

ENG 101: COLLEGE COMPOSITION

Professor Debra Siegel
Three Rivers Community College

Spring 2012
TT 4-5:15pm
D-203

OFFICE HOURS: By arrangement
EMAIL: dsiegel@mcc.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.

LEARNING OUTCOMES FOR ENG 101:

Upon successful completion of ENG 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 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 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

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- 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
- formulate appropriate questions and hypotheses

PLEASE NOTE: IF AS A RESULT OF A PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG K002, 012 OR 100 AND YOU HAVE NOT DONE SO, YOU WILL PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS. IT WILL BE VERY DIFFICULT FOR YOU TO ACHIEVE THE OBJECTIVES OF THIS COURSE WITHOUT A MASTERY OF BASIC SKILLS. I STRONGLY ADVISE YOU TO TAKE THE REQUIRED COURSES BEFORE TAKING THIS COURSE.

REQUIRED TEXT: Muller, Gilbert H. *The McGraw-Hill Reader*. 11th ed. New York: McGraw-Hill, 2011. Print.

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

REQUIRED MATERIALS:
A 2-pocket portfolio folder (for handing in essays)
A 1-subject spiral notebook (for your journal)
A pocket dictionary (or electronic equivalent)
Ink pens, lined paper, mini-stapler
A USB flash drive

ATTENDANCE:

- ✓ **Students are expected to attend all classes.** If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- ✓ **Class begins promptly, don't be late or leave early,** it will affect your grade.
- ✓ If you miss class, it is your responsibility to find out from a classmate what was covered and what is due.

LATE PAPER POLICY:

All written work is **due on the day indicated** by the Schedule of Assignments attached. However, I will observe a grace period of 48 hours (with a grade penalty). If work is not turned in *before* the end of the grace period, it will not be accepted; no exceptions, no excuses.

PLAGIARISM:

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

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 (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

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- WITHDRAWAL POLICY:** A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office in both the campus and at the office at the Sub-base. Non punitive "W" grades are assigned to withdrawal requests. An instructor's signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course.
- INCOMPLETES:** Incompletes are only assigned when there are extenuating circumstances such as serious illness that prevent the student from completing the coursework on time. You have until the last day of class to request an Incomplete, but *I am not required to honor the request*. Students may have until the end of the 10th week of the next standard semester to complete the course work if granted.
- WEATHER CANCELLATIONS:** Call (860) 886-0177
or go online to www.trcc.commnet.edu
- THE WRITING CENTER/TASC:** Room C117 (next to the Library)
(860) 892-5713 or (860) 892-5769
TRWritingcenter@trcc.commnet.edu
Online tutoring: <http://www.etutoring.org/>
- TECHNOLOGY:** Please turn off your cell phone or other electronic equipment.
No texting, use of cell phones or emailing will be tolerated during class time.
- BLACKBOARD:** Be sure to check BLACKBOARD on a regular basis throughout the semester. I will post or email important information here.

**ASSIGNMENTS &
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:

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| 150 points | Essay #1 (4 pages) |
| 150 points | Essay #2 (6 pages) |
| 200 points | Research Essay (8 pages) |
| 300 points | Final Portfolio |
| 100 points | Reading Responses (2 pages each) <ul style="list-style-type: none">▪ This work must be typed, double-spaced, using MLA page formatting. You must include a works cited page. |
| 50 points | Writing Journal <ul style="list-style-type: none">▪ Specific writing prompts will be assigned as journal exercises throughout the semester. The writing journal will be collected and graded towards the end of the semester. |
| 20 points | Group Project <ul style="list-style-type: none">▪ Each writing group will be responsible for selecting an essay from one of the sections in the <i>The McGraw-Hill Reader</i> text (one not already assigned on the Schedule), completing a written analysis of the essay, and leading the class in a discussion of that essay. Based on the strength of the analysis and the fruitfulness of the resulting discussion, each group member will receive a maximum of 20 points. |
| 20 points | Participation <ul style="list-style-type: none">▪ Participation is extremely important because we learn from each other. Participation includes:<ul style="list-style-type: none">○ Attending all classes○ Participating in class discussions○ Demonstrating knowledge and critical thinking skills○ Small and large group work○ In class reading and writing○ Coming to class prepared by completing the required reading and writing assignments on time○ *** Cannot be made up*** |
| 10 points | In-class Writing |

Schedule of Assignments

Week 1 **Thursday, January 19:**
Introduction to course

Week 2 **Tuesday, January 24:**
Reading due: Chapter 1

Thursday, January 26:
Reading due: Chapter 2 (Tannen, Munoz, & Tan only)
Written Work due: Major Essay #1 thesis

Week 3 **Tuesday, January 31:**
Reading due: Chapter 2 (all)
Written Work due: Reading Response #1
Bring in: Major Essay #1 Research

Thursday, February 2:
No Class

Week 4 **Tuesday, February 7:**
Reading due: Chapter 3
Written Work due: Major Essay #1 outline

Thursday, February 9:
Written Work due: Major Essay #1 draft
Written Work due: Major Essay #2 thesis

Week 5 **Tuesday, February 14:**
Written Work due: Major Essay #1

Thursday, February 16:
Reading due: Chapter 4

Week 6 **Tuesday, February 21:**
Written Work due: Major Essay #1 Research

Thursday, February 23:
Reading due: Chapter 5

Week 7**Tuesday, February 28:**

Written Work due: Reading Response #2
Written Work due: Major Essay #2 Outline

Thursday, March 1:

Reading due: Chapter 6

Week 8**Tuesday, March 6:**

Written Work due: Major Essay #2 draft

Thursday, March 8:

Reading due: Chapter 7
Written Work due: Major Essay #3 thesis

Week 9**Tuesday, March 13:**

Written Work due: Major Essay #2

Thursday, March 15:

Reading due: Chapter 8

Week 10**Tuesday, March 27:**

Written Work due: Major Essay #3 annotated bibliography and sources
Written Work due: Reading Response #3

Thursday, March 29:

Reading due: Chapter 9

Week 11**Tuesday, April 3:**

Written Work due: Major Essay #3 outline
Written Work due: Reading Response #4

Thursday, April 5:

Reading due: Chapter 10

Week 12**Tuesday, April 10:**

Written Work due: Major Essay #1 draft

Thursday, April 12:

Reading due: Chapter 11

Week 13**Tuesday, April 17:**

Written Work due: Major Essay #3

Thursday, April 19:

Reading due: Chapter 12

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Week 14

Tuesday, April 24:

Reading due: Chapter 13

Thursday, April 26:

Written Work due: Journal

Week 15

Tuesday, May 1:

Reading due: Chapter 14

Written Work due: Final Portfolio

Thursday, May 3:

Reading due: Chapter 15

Week 16

Tuesday, May 8:

Presentation due: Group Presentation (Groups 1-3)

Written Work due: Group Critical Reading Questions (Groups 1-3)

Thursday, May 10:

Presentation due: Group Presentation (Groups 4-6)

Written Work due: Group Critical Reading Questions (Groups 4-6)