

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.

Or by appointment

Instructor: Christine Hammond

e-mail: Chammond@trcc.commnet.edu

Required Text: Critical Thinking, Thoughtful Writing: A Rhetoric With Readings, 4th Ed.
John Chaffee, Christine McMahon, Barbara Stout

Recommended: The Brief Penguin Handbook, 3rd 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:

"Individuals who are critical thinkers and thoughtful writers are *curious*, *open-minded*, *knowledgeable*, and *creative*." – John Chaffee

In this course students will enhance their abilities to be "critical thinkers and thoughtful 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-visioning, 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 100 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.

QAR, QTCs and TWAs 100 points

Questions for Active Reading (QARs) and/or Questions for Thinking Critically (QTCs) as assigned in response to textbook or other readings. These responses will be collected on the designated date (see Schedule of Assignments), graded and returned, generally the following class period. At other times, Thinking-Writing Activities (TWAs) will be assigned from the textbook. These activities will also be collected on the designated date, graded, and returned. All work must be labeled with name, date, course meeting day and time, and all 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 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, or other sanctions. Please refer to the Student Handbook for more details on this important issue.

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. **May 10, 2010 is the last day to withdraw** from classes. You may withdraw without a signature from your instructor or academic advisor, but you must report, in person, to the Registrar's Office and complete the necessary paperwork to withdraw. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I encourage all students to visit me during my office hours (see p. 1 of Syllabus for location and times) to talk about their progress in the course or any difficulties they may be having with an assignment. If my office hours are inconvenient for your schedule, ask to set up an appointment for a different time.

Schedule of Assignments

January 21

Introductions to the course and to one another. In-class writing.

January 26

Reading: Chaffee, Chapter 1, Complete **Thinking-Writing Activity**, p. 9 in your notebook.

January 28

Complete **Questions for Active Reading** 1-3 and **Questions for Critical Thinking** 2-3, pp. 19-20

–To be collected

February 2

Reading: Chaffee, Chapter 2, pp. 22-35. “Existentialism and metacognition, what does it all mean?” Becoming a more careful reader: annotating, summarizing, and problem solving.

February 4 – COLLEGE PROFESSIONAL DAY – CLASSES NOT IN SESSION

Reading: Chapter 2, pp. 45-48, Making Meaning. Complete **Thinking Writing Activities** on p. 48 and 49 – To be collected on 2/9/10

February 9

Reading: Chapter 3, pp. 50-60. Complete **Thinking-Writing Activity** on p. 55, Five Questions of Belief, in your notebook.

Reading: Chaffee, pp. 61-64, and 71-74. Complete **Questions for Active Reading** 1-3 on p. 63 and **Questions for Thinking Critically** 1-4 on pp. 64 – To be collected

February 11

Reading: Chaffee, pp. 74-83. Reflect on your thinking, reading, writing and discussions to date. In your notebook, create a list (no less than ten) of ideas about an experience that has had an important influence on a belief that you held or hold.

February 16

Reading: Chaffee, pp.98-104, Becoming More Creative. In your notebooks, answer the **Questions for Active Reading** on p. 104. Then, select one of the ten topic ideas from your notebook, develop a thesis and be prepared to present your thesis in class.

February 18

Reading: Chaffee, pp. 117-121, Making Decisions and Drafting.
Pre-writing strategies, from free-writing to mind mapping

February 23

Draft of Essay #1 Due – Peer Review

February 25

Reading: Chaffee, pp.145-153. In your notebook, answer **Questions for Active Reading** 1 and 2 on p. 150 and **Questions for Thinking Critically** 1 only.

March 2**Final of Essay #1 Due**

Reading: Chaffee, pp. 161-173. Be prepared to discuss King and Pipes in your writing groups.

March 4

Reading: Chaffee, Chapter 7, pp. 183-189. **Complete Thinking-Writing Activity** 1-3 on p.189 in your notebook.

March 9 – SPRING BREAK – CLASSES NOT IN SESSION

Reading: Chaffee, Chapter 8, Exploring Concepts, pp .212-219. Complete **Thinking-Writing Activity** on p. 219 to be turned in.

March 11 – SPRING BREAK – CLASSES NOT IN SESSION

Reading: Chaffee, Forming Concepts, pp. 219-227. In your notebooks, complete **Thinking-Writing Activity** on pp. 223 and **Questions for Active Reading** on p. 227.

March 16

Reading: Chaffee, pp. 228-233. Answer **Questions for Active Reading** and **Questions for Thinking Critically** pp. 233-234 to be turned in.

March 18

Reading: Chaffee, pp. 251-257, Defining Concepts... In your notebooks, list (at least) five concepts you have an interest in defining and explain why.

March 23**Draft of Essay #2 Due****Peer Review**

Reading: Chaffee, pp. 265-271.

March 25

Reading: Chaffee, pp. 275-281. In your notebooks, answer **Questions for Active Reading** 1-3 on p. 281.

March 30

Reading: Chaffee, pp. 282-289

In your notebooks, answer **Questions for Active Reading** 1-3 on p. 289

April 1

Reading: Chaffee, pp. 308-311. In your notebooks, list at least five perspectives, ideas, or things, you might examine for similarities and differences

April 6**Final of Essay #2 Due – Defining a Concept****Launching Final Research Project – Introduce Research Log**

Reading: Chaffee, pp. 317-320, Comparing Perspectives

April 8

Reading: Chaffee, pp. 325-330. Complete **Thinking-Writing Activity** on p. 330 to be turned in.

April 13

Reading: Chaffee, pp. 330-337. In your notebook, complete **Thinking-Writing Activity** on p. 336.

April 15

Reading: Chaffee, pp. 355-366. Complete **Thinking-Writing Activity** on p. 366 to be turned in.

April 20

Reading: Chaffee, pp. 366-368, Evaluating Sources, a review

April 22

Reading: Chaffee, pp. 372-375. Complete **Thinking Writing Activity** on p. 375 using source(s) identified for use in your research essay – to be turned in

April 27

Reading: Chaffee, pp. 445-454, Argument

Draft of Essay #3 Due

Peer Review

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April 29

Reading: Chaffee 460-468, Evaluating Arguments

May 4

Reading: Chaffee, 481-487 Forms of False Reasoning

Turn in writing journals today

May 6

Writing Workshop – Fine Revision

May 11

Final Research Essay Due

May 13

Final in-class writing assessment

May 18

Final Essays Available – Attendance Optional