

Dr Tressa Gilliland

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TRCC Spring 2012 Semester COMPOSITION: ENG*K101 FRIDAY Class

CRN# 11655 2-4:45 Rm D206

SYLLABI & SCHEDULE OF ASSIGNMENTS

COMPOSITION-ENG*K101-T3

Blackboard/VISTA will be used to assist students with weekly assignments/themes

INTRODUCTION

This course is built on the assumption that **good academic writing develops out of a sustained process of revision**. We will engage in thoughtful discussion on a variety of subjects, reflecting personal points-of-view while taking into account the views of others. It is one of the purposes of education to help students question their assumptions, and to develop broader perspectives on many issues.

What you discover in the process of reading and writing and revising promises to be exciting and difficult, confusing and entertaining, challenging and rewarding, instructive and transformative. You will, I think, learn to revel in the meaning, the life, the **energy that occurs in the relationship between what you read and what you think: between what the texts reveal and what you make them mean** to you. I anticipate that you will realize that academic writing is most satisfying when it becomes a process of discovery rather than a process of statement.

Revision is the key to everything that we will do in this class. I vow to revise my ways of thinking about you, about what we read, about what you write. I ask you to engage in a process of revision that calls into question what you think about teachers, what you think about reading, and what you think about writing. In order to stimulate this process, **I will assign challenging assignments that will require RE-READING and RE-WRITING of your spoken and written responses. Marginal Annotation is REQUIRED.**

Because **this is a revision-centered course** you are required to take an active part in peer groups and in class discussions. You will produce essays adding up to a minimum of 20-25 pages of typed, double-spaced prose (one-inch margins). Each essay will be accompanied by at least one rough draft (draft may be handwritten). Rough drafts and final drafts will be kept in a folder that will be collected at the middle and end of the semester. Your portfolio will, in essence, comprise a major part of your grade for this course. The requirements have been explained in the first part of this syllabus, and will be discussed as we progress through the assignments.

Our **SYLLABUS** is not written in stone. It may change according to our focus on themes. **Reading and Writing assignments need to be completed by the dates specified below.** We will also occasionally include handouts/articles of interest for In-class Writing. We will have a **scheduled LIBRARY DAY to be announced....**

You will be introduced to Research methods for your Modern Language Association Short-focused Research Paper. (MLA)(Required). We will use the Portfolio Method.

COURSE DESCRIPTION

College Composition engages students in critical observation, reading and writing.

This course prepares students 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.

REQUIRED TEXTS

Ways of Reading: An Anthology for Readers (Ninth Ed) Bartholomae&Petrowsky

Portfolio Keeping: A Guide for Students by Nedra Reynolds

The Brief Penguin Handbook Lester Faigley

A Paperback Collegiate Dictionary

COURSE OVERVIEW

Students attending College Composition may come to class expecting to receive a formula for effective writing skills, something that they can memorize or expect to apply to all situations, and always “get right”. Learning to write is more complex than that. In order to be able to write well in college, you need to **be able to read and comprehend ideas**, to **think critically** and **make connections**, to understand how others interpret your **word choices**, and to **revise your writing** until your words actually communicate what it is that you want to express. **Learning to write takes hard work, application, lots of practice**, and frequent frustration. In the end, it’s worth the effort. As you build your skills as a reader and writer, you strengthen your ability to succeed in college and in the job market. You will become more confident as you realize that **you are developing the skills necessary to express your ideas** in ways that others will understand and respect.

Good writing techniques do not occur in a vacuum. We **need a context** for our writing practice, **subjects** that we can discuss, debate, and reflect upon---**common topics** that will enable us to **share ideas** and **improve our communication skills**.

During this semester, we will read selections from our Ways of Reading text.

All of the reading selections and writing assignments we will focus on this semester will be on various aspects of the topics presented in our anthology. They are very broad, so there will plenty of room for us_to explore all kinds of ideas and approaches---enough room to accommodate individual_differences, styles, and points of view. We will be re-reading and re-writing about these_topics. **We will begin with fairly informal writing**; some writing that allows for personal_reflection and will give you space to write about your own experiences and/or the_experiences of people that you know. **Finally, we will work on**

writing that formally incorporates “outside sources”. In formal writing, we will utilize library and on-line sources to research and develop an idea, or to support a point of view.

We are going to write a lot in this class! When you first look at the schedule of assignments, you may even begin to panic at how much writing there is. When you read that the final Presentation Portfolio should be twenty pages long, you might think to yourself, “Twenty pages! I can’t even fill a page with my writing . . . how will I ever write twenty pages?” Do not panic. **Everything that we do in class and each assignment that we undertake will gradually build into a body of work that will easily fill your portfolio.**

By the time we reach that point in the semester, you will be amazed at how much writing you have produced; and how the quality of your writing has improved. **If you apply yourself** to each assignment as the semester unfolds, you will have no problems coming up with the final portfolio. We will start small and each writing assignment will build on the one before. This will allow you to expand and develop your ideas. You will be surprised at how much you have to say.

ENG 101 is designed to build specific skills and abilities. When you **successfully complete this course** you should be able to:

- ***Read** challenging essays and identify the main ideas and points of view in each one
- ***Compare** and/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 it clearly** in a written “thesis”
- ***Support the thesis** with specific and detailed evidence from readings, research, and/or personal observations and experience
- ***Document** information from other sources using **MLA parenthetical format**
- ***Recognize the reader** as an intrinsic element in writing and employ strategies that will engage the reader
- ***Employ strategies** for effective “global” **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 databases
- ***Collaborate with others** in analyzing writing, developing points of view, and conducting research

PLEASE NOTE: IF AS A RESULT OF YOUR PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG 075, OR ENG 108 AND YOU HAVE NOT YET DONE SO, YOU PLACE YOURSELF IN A VERY ***SERIOUS*** DISADVANTAGE IN THIS CLASS. IT WILL BE VERY DIFFICULT FOR YOU TO ACHIEVE THE OBJECTIVES OF THIS COURSE WITHOUT BASIC SKILLS. I STRONGLY ADVISE YOU TO TAKE 075 OR 108 BEFORE TAKING ENG 111.

GRADING

Your grade will be based on the following.

Mid-semester Working Folder (including reading responses, peer reviews, post-writes, And drafts) 20%

Late-semester Working Folder (including reading responses, peer reviews, post-writes, And drafts) 20%

Class participation and research exercises 10%

Final Presentation Portfolio 50% This INCLUDES short, focused MLA Research Paper

THERE WILL BE ***NO FINAL EXAM*** IN THIS COURSE!

You are probably wondering, “What is a Working Folder?” and “What is a Presentation Portfolio?” These questions will be answered in class, and in depth in your required textbook, **Portfolio Keeping**. A brief description follows:

The Working Folder is a place where you will keep ALL of your writing assignments for this class---your drafts, peer reviews, post writes, and exercises. It will be collected and graded---once at midterm, and once toward the end of the semester, although I will see each assignments as you do it, and will give you feedback at each step of the process. Keeping up with assignments, completing them thoroughly and some depth, giving them your time and effort---all of these are aspects that I will take into consideration when I evaluate and grade your work.

The **components** of the Working Folder are:

***Written responses** to the readings (some are short one-or-two-paragraph answers to questions; some longer one-or-two-page answers)

***Essay Drafts**

***Post Wntes and Peer Reviews**

*All of my written **comments** on your work

I will see most of the pieces of writing as they are written; I will comment on them and give them back to you. ***You need to submit them on time. Keep them in good order in your folder after I return them to you.*** Some of these pieces (but not all) will be revised and polished for the Final Presentation Portfolio. One will include a **MLA “Works Cited” page.**

IT IS NECESSARY TO BRING YOUR WORKING FOLDER WITH YOU TO EVERY CLASS, AS WELL AS ALL TEXTBOOKS.

The Presentation Portfolio is a collection of your best work, polished and refined to the best of your ability. Toward the end of the semester, you will have an opportunity to review the writing projects that you have been working on during the semester. ***You will*** evaluate them and make some choices, and then revise them for inclusion in your final.

Everything that you have learned about writing throughout the semester should be reflected in the works that you present. Although you will have some choice in what you will include

(not everything in the Working Folder needs to be revised and included), there are some requirements.

The **required elements** of the Presentation Portfolio are as follows:

*At least 20 pages of written work on the topics we have been discussing during the semester **MUST** be included.

*Among these 20 pages, there **MUST** be two papers that use specific references from the readings to support and develop your point of view. One of these **MUST** use specifics from the class readings and the other **MUST** incorporate “outside” research. The specifics from class readings and from outside sources **MUST** be properly cited using **MLA parenthetical style**.

*A reflective essay or “Cover Letter” **MUST** be included, one that introduces the writing in the portfolio, examines the choices that you have made, and evaluates your performance as a writer in this class. (This piece SHOULD be about 2 pages, and is counted as part of the 20 pages.)

*The collection of writing included SHOULD show some variety of style and depth of analysis. (In addition to longer, formal essays, you COULD also include a shorter response paper, or a “personal experience” essay that you worked on during the semester.)

PLEASE **NOTE**: Although I encourage you to consult tutors in the Writing/Tutoring Center (Appointments: 892-5773) at any time during the semester, please be sure that the writing included in your Presentation Portfolio reflects your own work. Tutors are available to guide you in the learning process, not to edit or revise your work for you!!

CLASS PARTICIPATION

Sharing your ideas with others, both in discussion and in writing, is an important part of this class. It is important that you attend class that you come in with your assignments prepared on the due date, and that you enter into the discussion. This will help you explore and develop the ideas that you will write about. **Being frequently absent or ill prepared will negatively affect your grade.**

OTHER EXPECTATIONS AND REQUIREMENTS

*Promptness and Courtesy: We are all **ADULTS** and I do not wish to insult anyone in regard to these issues, however I feel that it is necessary to state classroom policy. When a person walks into class late, leaves early, or walks in and out of the room, or is rude and disruptive, I consider that to be unnecessary behavior that will not be tolerated. Please arrive on time with all the required materials and be ready to remain in the classroom for the full class. (If you must visit the lavatories just leave quietly and discreetly. If you **MUST** leave class for any other reason, please let me know at the beginning of class.) It is never “OK” to leave class early just ‘cause you want to.

*Class Discussion: Courtesy is expected in class discussion as well. We all need to listen attentively to each other, and to be respectful of points-of-view that may differ from each other. We need to make sure that everyone has a chance to participate.

*Format and Promptness of Assignments: Handwritten work will not be accepted. Writing performed in class will naturally be handwritten, but the assignments which are turned in for evaluation **MUST** be word-processed or typed using margins no more than 1”, standard type size (about 12 point) and plain font will be used (no italic or script). If you are not yet comfortable with using a computer, please visit the Campus Computer Lab or Campus Tutoring Center (TASC) and get some help. Whenever I specify number of pages, I mean typed pages of approximately 250 words per page. **I expect you to submit all work on time.** Late work will result in a lower grade!

*Academic Honesty: **Plagiarism** is a violation of academic honesty. It happens when you take credit for someone else's work and submit it as your own, either intentionally or merely through sloppy documentation of sources. Any plagiarized work in any Portfolio will result in an F on that portfolio, and possibly an F for the semester. In class, we will discuss how to avoid plagiarism, using paraphrasing and proper **MLA (Modern Language Association) parenthetical format**.

***Time Management:** Please be aware that you will need more on-campus time than just class time. You may need to spend time working with a tutor on your writing, or meeting with me at some time to discuss your work progress. You will also need to spend time researching in the library, and you will probably need to spend time in the Computer Center. **PLAN** for this in your schedule.

STUDENTS WITH DISABILITIES

Any student with a hidden or a visible disability that may require classroom modifications should see me about this within the first week or two of class. I will request that you meet with one of the Learning Disabilities Counselors on campus so that an appropriate plan can be devised to meet your needs.

WITHDRAWAL FROM CLASS

Please review your Student Handbook or the Course Registration booklet for more detailed information. **I am including dates for you to refer to.** They are listed on additional pages at the end of the Syllabus. If a student no longer attends class, but has not officially withdrawn in the Registrar's Office, his/her grade could turn into an "F", unless this issue is resolved.

MESSAGES AND CONFERENCES

Because I am usually only on campus on the days and/or nights I teach, I encourage you to **set up an appointment with me** to discuss your progress in the course or to talk about any difficulties that you may be experiencing. **Please feel free to talk to me at any time.** I have a **PHYSICAL mailbox on campus.** and I have an email: tgilliland@trcc.comnet.edu

We will also be utilizing Blackboard/VISTA as an additional educational/communications tool.

I am capable of understanding almost any situation if you choose to discuss it with me!

Let's have an interesting and academically rewarding semester! Remember that **we will be re-reading and re-writing** as we focus on developing our responses to the text. Your **WRITER'S REFERENCE** text is a resource that you will use throughout your college experience. We will refer to it often as a self-editing tool and grammatical guide.

Bring your dictionary to all classes. We will **get in the habit of looking up words** that we do not know, and learn to apply them in context. If there is a word in the readings that you are unfamiliar with, mark it and **look it up before proceeding!** We will be annotating

in our texts!!!!!!!!!!!!!! We will be writing RESPONSES to the assigned readings; in our Journal notes.

Some of these reactions/responses will be developed into ESSAY IDEAS for your Portfolios.

Class Cancellation TRCC has a new Policy on Weather and Emergency Closings. Info is in the college catalog and on our website.

If a class of ours is cancelled for another reason (such as Faculty absence), I will POST NOTICE or write an announcement on our shell on WebCT, on our Homepage. We need to establish a “phone tree” to create a way to inform each other of such an instance; along with voicemail and internet options. You will be required to check into our E-Mail and WebCT shell to check for messages and other topics pertinent to assignments. I will also need for ALL students to check into my email by the second week of classes, so that I may have your email addresses!!

Tgilliland@trcc.commnet.edu

860 886-0177 TRCC PHONE #2113 for Emergencies

A SCHEDULE of ASSIGNMENTS is to follow! It will include these topics:

Introduction to Ways of Reading (1-21)

Portfolio-Keeping: (Intro and exercises) How to keep assignments in a Working Folder

SEQUENCE ONE: “The Aims of Education” (705-713)

Assignment 1: FREIRE

Assignment 2: PRATT

Assignment 3: RODRIGUEZ

Assignment 4: BERGER

Assignment 5: GRIFFIN

Assignment 6: ABRAM

Final MLA Research Paper, Presentation Portfolio & Reflective Letter

SCHEDULE OF ASSIGNMENTS: COMPOSITION

ORIENTATION: FRI 1/20 Introductions. We will **review the syllabus** and look over the **texts** we will use this semester. Short In-Class Essays/Short reading assignments for next week. **Autobiographical drafts/Response writing** to the Intro Ways of Reading

WEEK 1: FRI 1/27 Intro to course: expectations/Reading assignments/Marginal Annotation

READING DUE: Intro to **Ways of Reading (1-21)**

Portfolio-Keeping (Intro and Exercises: How to keep assignments in a Working Folder

SEQUENCE ONE: “The Aims of Education” (705-713)

We will begin reading **Paulo Freire (316-332)** and initiate class discourse and ideas

WEEK 2: FRI 2/3

READING DUE: Re-read **Freire (316-328)**

Marginal Annotation and response to the idea of your choice

Questions for a Second Reading: (329) 1, 2 or 3

Begin Reading **Mary Louise Pratt: Arts of the Contact Zone (483-503)**

WEEK 3: FRI 2/10

ASSIGNMENT 1: Applying Freire to Your Own Experience as a Student (705)

READING DUE: Re-read Pratt (483-499)

Questions for a Second Reading: #3 (498)

I will hand back **Autobiographical drafts**

We will use some class time today for **one-on-one discussions** (with me) about your progress so far. People will be able to read and rewrite in class, so be sure to **bring ALL materials with you**. We will discuss applications and ways that we can effectively use the texts in our rewritten essays.

WEEK 4: FRI 2/17

READING DUE: Richard Rodriguez (513-536)

I will hand back **Autobiographical drafts and other written materials**

Assignment: Autobiography add –in- Ethnicity, Family Values, The Dream

Assignment: Creative Essay draft- Superstition, sixth sense, dreams, ESP, etc.

WEEK 5: FRI 2/24

We will review ALL Working Portfolio Contents that we have developed thus

far. We will decide which ones are to be rewritten, and **discuss possible themes** for (Individual) **Ideas** using cross-chapter interests and correlations. Please **organize your Working Portfolio** with **First Drafts** of each assignment so far, **Peer-Review Sheets** (when applicable), and **Rewritten Essays**.

Reading Due: Re-Read Rodriguez

READING today John Berger: Ways of Seeing (139-169)

Ideas for re-reading/Ideas for writing

WEEK 6: FRI 3/2 NO CLASSES: Professional Day*****

Re-READING DUE: BERGER

Ideas for re-reading/ideas for writing

Next week we will **explore connections and contrasts between the writers that we have read so far** in this course. Ideas for Portfolio organization will be discussed. **Peer Group** discussions and **Review Sheets** will be evaluated. **USE TIME TO RE-READ AND MARGINALLY ANNOTATE TEXTS!**

Begin deciding on your possible **Research Paper Topics**. LIBRARY PRESENTATION to be scheduled for MLA orientation. Make connections between writers, themes, and your selves as students.

Begin selecting topics for Research on short, focused MLA documentation style papers

***WEEK 7: FRI 3/9**

READING DUE: *Susan Griffin: Our Secret* (333-387)

***MIDTERM WEEK is next week!**

Be prepared to **submit Working Portfolio I** for evaluation!! **Go to the Library and The Writing Center for extra and independent study...**

Become Reflective Readers/Writers

WEEK 8: FRI 3/16 MIDTERM WEEK

***MIDTERM Portfolios DUE TODAY**

Re-**READING DUE: *Susan Griffin- Our Secret* (333-387)**

Ideas for re-reading/ideas for writing

WEEK 9: FRI 3/23 SPRING BREAK: NO CLASSES March 18-25*****

We will begin to **review MIDTERM and Working Portfolio II ideas, drafts**

I will evaluate all of the work that you have produced to this point.

READING DUE: *David Abram: Animism and the Alphabet* (24-69)

Marginally annotate ALL work thus far assigned: Look up all words

This will be our last Author: Begin making connections to others and yourselves

WEEK 10: FRI 3/30

Re-READING DUE; Animism and the Alphabet

Ideas for re-reading/Ideas for writing

We will discuss “Choosing the Entries” from your **WORKING FOLDER I** and

You will begin **WORKING FOLDER II**: both will contain **entries** for the

FINAL PRESENTATION PORTFOLIO. Discussion of “**Reflective**” writing, and the

Introductions (**Cover Letters**) that you will prepare. **I will begin handing back**

Portfolios and discussing assessment thus far. Begin MLA paper ideas in

earnest!!!!!!!!!!

WEEK 11: FRI 4/6 NO CLASS!!!!!!!!!!!! Spring Recess April 6-8*****

Please use this time off to relax and enjoy yourselves.

Please “catch up” on any **READING/RE-READING/Ideas for Writing**

WEEK 12: FRI 4/13

We will conduct an overview of the authors we have read thus far. A **compilation of ideas and reactions will be created in Peer Groups, and shared with the class as a whole.**

SPRING RECESS 4/22- 4/24 (Friday –Sunday)

WEEK 13: FRI 4/20

READING DUE: Re-Read ALL “gnarly” segments you’ve sloughed over
Ideas for re-reading/Ideas for writing: **Catch up on themes/ SELF-REFLECTION& RE DO/Add to Marginal Annotation and Make Connections**
GO TO LIBRARY TO WORK ON MLA PAPERS!!!!!!!!!!!!!!!!!!!!!!

WEEK 14: FRI 4/27

Essay Topics: Interrelating Writers

Ideas for re-reading/Ideas for writing

Work on REFLECTIVE LETTERS/INTROS

WEEK 15: FRI 5/4 LAST CLASS***HAVE ALL WORK READY TO PRESENT NEXT WEEK FOR FINAL Bring EVERYTHING with you to class!!!!**

NOTE:*Monday May 7 is the LAST DAY TO WITHDRAW FROM CLASS*******
We will review all **Presentation and MLA Paper drafts/Rewrites and Reflective Letter**. You will show me your **Presentation Portfolio** and your **MLA RESEARCH PAPER**. We will discuss the process and works-in-progress. We will work individually on any last minute details that you may not have covered sufficiently. We will work out any “last minute details”.

WEEK 16: FRI 5/11***Final Presentations on FRI 5/11 FINAL NIGHT FINAL PORTFOLIOS DUE TODAY!!!!**

*******FINAL EXAM WEEK**

This is your “FINAL”! You will hand in your “polished” **Presentation Portfolio**, This will include Midterm Portfolio Work and Working Portfolio II (writings/responses since Midterm Portfolio) as well as your **Reflective Letter**, and your **MLA Research Paper**. We will discuss your work one-on-one together to determine your quality of work on these projects. Remember, since we are not having a Final Exam, your **Portfolio and Research Paper will serve as your Final. *****ALL students MUST attend the final class.**

***Students with Disabilities:** We have accommodations for persons in need of assistance.

***Students need to check into Email accounts:** Once a week it is imperative to check in.

***Students need to check into Blackboard/VISTA accounts:** Once a week is acceptable.

***Faculty (Physical) Mailboxes are located on the 2nd floor inside the Copy Center.**

GRADES due in by FRIDAY 5/18

Let’s have an interesting and academically rewarding semester, one in which we **create new knowledge!**

