

**English Composition 101
Section 10447**

**Meets: M/W 3:30-4:45 pm
Room: D222**

Three Rivers Community College

Spring 2013

Contact Information

Pamela St. Clair

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Office Hours: M/W 10-11 am; W 5-5:30 pm; F 2-2:30 pm; T/R 4 – 4:30 pm & by appointment

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Course Description & Learning Outcomes

An introduction to the elements of effective writing, concentrating on structure, logic, specificity, focus, grammar, sentence structure, and mechanics. Frequent writing in and out of class. By the end of the semester, students should be able to compose and organize a grammatically correct and adequately developed expository essay.

This course is designed to give you practice in a variety of writing situations. Although you will be doing different kinds of writing assignments to bridge the gap many perceive between personal and academic writing, most of this course will be devoted to the practical reflection on the rhetorical aims, intellectual strategies, and discursive processes that inform successful academic writing. In other words, you will be expected to read and respond to your peers' writing, as well as to summarize, analyze, interpret and argue with various published texts. Through collaborative and individual effort, the general goal is to develop the ability to read and write rhetorically effective and intellectually complex texts.

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

Texts & Materials

REQUIRED

- Muller, Gilbert H. *The McGraw Hill Reader*. 11th ed.
- A paperback collegiate dictionary (Bring to every class)
- Notebook and pens for taking notes (Bring to every class)

SUGGESTED

- Faigley, Lester. *The Brief Penguin Handbook*, custom ed.

Assignments

All assignments are due at the **beginning** of class. I do not accept emailed assignments. Presentation and conference dates are final. All **five** of the formal essays must be submitted and must satisfy assignment requirements for you to pass class.

Late essays will be accepted up until one week past the due date. Since all essays are required for you to pass class, you will fail the course if you miss the late deadline. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay by or before class on the due date. **One step level (i.e. an A+ to an A, a C- to a D+) will be deducted for each class day an assignment is late.**

Informal Writing & In-class Tests (10%):

Throughout the semester, there will be informal writing assignments in class and outside of class responding to readings and images. These will ask you to consider content and rhetorical strategies, the *what* and *how* of texts.

“Informal” does not mean “not important”; these assignments and quizzes build on the foundations of the critical thinking, reading, and discussing we will be doing throughout the semester. Any assignments not completed will lower your final grade. Be prepared to share your reading responses in class discussions!

In-class tests, quizzes, and exams cannot be made up due to absence, unless due to a religious holiday, in which case advance notice must be given for make-up accommodations. There will be NO exceptions to this policy.

I will not always collect everyone’s typed reading responses at the same time. I will collect them at random during each essay unit. If you miss class or are not prepared with one the day I collect yours, your grade will be negatively affected.

Group Activities, Essay Workshops, Class Presentations (5 %):

Group activities are collaborative opportunities to explore, discuss, and present material relevant to our class work. They are opportunities for you to share your learning and to learn from others. I am interested in seeing your ability to demonstrate the skills that we have worked on throughout the semester: citing appropriate sources, thinking critically, synthesizing information, and making connections. I will provide more details and handouts as the class proceeds. Each group member will be asked to account for his or her contributions to group activities.

Formal Essays and Research Paper (85%):

You will complete five essays, one of which is a research paper integrating scholarly sources. You are expected to attend the scheduled library tutorial on how to locate, access, and evaluate various online and print resources. With all of these persuasive or argumentative essays, you will practice incorporating a variety of rhetorical strategies. The due dates are highlighted in the course calendar. All writing must follow the format outlined below. **Assignments that are not properly formatted may be returned without a grade and/or will have a grade reduction.**

Formatting your Papers:

- All papers should be on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with 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)—see example in your reader, p. 232.
- 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—see example in your reader, p. 232.
- Number pages beginning on page one in the upper right corner in MLA format (your last name, one space, page number)—see example in your reader, p. 232.
- Staple the essay pages together in the upper left corner.
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

Specific Essay Grades:

Essay 1	10%
Essay 2	15%
Essay 3	15%
Essay 4	20%
Research Essay	25%

Revisions: I allow revisions for any essay that receives a C or lower only if they are discussed with me in advance. Revisions are forfeited if you are absent on or not prepared for scheduled workshops or conferences.

Additional Information

MESSAGES AND CONFERENCES

I am always happy to meet with you to talk about any aspect of class. Please feel free to stop by my office hours or contact me after class or by e-mail to make an appointment.

EMAIL COMMUNICATIONS

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to. I do my best to respond promptly and no later than within 48 hours. In the SUBJECT LINE, please include Course, Day and Meeting Time & Email Topic.

- Example: ENG 101, M/W 2:00, Question about Homework
- Always sign off with your name, please!

ATTENDANCE:

Attendance is a requirement. Three absences are allowed without penalty or documentation. These are to be reserved for emergencies or illness. Any absence after three, regardless of reason or documentation, will negatively affect your grade. In other words, once you use up three absences, penalties begin to accrue without exception. Chronic tardiness, more than three occurrences, will also negatively affect your grade. Every third incident of tardiness will count as one full absence. This is a writing intensive course that incorporates active class participation, group projects, and peer-workshops. Peer review workshop participation counts toward the grade assigned to each of your essays. If you do not complete the workshop review, *your final grade will be negatively affected*. Attendance and participation are important factors in your final grade.

I understand that unforeseen disruptions happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. As stated previously, I do not accept work by e-mail. Make arrangements to have a hard copy handed in for you. In addition, coming into class late is disruptive. **Please be on time to class and turn off any electronic devices not associated with class.**

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.

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. All work must be original to this class. If not, it will receive an F grade.

SAVE YOUR WORK

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution.

CLASS PARTICIPATION

Physical presence is not enough; you must come to participate. Participation means openness to the idea of discussing your own writing, as well as the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade.

This class is a discussion class, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

- Entering this class intending to learn a great deal.
- Remembering the importance of a sense of humor.
- Demonstrating an interest in people of other times and places.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others, even when you disagree.

College 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 campuses 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.

Special Considerations

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	<ul style="list-style-type: none"> · Physical Disabilities · Sensory Disabilities · Medical Disabilities · Mental Health Disabilities
Chris Scarborough (860) 892-5751	<ul style="list-style-type: none"> · Learning Disabilities · ADD/ADHD · Autism Spectrum

The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-892-5713 or 860-892-5769.

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone and other electronic equipment.

Weather Cancellations:

Call 860-886-0177 or go online to: www.trcc.commnet.edu.

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.html

Tentative Course Schedule (Subject to Change)

Assignments listed on any given date are due that day at the **beginning** of class.

R=reading assignments in *The McGraw-Hill Reader*


W=writing assignment (all must be typed, double-spaced and MLA formatted)



Reminder: Please be prepared with your informal writing assignment when it is due. I will be collecting them randomly throughout each unit.

Additional writing assignments will be assigned periodically in class. Be sure to find out what you missed if you are absent.

**Please bring The McGraw-Hill Reader & a collegiate dictionary to every class*

	Monday	Wednesday
Week 1	<p><i>January 28</i></p> <p>Welcome! Syllabus Review & Course Outline</p>	<p><i>January 30</i></p> <p style="text-align: right;"><i>Begin Narrative/Definition Unit</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ Chapter 1, p.2-7 & “How to Mark a Book,” p. 13-16 ➤ “On Keeping a Private Journal,” p. 30-31 ➤ p. 56 on “Narration” <p>W: Typed, double-spaced reading responses:</p> <ul style="list-style-type: none"> ➤ COMPREHENSION questions 1-3, p. 16 ➤ RHETORIC 1 & 3, p. 17 ➤ COMPREHENSION questions 1-3, p. 30-31 ➤ RHETORIC question 3 (look up the definition of extended metaphor in the book’s glossary), p. 31
<p>Week 2</p> <p><i>Reminder: bring a dictionary to every class!</i></p>	<p><i>February 4</i></p> <p>R: “Once More to the Lake,” p. 298-303</p> <p>W:</p> <ul style="list-style-type: none"> ➤ Two copies, typed, double-spaced draft 1, essay 1 (2 pages) for workshop ➤ Typed, double-spaced responses to COMPREHENSION question #s 1 – 3 and RHETORIC question 3, p. 303 	<p><i>February 6</i></p> <p style="text-align: right;"><i>Begin Family Unit</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ Developing a thesis & introductory paragraphs, 53-54 & Writing End Paragraphs p. 65-66 & Revising & Proofreading p. 69-70 ➤ Re-read “Once More to the Lake.” Select one descriptive passage that you particularly admire. Imitate its style and add a similarly descriptive passage to include in your revision of essay 1, due today. Be prepared to share the passage from the book and the one added to your draft. <p>W:</p> <ul style="list-style-type: none"> ➤ Typed, double-spaced, two copies, draft 2 (3 pages), essay 1 for workshop, including descriptive passage imitated from “Once More to the Lake.”

	Monday	Wednesday
Week 3	<p><i>February 11</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Once Upon a Quinceañera,” p. 328-331 & “The Estrangement,” p. 333-335 <p>W: Typed, double-spaced responses to:</p> <ul style="list-style-type: none"> ➤ COMPREHENSION questions 1-3, P. 332 & RHETORIC question 5 ➤ COMPREHENSION questions 1-3 & RHETORIC question 1 	<p><i>February 13</i> Papers due back to students</p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Stone Soup,” p. 304-310 & “Family Values,” p. 321-327 <p>W: Typed, double-spaced responses to:</p> <ul style="list-style-type: none"> ➤ COMPREHENSION questions 1-3 & RHETORIC question, 2 &3, p. 310 ➤ COMPREHENSION questions, 1-5 & RHETORIC, question 1, p. 327
Week 4	<p><i>February 18</i></p> <p style="text-align: center;">Presidents’ Day! No Classes</p> 	<p><i>February 20</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ Chpt 1, p. 23-27 & Chpt. 2, p. 44-66, p. 193, “Work in an Anthology,” & p 197, Works Cited page for “work or chapter in an edited book or anthology” <p>W: FINAL DRAFT, Essay 1: Two (2) typed, double-spaced copies, plus all rough drafts, checklist, and notes included.</p> <p>In-class planning for essay 2 & research topics.</p>
Week 5	<p><i>February 25</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Politics and the English Language,” p. 106-116 <p>W:</p> <ul style="list-style-type: none"> ➤ Two copies, typed, double-spaced draft 1, essay 2, for workshop 	<p><i>February 27</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Politics and the English Language,” p. 106-116 (cont’d) <p>W:</p> <ul style="list-style-type: none"> ➤ Typed, double-spaced, 2 copies Draft 2, essay 2 for workshop
Week 6	<p><i>March 4</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ Chpt 4, p. 166-184 ➤ A list of your top 3 research topics 	<p>LIBRARY TUTORIAL</p>
Week 7	<p><i>March 11</i></p> <p><i>You should be actively researching & reading scholarly articles for your research paper!</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ Chpt. 3, Reading & Writing Effective Arguments p. 120-139 ➤ Library Review Check Sheet & print-outs of 4 journal abstracts. NOTE: You may find that what first looked like a helpful article, upon review is not. That is okay! In fact, it’s a natural part of the research process. Return to the library database and search for new articles! Final article abstracts are due after spring break. 	<p><i>March 13</i></p> <p style="text-align: center;"><i>Begin Science & Technology Unit</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Nutcracker.com,” p. 800-803 <p>W:</p> <ul style="list-style-type: none"> ➤ Page 804: Typed, double-spaced responses to COMPREHENSION questions 1-3 & RHETORIC questions, 5, 6, &7 (review paragraph strategies, p. 55-65)

	Monday	Wednesday
Week 8	<p>March 18</p> 	<p>March 20</p> 
<p>Week 9</p> <p><i>You should be actively reading research articles & taking notes!</i></p>	<p>March 25</p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Staying Human,” p. 816-824 <p>W:</p> <ul style="list-style-type: none"> ➤ Page 824: Typed, double-spaced writing response to COMPREHENSION questions 1-3 & RHETORIC questions 3&4 ➤ Working research bibliography and print-outs of the abstract page from your final selection of 4 scholarly articles (2 for each point of view). 	<p>March 27</p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Natural Selection,” p. 792-795 & “Darwin at 200,” p. 797-799 <p>W: Typed, double-spaced reading response</p> <ul style="list-style-type: none"> ➤ Page 796: COMPREHENSION questions 1-4 & RHETORIC questions, 2&3 ➤ Page 799: COMPREHENSION questions 1-3 & RHETORIC question 3
<p>Week 10</p> <p><i>You should be actively reading research articles & taking notes! Two more will be collected next week!</i></p>	<p>April 1</p> <p>R:</p> <ul style="list-style-type: none"> ➤ “The Clan of One-Breasted Women,” p. 830-37 <p>W:</p> <ul style="list-style-type: none"> ➤ Page 837: Typed, double-spaced writing response to COMPREHENSION questions 1-3 & RHETORIC questions 1 & 5 	<p>April 3</p> <p>W:</p> <ul style="list-style-type: none"> ➤ Your notes on two journal articles & the articles, with quoted passages clearly marked. ➤ Typed, double-spaced, 2 copies of Draft 1, essay 3 for workshop
<p>Week 11</p> <p><i>You should be drafting your research paper! Bring questions/concerns to class.</i></p>	<p>April 8</p> <p>W:</p> <ul style="list-style-type: none"> ➤ Your notes on the other two journal articles & the articles, with quoted passages clearly marked. ➤ Typed, double-spaced, 2 copies of draft 2, essay 3 for workshop 	<p>April 10</p> <p><i>Begin History, Culture, & Civilization Unit</i></p> <p>R:</p> <p>“America: The Multinational Society,” p. 356-359 & “The Arab World,” p. 386-393</p> <p>W: Typed, double-spaced responses to:</p> <ul style="list-style-type: none"> ➤ Pages 359-60: COMPREHENSION questions 1-3 & RHETORIC questions 4 ➤ Typed, double-spaced reading response to COMPREHENSION questions 1, 3-4 and RHETORIC question 3, p 393

	Monday	Wednesday
<p>Week 12</p> <p><i>You should be drafting your research paper. Bring questions/concerns To class.</i></p>	<p><i>April 15</i></p> <p>R:</p> <ul style="list-style-type: none"> ➤ “Yellow Woman and a Beauty of the Spirit,” p. 375-382 7 “1776 and All That,” p. 361-354 <p>W:</p> <ul style="list-style-type: none"> ➤ Page 382: Typed, double-spaced reading response to COMPREHENSION questions 1 – 3 & RHETORIC questions 1 & 2 ➤ Page 364: COMPREHENSION questions 1-3 & RHETORIC questions 1 & 2 	<p><i>April 17</i></p> <p>W:</p> <ul style="list-style-type: none"> ➤ Typed, double-spaced, 2 copies of draft 1 essay 4 for workshop ➤ Typed, double-spaced 1-2 page summary of research progress. Drafts are due beginning next week!
<p>Week 13</p>	<p><i>April 22</i></p> <p style="text-align: center;"><i>Research Conference Date Lottery</i></p> <p>W:</p> <ul style="list-style-type: none"> ➤ Typed, double-spaced, 2 copies of draft 2 essay 4 for workshop ➤ Typed, double-spaced revised research working bibliography 	<p><i>April 24</i></p> <p style="text-align: center;"><i>Research Presentation Date Lottery</i></p> <p>W: Typed, double-spaced, 2 copies Draft 1, research essay for workshop</p>
<p>Week 14</p> <p><i>Be sure to check in with me about your presentation date if you are absent.</i></p>	<p><i>April 29</i></p> <p>W: Typed, double-spaced, 2 copies Draft 2, research essay for workshop</p> <p>Bring notes from 4/24 research workshop.</p>	<p><i>May 1</i></p> <p style="text-align: center;"><i>Scheduled Research Conference #1</i></p> <p>W:</p> <ul style="list-style-type: none"> ➤ 2 typed, double-spaced copies, FINAL COPY, essay 4. Include all drafts, brainstorming notes, and checklist. ➤ If your conference is today, bring notes from 4/29 workshop on draft 2 & 1 typed, double-spaced page detailing revision plans.
<p>Week 15</p> <p><i>Presentation Dates Are Final!</i></p>	<p><i>May 6</i></p> <p style="text-align: center;"><i>Scheduled Research Conference #2</i></p> <ul style="list-style-type: none"> ➤ If your conference is today, bring notes from 4/29 workshop on draft 2 & 1 typed, double-spaced page detailing revision plans. 	<p><i>May 8</i></p> <p style="text-align: center;"><i>Scheduled Research Conference #3</i></p> <p style="text-align: center;">*Conference #1 Research Papers Due</p> <ul style="list-style-type: none"> ➤ If your conference is today, bring notes from 4/29 workshop on draft 2 & 1 typed, double-spaced page detailing revision plans. ➤ CONFERENCE #1 RESEARCH PAPER DROP OFF—Must be dropped off during class time or in my mailbox (D 207) NO LATER than 5 pm). All drafts, brainstorming notes, all articles with quoted passages clearly marked, and checklist.

	Monday	Wednesday
<p>Week 16</p> <p><i>*Remember: <u>attendance</u> is a class requirement. Please be respectful of your classmates and come prepare to give your full attention to their presentations!</i></p> <p><i>Absence will negatively affect your grade.</i></p>	<p style="text-align: center;"><i>May 13</i></p> <p style="text-align: center;"><i>Research Presentations</i></p> <p style="text-align: center;">*Conference #2 Research Papers Due</p> <p>W: Final Copy, Research Paper, include all articles with quoted passages clearly marked, all drafts, all notes, all brainstorming and checklist!</p> <p>CONFERENCE #2 RESEARCH PAPER DUE IN CLASS— All drafts, brainstorming notes, all articles with quoted passages clearly marked, and checklist.</p>	<p style="text-align: center;"><i>May 15</i></p> <p style="text-align: center;"><i>Research Presentations</i></p> <p style="text-align: center;">*Conference #3 Research Papers Due</p> <p>W: Final Copy, Research Paper, include all articles with quoted passages clearly marked, all drafts, all notes, all brainstorming and checklist!</p> <p>CONFERENCE #3 RESEARCH PAPERS DUE IN CLASS— All drafts, brainstorming notes, all articles with quoted passages clearly marked, and checklist.</p>
<p>Week 17</p> <p><i>*Remember: <u>attendance</u> is a class requirement. Please be respectful of your classmates and come prepare to give your full attention to their presentations!</i></p> <p><i>Absence will negatively affect your grade.</i></p>	<p style="text-align: center;"><i>May 18</i></p> <p style="text-align: center;"><i>Research Presentations</i></p>	<p style="text-align: center;"><i>May 20</i></p> <p style="text-align: center;"><i>Research Presentations</i></p> <p>W:</p> <ul style="list-style-type: none"> ➤ Final Exam, TBA