

Three Rivers Community College
English 101: College Composition: Spring 2011
(CRN: 10729)

Instructor: Amy Lynn Ingalls

Meeting times: Wednesdays, 6:30pm-9:15pm

Course Location: Room D-224

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.

“Some books are to be tasted, others to be chewed, and some few to be chewed and digested”
(Bacon).

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 scheduled writers workshop day, you will need to bring

in 2 typed, STAPLED copies of your essay to class that demonstrates 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 (6:30 pm)!

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

- Barnet, 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: JE means “Journal Entry” in the Course Outline.

CLASS PARTICIPATION & Writer's Workshops (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 to one of 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 pages each (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).

MY POLICIES

Attendance: I take attendance. This class meets Wednesdays for 2 hours and 45 minutes (with a 10 minute break). Missing one class is the equivalent of missing a week of class. 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 26th it means that it is due on February 2nd, assigned on February 2nd, due on February 9th, etc. There may be random homework checks throughout the semester.**

Late arrivals and leaving class early: I strongly discourage late arrivals and leaving class early, but as 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).

COLLEGE POLICIES

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.

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

The Writing Center: Three Rivers has student tutors and professional 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 cancellations: School closings/cancellations/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

January 26: Week 1

- Introductions, syllabus and journal handout overview. Blackboard Vista overview. What does critical writing mean to you? (class discussion)
- "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". (More details in class).

February: Week 2

February 2:

- Formal Paper 1 discussion and handout and *Brief Penguin Handbook* overview. Free write.
- Ch. 2: Active Reading strategies (Barnet and Bedau)
- Bbvista (as necessary)

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

February 9: Week 3

- Discuss “Thinking about Students’ Evaluations of Their Professors”.
- The Writing Process-Outlining 101 and free writing
- Ch. 3: Rhetorical Appeals (Logos, Pathos, Ethos)
- HW: **JE #2:** In Barnet and Bedau, respond in writing (min. 1 page) to “A First Amendment Junkie” (Jacoby 43-47), and use journal handout to guide you.
- HW (due 2/16): Read *The Brief Penguin Handbook* (Chapter 2: “Plan and Draft”, 6-21 and Chapter 4 “Proofread and Edit”).

February 16:

- Chapter 3: (Barnet and Bedau),
- **Writer’s Workshop Formal Essay 1 rough draft (Bring at least two copies of your STAPLED rough draft to class.)**
- **BbVista (cont.) –how to submit papers**
- HW: **JE #3 and #4:** Fish’s “When ‘Identity Politics’ is Rational” (111-14); Raya’s, “It’s Hard Enough Being Me” (119-21). Respond to both separately.

February 23:

- **Formal Essay 1 due (4-6 pages) with rough draft**
- “Zeitgeist” (Visual Argument)
- HW: Read Chapter 5 in Barnet and Bedau to prepare for discussion on March 2nd and *The Brief Penguin Handbook* (Ch. 2, 3 and 23).

March

March 2: Week 4

- Library Orientation (Meet in library, library classroom is on second floor-To Be Discussed). Ideas for research topics handout. Discussion of primary and secondary sources.
- **Formal Essay 2 assigned (the mini-research paper).**
- Chapter 5 (discuss).
- HW: Brainstorm on topics for the mini-research paper
- HW: **JE #5**-Find a scholarly journal article that you may use as a research paper source and write a one page minimum critical response to it ; *The Brief Penguin Handbook* (Ch. 23).

March 9: Week 5

- **Journal Submission 1 due (JE #1-5)**
- “How to write in third person point of view” lecture/activity/discussion
- Outlining 101 (revisited)
- Reflection question (as time allows).

March 13-20: Week 6 - **Spring Break (No classes!)**

- Look for BbVista Assignment.
- HW: Work on Mini Research Paper Rough Draft (due 3/30)

March 23: Week 7

- Annotated Bibliography/critique- Write an annotated bibliography entry from an essay in Barnet and Bedau- *How does this source add to your academic writing?*
- Start small group activity Barnet and Bedau, “Exercise: Letter to the Editor” (72) and “Cyber Bullying and Facebook” (71).
- HW: **JE #6** Barnet and Bedau... “From Degrading to De-grading” (Kohn, 808-17).

March 30: Week 8

- **Essay 2, Writer’s Workshop-Mini Research Paper rough draft -bring at least two copies of your stapled, rough draft to class due with outline rough draft)**
- Discuss “From Degrading to De-Grading” (activity)
- **JE #7** “Something Borrowed” (Gladwell handout)

April

April 6: Week 9

- **Formal Essay 2 due (with outline final draft) and sent over BbVista**
- **Formal Essay 3 assigned.**
- Finish and turn in group response to “Exercise: Letter to the Editor” (not MW)
- Other activities (TBD)
- **JE #8 and #9**-Barnet and Bedau, read Barack Obama’s “Commencement Address” and respond (772-77) and Eggers “Serve or Fail” (794-98).

April 13: Week 10

- **Final Portfolio-What is it? (discussion)**
- HW: **JE #10** -In Barnet and Bedau..., Read “Inner Contentment” (The Dalai Lama and Cutler, 1000-003).

April 20: Week 11

- **Journal Submission 2 due (Entries 6-10)**

- **Annotated Bibliography Rough Draft due (3 sources)/Writer's Workshop (opt.)**
- In-class: Discuss essays from Barnet and Bedau.

April 27: Week 12

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

May

May 4: Week 13

- **Research Paper Final Drafts due [Submit with outline final draft, annotated bibliography final draft, and rough drafts (2)]**
- Individual conferences (1/2 hr. sign up blocks-TBA).
- Journals returned. Discuss.
- HW: Read *The Brief Penguin Handbook*, Chapters 17&18, (pages 186-200).

May 9: Last Day to Withdraw from Classes

May 11: Week 14

- Last Day of Class; Final Portfolios due

May 27-Student grades available on mycommnet.edu