

**“Educated, informed people engage in research all the time. They are accountable for their opinions, have evidence, and know where it came from.”**

## **Syllabus**

English 101

Course Number 30514

Fall 2009

East Lyme High School Room TBA

Thursday 6:00 – 8:45 P.M.

Instructor: Sally W. Cini

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Office Hours: Monday 5:30 – 6:00 or by appointment

### **Course description for English 101:**

College Composition engages students in critical observation, reading, and writing. The 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, 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 / Supplies:**

*The Main Event*, Catherine A. Hoffman and Andrew Hoffman

*The Brief Penguin Handbook* most recent edition, Lester Faigley

CD or jump drive, two pocket folders, paper

### **Learning Outcomes:**

English 101 is designed to build specific skills and abilities. If you successfully complete English 101, you should be able to:

- Read challenging essays on pertinent topics
- Compare 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 that perspective clearly in a written “thesis”
- Support the thesis with specific and detailed evidence
- Craft language effectively
- Develop and employ strategies for revision and editing
- Document information from other sources using MLA parenthetical format
- Recognize the reader as an intrinsic element in writing and employ strategies that engage the reader
- Conduct basic research, including accessing electronic databases
- Collaborate with others in generating ideas, analyzing writing, and developing points of view.

**Academic Honesty:**

Plagiarism is a violation of the academic code of honor. It occurs when a writer takes credit for someone else's writing or thoughts and submits it as his/her own., either intentionally or merely through sloppy documentation of sources. Any plagiarized work will result in an F on that paper and in all likelihood an F in the course.

**Withdrawal Policy:**

A student who finds it necessary to discontinue a course once a class has met must provide written notice to the registrar. Withdrawal forms are available at the Registrar's office on the Thames and Mohegan sites. No punitive W grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. No withdrawals are allowed 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.

**Student with Disabilities:**

If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. I will refer you to one of the learning disabilities counselors on campus so that together we can work out a plan to meet your needs.

**Attendance:**

Regular attendance is essential to success in this course. If you miss a class meeting, you are still responsible for the work of that week. I will be conducting a formal roll call each class. There will be a different grading emphasis for each paper and instruction on those will happen in the preceding classes so it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) would most likely impact your work negatively.

**Format of Assignments:**

Hand-written work will not be accepted, unless it is an in-class assignment. All work must be word-processed, standard one inch margins on all sides, double spaced, size 12 font, Times New Roman or a comparable serif font only. When I specify a number of pages, I mean typed pages of approximately 300 words per page. Essays must follow MLA citation format, guidelines for which can be found in *The Brief Penguin Handbook*.

**Grading:**

Participation –10%  
Writer's Log and in class writing –10%  
Researched essays developed through process - 60%  
Final Exam – Revision/Reflection - 20%

**Reading and Writing Schedule for English 101  
Fall 2009**

(Drafted 8/18/09. Open to revision)

<b>Week 1</b>	
	<b>Readings / Assignment due</b> none
8/27	<b>In Class</b> Introduction to class, writing prompt
<b>Week 2</b>	<b>Readings / Assignment due</b> Readings for topic one: Film and Television – Johnson, Corliss, Rapping, Wilkinson-Ryan, Alexander, McDonald, Hamilton, Grossman Writer’s Log response for each reading
9/3	<b>In Class</b> Generating ideas, reading strategies, rhetorical style, assign research essay one
<b>Week 3</b>	<b>Readings / Assignment due</b> Draft of essay one
9/10	<b>In Class</b> Revision of essay one, diction, considering audience, evaluating sources
<b>Week 4</b>	<b>Readings / Assignment due</b> Essay one
9/17	<b>In Class</b> Generating ideas, annotating, works cited page,
<b>Week 5</b>	<b>Readings / Assignment due</b> Readings for topic two: Technology and society – Sinha, Grossman, Conley, Hines, Dunn, Winner, Kaplan, Wright Writer’s Log response for each reading; Noodletools page - three entries with annotations. Read Penguin Handbook “Finding Sources online” pgs. 201-226
9/24	<b>In Class</b> Rhetorical style, parenthetical citing, work on introduction/thesis
<b>Week 6</b>	<b>Readings / Assignment due</b> Draft of essay two
10/1	<b>In Class</b> Revise essay two, integration of quoted material
<b>Week 7</b>	<b>Readings / Assignment due</b> Essay two
10/8	<b>In Class</b> Paragraph development ideas, evaluating sources Assign essay three, internet search techniques,

<b>Week 8</b>	<b>Readings / Assignment due</b> Draft of essay three, Readings for topic three: Democracy and Education – Rose, Tocqueville, Bloom, Hoffman, Noddings, Shafer, Henry
10/15	<b>In Class</b> Revise essay three, transitions, organization
<b>Week 9</b>	<b>Readings / Assignment due</b> Essay three
10/22	<b>In Class</b> Addressing opposing views
<b>Week 10</b>	<b>Readings / Assignment due</b> Readings for topic four: The Justice System – Pomper, Wypijewski, Bach, Cannon, DiIulio, Ziedenisberg, Rich, Luscombe Writer’s Log responses to each essay
10/29	<b>In Class</b> Relationships, opposing view
<b>Week 11</b>	<b>Readings / Assignment due</b> Draft of essay four,
11/5	<b>In Class</b> Revise essay four, primary sources
<b>Week 12</b>	<b>Readings / Assignment due</b> Essay four
11/12	<b>In Class</b> Review of essays #1, #2, #3, rhetorical devices Hand out final take-home exam
<b>Week 13</b>	<b>Readings / Assignment due</b> Draft of revision part of final
11/19	<b>In Class</b> Revision choices, Review of final topics
11/26	<b>No Class Thanksgiving Break</b>
<b>Week 14</b>	<b>Readings / Assignments due</b>
12/3	<u>Final exam due between 6:00 and 6:30</u>
<b>Week 15</b>	<b>Exam week No Class</b>
12/10	