

English 101: College Composition

Instructor: Adrienne Amero-Marshall

Three Rivers Community College Main Campus

Wednesday evenings 6:00p.m. – 8:45p.m.

Room E 223

Office Hours: By Appointment

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Syllabus

Required Texts:

1. Rereading America: Cultural Contexts for Critical Thinking and Writing, Seventh Edition. Gary Colombo, et al.
2. The Brief Penguin Handbook. Third Edition. Lester Faigley
3. Portfolio Keeping: A Guide for Students. Nedra Reynolds
4. A college dictionary

ENG 101

College composition engages students in critical observation, reading, and writing. This course prepares the student 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.

LEARNING OUTCOMES

Upon successful completion of these courses, 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 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 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 academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, 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

This course is an indispensable one, and demanding, requiring at least two hours of study and homework for every hour spent in the classroom.

IF AS A RESULT OF THE PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG. 094 OR ENG. 100 AND YOU HAVE NOT DONE SO, YOU PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS.

Assignments and Grading

There will be opportunities throughout the semester for students to reflect on their writing. Reflection will take the form of oral and written exercises, in class and out of class. Reflection is an important exercise in strengthening the writing process.

Reading Responses

20%

Each assigned reading requires a written response. These responses raise questions about the readings and help writers clarify their own ideas about the author's theme or topic. Some of the readings may be difficult, requiring hard work to understand them. A good college dictionary will prove an indispensable tool to aid in this effort. Each RR should be at least two pages long. While the RR can be relatively informal in structure and tone, the writing should not be careless or offhanded; the students' writing should reflect a careful consideration of each essay.

Writing Process Folder

15%

As work develops on the essays, writers produce numerous drafts and revisions based on feedback from peers, from the instructor, and from re-thinking their work. These working drafts, along with pre- and post- writing, in-class exercises, peer edits, and all other completed writing assignments should be kept together in a folder. The writing folder will be submitted each time we complete a major theme, i.e. Education or Work.

Writing Portfolio

50%

The writing portfolio contains a collection of the writer's best work, polished to the highest degree. From the collection of writings produced during the semester, each student selects 15-20 pages to include in the portfolio. These pages, together with a cover letter introducing the work and analyzing the choices, comprise the writing portfolio. In selecting which writings to include, the only mandatory requirement is one essay that contains an ambitious research component. This research essay must be a minimum of 6 pages in length, not including the Works Cited page(s). The writing portfolio receives one letter grade as a total body of work.

Participation

15%

Each student is expected to share one essay draft with the whole class at some point during the term. In addition, all will work in small groups sharing writing, generating ideas and essay topics, and editing drafts. Sharing ideas, both in discussions and in writing, is an important part of this class. It is important that students attend class, that they come with assignments completed, participate as peer editors, and that they enter into reading and writing discussions. In-class writing assignments are considered a part of student participation in the work of the course. These shared activities all help writers explore and develop the ideas they want to write about.

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.

Academic Honesty

Plagiarism is a violation of the academic code of honor. It occurs when a writer takes credit for someone else's work and submits it as his/her own, either intentionally or merely through sloppy documentation of sources. Any plagiarized work will result in an F on that writing assignment and may well result in a F in the course.

A Few More Notes of Importance

1. Any student with a hidden or visible disability that may require classroom modifications should see me about this within the first week or two of class. I will refer you to one of the learning disabilities counselors on campus so that together we can work out an appropriate plan to meet your needs.

Schedule of Assignments

Week 1

Introduction to Course.

Portfolio Keeping pp. 1-7; complete "Taking Stock" exercise on p.7

Rereading America, pp. 1-12, "Thinking Critically, Challenging Cultural Myths"

Week 2

Rereading America, "I Just Wanna Be Average" by M. Rose p. 161

Portfolio Keeping pp.9-13

(Reading Response due)

Week 3

Penguin Handbook pp. 6-37 Plan and Draft, Composing

Rereading America "Learning to Read" by Malcolm X, p.210

Week 4

Rereading America, "Social Class and the Hidden Curriculum of Work, by Jean Anyon, p. 173

(Reading Response Due)

Portfolio Keeping pp.17-30

Penguin Handbook pp.37-46

Week 5

Penguin Handbook pp.47-55

Writing Due: Essay #1 for Peer Review and Submission

Week 6

Rereading America, "True Women and Real Men: Myths of Gender, pp.370-376, and "Becoming Members of Society: Learning the Social Meanings of Gender" by Holly Devor, p. 383.

Rereading America, "The Story of My Body" by Judith Cofer, pp. 393-402

Portfolio Keeping, pp. 31-39

Week 7

Rereading America, "Two Ways a Woman Can Get Hurt" by Jean Kilbourne, p.417.

Penguin Handbook, Arguments, pp.85-100

Writing Due: Essay Draft #2

Week 8

Rereading America, "Appearances" by Carmen Vazquez, p.472

Penguin Handbook, p.59

Essay #2 Due for Peer Review and Submission

Week 9

Rereading America "The Bridge Builder: Kathleen Boatwright" by Eric Marcus, p.676

Writing Due: Draft Essay #3

Penguin Handbook: pp. 165-180

Week 10

Rereading America, "A Family Tree...." by N. Rockwell, p.21 and

Writing Due: Essay #3 for Peer Review and Submission

Week 11

Portfolio Keeping pp. 40- end

Rereading America, "Looking for Work" by Gary Soto p. 26 and "Aunt Ida Pieces a Quilt" p.48

Draft Essay #4 Due

Week 12

Rereading America, "What We Really Miss About the 1950's" by Stephanie Coontz, p. 31

Writing Due: Essay #4 for Submission

Week 13

Writing Workshop – Revision

Writing Due: Revision of Essay 1, 2, 3 or 4

Week 14

Writing Due: Draft of Research Essay (Essay #5)

Week 15

Writing Workshop – Editing and Revising

Portfolios Due

