

English 101: College Composition
Three Rivers Community College
Spring, 2013

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1. Course Description (from the college catalog)

“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 issues and ideas. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.”

2. Goals

At the end of this course you should be able to:

- read and understand essays which offer differing points of view on a topic
- compare or contrast various perspectives on a topic
- analyze a particular perspective or argument on a topic and evaluate its relative merits
- develop your own perspective on a topic and state that perspective in a written “thesis”
- support that thesis with specific and detailed evidence from readings, research, and, if appropriate, personal experience and observations
- document information from other sources using MLA parenthetical documentation
- recognize the reader as an intrinsic element in writing and employ strategies that engage the reader
- craft effective sentences and paragraphs
- employ strategies for effective major revision of writing, including attention to organization and paragraph coherence
- employ strategies for effective editing, including attention to grammar and usage
- conduct basic library research, including accessing basic print media and electronic data bases
- collaborate with others in analyzing writing, developing points of view, and conducting research

3. Text

[MHR]

Muller, Gilbert H. *The McGraw-Hill Reader: Issues across the Disciplines*, 11th edition. New York: McGraw-Hill, 2011.

4. Attendance Policy

Regular attendance is a very important part of this course. To miss even one class is to significantly decrease your chances of benefiting from the course. Regular and active attendance counts for 20% of your overall grade. Therefore, if at all possible, be here for each class.

Also, I will be starting class promptly at 6:00, and I will expect you to be in the classroom at that time, ready to work and learn. You have made a serious commitment by enrolling in this class, and I will take your commitment seriously.

5. Office Hours

My “office” will be the teacher’s desk in our classroom. My office hours will be the 30 minutes before and after each class. Please feel free to come up to the desk for a conference. *No appointment is necessary.* If I appear to be working at the desk, don’t hesitate to interrupt me. At those times, I am there to be of service to you.

6. Class Cancellation

In case I have to cancel a class due to illness or emergency, we will use a phone diagram to contact everyone. Please be sure to call the person directly below you on the diagram.

7. Course Requirements

Your final course grade will be based on the following:

A. Writing projects:

- 1) Three formal papers 12% each
- 2) One formal research paper 28 %

B. Attendance and participation:

I’m hoping this part of the course requirement will be a fairly easy way for you to boost your grade. If you attend class regularly, are in the classroom ready to learn at 6:00, take careful notes, and stay alert and involved until the end of each class, this part should be an easy ‘A’ for you. 20%

C. Nightly class notes (each night, at least two sides of paper in bullet form) 16%

8. Assignment Specifications

A. Formal papers

Each of these papers will be based on three essays in *MHR*:

Paper #1

Final polished version due to me by email attachment by Sunday, September 23.

Essays in *MHR* for this paper:

Frederick Douglas, "Learning to Read and Write", 258

Richard Rodriguez, "The Lonely Good Company of Books", 264

Susan Jacoby, "When Bright Girls Decide That Math Is "A Waste of Time", 282

Paper #2

Final polished version due by email attachment by Wednesday, October 10.

Essays in *MHR* for this paper:

E. B. White, "Once More to the Lake", 298

Julia Alvarez, "Once upon a Quinceanera", 328

Fatema Mernissi, "Digital Scheherazades in the Arab World", 336

Paper #3

To Be Announced

ASSIGNMENT: In all three papers, discuss a single theme that you find in each of the three assigned essays. Some examples might be *courage, love, kindness, drifting, ignorance, darkness and light, patience, forgetfulness, mediocrity vs. excellence, transformation*, etc. Think deeply. Look for a theme that other readers might miss. Surprise me with an interpretation I might never have considered. Just remember to support it with direct references to each of the essays.

Each paper should contain 5 paragraphs: an opening and closing paragraph, and three "body" paragraphs. The body paragraphs should be in the 11-sentence format, and should discuss how your chosen theme plays out in each of the three essays. The final drafts should be orderly, clear, and mistake-free, since these are formal college essays.

B. Formal research paper.

Final polished version due by email attachment by Wednesday, October 17.

ASSIGNMENT: Write an eight-paragraph research essay on a topic, *not related to your work*, that is of special interest to you. Perhaps it might be a hobby, a place that's important to you, a historical person or event – anything outside of your job that you find especially interesting. In the essay, use at least eight in-text citations from at least eight different sources. A “Works Cited” page listing all the sources should be included. The four body paragraphs should be in the 11-sentence format. The final paper should be free of typos and careless mistakes of any kind, since it should read like a sophisticated academic research paper.

Note: For this assignment, we will follow the guidelines and procedures set forth by The Modern Language Association (MLA).

9. Class Schedule and Assignments

Monday, January 28

Professor's introduction
 Class roster, attendance
 Syllabus, introduction to the course
 Phone diagram
 Textbook
 Note-taking procedures (Q.U.I.C.E ... **Q**uestions, **U**nderstandings, **I**nsights, **C**onnections, **E**xcitement)
 Using formulas (or recipes) for writing
 Discuss specifications for papers
MHR: Chapter 1

End of class: Attendance and check notes
Homework: Read Frederick Douglas, “Learning to Read and Write”, 258, and take notes. Come to class prepared to share your detailed notes and thoughts about the essay.

Wednesday, January 30

Attendance
 Using formulas for formal writing
 Discuss research project
 Discuss Douglas essay and check reading notes
 An example formula essay by the professor
MHR, Chapter 2

End of class: Attendance and check notes
Homework: Read Richard Rodriguez, “The Lonely Good Company of Books”, 264, and Susan Jacoby, “When Bright Girls Decide That Math Is ‘A Waste of Time’, 282, and take notes. I will

check your notes at the next class, which will meet at the TRCC Library in Norwich.

Monday, February 4

CLASS WILL MEET AT THREE RIVERS COMMUNITY COLLEGE LIBRARY, Norwich, promptly at 6:00 pm.

Attendance

Lecture by Pam Williams. (Don't forget to take notes, at least two sides of paper in bullet form.)

End of class: Attendance and check notes

Homework: Complete first draft of opening paragraph and first body paragraph of Essay 1. Print a copy and bring it to class on Monday.

Wednesday, February 6

6:00 Attendance

Peer discussions of first drafts

Some formula writing by the professor?

MHR, Ch. 3

End of class: Attendance and check notes

Homework: Complete second and third body paragraphs of Essay 1. Print a copy and bring it to class on Monday.

Monday, February 11

6:00 attendance

Peer discussions of first drafts of second and third body paragraphs

MHR, Ch. 4

End of class: Attendance and check notes.

Homework: Write opening and closing paragraphs of Essay 1. Print a copy of the entire essay and bring to class on Wednesday.

Wednesday, February 13

6:00 Attendance

Peer discussion of first drafts

Discuss research paper
Some formula writing by the professor

MHR: Ch. 5

End of class: Attendance and check notes

Homework: Read and take notes on Wolf essay; work on completing Essay 1. Final draft of Paper #1 due by email attachment by Mondat night.

Monday, February 18

PRESIDENT'S DAY: NO CLASS

6:00 Attendance; quiz
Some formula writing by the professor
Discuss Wolf essay and check notes
Exercises in composing
Consult [class website](#)
Vocabulary work
Exercises in *Composing*
Additional material and review...

End of class: check notes

Homework: Read and take notes on Orwell essay.

Wednesday, February 20

6:00 Attendance; quiz
Example writing from the professor
Consult [class website](#)
Exercises in composing
Discuss Orwell essay and check notes
Exercises in *Composing*
Vocabulary work
Additional material and review

End of class: check notes

Homework: Essay 2: printed copy of first draft of opening paragraph and first body paragraph due in class on Monday. Work on "Works Cited" page of research paper.

Monday, February 25

6:00 Attendance; quiz
Discuss first drafts
Exercises in composing

Consult [class website](#)
 Vocabulary work
 Discuss first drafts
 Example writing by the professor
 Additional material and review...

End of class: check notes

Homework: Work on research paper. Printed copy of “Works Cited” page due in class on Monday. First drafts of first two body paragraphs due in class next Wednesday. Final draft of Paper #2 due by Wednesday, October 10.

Wednesday, February 27

6:00 Attendance; quiz 10
 Discuss first drafts
 Consult [class website](#)
 Exercises in composing
 Vocabulary work
 Discuss drafts of “Works Cited” page
 Additional material and review...

End of class: check notes

Homework: Work on research paper. First two body paragraphs due in class on Wednesday. Final draft of Paper #2 due by Wednesday night, October 10.

Monday, March 4

6:00 Attendance; quiz
 Discuss first two body paragraphs of research paper
 Consult [class website](#)
 Vocabulary work
 Exercises in composing
 Additional material and review...

End of class: check notes

Homework: Work on research paper. Third and fourth body paragraphs due in class on Wednesday. Final draft of Paper #2 due by Wednesday night.

Wednesday, March 6

6:00 Attendance; quiz
 Discuss third and fourth body paragraphs

Exercises in composing
 Consult [class website](#)
 Continue discussion of body paragraphs
 Vocabulary work
 Some example writing by the professor
 Additional material and review...

End of class: check notes

Homework: Work on research paper.

Monday, March 11

6:00 Attendance; quiz
 Consult [class website](#)
 Exercises in *Composing*
 Vocabulary work
 Exercises in *Composing*
 Additional material and review...

End of class: check notes

Homework: Work on research papers. Final draft due by email attachment by Wednesday night. Study for final vocabulary test.

Wednesday, March 13

Monday, March 18

SPRING BREAK: NO CLASS

Wednesday, March 20

SPRING BREAK: NO CLASS

Monday, March 25

Wednesday, March 27

FINAL CLASS
 6:00 Attendance; quiz
 Final vocabulary test
 Additional material and review of the course

Don't forget professor evals online. They are very helpful to me.

Goodbye and thanks to everyone!

10. College Withdrawal Policy

A student who finds it necessary to discontinue a course once a class has met should complete the withdrawal form in the registrar's office, or send a written request to withdraw from the course. Students may withdraw from class anytime during the first ten weeks (or until completion of two-thirds of a summer session or module course) without being in good standing or obtaining prior approval of the instructor. After that period, a student must request written permission from the instructor (using the official withdrawal form) to withdraw from the class, and must have maintained a C- average. Withdrawals are recorded with a 'W' grade on the student's permanent record, and *carry no penalty*. Students who merely stop attending but fail to formally withdraw are assigned 'NC' grades, signifying "No Credit."

11. Disabilities and Learning Differences

If you have a hidden or visible disability or learning difference which may require classroom modifications, please see me as soon as possible. Also, if you have not already done so, please contact the Disability Services office, at 860-823-2830.