

Three Rivers Community College
English 101 - Composition
Professor Valerie Vancza
Spring 2012

TRCC Campus, Rm. D222
Thursday: 6:30-9:15pm
Office Hours by Appt.
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Course Syllabus

Course Description: ENG 101, 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.

Course Overview: We will focus on developing reading and writing skills. Reading is integral to writing well, as in order to write well, you will need to learn to become a critical reader and thinker. The textbook assigned for this course, *The McGraw-Hill Reader*, examines some of the dominant social views and cultural myths in the United States and the effects of these social trends across various disciplines. In each unit of *The McGraw-Hill Reader*, various perspectives are developed that will encourage you to read and think critically to understand what main ideas are presented in each essay and how those ideas are being conveyed. Because reading about issues will affect us subjectively and personally, I expect reactions to the readings will be diverse and complicated. Your goal will be to learn how to present your ideas thoughtfully, with good support, and to be mindful of audience. Throughout the semester, as you practice reading and thinking critically, you will apply these skills to your writing, where you will work on learning to communicate your ideas effectively in writing—skills you will need as you continue on in college or enter the work force.

Required Text:

- Muller, Gilbert H. *The McGraw-Hill Reader: Issues Across the Disciplines*, 11th edition
- Faigley, Lester. *The Brief Penguin Handbook*, 3rd edition

Course Objectives:

After completing English 101, you should be able to

- read and understand essays that offer differing points of view on a topic.
- compare and contrast various perspectives on a topic.
- analyze a particular perspective or argument on a topic and evaluate its merits.
- develop your own perspective on a topic and state that perspective clearly in a written thesis.
- support that thesis with specific and detailed evidence from readings, research, and/or from personal observations and experience.
- document information from other sources using MLA parenthetical format.
- recognize the importance of audience as an intrinsic element in writing and employ strategies that engage your readers.
- 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 databases.
- collaborate with others in analyzing writing, developing points of view, and conducting research.

Please note: If as a result of the placement test you were advised to take ENG 094 or 100 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult to achieve the objectives for this course.

Requirements:

Papers: **Three** formal papers (each including a required first draft)

- Essays will range from **three to six pages** in length, except for the final formal, research paper, which must be a minimum of **seven pages**.
- All drafts must be **typed/word processed**, with 1-inch margins, double spacing and 12 point Times Roman font. Follow MLA format for heading, title and page numbers.
- All documents should be saved in multiple places: the hard drive, disk or CD.
- Final drafts are due on **due dates**; late submissions will lose credit per class meeting (i.e. B+ becomes a B-); allowance will only be given in case of emergency.
- Each student **must** complete all assigned writing projects in order to pass the course.
- All writing drafts should be produced at the **beginning** of the class session.

Writing Assignments: All in-class and out of class writing tasks

- Additional writing assignments will be given throughout the semester. Some will be in response to given readings while others will be considered part of the progressive elements needed to complete a given paper. These writing assignments will include: typed first drafts, reflective statements, pre-writes and post-writes, “Comprehension” & “Rhetoric” reading responses (**three to four pages each**), and peer review critiques. Formats for these will be varied.
- Grades are designated on a #scale of 1-5 (1 as the lowest; 5 as the highest)

Quizzes and Exams:

- Quizzes will be given periodically based on reading content. There are no make-ups. Grades are designated on the number of given questions (1-5 scale).
- You will write a final writing assessment based on your writing progress and research process during the end of the term, but there is no formal final exam in this class.

Attendance:

- You are expected to attend class regularly and punctually. Students who miss classes are **responsible** for 1) explaining the absence and/or verifying its necessity; 2) getting assignments from classmates or myself; and 3) making up the missed work.
- If you notify me in advance, absences for religious holidays, athletic participation, or other university-sanctioned events are **excused**. Other absences (illness, accident, personal tragedy) can be approved; however, it is **your duty** to contact me, first and foremost, **via e-mail** or leave a message on the Academic Division voicemail at 860-892-5770 to explain the absence within 24 hours of the missed class, and/or to provide **written documentation** at the next class meeting. Otherwise, a loss of points will result.

- More than **three** absences **will** lower your final grade, and excessive lateness will negatively affect your final grade. While allowance can be made for an emergency, generally, students who miss extensive **weeks** of class, will automatically **fail** the course.

Bad weather: On stormy days, please call the main campus number: **860-886-0177** to see if school is canceled. Also, listen to the radio or television for announcements. Since I commute long distance, if it looks like I will not be able to make it in, I will email all of you as soon as possible. And/or class members will be contacted by phone to relay the message. In case of cancellation, always follow the syllabus unless instructed otherwise.

Participation:

- The small-class environment of ENG classes makes dedicated attendance and full participation the **responsibility** of each class member.
- Therefore, please keep in mind that if you *must* miss class, not only are you now held accountable for making up any material covered in class but participation opportunities are lost. Remember that the work we do in class (in-class writing, group work) cannot be made up; it will affect your overall participation grade.
- You are expected to be an active and consistent participant in class. Participation means arriving prepared, taking notes, and contributing to class discussions, collaborative activities, and peer critiquing workshops in a constructive and thoughtful manner.

Grade Breakdown:

- Formal Papers: 55% (15% Paper #1 & #2, 25% Paper #3)
- Reflective Responses: 20% (reading responses, additional writing assignments, quizzes)
- Participation & Attendance: 10% (including class discussion, peer review, group work)
- Writing Process: 15% (rough drafts, post-writes, thoughtful revision between first and final drafts and in-class writing)

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. The act of plagiarism, taking an author's ideas and claiming them as your own, is a serious academic offense, and if committed, the result is a zero for the assignment and possible F for the course. In this class and in your academic career, present **your own** best work; clearly document the sources you use from others; and act at all times with honor.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to

- (a) cheating on an examination,
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course,
- (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own,
- (d) stealing or having unauthorized access to examination or course materials,
- (e) falsifying records of laboratory or other data,
- (f) submitting, if contrary to the rules of a course, work previously presented in another course, and

(g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

The Writing Center: Three Rivers has trained writing tutors to assist students in developing their writing at any stage of the process from revision to grammar. Please take advantage of this valuable service; just do not wait until the last minute to get help, as good writing takes time. (Tutors are also available through email at TRWritingCenter@trcc.commnet.edu.)

Students with disabilities: Any student with a hidden or visible disability which may require classroom modifications should see me about her/his disability within the first week or two of class. I urge you to contact the learning disabilities counselor on campus, Chris Scarborough, so that together we can work out an appropriate plan to meet your needs.

Cell Phones and Beepers: School regulations require that all cell phones and beepers be turned off in learning environments. If it is vital for to have access by cell phone or beeper, please speak to me to arrive at a suitable agreement. (Please no text messaging during class)

Final Comments:

1. The last day to Withdraw from classes is **Monday, May 7th**. A student who merely stops attending a class, but *does not* officially withdraw at the **Registrars Office**, will receive an automatic F in the course.
2. Once again, please remember to keep all of your course work throughout the semester in hard copy. Use a designated folder or binder for this purpose.
3. Last, know that you are responsible for your own learning. Autonomy is essential in sculpting your person and goals.

Course Schedule – Composition – ENG 101

- 1/19 Introduction, discussion of syllabus; get-to-know each other; required textbooks: The McGraw-Hill Reader (**MR**), Penguin Handbook (**PH**); course expectations; writing sample; student information
- 1/26 Reading: MR: Ch. 1 Reading and Responding to Texts: “Reading Critically and Actively” p. 2-7; Adler: “How to Mark a Book” p. 13-16; Elbow: “Freewriting” p. 82-84; PH: Ch. 1 “Think as a Writer” & Ch. 2a-2c “Plan and Draft” p. 1-14
How do you typically approach writing? What is your writing process?
In Class: quiz on Adler & Elbow; beginning a writing assignment; reading responses
- 2/2 Professional Day- Classes Not In Session
- 2/9 Reading: MR: Ch.5 Education and Society- Quindlen: “Sex Ed” p. 275-277; Gelernter: “Unplugged: The Myth of Computers” p. 278-281; Jacoby: “When Bright Girls Decide” p. 282-285; “Critiquing” p. 146; PH: Ch. 6 “Write to Analyze” p. 55-66
Due: Response Questions: “Comp” #2 & “Rhet” #2 p. 277, “Rhet” #4 p. 281 and “Comp” # 1 p. 284 – **typed at approx. 4 pages (1-1 ½ page response per essay)**
In Class: distribute paper #1 prompt; general essay formatting; secondary support
- 2/16 Reading: MR: Ch. 2. Writing: Process and Communication: “Invention, Drafting and Revising” p. 44-71; PH: Ch. 4 “Rewrite, Edit and Proofread” p. 37-46
Due: Rough Draft of Paper #1, for peer review
Bring To Class: 2 copies of your First draft, ready for readers
In Class: peer critiquing guidelines, writing workshop
- 2/23 Reading: MR: Ch. 6 Family Life and Gender Roles- Tannen: “Sex, Lies and Conversation” p. 100-104; Rodriguez: “Family Values” p. 321-327; PH: Ch. 3a-3b “Compose Paragraphs” p. 21-30
Due: Final Draft of Paper #1, for submission
In Class: postwriting; quiz; distribute paper #2 prompt; types of paragraphs
- 3/1 Reading: MR: Family and Gender cont.- Ortiz Cofer: “The Myth of the Latin Woman” p. 365-369; Silko: “Yellow Woman and a Beauty” p. 375-382
Due: Response Questions: “Comp” #2 & “Rhet” #5 p. 369-370, and “Comp” #2 & “Rhet” # 1 p. 382
In Class: analysis of two texts; sharing responses; rhetorical genres
- 3/8 Reading: MR: “Paraphrase, Summarizing, Quoting, Synthesizing” p. 23-30; PH: Ch. 3c-3f “Compose Paragraphs” p. 31-37
Due: Rough Draft of Paper #2, for peer review
Bring To Class: 2 copies of your First draft, ready for readers
In Class: writing workshop; summary, paraphrase, quote, paragraphing, unity
- 3/15 Reading: MR: McCarthy: “In Defense of Twitter” p. 150-151; Lee: “Social Sites Are Becoming” p. 152-155; PH: Ch. 2d-2g “Plan and Draft” cont. p. 14-21; Ch. 16 “Plan

Course Schedule – Composition – ENG 101 cont.

Your Research” & Ch. 17 “Find and Evaluate Sources in Databases” p. 165-188

Due: Final Draft of Paper #2, for submission

In Class: postwriting; quiz; distribute paper #3 prompt; researching, library use, note taking, works cited

3/19-22 Spring Break- Classes Not In Session

3/29 Reading: PH: Ch. 18 “Sources on the Web” & Ch. 19 “Print Sources” p. 189-206
Bring to Class: Two printed/copied secondary sources on your two potential topics (1 source per topic)

In Class: library orientation today; sharing of articles and research strategies; topic exchange; research topic approval

4/5 Reading: MR: “Thinking Critically” p. 128-133; MR: Ch. 4 Writing a Research Project: “Researched Writing” sections p. 166-190

Due: Two Sources on approved topic, printed/copied & Two typed annotated bibliographies on those sources (½ pg each)

In Class: secondary source evaluation, annotated bibliography; primary and secondary sources reviewed; formal outlining; audience input

4/12 Reading: MR “ Powerful Arguments” p. 135-140; PH: Ch. 5a- 5c “Read and View with a Critical Eye” p. 47-51 & Ch. 23 “MLA Documentation” sections p. 247-282

Due: Formal Outline of paper #3, for submission

In Class: workshop; logical, pathetic, ethical appeals; introductory paragraphs, argument/counterargument

4/19 Reading: PH: Ch. 7 “Effective Style and Language” & Ch. 21 “Avoid Plagiarism”

Due: First Draft/ Introductory Pages of Paper #3, for peer review

Bring To Class: 2 copies of your first draft, ready for readers

In Class: workshop; verbal fallacies; MLA format addressed

4/26 Reading: PH: Ch. 8 “Understanding Grammar,” Ch. 9 “Understanding Punctuation,” review parts as needed

Due: Rough Draft of Paper #3, for peer review

Bring To Class: 2 copies of your first draft, ready for readers

In Class: editing and grammar, style and syntax; essay polishing

5/3 Reading: PH: Ch. 23 I “Sample Research Paper” p. 282-296

Due: Final Draft of Paper #3, for submission

In Class: postwriting; sharing of final paper conclusions and excerpts

5/10 Last Day of Classes ☺

In Class: final evaluations, conclusions; writing assessments; final papers returned

LEARNING OUTCOMES

Upon successful completion of these courses, 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 academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesauri, and writing handbooks
- 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

Methods of Instruction - In this class, you can expect to:

- Write every day, in a variety of formats: responding to readings, doing pre-writing activities for essay drafting or revising formal papers.
- Spend class time in writing workshops, practicing various rhetorical strategies of other people's writing.
- Analyze the techniques and strategies of other people's writing.
- Look closely at your own strengths and challenges as a writer through individual conferences.
- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers.
- Work in small groups to discuss your own and peers' writings.