

Three Rivers Community College  
**English 101: College Composition: Fall 2010**  
(CRN: 30212)

**Instructor:** Amy Lynn Ingalls

**Meeting times:** Mondays and Wednesdays, 3:30pm-4:45pm

**Course Location:** Room E-223

**Office:** D-203B

**Office Hours:** Wednesdays, 1:00-3:00pm (or by appointment only)

**Email:** (best way to reach me) [aingalls@trcc.commnet.edu](mailto:aingalls@trcc.commnet.edu)

**Phone:** (860)-885-2352

**Mailbox Location:** D-207

## **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.

### RALPH WALDO EMERSON:

“Put the argument into a concrete shape, into an image, some hard phrase, round and solid as a ball, which they can see and handle and carry home with them and the cause is half won.”

## **Course Overview**

In this course, you will be asked to read and write critically. Through reading and analyzing *Rereading America* (abbreviated on course outline: *RRA*), *From Critical Thinking to Argument*, other required supplemental readings and a minimum of three scholarly sources, you will learn how to write and think in a more focused, critical 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. According to *Rereading America* (one of our primary texts for this class), “a critical thinker cultivates the ability to imagine and value points of view different from his/[her] own-then strengthens, refines, enlarges, or reshapes [his]/her ideas in light of those other perspectives” (2). You will work on **active reading** skills (pre-writing and pre-reading, marking the text, etc.) with essays from *Rereading America* and *From Critical Thinking to Argument*. You will be examining myths (Myth of Education and Empowerment, American Myths of Church and State, Myths of Gender, etc.) through the readings and your writings. You will engage in writers’

workshops/peer review sessions with your classmates for purposes of honing your formal writing skills. Constructive criticism is not only encouraged, but REQUIRED! In addition, JOURNALS ARE REQUIRED! There will be much writing! Writing will prepare you for your continual work in college and/or career field.

## **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.

"You make the world a better place by making yourself a better person."- Scott Sorrell

## **Required Texts**

- Barnett, Sylvan and Hugo Bedau. *From Critical Thinking to Argument: A Portable Guide*, 3<sup>rd</sup> edition.
- Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 8<sup>th</sup> edition
- Faigley, Lester. *The Brief Penguin Handbook*, 3<sup>rd</sup> Edition

## **Other Required Materials**

- 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: This three-ring binder will prove beneficial in developing your final writing portfolio for this semester.
- **A stapler (I will NOT accept papers without staples!)**
- A composition notebook (For your JOURNAL!)
- A flash drive (1G should suffice). Flash drives are very cheap and accessible. You may also open up a Windows Sky Drive account (To be discussed in class).
- Access to Blackboard Vista (especially in the event of class cancellation).
- Working Folder (which will contain all the material generated in this course)

## **Grade Points**

Journal	30 points
Class Participation	10 points
Writers' Workshops	10 points
Final Portfolio	50 points

## **Explanation of Assignments and Grades**

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

**JOURNAL (30 pts.):** See attached handout.

**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** reading and writing class  
\*Missed journal responses will receive a (-5) if they are not turned in on the due date.

**Writers' Workshop/Peer Review (10 pts.):** 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 four Writers' Workshops/peer reviews during the semester (to be explained further in class). During each day that writers' workshop is scheduled, you will need to bring in at **MINIMUM OF THREE** copies of your essay to class. This draft should be the best essay you can write, and it must be word-processed in the correct format. In class you will be assigned into groups of 3 or 4, and will be responsible to give feedback to your peers on their essays based on the Writer's Workshop handouts (criterion-based questions and a rubric). You may earn up to a possible 5 points for each peer review. You will be graded on how much effort you put into answering the questions (I will have provided). In addition, one of the five copies will be given to me. I will evaluate using the Formal Essays writing rubric as if you had handed me a final draft of your paper, so that you know what you can improve upon. If you leave the paper as is, you will receive the evaluation score as originally determined.

**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:***

- Two formal essays, 4-6 pages each (10 points each, total of 20 points)
- Two research essays, including an annotated bibliography and outline: research essay, 5-7 pages (15 points); annotated bibliography and outline (5 points, 2.5 points each)
- Any 4-6 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. All original drafts with my comments and at least one copy of a peer reviewed essay must be included in your portfolio. You will have a final opportunity to revise any work you want to include in the portfolio prior to the portfolio submission.*

The writing in the portfolio that has been revised will be judged primarily on the quality of the product:

1. how effectively you have developed interesting ideas;
2. how fully you have developed your ideas, skillfully organizing them;
3. how well you have used the proper conventions of grammar and MLA documentation where appropriate.

## **OTHER POLICIES**

**Attendance:** This class meets Mondays and Wednesdays for an hour and 15 minutes each day. In order for the class to be successful it is important that you attend regularly. I will mark a "check" for your attendance, "L" for late arrivals, or "A" for absences in my attendance book. However, I will not penalize you for absences. **However, your grade will be affected negatively,**

if you do not make up the work in a timely fashion. If extenuating circumstances occur (3 or more classes missed in a row), please arrange to meet with me during office hours. Extenuating circumstances **DO NOT** include work obligations, failure to budget your time and/or set alarm, or inability to find childcare. I understand many of you work and/or have children, but you have made a choice to attend school either full time or part time. Honor your commitment. Communication (via email) is of the utmost importance for your success in this class.

**Deadlines:** There is no such thing as late work. **All assigned work will be due on the day it is assigned.** (For each day an assignment is late, it will be docked 5 points.) If you must miss class on a day an assignment is due, the work needs to be placed in my mailbox (TBA) **before the end of class** for it to be accepted and counted as turned in on time. In addition, if you must miss class and have emailed me with the assignment **before class, it will be counted as turned in on time.**

**Late arrivals and leaving class early:** Arriving late or leaving class at break (without my permission) at any time will affect your final grade negatively. It is also distracting towards your classmates and the class flow.

**Paper Format:** I will not accept any hand-written formal essays. **Hand-written essays will be returned with no assessment.** All formal essays are to be typed on a word processor, double-spaced (not tripled or two-and-half spaces), with one inch margins and business/professional fonts no larger than 12 points and **STAPLED.** Be forewarned that if you include extra spaces between paragraphs or type in extra-large margins or fonts, your paper will be returned or it will affect your grade negatively. All essays **must** follow **MLA** citation format. (Get familiar with *The New Penguin Handbook*.)

**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.

**Cell Phones and Beepers:**

Cell phones will be powered off and stowed away UNLESS an emergency arises requiring you to be on-call and you let me know prior to class. Kindly step out of the class environment to take your call.

**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](mailto: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 you to see the learning disabilities counselor on campus, Chris Scarborough, so that together we can work out an appropriate plan to meet your needs.

**Bad weather:** On stormy days, please call the school to see if classes are canceled, school is closed, or delayed at **860-886-0177** or look on the website [www.trcc.commnet.edu](http://www.trcc.commnet.edu).

Also, listen to the radio or television for announcements (More information can be obtained by visiting [http://www.trcc.commnet.edu/Gen\\_Info/TRCCWeatherProcedures.htm](http://www.trcc.commnet.edu/Gen_Info/TRCCWeatherProcedures.htm)). "Except under rapidly changing conditions, information on the status of day classes will be available and published by 6:30 AM and by 3:00 PM for evening classes starting at 5:00 PM and later." If class is canceled, please log into Blackboard Vista and there will be an assignment posted. I commute from a short distance, therefore if school is open, I will be here ☺

## ***COURSE OUTLINE- (Subject to Change at My Discretion, rev. 8/28/10)***

### ***August***

Monday, August 30:

- Introductions, syllabus and journal handout overview. Blackboard Vista overview. What does critical writing mean to you? (class discussion)
- HW: **Read** the syllabus. (Come to class on September 1 with any questions you may have about the syllabus.)

### ***September:***

Wednesday, September 1:

- Formal Paper 1 discussion and handout and *Brief Penguin Handbook* overview. Free write.
- Active Reading strategies (Barnet and Bedau handout or text)
- HW: **Journal Entry #1:** In Barnet and Bedau's *From Critical Thinking to Argument* (text or handouts), respond (min. 1 page) to Jacoby "A First Amendment Junkie", and use journal handout to guide you.
- In addition, go to Blackboard Vista for an email from me explaining your second homework assignment (due: Monday, September 6<sup>th</sup>, 3:30pm).

Monday, September 6: No classes

Wednesday, September 8:

- 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.
- HW: Brainstorm on topics for the research paper.
- HW: Find a scholarly journal article that you may use as a research paper source and write a one page minimum critical response to it. **(This is a required assignment, but can be an optional journal entry #13.)**

Monday, September 13:

- Intro. to the Structure of a Scholarly Journal Article (lecture ).
- Small group activity: Scholarly journal article (reading and analysis).
- Reflection question (as time allows).
- HW: **Journal Entry #3:** In *What the Dog Saw* (handout), read "The Art of Failure" (263-79) and respond.

Wednesday, September 15:

- **Writer's Workshop Formal Essay 1 rough draft (Bring at least three copies of your STAPLED rough draft to class.)**
- HW: Read *The Brief Penguin Handbook* (Chapter 2: "Plan and Draft", 6-21).

Monday, September 20:

- Free-write on Francis Bacon quote.
- Start small group activity Barnet and Bedau, "Exercise: Letter to the Editor" (49-50).
- HW: **Journal Entry #4**-Writer's Choice (from Barnet and Bedau, *Rereading America*) and respond.

Wednesday, September 22:

- Continue small-group Barnet and Bedau exercise.
- HW: Read *The Brief Penguin Handbook* Chapter 10 (110-17).

Monday, September 27:

- **FORMAL ESSAY ONE DUE (TYPED).**
- Finish and turn in group response to "Exercise: Letter to the Editor".
- Other activities (TBD)

Wednesday, September 29:

- In-class: Critical Reading Questions group activity.
- HW: **Journal Entry #5**-Read "Against School" (148-56) and **Journal Entry #6**"Learning to Read" (210-19) and respond in your journal.

## **October**

Monday, October 4:

- **Journal Submission 1 due (Entries #1-6).**
- In-class: Discuss essays from *RRA*.
- **Formal Essay 2 handout.**
- HW: No journal homework.

Wednesday, October 6:

- Journals returned. Discuss.
- HW: Read *The Brief Penguin Handbook*, Chapters 17&18, (pages 186-200).
- HW: **Journal Entry #7** *From Critical Thinking...* Read "Letter to a Southern Baptist Minister" and respond (350-54).

Monday, October 11:

- In-class: Plagiarism Workshop. (Owl@Purdue websites).



- In-class: Discuss “Something Borrowed” (222-43).
- HW: Read *The Brief Penguin Handbook*, Chapter 16, “Plan Your Research” (165-179).
- HW: **Journal Entry #8**-In *RRA*, read “Loot or Find: Fact or Frame?” (422-433)

Wednesday, October 13:

- **FORMAL ESSAY TWO FINAL DRAFT DUE.**
- In-class: Annotated Bibliography workshop-Write an annotated bibliography entry for *Re-Reading America* or *From Critical Reading to Argument*. \*How does this source add to your academic writing?\*
- Work on annotated bibliography entry of at least one scholarly source.
- HW: **Journal Entry #9**-In *RRA*, read “Proposition 8: The California Marriage Protection Act” and “8 Is Not Hate: The Meaning of a Proposition” (79; 81-83) and respond.

Monday, October 18:

- Research paper discussion. Research questions and thesis statements.
- HW: Annotated Bibliography rough draft (at least three sources).

Wednesday, October 20:

- Research paper discussion (cont.)
- HW: **Journal Entry #10**-In *From Critical Thinking...*, Read “Why I Don’t Spare ‘Spare Change’ “ (183-85)
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Monday, October 25:

- **Annotated Bibliography final draft due.**
- **HW: Journal Entry #11**, In *RRA*, respond to the cartoon “Life In Hell (147).

Wednesday, October 27:

- In-class (TBD)-(Course outline continued on page 10)
- HW: **Journal Entry #12**: Writer’s Choice (Read and respond to any essay from *Rereading America* or *From Critical Thinking to Argument*)

## **November**

Monday, November 1:

- Discussion of Final Portfolios.
- HW: Get Journal Submission 2 ready and draft for research paper.

Wednesday, November 3:

- **WRITER’S WORKSHOP 3: RESEARCH PAPER ROUGH DRAFTS DUE.**
- **JOURNAL SUBMISSION 2 DUE.**

Monday, November 8: Research Paper Writer's Workshop 2

Wednesday, November 10: Research Paper Writer's Workshop 3

November 16:

- TBD

November 18:

- TBD

Monday, November 22

- TBD

## **Tuesday, November 23-November 28: Thanksgiving Break**

Tuesday, November 30:

- Watch first half of "Monty Python and the Holy Grail" and take notes for an extra credit critical review of the movie (Due: December 13th).

Thursday, December 2:

- Finish watching "Monty Python and the Holy Grail".
- HW: **\*Extra Credit\***: Analytical and critical movie review of "Monty Python and the Holy Grail" (minimum 1 page)

Tuesday, December 7:

- Conferences, Day 1

Thursday, December 9:

Conferences, Day 2 (Required: Bring rough draft of final portfolio).

Tuesday, December 14:

- **TBD**

Thursday, December 16:

- Last Day of Class! **Final Portfolios due.**

December 29

- Grades available on Web (mycommnet.edu)