

Syllabus

English 101:College Composition

Spring 2013

Instructor: Joseph Miragliuolo

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Hours: Mondays after class

Required Texts:

Muller, Gilbert H. *The McGraw-Hill Reader: Issues across the Disciplines*. New York: McGraw-Hill, 2011. Print.

Faigley, Lester. *The Brief Penguin Handbook*, 3rd ed. New York: Pearson, 2009. Print.

Necessary Supplies:

A spiral notebook suitable for notes and journal writing

A college dictionary, ink pens, lined paper, pocket folder, and a mini stapler

A positive attitude

Course Description

College Composition engages students in critical observation, reading, and writing. The 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 through assigned writings. A placement test is required prior to enrollment.

Course Objectives

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

Learning Goals of this Seminar:

Upon successful completion of these courses, 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 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 academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesauri, and writing handbooks
- 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

Policies

Attendance: To grow as a writer and succeed in this class, regular attendance is essential. Any absence diminishes the opportunity to contribute to the learning community and adversely affects the entire class. You are responsible for the material covered that day as well as any assignments due on that day. **In-class writing assignments, peer and small group editing and other group work cannot be made up. Your grade for that particular assignment will be a zero.**

Late Work: Like attendance, timely submission of assigned work is essential to your success. All work is due on the date indicated on the schedule of assignments. If you notify me via e-mail before day the assignment is due that you work will be late, you may have an extra two days and that is all. Late work will be graded and returned to you a week later.

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.

Students with Disabilities: If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (860-892-5751/Room A-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray (860-885-2328/Room A-119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively

Classroom Etiquette:

- **Cell Phones:** These must be turned off per college regulations. Please don't even think about text messaging during class.
- **Arriving late/leaving early:** These are both disrupting to the class and impact your learning experience. If you must leave early, let me know during break or at the beginning of class. If you arrive late, please make your entrance as quiet as possible. If either or both of these situations happen repeatedly, this will affect your participation grade.
- **Breaks:** There will be a 10 minute break about half-way through the class. The exact time may vary depending upon what we're doing. If you need to go to the rest room at another time, I ask that this be done quietly, and, unless it's an emergency, not while someone is reading aloud or speaking.

Grading

- **Journal and In-Class Writing (10%):** These are to be done in your notebook and may be hand-written. You will be given a prompt that will begin the reflection and writing process that will lead to informal and formal essays. These will be collected week 13.
- **Reading Responses (20%):** You will be asked to reflect upon and respond to assigned readings. These responses should include a level of analysis as well. You will be provided with questions or statements for each to help guide your response, which must be two pages in length. These must be typed, double-spaced, and labeled with name, date, and course meeting time using MLA

formatting.

- **Formal Essays (10% each, 30% total):** Our readings will be covering three thematic areas. One formal essay of 3-5 pages in length will be due as we conclude each theme for a total of **three** formal essays. I will provide you with a direction and/or topics for these.
- **Research Essay (20%):** This is the culminating assignment for this course. For this assignment you will be applying newly acquired skills and strategies to delve into a topic, develop a thesis statement, perform college-level research, and produce a cogent, well-developed essay conforming to MLA formatting with in-body citations and bibliography. This assignment will be 7-9 pages of writing.
- **Participation (10%):** As a community of writers, we all produce and grow as writers when everyone is actively engaged in the exchange of ideas, peer reviews, and in-class writing exercises. Your level of participation will be noted.
- **Peer Editing(10%)** Bloom's Taxonomy places evaluation at the pinnacle of cognitive skills. To do this well is not easy, but the reward for you and your peers is great. This is crucial to your growth as a writer.

Half my life is an act of revision. John Irving