

English 101: Composition  
Section T30  
Three Rivers Community College  
Spring 2013

**Instructor:** Andrew Marvin

**Class Meets:** MWF 10–10:50 AM in Room D128.

**Office Hours:** MWF 11 AM–12 PM in Room D205e, or by appointment.

**Mailbox:** D207

**Email:** amarvin@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 the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings. A placement test is required prior to enrollment.

### **Required Text**

Muller, Gilbert H., ed. *The McGraw-Hill Reader: Issues Across the Disciplines*. New York:

McGraw-Hill, 2011. Print.

### **Learning Outcomes**

Upon successful completion of this course, 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 view 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 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, thesauruses, and writing handbooks.
15. Use 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 view 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.

## How You Will Be Graded

You must get a *C* or better to pass this course. Your grade will be based on four things:

### Reading Responses

These brief, informal writings will be comprised of your reactions to *a specific quote* in the texts. They will ensure that you do the readings and come to class with something to say. All responses should be typed using MLA standards. You will submit your collection of responses to me at the end of the semester. Reading Responses do not receive formal grades. If your responses demonstrate careful thought and considerable effort, you will receive credit, which helps you. If they do not, you will receive little or no credit, which hinders you.

### Essays

You will write three formal essays this semester. The first essay will be three (3) pages, the second essay will be four (4) pages, and the third essay will be five (5) pages. Each will incorporate a number of secondary sources. Writing is a recursive, iterative process, and as such we will be spending much of the class drafting and workshopping our papers to help develop and improve our abilities. Your work must adhere to the MLA standards given on page four, titled “How to Format Your Papers.” Detailed explanations of each essay will be provided as we progress.

### Research Paper

Your grand finale will be a 7–9-page research paper in which you synthesize external information to establish your own unique point of view. In addition to adhering to MLA standards, your research paper must include a *minimum* of three secondary sources to support your argument. We will be spending one week in the library to facilitate an effective, scholarly research process.

### Participation

Participation and attendance are excellent ways to secure your grade, for better or worse. Attendance will be taken every day, and showing up is in your best interest. Consider this course an agreement between us: I agree to show up Monday, Wednesday, and Friday at 10 AM to help you succeed. By enrolling in this class, you have in turn agreed to meet me here prepared and willing to learn. You must care about your success as much as I do.

At the end of the semester, you and I will have a brief, five-minute conference discussing your performance and progress over the course of the term. At this time, you will hand in your collection of Reading Responses and your Research Paper.

## How to Format Your Papers

MLA will be our house style for all assignments. Here are the particulars:

- All assignments are to be typed on white 8.5 x 11-inch paper in 12-point Times New Roman.
- Double-space your entire paper. No extra white space. Use left-alignment; do not justify.
- Use only one space after periods or other punctuation marks.
- Use 1-inch margins.
- Indent the first line of each paragraph one half-inch. Use the Tab key; do not hit the Space Bar five times.
- In the upper left-hand corner of page one, type your name; my name; course title, section, and assignment; and the due date in European format. See page five for an example.
- After the due date, hit Enter and type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title, and do not use a separate title page. Do not underline, italicize, bold, or place your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.
- Beginning on page two, create a header that numbers your pages with your last name and the page number, as I have done on this syllabus. Your last page will be your Works Cited, and it will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.
- Staple your assignment in the upper left-hand corner.
- Adhere to word count requirements, and do not use stratagems like bigger margins, increasing the size of punctuation, etc.

Use MLA citation to document sources. Parenthetical citations should contain the author's last name and page number and appear at the end of the sentence, as such:

The effectiveness of blasters as compared to "hokey religions and ancient weapons" has long been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a full MLA citation on your Works Cited page (see page six) that corresponds to your in-text citation:

Solo, Han. *A Good Blaster at Your Side*. Mos Eisley: Kenobi Publishing, 1977. Print.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook* by Lester Faigley, which is available in the bookstore. You might also look up the Purdue OWL MLA Style & Formatting Guide online at <http://owl.english.purdue.edu>.

You can find an example of the first page of an MLA paper on page five of this syllabus. Please note that your first page will not have "Marvin 5" at the top.

Attention to detail is what separates good from great. If you have questions, just ask.

Indiana Jones

Mr. Marvin

ENG 101-T30: Essay #1

15 February 2013

Boulder Dash: The Growing Geological Concerns of South America

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Works Cited

Last name, First name. "Title of Article." *Title of Online Scholarly Journal* volume.issue (Date of Publication). Date of access. <URL>

Last name, First name. *Title of Book*. City of Publication: Publisher, year.

Last name, First name. "Title of Essay." *Title of Anthology*. Ed. Editor's name. City of Publication: Publisher, year. Page range.

Last name, First name. "Title of Article." *Title of Webpage*. Ed. Editor's name. Date of Publication. Title of Website. Date of access. <URL>

## Class Policies

### Attendance

See “Participation” above. I do not expect we will have any attendance problems. However, to ensure your success, we will be using the following attendance policy: **you are permitted five (5) absences** without penalty or explanation. Any additional absences will require appropriate documentation and a discussion with me to determine how your grade should be affected.

I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing significant class time. Keep in mind that your absence does not alter due dates; you are still responsible for submitting your work on time.

Because our meetings are only fifty minutes long, please make the most of it: be prepared, on time, and refrain from texting, emailing, Facebooking, tweeting, etc. during class. Your grade will thank you.

### Late Assignments

There are none; no late papers or assignments will be accepted. All assignments are due to me in hard copy at the beginning of class. If you plan on being absent on the date an assignment is due, you are responsible for getting your work to me ahead of time. *You cannot pass the course without submitting all four major writing assignments.*

### Save Your Work Constantly.

Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

### Plagiarism

If you use someone else’s words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person’s work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense.

Plagiarism is theft. Do not do it.

## TRCC Email

Email will be our primary method of communication throughout the semester. If you need to reach me, [amarvin@trcc.commnet.edu](mailto:amarvin@trcc.commnet.edu) is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu). This is how I will contact you. Please familiarize yourself with TRCC email, and check it regularly. Learn more here: <http://d.pr/8f5t>

## Withdrawal

May 13 is the last day students may officially withdraw from the class at the Registrar's Office (A115, 892-5756). Any student who does not attend classes or complete all coursework without officially withdrawing will receive an *F* for the course.

## myCommNet Alert

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet. This video will show you how: <http://d.pr/V4kI>

## Special Considerations for 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 made until you provide written authorization from a DSP.

<b>TRCC Disability Service Providers</b> Counseling & Advising Office Room A119	
Matt Liscum (860) 383-5240	Physical, sensory, medical, and mental health disabilities
Chris Scarborough (860) 892-5751	Learning disabilities, ADD/ADHD, and autism spectrum



## **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 throughout 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.

## **The Writing Center: C117**

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and email paper submission. To contact the Writing Center, call (860) 892-5713 or email [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu).

## **Donald R. Welter Library**

The Library is open Monday–Thursday from 8 AM to 8 PM and Friday from 8 AM to 4 PM. It is closed on Saturdays and Sundays. The Circulation & Information Desk can be reached at (860) 885-2346. For more information, visit the Library's website.

## **Computer Labs**

In addition to the Writing Center's Tutoring Lab and the Library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 8 AM to 9:30 PM, Friday 8 AM to 8:30 PM, and Saturday 8 AM to 1:30 PM. For more information, search for "computer lab" on TRCC's website.

## **Printing**

Students can print from the open computer lab and the Library. Each semester a printer quota of 500 sheets is put in place. Once they have printed out 500 copies, they need to pay \$5.00 for each additional 100 pages.

## Course Calendar

Below is a tentative calendar of our semester's dates and assignments. Please note that this information is subject to change based on our progress and my whims.

### Week 0

Friday 1/25: Hello there. Introductions and explanations; student surveys.

*For next class:* Buy and peruse the textbook. Read "How to Mark a Book" by Mortimer J. Adler (13–16). Go to sleep early.

### Week 1

Monday 1/28: Discuss Adler; how and why you should mark your books.

*For next class:* Read and annotate "Making the Clackity Noise" by Merlin Mann (handout).

Wednesday 1/30: Discuss Mann and what it means to make the clackity noise.

*For next class:* Write a one- to two-page "little dumb story you never expected." Be prepared to present on Friday.

Friday 2/1: Presentation of our Little Dumb Stories.

*For next class:* Read "Writing Is Easy" by Steve Martin (33–35). Write a one-page response.

### Week 2

Monday 2/4: Discuss Martin.

*For next class:* Read "On Keeping a Private Journal" by Henry David Thoreau (31). Write a one-page response.

Wednesday 2/6: Discuss Thoreau.

*For next class:* Read "Freewriting" by Peter Elbow (82–84). Freewrite for two full pages.

Friday 2/8: Discuss Elbow; explanation of Essay #1.

*For next class:* Have three (3) copies of your Essay #1 rough draft ready for Monday.

### Week 3: Workshop Week... Essay due Friday!

**Monday 2/11: Essay #1 rough draft due (3 copies!); workshop Essay #1.**

*For next class:* Keep working on your essay.

Wednesday 2/13: More workshopping; peer reviews.

*For next class:* Polish your essay for submission on Friday.

**Friday 2/15: Essay #1 final draft due (3 pages); presentations.**

*For next class:* Enjoy the weekend.

**Week 4**

Monday 2/18: No Class... President's Day

*For next class:* Brace for the impact of your first paper grade.

Wednesday 2/20: Lessons from Essay #1.

*For next class:* Read "The Maker's Eye" by Donald M. Murray (86–90). Write a one-page response.

Friday 2/22: Discuss Murray.

*For next class:* Read "Do I Really Have to Join Twitter?" by Farhad Manjoo (148–50). Write a one-page response.

**Week 5**

Monday 2/25: Discuss Manjoo.

*For next class:* Read "In Defense of Twitter" by Caroline McCarthy (150–51). Write a one-page response.

Wednesday 2/27: Discuss McCarthy.

*For next class:* Read "Social Sites Are Becoming Too Much of a Good Thing" by Ellen Lee (152–55). Write a one-page response.

Friday 3/1: Discuss Lee.

*For next class:* Read "Supersaturation, or, The Media Torrent and Disposable Feeling" by Todd Gitlin (545–52). Write a one-page response.

**Week 6**

Monday 3/4: Discuss Gitlin; explanation of Essay #2.

*For next class:* Read "The 'Busy' Trap" by Tim Kreider (handout). Write a one-page response.

Wednesday 3/6: Discuss Kreider.

*For next class:* Read "A Precious Hour" by Michael Lopp (handout). Write a one-page response.

Friday 3/8: Discuss Lopp.

*For next class:* Have three (3) copies of your Essay #2 rough draft ready for Monday.

**Week 7: Workshop Week... Essay due Friday!**

**Monday 3/11: Essay #2 rough draft due (3 copies!); workshop Essay #2.**

*For next class:* Keep working on your essay.

Wednesday 3/13: More workshopping; peer reviews.

*For next class:* Polish your essay for submission on Friday.

**Friday 3/15: Essay #2 final draft due (4 pages); presentations.**

*For next class:* Have an awesome Spring Break.

### **Week 8: Spring Break**

Monday 3/18: No Class... Spring Break.

*For next class:* Sleep in.

Wednesday 3/20: No Class... Spring Break.

*For next class:* Go nuts.

Friday 3/22: No Class... Spring Break.

*For next class:* Steel yourselves.

### **Week 9**

Monday 3/25: Lessons from Essay #2.

*For next class:* Read “The Allegory of the Cave” by Plato (656–59). Write a one-page response.

Wednesday 3/27: Discuss Plato.

*For next class:* Read “Nutcracker.com” by David Sedaris (800–803). Write a one-page response.

Friday 3/29: Discuss Sedaris.

*For next class:* Read “How Computers Change the Way We Think” by Sherry Turkle (805–10). Write a one-page response.

### **Week 10**

Monday 4/1: Discuss Turkle.

*For next class:* Read “Can We Know the Universe? Reflections on a Grain of Salt” by Carl Sagan. (811–15). Write a one-page response.

Wednesday 4/3: Discuss Sagan.

*For next class:* Read “Anybody Out There?” by Oliver Sacks (825–29). Write a one-page response.

Friday 4/5: Discuss Sacks.

*For next class:* Read “Staying Human” by Dinesh D’Souza (816–24). Write a one-page response.

## **Week 11**

Monday 4/8: Discuss D’Souza.

*For next class:* Read “Cranking” by Merlin Mann (handout). Write a one-page response.

Wednesday 4/10: Discuss “Cranking.”

*For next class:* Prepare rough draft of Essay #3, due Monday.

Friday 4/12: [Catch Up Day.]

*For next class:* Have three (3) copies of your Essay #3 rough draft ready for Monday.

## **Week 12: Workshop Week... Essay due Friday!**

**Monday 4/15: Essay #3 rough draft due (3 copies!); workshop Essay #3.**

*For next class:* Keep working on your essay.

Wednesday 4/17: More workshopping; peer reviews.

*For next class:* Polish your essay for submission on Friday.

**Friday 4/19: Essay #3 final draft due (5 pages); presentations.**

*For next class:* Enjoy the weekend.

## **Week 13**

Monday 4/22: Lessons from Essay #3.

*For next class:* TBD.

Wednesday 4/24: Explanation of Research Paper.

*For next class:* Start thinking about your Research Paper topic/thesis.

Friday 4/26: John Cleese - “A Lecture on Creativity”

*For next class:* Be prepared! Have a topic ready to research on Monday.

## **Week 14: Research Week**

Monday 4/29: Library time.

*For next class:* Continue researching for your final paper.

Wednesday 5/1: Library time.

*For next class:* Continue researching for your final paper.

Friday 5/3: Library time.

*For next class:* Have three (3) copies of your Research Paper rough draft ready for Monday.

**Week 15: Workshop Week**

**Monday 5/6: Research Paper rough draft due (3 copies!); workshop Research Papers.**

*For next class:* Continue to work on your Research Paper.

Wednesday 5/8: More workshopping; peer reviews.

*For next class:* Continue to work on your Research Paper.

Friday 5/10: More workshopping; peer reviews; sign up for conferences.

*For next class:* Continue to work on your Research Paper.

**Week 16: Conference Week... Research Paper due Friday!**

Monday 5/13: Conferences.

*For next class:* Keep working on your Research Paper.

Wednesday 5/15: Conferences.

*For next class:* Polish your Research Paper for submission on Friday.

**Friday 5/17: Research Paper due (7+ pages).**