

Three Rivers Community College  
English 101: College Composition: Spring 2010  
(CRN: 10681)

**Instructor:** Amy Lynn Ingalls

**Meeting times:** Thursdays, 3:30-6:15pm

**Course Location:** Room D-128

**Office:** Adjunct offices (D-205)

**Office Hours:** Thursdays, 2:30-3:30pm (or by appointment only)

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

**Phone:** (860)-859-3853 (Only for urgent matters, please)

**Mailbox Location:** D-wing (TBA)

**You must achieve a C or higher to pass this course!**

### 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*, required texts 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* (our primary text for this class), “a critical thinker cultivates the ability to imagine and value points of view different from her own-then strengthens, refines, enlarges, or reshapes 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.) through various outside reading selections in addition to essays from Re-Reading America. You

will be examining myths (Myth of Model Family, 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 the work force.

## **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.

**Robert Morgan:**

“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.”

**Required Texts**

- Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 7<sup>th</sup> edition
- Faigley, Lester. *The Brief Penguin Handbook*, 3<sup>rd</sup> Edition
- Reynolds, Nedra. *Portfolio Keeping: A Guide for Students*, 2<sup>nd</sup> edition (I will make copies of chapters for assignments that appear in your syllabus)
- “New MLA Guidelines” (2009) \*To be distributed in class

**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 notebook (just for this class-please don’t hand in a three or five subject notebook containing multiple classes). This single notebook is your JOURNAL. If you prefer to buy a hard bound journal, that will be accepted as well.

**Suggested Material**

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).

**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 incomplete

**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 5 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 and with the Formal Essays writing rubric, I will assess 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, that will be the grade you will receive for your final draft.

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

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

- Two formal essays, 3-5 pages each (10 points each, total of 20 points)
- Two research essays, including an annotated bibliography and outline: research essay, 4-6 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

**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. 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 Faigley handbook and the New MLA guidelines sheet- to be distributed in 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.**

**Attendance:** This class is 2 hours and 15 minutes with a 15 minute break. In order for the class to be successful it is important that you attend regularly. With that being said, 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 most 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.**

**Late arrivals and leaving class before dismissal:** I will mark a “check” for your attendance, L” for late arrivals, or “A” for absences in my attendance book. 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.

**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:** School regulations require that all cell phones be turned off in learning environments. If it is imperative for you to be available by cell phone, please speak to me before class to arrive at a suitable agreement. ***No text messaging or mp3 players (INCLUDING headphones) during class either.***

**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, you are expected to complete the work due for that day and bring to the next class. I commute from a short distance, therefore if school is open, I will be here 😊

**COURSE OUTLINE (revised January 21, 2010)-\*Note: All assignments are subject to change. Stay on top of the syllabus: Come to class!**

## **January**

January 21: Introductions and syllabus distribution. What does critical writing mean to you? How many have written research papers for other classes? HW: **Journal Entry #1:** In Re-Reading America, read the preface, the "Introduction: Thinking Critically, Challenging Cultural Myths" (1-16), and the syllabus. Respond using the journal handout. (Come to class on January 28 with any questions you may have.)

January 28: Research topic handout and new MLA guidelines. Active Reading strategies with Love Medicine, In-class Journal Entry #2: Read Love Medicine excerpt and respond in journal with the following in mind: Lyman dreamt of turning a factory into a casino. After reading "Lyman's Luck" from Love Medicine, consider the following questions:

- a. When you have a dream, what steps do you take to fulfill it?
- b. Casinos. What is their purpose? Have they helped or hindered Southeastern Connecticut?
- c. A myth is "A fiction or half-truth, especially one that forms part of an ideology" (<http://www.thefreedictionary.com/Myths>). What are some myths/stereotypes surrounding Native Americans, casinos, etc?

Write about **two** of the above topics in your journal (1 page per topic). Relate it to your experience and today's society. HW: Read pp. 1-21 in Lester Faigley's *The Brief Penguin Handbook*. Start considering two different ideas for research topics.

## **February**

February 4: No classes; College Professional Day, HW: **Journal Entry #3:** In Re-Reading America, read: "True Women, Real Men" (371-5), "Girl" (381-2) and "The Manliness of Men" (450-3) and respond to two of these essays

February 11: 1<sup>st</sup> Library Orientation with Rob Walsh (meet in classroom first)

Formal Essay 1 Topics/requirements sheet. Research paper preparation: Discussion of primary and secondary sources. Intro. to the Structure of a Scholarly Journal Article (lecture), ex. of undergrad. thesis paper and grad. thesis papers. Small group activity: Scholarly journal article analysis (reading and analysis). Reflection question (as time allows). In Reynolds: Read all of Part One in Portfolio Keeping (Chapters 1-5, pages 1-31); 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 #7**)

(Calendar) February 15: No classes; President's Day (this is not a day of our class of course)

February 18: **WRITER'S WORKSHOP FORMAL ESSAY 1 ROUGH DRAFT- Bring five typed (double-spaced) copies of your essay and Faigley's handbook.** In-class: "Lyrics" activity (Part 1 and Part 2). HW: **Journal Entry #4:** After reading Jamaica Kincaid's "Girl", play role reversal. You are the parent. You are writing to your male or female child. What advice would you give? How does parental guidance vary according to gender? Answer these questions in your journal.

February 25: **FORMAL ESSAY 1 FINAL DRAFT DUE.** In-class: Lyrics activity Part 3; Group response due at end of class and Assignment 2: **Journal Entry #5-**Read "The Story of My Body" (393-401) and individually respond in journal. HW: None

## **March**

March 4: Formal Essay 2 topics handout. Research Paper 1 Preparation: In-class: Thesis statements, In-text citations and MLA Works Cited. HW: **Journal Entry #6-**Read "Talking about Racism" (541-5) and "I'm Black, You're White, Who's Innocent?" (530- 41) and respond.

**Mar. 7 - 13** Spring Break - **Classes Not in Session;** Read Faigley's *The Brief Penguin Handbook* Chapter 10 (110-17). **This is an excellent time to work on your rough draft for Essay 2 in addition to your research paper.**

March 18: (**Note: March 25 begins Journal Submission #2**) In-class: Critical Reading Questions group activity. Other activities: TBA

March 25: **Journal submission 1 due.** In-class: **WRITERS' WORKSHOP FORMAL ESSAY TWO: Bring five typed (double-spaced) copies of your essay, Faigley's handbook and New MLA guidelines.** HW: **Journal Entry #8-**Read "Against School" (152-60) and "Learning to Read" (210-19) and respond in your journal.

## **April**

April 1: Journal Submission 1 returned. **FORMAL ESSAY TWO DUE (TYPED).** (a.)In-class: "Enchantment: Myths and Fairy Tales"-Activity with Addonizio's *Ordinary Genius*; Hand out and discuss Formal Essay 2. Myth of Church and State (a.): Read "One Nation, Under God" in small groups (613-619). How had religion shaped your life? Respond. HW: **Journal Entry #9-**Read "The Bridge Builder" (676-84) and "Reason in Exile" (738-751) and respond in journal to both.

April 8: In-class: "Myth of Education and Empowerment" (lecture). Analyze the role of teachers (1661 to Present). HW: Research paper thesis statement due (Typed); Gender PowerPoint and questions. HW: **Journal Entry #10-**Read "Killer Culture" (647-657). In-class: Write a formal journal entry (criteria to be discussed in class) of your response to "Killer Culture".

April 15: Research paper formal outline and rough draft due. In-class: (first half) **WRITERS' WORKSHOP FORMAL ESSAY TWO. Bring five typed (double-spaced) copies of your essay, Faigley's handbook and New MLA guidelines.**

Second half of class- Watch "Monty Python and the Holy Grail" Answer critical thinking questions and how the movie pertains to the myths we have discussed in class. **HW: Journal Entry #11**-Analytical and critical movie review of "Monty Python and the Holy Grail" (minimum 1 page)

April 22: Annotations and **FORMAL ESSAY TWO FINAL DRAFT DUE.** 2<sup>nd</sup> Library Orientation with Rob Walsh. Meet in class. At Orientation: You will receive four handouts to use for research paper. HW: Read Faigley's Chapters 17&18, (pages 186-200)-also provided in class. **Journal Entry #12: Cover Letter (To be explained in class)**

In-class (second half): Plagiarism Workshop. (Owl@Purdue websites). HW: Read Faigley's Chapter 16, "Plan Your Research" (165-179)-provided in class and work on research paper rough draft.

April 29: **WRITER'S WORKSHOP 3: RESEARCH PAPER ROUGH DRAFTS DUE. JOURNAL SUBMISSION 2 DUE.** Annotation workshop. In-class: Write an annotated bibliography entry for *Re-Reading America*. \*How does this source add to your academic writing?\* In-class: Work on annotated bibliography entries of at least three scholarly sources. Work on thesis statements. HW: Read Faigley's Chapter 16, (177-9)

## **May**

May 6: Conferences. Journals returned. Bring research paper final draft (required) in addition to rough copy of your portfolio (if you wish)

May 10: Last day to withdraw from classes

May 13: Last day of class. **Portfolios due.** (Bring SASE if you want portfolio returned.)