

COURSE SYLLABUS

ENG* 101 COLLEGE COMPOSITION

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Three Rivers Community College
Grasso Tech Campus

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COURSE DESCRIPTION

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.

PLEASE NOTE: 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 the class. In other words, it will be very difficult for you to achieve the objectives of this course.

LEARNING OUTCOMES

Upon successful completion of this course, 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 view 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

TEXTS & INSTRUCTIONAL MATERIALS

Rereading America 8th edition, Colombo, Cullen, and Lisle

The Brief Penguin Handbook, Lester and Faigley, 3rd ed.

MyCompLab.com (included with book purchase)

A dictionary

A 3 Ring Binder and Paper

In our revision work, you also may find it helpful to have a pack of 4 highlighter colors.

EVALUATION

Please be sure to

1. Complete all reading and writing assignments on time.
2. Contribute regularly to class discussion and class activities.

A CAUTIONARY WARNING: It is important to know that while this section of English Composition meets once a week, many English courses offered by Three Rivers meet twice (or three times) a week. Therefore, should you be absent from a class you will miss a great deal, especially since there are many activities (lecture, group work, writer's workshop, etc.) scheduled for each class. **STUDENTS WHO MISS THREE OR MORE CLASSES WILL ENCOUNTER GREAT DIFFICULTY FULFILLING THE REQUIREMENTS OF THIS COURSE.**

Explanation of Criteria for Evaluation

From the onset, students should know that

- outside assignments must be completed before the class for which they are assigned. Effective class work is not possible unless the reading has been completed. Likewise, writing assignments are due on the due date.
- any graded work will be accepted **up to one class after the original due date**. However, they will be marked down a **FULL LETTER** grade. This is VERY IMPORTANT.
- **if a student has a sufficient and/or pre-arranged reason**, formal writing assignments will be accepted up to one class after the original due date. However, the student will be marked down **one letter grade**.
- students **must** complete all formal papers and tests to receive a passing grade. A zero for any assignment CAN AND WILL HAVE A NEGATIVE IMPACT ON A STUDENT'S GRADE.
- homework assignments are given to aid the student in mastering important concepts.

Class Participation

- Frequent, thoughtful participation is expected of all students. This includes contributing regularly to discussions, paying attention during lectures and presentations, and ACTIVELY participating in group work, writer's workshop, and partner work.
- In general, a student should plan to spend a minimum of one hour in preparation for each class hour, and to attend each class, so that participation is maximized. If absent, the student should return to class with all assignments complete, or the student should E-MAIL THE ASSIGNMENTS as word attachments. **PLEASE NOTE: YOU MUST SUBMIT THE PAPER COPY OF AN EMAILED SUBMISSION AT OUR NEXT CLASS MEETING TO RECEIVE CREDIT FOR AN ASSIGNMENT. REMEMBERING THIS PAPER COPY IS YOUR RESPONSIBILITY.**
- There is no excuse for not knowing what occurred in the class. A detailed agenda is provided at every class meeting. Additionally, I suggest you partner up with a classmate to get a more anecdotal understanding of what occurred in class should you be absent.

Notebook

- A 3-Ring binder should be maintained by each student for the purpose of keeping class handouts, class discussion summaries, answers to questions proposed in class, and other assigned writing activities. The notebook will be brought to each class and to individual conferences.

Grading System

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Numerical Components

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	82-80	D-	60-62
C+	77-79	F	0-59

Grading Procedures

Grades are weighted using the categories below

Final Writer's Portfolio **40%**

Outside Writing Assignments **40%**

(This includes graded drafts [which can count twice or three times] outlines, reflections, reading questions, etc.)

In-Class Work **20%**

(This includes general participation, in-class writing, group work, and partner work. Preparation for grammar reading on my complab.com may also be counted in this average. Be aware, that absences will adversely affect your in-class work percentage.)

Course Ground Rules

1. **Absences:** Consistent attendance is crucial to your success in this course. Missing classes, arriving late, or leaving early will undermine your chances to succeed. Attending the full class meeting is equally important to completing all of your work. If a student misses classes, it will result in a lower final grade, regardless of when these absences occur and the reasons for which they occur. While I will be happy to send along the class agenda electronically if you are absent, I will not provide you with a detailed point by point description of how we spent each minute of class. I suggest that you quickly make a "buddy" to communicate with in the event of your absence.
2. **Communications:** At the college level, it is generally protocol for students to inform the instructor ahead of time when they will be absent. Obviously, emergencies do occur. However, if you know you will be absent, **email is the preferred way to notify me.** Please inquire about the agenda, and I will send it along if there is a new one. Additionally, a good rule of thumb is if I do not reply to an email, I did not receive the transmission. If you do not hear from me within 24 hours, try again.
3. **Outside Writing Assignments:** ALL outside writing assignments must be word processed and must adhere to the MLA format: 1 inch margins, standard type size (12 point), double-spaced text and plain font. If you are unfamiliar with the MLA format, PLEASE REFER TO THE PENGUIN TEXT. **Please know that I will NOT ACCEPT AN OUTSIDE WRITING ASSIGNMENT THAT IS HANDWRITTEN.**
4. **Drafts:** A major component of this course is the final portfolio, and the course itself provides you with the opportunities to revise different pieces that will be included in the portfolio. THEREFORE, whenever a DRAFT is assigned for writer's workshop or for submission for feedback, the DRAFT MUST BE COMPLETE, the DRAFT MUST ADHERE TO THE ASSIGNMENT, AND THE DRAFT MUST BE TYPED. Otherwise, the draft will not receive credit.
5. **Class Discussion:** Sitting in class is one thing. Being an active participant in discussion is quite another thing altogether. One of your major portfolio pieces (officially assigned during class meeting #8) is a detailed and thoughtful commentary on one of our discussions of a *Rereading America* essay. It is expected that you not only participate in these discussions verbally, but also take notes on the comments that both you and your

peers offer in class. Your Class Discussion Response Paper will require that you quote from, discuss and respond to SPECIFIC comments made in class. Therefore, it is advisable that you take detailed notes during our discussions of the *Rereading America* essays.

6. **Respecting the Learning Environment:** Courtesy is a given in a college course. This means that one knows and abides by the ground rules of the course; one respects his/her fellow classmates; one arrives on time and does not leave early; and one takes responsibility for one's own learning. Normally, disruptions to the learning environment are non-existent on the college level. In the rare insistent one should emerge, the disruption will be immediately addressed and stopped.
7. **E-mailing:** Should you miss class, it is always a good idea to e-mail me AS SOON AS POSSIBLE so that I may e-mail you the work. Also, YOU SHOULD e-mail any work that is due; if the work is received the day it is due, it is considered on time. However, if it is received AFTER THE DAY IT IS DUE, it is considered late and will receive a full letter grade deduction. IMPORTANT: all e-mailed work **MUST BE SENT AS ATTACHMENTS IN Word Documents**. If I cannot open the assignment, IT IS NOT A SUBMISSION. This does NOT serve as excuse for not submitting the work. ASSIGNMENTS CANNOT BE SUBMITTED IN AN EMAIL TEXT. **PLEASE NOTE: YOU MUST SUBMIT THE PAPER COPY OF AN EMAILED SUBMISSION AT OUR NEXT CLASS MEETING TO RECEIVE CREDIT FOR AN ASSIGNMENT.**
8. **Academic Dishonesty:** 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.
7. **Cell Phones/Pagers:** While in class, students should turn off phones/pagers or keep them in a silent mode. I will extend the same courtesy to you. Under no circumstances are phones/pagers to be answered in class. If an extenuating circumstance occurs, speak with me prior to class so that we may arrive at an agreement. **TAKE NOTE: IF I SEE YOU TEXTING or PLAYING ON YOUR PHONE IN CLASS, I WILL MAKE DEDUCTIONS TO YOUR CLASS PARTICIPATION GRADE.**
8. **Schedule of Assignments:** The schedule of assignments is attached. However, you will receive a more detailed agenda for each class, and please know that while agenda parallels the schedule of assignments, sometimes we may depart from the schedule due to a cancelled class or some other unexpected thing. **FOR THE MOST ACCURATE LIST OF WORK THAT IS DUE, CONSULT THE WEEKLY AGENDA.**

9. **College Withdrawal Policy:** A student who finds it necessary to discontinue a course once class has met must provide written notice to the Registrar. Withdrawal forms are available at the Registrars on all campuses. Nonpunitive “W” grades are assigned to any withdrawal requested before the various unrestricted withdrawal deadlines listed in the calendars published in front of each session’s course listings. Withdrawal requests after these deadlines must bear instructor signatures. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course.
10. If you have a question regarding a disability that might affect your progress in this course, please contact one of the college’s Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or ADD. Kathleen Grey (885-2328) generally works with students have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.
11. **Class Phone Tree:** If I have an emergency and must unexpectedly miss class, I will start the class phone tree. This phone tree is not for college cancellations due to weather. See the college website for weather cancellation information.

ASSIGNMENT SCHEDULE

NOTE: THIS SCHEDULE IS A “BLUEPRINT” FOR OUR COURSE. THE MOST UP-TO-DATE ASSIGNMENT INFORMATION WILL BE ON THE WEEKLY AGENDAS. BE SURE TO CONSULT THEM.

CLASS MEETING 1, 1/24/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 2, b-f “Plan and Draft;” Ch. 7, a-d “Write to Reflect;” and Ch. 27, a-d, “Write with Power” and log-on to MyCompLab to complete assigned exercises.
- ✓ REREADING AMERICA (RA): J. McBride. Read essay (begins on page 409) and answer the Engaging the Text (ETT) question #3. Compose a one paragraph, half page response.
- ✓ Compose a DRAFT
 - Topic: Describe an important learning experience you have had.
 - Length: 1½ -2 typed pages long. Remember: drafts must be complete to receive FULL CREDIT.
 - Purpose: To inform the reader, namely me, about an important learning experience.
 - What comes next? Bring a **complete draft to next class**, as you will “workshop” this draft with a classmate. Drafts will be checked for credit.
- ✓ Make sure you bring both course textbooks to the next class.
- ✓ Remember, should you need to contact me, email is the best way.

CLASS MEETING 2, 1/31/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 4 “Rewrite, Edit, and Proofread;” Ch. 3 “Compose Paragraphs;” and Ch. 28, a-c, “Write Concisely” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: Malcolm X. Read essay (begins on page 366) and answer the ETT question #2. Compose a one paragraph, half page response.
- ✓ **FINAL DRAFT OF PERSONAL ESSAY IS DUE FOR SUBMISSION;** note—this will count as a double grade. Papers will be graded according to the rubric, which is attached. Please review it at your leisure. Make sure that your paper is in the MLA format.
- ✓ Check Out- Three biographies which interest you from the library. See today’s agenda for more details.

CLASS MEETING 2/7/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 6, a-d, “Write to Analyze;” Ch. 5, a-b, “Read and View with a Critical Eye;” and Ch. 29, a-e, “Write with Emphasis” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: J. Ortiz Cofer. Read essay (begins on page 537) and answer the ETT question #2. Compose a one paragraph, half page response.

- ✓ A COMPLETE DRAFT OF THE ANALYTICAL PAPER—please refer to assignment sheet for guidance. We will “workshop” this draft in class.

CLASS MEETING 4, 2/14/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 30, a-d “Find the Right Words” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: J. T. Gatto. Read essay (begins on page 148) and answer ETT question #3 OR #4. Compose a one paragraph, half page response. **BE PREPARED FOR AN IN-CLASS WRITING RESPONSE TO THE ESSAY.**
- ✓ A FINAL DRAFT OF THE ANALYTICAL PAPER IS DUE FOR SUBMISSION. THIS WILL BE WORTH 3 GRADES. PLEASE MAKE REVISIONS!!!!!!!

2/21/11—NO CLASS MEETING FOR PRESIDENT’S DAY OBSERVANCE.

CLASS MEETING 5, 2/28/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 32, a “Grammar Basics” and Ch. 33, a-c “Fragments, Run-ons, and Comma Splices” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: M. Moore. Read essay (begins on page 128) and answer ETT #4. Compose a one paragraph, half page response.
- ✓ PREPARE SHORT BIOGRAPHY PAPER FOR SUBMISSION, SEE AGENDA FOR GUIDELINES. THIS WILL BE WORTH 2 GRADES.
- ✓ Please begin to work on your portfolio—do not wait until the last minute.

CLASS MEETING 6, 3/7/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 34, a-e “Subject Verb Agreement” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: M. Rose. Read essay (begins on page 157) and answer ETT #4. Compose a one paragraph, half page response.
- ✓ A COMPLETE DRAFT OF THE COMPARE AND CONTRAST PAPER.
REVISION OPTION: EXCHANGE EMAIL WITH CLASSMATE TO PARTNER UP WITH PEER REVISION OF C/C PAPER.
- ✓ Please begin to work on your portfolio—do not wait until the last minute.

3/14/11—NO CLASS MEETING FOR COLLEGE SPRING RECESS

CLASS MEETING 7, 3/21/11

DUE FOR NEXT CLASS:

- ✓ PENGUIN: Ch. 16, a-e, “Plan Your Research” and Ch. 35, a,d “Verbs” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: Proposition 8. Read law(begins on page 79) and answer ETT #1. Compose a one paragraph, half page response. **AND** Read J.R. Morse essay (begins on page 81) and answer ETT #1 with another one paragraph, half page response. **ALSO, BE PREPARED FOR AN IN-CLASS WRITING RESPONSE TO THE Morse ESSAY ON APRIL 4.**
- ✓ A FINAL DRAFT OF THE COMPARE AND CONTRAST PAPER FOR SUBMISSION. This will count as three grades!!!

- ✓ **REMINDER: NEXT CLASS IS OUR LIBRARY RESEARCH CLASS. SEE AGENDA FOR DETAILS.**

**CLASS MEETING 8, 3/28/11 LIBRARY RESEARCH CLASS—meet at TRCC, Norwich
DUE FOR NEXT CLASS:**

- ✓ PENGUIN: Ch. 21, a-e, “Sources and Plagiarism” and log-on to MyCompLab to complete assigned exercises.
- ✓ Research Practice Assignment
- ✓ Acquire sources for research paper. See agenda for details.

**CLASS MEETING 9, 4/4/11
DUE FOR NEXT CLASS:**

- ✓ PENGUIN: Ch. 36, b-d, “Pronouns” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: Marriage Equality USA. Read essay (begins on page 84) and answer ETT #3. Compose a one paragraph, half page response.
- ✓ Draft: Annotated Bibliography.

**CLASS MEETING 10, 4/11/11
DUE FOR NEXT CLASS:**

- ✓ PENGUIN: Ch. 37, a-c “Modifiers” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: E. Wolfson. Read essay (begins on page 89) and answer ETT #3. Compose a one paragraph, half page response. **BE PREPARED FOR AN IN-CLASS WRITING RESPONSE TO THE ESSAY.**
- ✓ Bring a set of index cards to the class (approximately 30).
- ✓ If necessary, acquire additional sources.
- ✓ Prepare Final Draft: Annotated Bibliography.

**CLASS MEETING 11, 4/18/11
DUE FOR NEXT CLASS:**

- ✓ PENGUIN: Ch. 22, a –b, “Write and Revise Research” and Ch. 38, a-d “Commas” and log-on to MyCompLab to complete assigned exercises.
- ✓ RA: A. Sullivan. Read essay (begins on page 102) and answer ETT #2. Compose a one paragraph, half page response.
- ✓ Your SOURCE CARDS AND NOTE CARDS.

**CLASS MEETING 12, 4/25/11
DUE FOR NEXT CLASS:**

- ✓ PENGUIN: Ch. 22, c-f “Write and Revise Research” and Ch. 38, e-I “Commas” and log-on to MyCompLab to complete assigned exercises.
- ✓ PENGUIN: UNIT 6 OVERVIEW ON MLA. Use this chapter as needed. It will answer many of your questions on the paper’s format.
- ✓ Research Paper: Detailed Outline. Follow directions in agenda. This outline will include a thesis statement, full introduction, outline of body paragraphs and conclusion and a full works cited page. It will be subject to peer review and checked by me for completion.

**CLASS MEETING 13, 5/2/11
DUE FOR NEXT CLASS:**

- ✓ Research Paper: Complete Draft Due for Peer Review. Be prepared for peer review, paper discussion, and conferencing as needed.
- ✓ PENGUIN: UNIT 6, MLA. Use this chapter as needed. It will answer many of your questions on the paper's format. And log-on to MyCompLab to complete assigned exercises.
- ✓ Please work in the final PORTFOLIO.

CLASS MEETING 14, 5/9/11

DUE FOR NEXT CLASS:

- ✓ Portfolio Submission

CLASS MEETING 15, 5/16/11

- ✓ SUBMIT PORTFOLIO TODAY!!