

Three Rivers Community College
English 101: College Composition: Spring 2011
(CRN: 12072)

Instructor: Amy Lynn Ingalls

Meeting times: Mondays and Wednesdays, 2:00pm-3:15pm

Course Location: Room D-221

Office: D-203B

Office Hours: Mondays and Wednesdays, 3:30pm-4:30pm or by appointment

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Course Description

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 academic resources, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings. A placement test is required prior to enrollment.

“He who knows only his own side of the cause knows little” (John Stuart Mill).

My Course Overview:

In this course, you will be asked to think, read and write **critically**. Through selected readings and analyzing *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, other required supplemental readings, *The Brief Penguin Handbook*, and a minimum of three scholarly sources, you will learn how to write and think in a more focused, analytical manner. Since we will be reading about issues that internally affect us, I anticipate that the reactions to the readings will be diverse and complicated. You will work on **active reading** skills (pre-writing and pre-reading, marking the text, etc.) through various outside reading selections in addition to essays from your primary text. You will engage in writers’ workshops/peer review sessions with your classmates for purposes of honing your formal writing skills. Explanation of: [Writers’ Workshop/Peer Review](#) Writers’ Workshops/peer reviews encourage students to get feedback from others and to learn how to read and respond to others’ writings in a constructive manner. There will be several writers’ workshops throughout the semester. During each day that writers’ workshop is scheduled, you will need to

bring in 2 typed, STAPLED copies of your essay to class that demonstrate your best writing. In class you will be assigned into groups of 2 or 3, and will be responsible to give feedback to your peers on their essays based on the Writer's Workshop handouts (criterion-based questions). This counts as part of Class Participation and is **REQUIRED**. In addition, you will send me an electronic copy of the draft on Blackboard Vista, due by class time on that day (2pm)!

Constructive criticism is not only encouraged, but required.

In addition, there will be much journaling and free writing.

Finally, in addition to critically examining writing, you will have opportunities to view visual media.

OBJECTIVES

After completing English 101, you 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 your 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 your assertions through paraphrasing, quoting, and summarizing.
- Cite sources using MLA citation style.
- 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 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.

“We sing to charm the snake in our spines, to make it sway with the pulse of the world, to balance the weight of consciousness on the topmost vertebrae” (Morgan).

Required Texts

- Barnett, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument with Readings (9th ed)*. Boston: Bedford St. Martin’s, 2011. Print.
- Faigley, Lester. *The Brief Penguin Handbook (3rd ed.)*. NY: Pearson/Longman, 2009. Print.

Other Required Materials

- **Access to Blackboard Vista (To Be Discussed)**
- A two-pocket folder with your name on the outside or if you prefer a three-ring binder (to be used for each formal essay/research essay final submission) *Note: The optional three-ring binder will prove beneficial in developing your final writing portfolio for this semester.
- A one subject or composition notebook (For your JOURNAL!)
- A flash drive (1 G should suffice). Flash drives are very cheap and accessible.
- Working Folder (which will contain all the material generated in this course)

Grade Points

Journal	30 points
Class Participation & Writer’s Workshops	10 points
Formal Essay 1	10 points
Formal Essay 2	10 points
Formal Essay 3 (research paper)	15 points
Final Portfolio	50 points

Explanation of Assignments and Grades

(Note: Every major assignment will be graded using a specific rubric. All major assignment handouts will be available to download and print through Blackboard Vista).

JOURNAL (30 pts.): See attached handout. Note: In the Course Outline, JE means “Journal Entry”.

CLASS PARTICIPATION (10 pts.): This class will work well if we work together. Ask questions. Make comments or raise insights. Don’t be afraid to be creative or debate, TASTEFULLY, RESPECTFULLY, and with others’ feelings in mind. This is a **critical** thinking and writing class. Writer’s Workshops are part of class participation.

I will occasionally check journal entries at the beginning of class AS NEEDED

ESSAYS: (2@10points each=20 points): There will be two 10 point essays, Essay 1 and 2. These are formal essays which almost always* should be written in third person p.o.v. (*First person p.o.v. for Essay 1 is okay but third person p.o.v. is desired and encouraged). The second essay, the mini-research paper, must be in third person with correct MLA citations, works cited page, and MLA formatting.

You will be responding to at least four prompts which center around readings from the primary text in addition to any handouts/potential activities (Gladwell). (**Handouts will be available on Blackboard Vista home page**).

RESEARCH PAPER (15 points): A more detailed research paper handout will be available on our Blackboard Vista home page (February 2011).

Final Portfolio (50 points): A final portfolio guidelines sheet and rubric is forthcoming.

What should be in your final portfolio and how it will be graded:

- *A cover letter (To be explained in class)*
- Two formal essays, one of which is a mini-research paper (4-6 pp), 10 points each, total of 20 points)
- One research essay, including an annotated bibliography and outline: research essay, 7-9 pages (15 points); annotated bibliography and outline (5 points, 2.5 points each)
- Any 5-7 pages that best represent your learning or writing strengths, improvements, or interests. (These entries must be developed out of your in-class and journal writings. Work created from another class will not be accepted.) (10 points)

FINAL NOTE: All work included in the portfolio must be typed and clean copies (free of my comments). All original drafts with my comments and at least one copy of a peer reviewed essay must be included in your portfolio with the clean copies.

*You will have a **final** opportunity to revise any work you want to include in the portfolio prior to the portfolio submission. The final revision should show original thinking and attention to writing as a craft, rather than simply only the comments I made on previous drafts.*

The writing in the portfolio that has been revised will be judged primarily on the quality of the product through a 50 point scale rubric (forthcoming).

OTHER POLICIES

Attendance: This class meets Mondays and Wednesdays for an hour and 15 minutes each day. I take attendance. In order for the class to be successful it is important that you attend regularly.

If extenuating circumstances occur (2 or more classes missed), please arrange to meet with me during office hours. If you know ahead of time you have to miss class, please let me know over Blackboard Vista, phone call or regular email. Extenuating circumstances exclude failure to budget your time and/or set alarm to wake up for class. Honor your commitment. Communication (via email) is of the utmost importance for your success in this class.

Deadlines: No late work will be accepted, unless prior arrangements have been made. *See note on extenuating circumstances above. **Note about: HW on Course Outline, the day it is assigned means that it is due the following class period so that if something is assigned on January 24th, it is due on January 26th, January 31st assigned, due February 2nd, etc. There may be random homework checks over the semester; be prepared.**

Late arrivals and leaving class early: I strongly discourage late arrivals and leaving class early, but so long as “life happens” infrequently, there will not be a problem. By infrequently, I mean no more than twice a semester.

Paper Format: Hand-written essays will be returned with no assessment. You must type all essays (either drafts or final copies) with the following format: 12 point business professional font, double-spaced, one inch margins, MLA heading, and include a Works Cited page (as applicable).

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. In this class and in the course of your academic career, present only your own best

work; clearly document the sources of the material 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.

Electronic devices: All electronics devices will be powered off upon entering the classroom.

The Writing Center: Three Rivers has tutors trained to assist students in developing better writing skills. I *highly* recommend that you take advantage of this service; don't wait until the last minute to get help. (Tutors are also available through email at TRWritingCenter@trcc.commnet.edu.) I have had several success stories with students who have used the Writing Center. I encourage this resource because I cannot possibly meet with every student the day before or the day that an assignment is due.

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 will ask that student to see the learning disabilities counselor.

Inclement weather/class cancelations: School closings/cancelations/delays are normally posted on the TRCC home page (www.trcc.commnet.edu). In addition, you may call the school at (860)-885-2300 and dial "1" for school closing announcements. IF I have to cancel class (hopefully not), there will be an announcement on Blackboard Vista under the tab "Announcements" or you will find out ahead of time in class (To Be Discussed).

COURSE OUTLINE- (Subject to Change at My Discretion, rev. 1/13/11)

January

Monday, January 24: Week 1

Introductions, syllabus and journal handout overview. Blackboard Vista overview.
"Five Exercises in Critical Thinking" (29)

- HW: Review the syllabus. Send me a message on Blackboard Vista to introduce yourself and tell me about your “skills”. (There will be more details in class).

Wednesday, January 26:

“Five Exercises in Critical Writing” (29)-[cont.]

HW: **JE #1** In Barnet and Bedau, read “Thinking About Students’ Evaluations of Their Professors” (10-12). Respond to this prompt: Argue your position on instructor online evaluations or paper and pencil evaluations (min. 1-2 pages).

Monday, January 31: Week 2

Formal Paper 1 discussion and handout and *Brief Penguin Handbook* overview. Free write. Discuss “Thinking About Students’ Evaluations of Their Professors” (10-12).

February

Wednesday, February 2:


Chapter 2: Active Reading strategies (Barnet and Bedau), BbVista

- HW: **JE #2:** In Barnet and Bedau, respond in your journal (min. 1 page) to “A First Amendment Junkie” (Jacoby 43-47).
- *The Brief Penguin Handbook* (Ch. 2, 4)

Monday, February 7: Week 3

Discuss “A First Amendment Junkie”

The Writing Process-Outlining 101 and Free Writing

Ch. 3-Argument and Persuasion discussion (Rhetorical )

- HW: **JE #3:** “When ‘Identity Politics is Rational’ “(Fish, 111-14).

Wednesday, February 9:

Chapter 3, Formal Essay 1 “Working Day”

- HW: **JE#4:** “It’s Hard Enough Being Me” (Raya 119-21).

Monday, February 14: Week 4-TBD

- **HW: JE #5** “The Art of Failure” (Gladwell, 263-79)

Wednesday, February 16:

Writer’s Workshop Formal Essay 1 rough draft (Bring at least two copies of your STAPLED rough draft to be peer reviewed.)

Blackboard Vista-Submitting papers

- **HW: JE: #6-**In *What the Dog Saw* (handout) read “The Art of Failure” (263-79) and respond in journal.

Monday, February 21: No classes, President's Day, Blackboard Vista HW, Work on Journal Submission 1 (Entries 1-5).

Wednesday, February 23:

- **Journal Submission 1 due (#1-#5)**
Ch. 4 "Visual Argument and "Zeitgeist: Moving Forward"
Start small group activity Barnet and Bedau, "Exercise: Letter to the Editor" (72) or "Cyber Bullying and Facebook" (71).
- HW: Formal Essay 1 final draft due 2/28/11.

Monday, February 28: Week 5

- **Formal Essay 1 final draft (with rough draft and outline) due**
In-class: Continue and finish small-group Barnet and Bedau exercises.
- HW: *Brief Penguin Handbook* (Ch. 2, 3, 23), Barnet and Bedau, Ch. 5 (Analysis of an Argument).

March

Wednesday, March 2:

Library Orientation with Pam Williams (Meet in library, library classroom is on second floor-To Be Discussed). Ideas for research topics handout. Discussion of primary and secondary sources.

Discuss Formal Essay 2 (Available on Blackboard Vista)

- HW: Brainstorm on topics for the mini-research paper.
- HW: **JE #6: Scholarly Journal Article Critique**

Monday, March 7: Week 6

Thesis Statement workshop (Jon Brammer)

- HW: Work on mini-research paper, Ch.6 Barnet and Bedau

Wednesday, March 9:

"How to write in third person point of view" lecture/activity/discussion, Outlining 101 (if time)

- HW: **JE #7:** Barnet and Bedau "From Degrading to De-grading" (Kohn, 808-17) and respond in journal.

Monday, March 13-Sunday, March 20th - **Spring Break! No classes!**

- Work on mini-research paper (4-6 pages, final product), BbVista assignment

Monday, March 21: Week 7 (cont. on pg. 9)

- **Writer's Workshop Mini-Research Paper Rough Draft due (Bring two copies to class). Email one copy of paper and outline through Blackboard Vista to me.**
- HW: **JE #8:** Barnet and Bedau, "Obama's Commencement Address" (772-77) and "Serve or Fail" (Eggers 794-98).

Wednesday, March 23:

The Annotated Bibliography; Barnet and Bedau readings discussion (sm. groups)

Monday, March 28: Week 8

- **Formal Essay 2 final draft (with copy of one peer or instructor-reviewed draft) and outline final draft. Final drafts of each sent over Blackboard Vista**
Annotated Bibliography: Write an annotated bibliography entry *How does this source add to your academic writing?*
- HW: **JE #9** "Something Borrowed" (Gladwell handout).

Wednesday, March 30:

Formal Essay 3 research paper assigned

- HW: **JE #10:** "Inner Contentment" (Dalai Lama and Cutler 1000-003).

April

Monday, April 4: Week 9

TBD

- **HW:** Work on research paper; *The Brief Penguin Handbook*, Ch. 23

Wednesday, April 6:

- **Journal Submission #2 due (#6-10)**
Discussion of Final Portfolios.
- HW: Work on research paper

Monday, April 11: Week 10

- **RESEARCH PAPER Proposal due**
- **Writer's Workshop #3-Research Paper Rough Draft 1 due (Send one electronic copy over Blackboard Vista and bring two STAPLED hard copies to class).**

Wednesday, April 13: TBD

Monday, April 18:

Week 11

Writer's Workshop #4: Research Paper rough draft 2 due (one copy to me over BlackBoard Vista, two stapled hard copies to your classmates)

Wednesday, April 20: (cont. on pg. 10)

- Writer's Workshop (opt.)

Monday, April 25:

Week 12

The portfolio cover letter

- HW: Work on Research paper final draft and portfolio.

Wednesday, April 27:

- **Research Paper Final Drafts due [Submit with outline final draft, annotated bibliography final draft, and rough drafts (2)]**

May

Week 13

Monday, May 2: No classes!

Wednesday, May 4: TBD

Monday, May 9: Week 14

- Conferences, Day 1 (1/2 hr. meeting in my office, TBD).

Wednesday, May 11:

- Conferences, Day 2 (1/2 hr. meeting in my office, TBD).

Monday, May 16: Week 15

- Last day of class; Final Portfolios are due (Be on time!)

Friday, May 27: Student grades available on mycommnet.edu