab and the Language Arts Lab.

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.

Plagiarism

Plagiarism is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person's work as if it was your own.

Plagiarism is not properly documenting the source of information that you use in your work.

We will discuss strategies to avoid committing plagiarism as the semester continues.

Formatting your Papers

- All papers should be on white paper, printed, spell-checked for typos and other errors.
- Use a standard 12-point font, such as Times New Roman. Use one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- The body of your essay is double-spaced.
- Your title should then appear two spaces down, centered on the page. *Please note that the assignment name is not the title of your essay.*
- Number pages beginning on page two in the upper right corner or centered at the bottom of the page.
- Staple the essay pages together in the upper left corner. **Unstapled essays will not be accepted.**
- A cover or title page is not necessary.
- Use MLA citation to document sources. Refer to your writing handbook for guidelines.

Syllabus

(all readings refer to *The McGraw-Hill Reader: Issues Across the Disciplines*)

Thursday, January 24th: Introduction to the course

Tuesday, January 29th: Have read and be prepared to discuss: pages 2-6, "How to Mark a Book" (pages 13-16) and pages 18-19.

Thursday, January 31st: Have read and be prepared to discuss: pages 23-30 and "Sex, Lies and Conversation..." (pages 100-104)

Tuesday, February 5th: Have read and be prepared to discuss: pages 44-53 and "Mirror, Mirror on the Web" (pages 157-163)

Thursday, February 7th: NO CLASS

Tuesday, February 12th: Have read and be prepared to discuss: "Leave Your Name at the Border" (pages 71-75) and "Mother Tongue" (pages 76-81)

***Thursday, February 14th:** **Rhetorical Analysis Essay Draft due: Bring 2 copies to class.** In-class Peer Review Workshops

Tuesday, February 19th: Have read and be prepared to discuss: pages 69-71

Drafts Returned by Instructor

***Thursday, February 21st: Rhetorical Analysis Essay Revision due (1 copy)**

Tuesday, February 26th: Have read and be prepared to discuss: pages 120-133 and “The Gettysburg Address” (pages 133-134)

Thursday, February 28th: Have read and be prepared to discuss: pages 135-147, “The Gangster as Tragic Hero” (pages 512-517) and “2 Live Crew, Decoded” (pages 523-524)

Tuesday, March 5th: Have read and be prepared to discuss: “Why We Love ‘Mad Men’” (pages 517-521) and “My Creature from the Black Lagoon” (pages 525-533)

***Thursday, March 7th: Synthesis/Argument Essay Draft Due (2 copies).** In-class Peer Review Workshops

Tuesday, March 12th: Synthesis/Argument Essay Revision Due (1 copy).

Thursday, March 14th: NO CLASS

Tuesday, March 19th: SPRING BREAK

Thursday, March 21st: SPRING BREAK

Tuesday, March 26th: Have read and be prepared to discuss: pages 166-170. Research Essay assignment will be distributed, discussed (includes Annotated Bibliography assignment and Research Essay Proposal and Oral Presentation Assignment)

Thursday, March 28th: Come to class with some possible Research Essay topic ideas. In-class “brainstorming” exercise

Tuesday, April 2nd: Library Orientation Session

Thursday, April 4th: Documenting your sources, avoiding plagiarism discussion. Bring your writing handbook to class.

***Tuesday, April 9th: Research Essay Proposal Due. Oral Presentations**

Thursday, April 11th: Oral Presentations, continued

Tuesday, April 16th: Have read and be prepared to discuss: “Escape from Wonderland...” (pages 553-564)

Thursday, April 18th: Have read and be prepared to discuss: “New Superstitions for Old” (pages 628-632) and “Superstitious Minds” (pages 633-635)

***Tuesday, April 23rd:** **Annotated Bibliography Due**

Thursday, April 25th: Have read and be prepared to discuss: “Staying Human” (pages 816-824)

Tuesday, April 30th: Have read and be prepared to discuss: “Nickel and Dimed” (476-483)

Thursday, May 2nd: Bring your latest draft of your Research Essay to class for Peer Review Workshops

Tuesday, May 7th: Discussion of Research Essay Progress: what are you learning about your topic as well as yourself as a writer and researcher?

Thursday, May 9th: Meetings with Instructor: Come prepared with specific questions/concerns about your Research Essay

Tuesday, May 14th: Meetings with Instructor: Come prepared with specific questions/concerns about your Research Essay

***Thursday, May 16:** **Research Essay Due (in a folder, include Essay Proposal, Annotated Bibliography and all drafted versions)**