

ENG 101 College Composition Spring 2012 W 3:30-6:15 pm Room E221  
Instructor: Susan M. Topping, Professor  
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Office: C254 Office Hours: W 1:00-3:00, and by appointment.

### 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.

### REQUIRED TEXT

*Ways of Reading: an Anthology for Writers*. 9<sup>th</sup> ed. David Bartholomae and Anthony Petrosky. Boston: Bedford/St. Martin's, 2008. Print.

### COURSE OBJECTIVES

At the end of this course students must 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
- 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

### **ASSIGNMENTS**

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose. However, if you submit an incomplete packet, your grade will be affected. In addition, if you miss a writing workshop day, or come to class without work for review, you cannot make up this work and this will negatively affect your grade.

Only those students who hand in the completed essay packet on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours.

**PLEASE NOTE:** If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

### **Weekly Assignments**

In addition to formal essays, we will be doing both in and out of class writing assignments. If you have not done the reading, you will not be able to successfully complete these assignments which will include quizzes, summaries, short essays etc. Although these will receive a check minus, check or check plus grade at the time of completion, I may collect them during the semester to grade them in their entirety. Thus you are responsible for keeping all of your in-class assignments in a folder. In addition to the in-class writing assignments, you will also be responsible for completing reading responses at various times throughout the semester which ask you to reflect upon the assigned readings by writing a response that will be at least three typed pages in length (minimum 750 words) and use MLA form. Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts present. In

addition to finding your own topics, I will at times provide you with a question or ask you to respond to the questions asked after each selection in our text. Because your responses will be used in class to generate ideas about the issues we are exploring, it is essential that they are completed on time. In addition, you are responsible for keeping copies of ALL of your work in a folder which may be handed in for grade during the semester. Although I expect you to type up the in-class assignments for your folder, you will hand in both hand written and typed versions; however, no revisions, late work or other amendments are allowed. If I see evidence of manipulation (and this includes correcting technical errors!) from the in-class version to the typed version, the entire folder will receive a zero.

### ESSAYS

In addition to short essays and responses, you will also be responsible for writing three formal essays of 5-7 pages each. Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

**RESEARCHED ESSAY:** In order to receive a grade for this essay, you must submit essay topic, evaluating sources exercise, research plan, postwrites, peer reviews, copies of all sources marked according to directions, essay drafts, and a final draft (minimum 2000 words/8 pages). This final draft will, in addition to allowing you to more fully develop your thinking, demonstrate your ability to integrate, according to MLA guidelines, academic research into your work.

**Essay Topics:** In addition to assigned essay topics, you are free to formulate your own topic based on our readings. However, student essay topics must be submitted in writing and gain my formal approval before a student can work on the essay. Any essays submitted for feedback or grade that did not receive my formal approval will NOT be read.

### PLEASE NOTE:

- SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE.
- ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.
- I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW.
- IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I

WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.

## **GRADES**

Your final grade will be based on the following:

Midterm Portfolio (including Essays #1 and#2)	35%
Essay #3	15 %
Final Researched Essay Portfolio	40%
In-class Final essay	5%
Classroom Participation, Reading Responses, In-class work etc.	5 %

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes and will then adjust the final grades accordingly.

## **COURSE POLICY**

### **Attendance**

Attendance is a requirement. Absences will have a negative affect on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

### **Classroom Decorum**

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive behavior will have a negative affect on your grade.

### **Plagiarism**

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

### **Email**

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 neither be read nor replied to.

## **STUDENTS WITH DISABILITIES**

Any student with a hidden or visible documented disability which may require

classroom modification should see me during the first week or two of class so that an appropriate plan to meet your needs may be arranged.

#### WITHDRAWAL FROM CLASS

Up to May 7th a student may officially withdraw at the Registrar's Office. Any student who stops attending class, but does not officially withdraw, will receive a grade of F for the course.

#### MESSAGES AND CONFERENCES

If you need to reach me, please email me at [stopping@trcc.commnet.edu](mailto:stopping@trcc.commnet.edu) or call my office phone. I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

#### TENTATIVE SCHEDULE OF ASSIGNMENTS

##### WEEK ONE

W 1/25 Introduction

Doyle 273

##### WEEK TWO

W 2/1 Reading Due: Introduction 1-21 Rios 504-8 Wallace 620

Writing Due: Reading Responses:

1. What is the effect of the stories in Alberto Alvero Rios' essay? How are the stories connected both to one another and the central idea of this essay?
2. Given David Foster Wallace's concerns about the future of print-based literacy, choose "a moment or series of moments in your experience or observation that speaks to Foster's...fears about the fate of reading and writing in the twenty-first century" (Bartholomae and Petrosky 653).

##### WEEK THREE

W 2/8 Reading Due: Freire 318

In-class: Freewriting

##### WEEK FOUR

W 2/15 Writing Due: "As-Good-As-it-Gets" Draft Essay #1

Writing Workshop

##### WEEK FIVE

W 2/22 Reading Due: Appiah 101, Berger 141, Pratt 485.

Writing Due: For each essay: One paragraph summary plus list of three vital/interesting points/quotations. We will be using these as a starting point for Essay #2.

##### WEEK SIX

W 2/29 Writing Due: Final Draft Essay #1 (revision postwrite, draft with my comments, postwrite, peer reviews)

Discussion cont.

##### WEEK SEVEN

W 3/7 "As-Good-As-it-Gets" Draft Essay #2

Discuss Researched Essay/ Midterm Portfolio Guidelines

##### WEEK EIGHT

W 3/14

Writing Due: 1) 3 research topics/argument 2) Midterm Portfolio including Final Drafts of Essays #1 and 2.

Research Workshop

WEEK NINE

NO CLASSES

WEEK TEN

W 3/28 Writing Due: Information Literacy Assignment/ Annotated Bibliography with copies of sources

WEEK ELEVEN

W 4/4 Writing Due: 4-5 page draft Researched Essay

Writing Workshop

WEEK TWELVE

W 4/11 Writing Workshop

WEEK THIRTEEN

W 4/18 "As-Good-As-It-Gets" Draft Researched Essay

Discuss Essay #3

WEEK FOURTEEN

W 4/25 Reading Due: TBA

WEEK FIFTEEN

W 5/2 Reading Due: TBA

Writing Due: Researched Essay Portfolio (drafts, postwrites, peer reviews, annotated bibliography etc.)

Draft Essay #3

WEEK SIXTEEN

W 3/9 LAST DAY OF CLASS

Writing Due: Final Draft Essay #3

In-Class: FINAL EXAM In order to prepare for this, please re-read everything you have written for this class!