

## Syllabus

**English 101:** College Composition

**Phone:** 860- 892-5775

**Office:** Room D-209D

**Hours:** Tues. and Thurs. 2:00 p.m. – 3:30 p.m., Wed. 400-5:00 p.m.

Or by appointment if the above times do not work for your schedule

**Instructor:** Christine Hammond

**e-mail:** [Chammond@trcc.commnet.edu](mailto:Chammond@trcc.commnet.edu)

**Required Text:** Rereading America: Cultural Contexts for Critical Thinking and Writing, Eighth Edition, G. Columbo, R. Cullen, B. Lisle, eds.

**Recommended Text:** The Brief Penguin Handbook, 3<sup>rd</sup> Ed., Lester Faigley

**Necessary Supplies:** A Writing Journal (spiral or bound notebook will do)  
A pocket dictionary (or electronic equivalent)  
Ink pens, plain or lined paper, pocket folder, mini stapler

### Course Description:

In this course students will enhance their abilities to be critical thinkers and thoughtful and analytical writers as they discover and develop the strategies necessary for composing a fully developed, well-researched, carefully-crafted, critical essay. Strong written communications skills create a sure foundation for academic success. This course will stress the importance of formulating and communicating ideas to a broad variety of audiences with purpose, coherence, and clarity. In order to develop and enhance these skills, students read good writing, think about important issues, and discuss divergent viewpoints, but most of all they write—in class, outside of class, in small groups, and as a whole class.

Reading stimulates the writing process, so students will read challenging essays and other materials, think critically about the issues expressed, and write responses of their own. Students are required to maintain a writing journal, and should expect to complete frequent journal-writing exercises. Other, more formal, writing assignments, argued cogently and supported carefully, will advance students' own ideas and opinions. These "research essays" will use appropriate MLA documentation to identify and credit supporting evidence that students have consulted to help them amplify their work.

This course is based upon the core principle that writing is a "process" of thinking, drafting, re-examining, re-thinking, and re-writing before a final writing product can be produced. Often various steps in the writing process must be retraced or repeated in the development of the final work. Students can *expect* to reconsider and should *plan for* rewriting their essays as their thinking evolves. This is the nature of good writing.

In addition, some course time will be devoted to sharing writing and reviewing the writing of peers whether in small groups or during whole class discussion.

**Learning Outcomes:**

Upon successful completion of English 101, 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 view 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

**THIS COURSE IS A DEMANDING ONE, REQUIRING AT LEAST TWO HOURS OF STUDY  
AT HOME FOR EVERY HOUR SPENT IN THE CLASSROOM.**

**Attendance**

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. If you must miss a class meeting, you are still responsible for the work of that day.

**Late Paper Policy**

All written work is due on the day indicated by the Schedule of Assignments attached. However, I will observe a grace period of 48 hours. If work is not turned in *before* the end of the grace period, it will not be accepted; no exceptions, no excuses.

**Assignments and Grading**

It is important that students attend class, come with assignments completed, and share their ideas both in discussions and in writing. These shared activities help all writers explore and develop the ideas they want to write about. The final grade in the course will be awarded based upon the following:

**Writing Journal                      50 points**

Specific writing prompts will be assigned as journal exercises throughout the semester. The writing journal will be collected and graded in Week 13 of the semester.

**Reading Responses                      150 points**

Specific question will be assigned in response to textbook or other readings. These written responses will be collected on the designated date (see Schedule of Assignments), graded and returned, generally the following class period. This work must be typed, double-spaced, using MLA page formatting.

**Formal Essays                              800 points**

Essay #1	250 points	4 pages +
Essay #2	250 points	6 pages +
Final Research Essay	300 points	8 pages +

As clearly indicated, the major portion of the grade in the course is based upon the three essays. The broad topic areas for essays #1 and #2 will be determined by the instructor. The topic and direction of inquiry for essay #3 will be decided by the student writer. Much thinking, reading, and writing in the early weeks of the course will be devoted to developing interest inventories, so writers will have a deep well of themes from which to draw for their later works. The broad theme for the course is **Work, Social Class, and the American Identity**

The final essay will include a number of discrete parts, each graded separately, including an annotated bibliography and a formal outline.

### **Academic Honesty**

Plagiarism is a violation of the academic code of honor. An overt violation occurs when a writer takes credit for someone else's work and submits it as his or her own. This includes cutting from others' writing and pasting their words into one's own work. Plagiarism can also occur through inaccurate or incomplete documentation of sources. **Any plagiarized work will result in an F on that writing assignment and may well result in an F in the course.**

Please refer to the Student Handbook for more details on this important issue. Violating the academic code of honor carries serious penalties, up to and including exclusion from the college.

### **Other Notes of Importance**

1. **Any student with a hidden or visible disability that may require classroom modifications or other accommodations should see me immediately.** If necessary, I can refer you to one of the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.
2. **Cell phones are to be turned off and put away for the duration of class time.**
3. **December 9, 2010 is the last day to withdraw.** You may withdraw from this course (or any other) without the instructor's signature. However, **you must officially withdraw** at the registrar's office. If you cease attending class without officially withdrawing at the registrar's office, you will receive an **F** in the course.
4. **You are strongly encouraged to visit me during office hours** (see page 1 of the syllabus for days/times, location). If my regularly scheduled office hours do not work for your schedule, do not hesitate to make an appointment for an alternate time to ask questions about assignments or talk about your progress in the course.

## Schedule of Assignments\*

### Week 1

Introductions. Writing sample in class.

### Week 2

Reading: "Serving in Florida" by B. Ehrenreich, p. 290

### Week 3

**Response to Ehrenreich DUE**

### Week 4

Reading: "Living It: Tim Blixeth", by R. Frank, p. 279

**Response to Frank DUE**

### Week 5

**ESSAY ONE DUE**

### Week 6

Reading: "Class in America – 2006" by G. Mantsios, p. 304

### Week 7

**Response to Mantsios DUE**

**CONFERENCES**

### Week 8

Reading: "The Missing Class" by K. Newman and V. Chen, p. 349

**CONFERENCES**

**Response to Newman and Chen DUE**

### Week 9

Reading: "C. P. Ellis" by S. Terkel, p. 398

**Response to Terkel DUE**

### Week 10

**ESSAY 2 DUE**

Reading: "America's New Working Class" by K. Arnold, p. 361

### Week 11

**Response to Arnold DUE**

### Week 12

Reading: "Framing Class..." by D. Kendall, p. 330

### Week 13

**ANNOTATED BIBLIOGRAPHY DUE**

**Week 14**

Reading: "Child of the Americas" by A. Morales  
**THANKSGIVING**

**Week 15**

**Week 16**

**RESEARCH ESSAY DUE**

\*A partial listing of scheduled readings and assignments, subject to change as necessary.