

English 101: College Composition
Three Rivers Community Technical College
Spring, 2010
Instructor: Hamilton Salsich (saul'-sic)

hesalsich@gmail.com

1. Course Description (from the college catalog)

"College Composition engages students in critical observation, reading, and writing. The 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 issues and ideas. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings."

2. Goals

At the end of this course you should be able to:

- read and understand essays which offer differing points of view on a topic
- compare or contrast various perspectives on a topic
- analyze a particular perspective or argument on a topic and evaluate its relative merits
- develop your own perspective on a topic and state that perspective in a written "thesis"
- support that thesis with specific and detailed evidence from readings, research, and, if appropriate, personal experience and observations
- document information from other sources using MLA parenthetical documentation
- recognize the reader as an intrinsic element in writing and employ strategies that engage the reader
- craft effective sentences and paragraphs
- employ strategies for effective major revision of writing, including attention to organization and paragraph coherence
- employ strategies for effective editing, including attention to grammar and usage
- conduct basic library research, including accessing basic print media and electronic data bases

- collaborate with others in analyzing writing, developing points of view, and conducting research

3. Texts

Faigley, Lester. *The Brief Penguin Handbook* (including helpful electronic exercises at www.ablongman.com/faigley). (3rd Edition) New York: Pearson Longman, 2009. We will refer to this book as HANDBOOK.

Anderson, Chris, and Lex Runciman. *Open Questions: Readings for Critical Thinking and Writing*. Boston: Bedford/St. Martins, 2005. See the website at www.bedfordstmartins.com/openquestions (We will refer to this book as OPEN.)

4. Attendance Policy

Regular attendance is a very important part of this course. To miss even one class is to significantly decrease your chances of benefiting from the course. Regular and active attendance counts for 20% of your overall grade. Therefore, if at all possible, be here for each class.

Also, I will be starting class promptly at 6:00, and I will expect you to be in the classroom at that time, ready to work and learn. You have made a serious commitment by enrolling in this class, and I will take your commitment seriously.

5. Office Hours

My "office" will be the teacher's desk in our classroom. My office hours will be the 30 minutes before and after each class. Please feel free to come up to the desk for a conference. *No appointment is necessary.* If I appear to be working at the desk, don't hesitate to interrupt me. At that time I am there to be of service to you.

6. Class Cancellation

In case I have to cancel a class due to illness or emergency, we will use a phone diagram to contact everyone. Please be sure to call the person directly below you on the diagram.

7. Course Requirements

Your final course grade will be based on the following:

1. Writing projects.

A. Two mid-length papers. (22% each)

B. One research paper. (28%)

2. Comments on "Thoughts for College Scholars" and classmates' drafts.

Make one 3-sentence comment on the "Thoughts for College Scholars" blog *each week*, and make a 3-sentence comment on each of your partners' first drafts. The comment for your partners' drafts should include *one specific compliment and two specific suggestions*. (8%)

<http://salsichscholars+tree.blogspot.com>

3. Attendance and participation

I'm hoping this part of the course requirement will be a relatively easy way for you to boost your grade. If you attend class regularly, are in the classroom ready to learn at 6:00, take careful notes, read your recreational book attentively, and stay alert and involved until the end of class, this part should be an easy 'A' for you. (20%)

8. Assignment Specifications

1. * Mid-length Papers

Each of these papers will be based on three essays in OPEN:

Paper #1. First draft due on blog by Monday, February 8. Final polished version due Monday, February 15.

ESSAYS: Maxine Hong Kingston, "No Name Woman", p. 45-54; Cornell West, "The Moral Obligations of Living in a Democratic Society", p. 123-127; Kofi Annan, "Nobel Lecture", p. 225-228

Paper #2. First draft due on your blog by Wednesday, February 24. Final polished version due Wednesday, March 3.

ESSAYS: Judith Ortiz Cofer, "The Story of My Body"; Nora Ephron, "The Boston Photographs", p. 433-438; Eric Schlosser, "What We Eat", 491-497.

p. 323-331

ASSIGNMENT: In both papers, discuss a theme that you find in each of the three assigned essays. Each paper should contain five paragraphs: an opening and closing paragraph, and three "body" paragraphs. The body paragraphs should be in the 11-sentence format, and should discuss how your chosen theme plays out in each of the three essays.

NOTE: THESE PAPERS WILL NOT BE TURNED IN AS HARD COPIES. THEY WILL BE POSTED ON YOUR BLOGS.

2. * Research Paper. Final polished version due IN HARD COPY Monday, March 15: A report on Emily Dickinson, Langston Hughes, Maya Angelou, or Robert Frost.

ASSIGNMENT: Write a four-paragraph paper on one of the poets listed above. Think of the paper as a brief introduction to the poet. Think of your audience as fellow college students who know little or nothing about the poet.

- This is not an opinion paper. Rather, it's simply an objective 'report' on the poet. Keep all personal opinions out of the paper.
- The opening and closing paragraphs should follow the 4-sentence format.
- The body paragraphs should be in the 11-sentence format, and please label the sentences.
- All information should be correctly documented (MLA style) with in-text citations and a 'works cited' page.
- All notes should be taken on note-cards (3x5 or 4x6). Each source should be given a number, and the number of the source should be on each card. **These note cards must be turned in with your paper. They will make up part of the grade.**

REQUIRED RESEARCH (ON-LINE AT TRCC)

1. Go to www.trcc.commnet.edu, and log in.
2. Click on 'Library', and then 'Three Rivers Community College'. This gets you to the "My Library Resources" home page from which you will launch your explorations.
3. For your first exploration, under "General", scroll down to 'JSTOR: Arts & Sciences I', and click. In the search box, enter the name of your poet **in quotation marks**, and click. Read the entire assigned article (see below for assigned articles), occasionally looking away from the screen to take brief notes *in your own words*. You should also copy two brief quotes from the article (less than a sentence), which will be incorporated into your paper. **These notes and quotes will make up part of one body paragraph.**
 - a. For Robert Frost, click "Robert Frost as Teacher" and then click "PDF" on the right side of the page. Follow the directions above for reading and notetaking.
 - b. For Emily Dickinson, click "Father and Daughter: Edward and Emily Dickinson", and then click "PDF" on the right. Read and take notes, as above.

- c. For Langston Hughes, click "The Blues Poetry of Langston Hughes", and then click "PDF" on the right. Read and take notes, as above.
 - d. For Maya Angelou, click "Singing the Black Mother: Maya Angelou and Autobiographical Continuity", and then click "PDF" on the right. Read and take notes, as above.
4. Next, go back to the "My Library Resources" home page, and under 'Humanities', click 'Literary Reference Center'.
- a) For students researching Maya Angelou, read article #13, "Mary Vermillion on Rape and Self-expression" (click "HTML Full Text").
 - b) For Emily Dickinson, read article #12, a book review by Anna Mary Wells, entitled "Emily Dickinson: The Human Background of Her Poetry".

For Robert Frost, read article #21, "Farness and Depth"

For Langston Hughes, read article #13, "Memory Telling and Praise Singing of the Genius of Langston Hughes"

These articles can be read in either PDF or HTML format. Be sure to take notes in your own words, including one brief quote.

These notes and quote will make up part of a third body paragraph.

9. Class Schedule and Assignments

Monday, January 25

- 6:00 Professor's introduction
- 6:05 Class roster, attendance
- 6:15 Syllabus, introduction to the course ... Explain Silent Recreational Reading
- 6:35 Phone diagram
- 6:40 Textbooks
- 7:50 Note-taking procedures
- 7:00 SETTING UP YOUR BLOG
- 7:10 *Break (professor available for conferences)*
- 7:20 Using formulas (or recipes) for writing
- 7:40 Discuss specifications for papers
- 7:55 *Break (professor available for conferences)*

8:05 THOUGHTS FOR COLLEGE SCHOLARS assignment

End of class: Check notes

Homework: Read and take notes on for Paper #1. Find a good book for recreational reading. It must be fiction, biography, or history, and you must bring it to class each night. Make a comment on "Thoughts for College Scholars" by Sunday night.

Wednesday, January 27

6:00 Attendance

Using formulas for formal writing; ***In-Class Writing***

6:30 CHECK "THOUGHTS FOR COLLEGE SCHOLARS".

6:40 HANDBOOK, Ch. 1 and 23

7:10 *Break (conferences)*

7:20 Discuss research project

7:40 Silent Recreational Reading

7:55 SETTING UP YOUR BLOG

8:00 Reading from OPEN

End of class: Check notes

Homework: Continue reading and taking notes for Paper #1. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, February 1

6:00 Attendance; Using formulas (or recipes) for writing; ***In-Class Writing***

6:30 CHECK "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK, Ch. 2 and 23 (again)

7:10 Discuss research paper

7:20 Break (open for conferences)

7:30 HANDBOOK, Ch. 18

7:45 Silent Recreational Reading

8:00 Discussion of reading

8:05 Reading from OPEN

End of class: Check notes

Homework: Continue reading and taking notes for Paper #1. Make a comment on "Thoughts for College Scholars" by Sunday night.

Wednesday, February 3

6:00 Attendance; ***In-Class Writing***

6:30 CHECK "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 Handbook, Part 9: Understanding Grammar

7:10 *Break*

7:20 Silent Recreational Reading

7:35 Discussion of reading

7:40 Reading From Open

8:00 Break

8:10 Reading from OPEN

End of class: Check notes

Homework: Post first draft of paper #1 on your blog by Monday night. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, February 8

6:00 Attendance; **In-class writing**

6:30 CHECK "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK, Ch. 4 and 27

7:00 Break

7:10 Silent Recreational Reading

7:25 Discussion of reading

7:30 Discuss research paper

7:40 Read from OPEN

8:00 Break

8:10 Read from OPEN

End of class: Check notes

Homework: Polish paper #1. Final drafts of paper #1 due on your blog by next Monday night.

Wednesday, February 10

6:00 Attendance; **In-class Writing**

6:30 CHECK "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 Handbook, Ch. 5, 30, 31

7:10 Break

7:20 Silent Recreational Reading

7:35 Discussion of reading

7:40 Break

7:50 Read from OPEN

End of class: Check notes

Homework: Final drafts of Paper #1 due by Monday night. Start reading and taking notes for Paper #2. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, February 15

PRESIDENTS DAY: TRCC CLASSES NOT IN SESSION,

Wednesday, February 17

6:00 Attendance; **In-class Writing**

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 Handbook, Ch. 7 and 32

7:10 Break

7:20 ***Silent Recreational Reading***

7:35 Discussion of reading

7:40 Break

7:50 Read from OPEN

End of class: Check notes

Homework: Work on research paper. Continue reading and taking notes for Paper #2. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, February 22

6:00 Attendance; ***In-class writing***

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 Handbook, Part 5, Researching

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of reading

7:30 Read OPEN

7:50 Break

8:00 Read OPEN

End of class: Check notes

Homework: Work on research paper. First draft of Paper #2 due on your blog by Wednesday night. Make a comment on "Thoughts for College Scholars" by Sunday night.

Wednesday, February 24

6:00 Attendance; ***In-class Writing***

6:30 "THOUGHTS FOR YOUNG SCHOLARS"

6:40 Handbook, Part 3, Writing in the Disciplines

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of Reading

7:30 Break

7:40 Read OPEN

End of class: Check notes

Homework: Work on research paper. Make a 3-sentence comment on your partners' first drafts of Paper #2 by Monday night. Work on research paper. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, March 1

6:00 Attendance; ***In-class writing***

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK, Part 6: Documenting

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of Reading

7:30 HANDBOOK, Part 8: Understanding grammar

7:50 Break

8:00 Read OPEN

End of class: Check notes

Homework: Final polished version of Paper #2 due on your blog by Wednesday night. Make a comment on "Thoughts for College Scholars" by Sunday night. Work on research paper.

Wednesday, March 3

6:00 Attendance; ***In-class writing***

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK, Sample MLA research paper

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of Reading

7:40 Some sample writing on-line

7:50 Break

8:00 Read OPEN

End of class: Check notes

Homework: Work on research paper. Make a comment on "Thoughts for College Scholars" by Sunday night.

Monday, March 8

6:00 Attendance; ***In-class writing***

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK, Part 6: Documenting

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of Reading

7:30 HANDBOOK, Part 9: Punctuation and mechanics

7:45 Famous literature on-line

End of class: Check notes

Homework: Work on research papers. Make a comment on "Thoughts for College Scholars" by Sunday night.

Wednesday, March 10

6:00 Attendance; ***In-class writing***

6:30 "THOUGHTS FOR COLLEGE SCHOLARS"

6:40 HANDBOOK

7:00 Break

7:10 ***Silent Recreational Reading***

7:25 Discussion of Reading

7:30 HANDBOOK

7:45 Famous literature on-line

End of class: Check notes

Homework: Finish research papers and print hard copies.

Monday, March 15

LAST CLASS

6:00 TURN IN RESEARCH PAPERS. Attendance; ***In-class writing***

6:40 ***Silent Recreational Reading***

6:55 Discussion of reading

7:00 Classic on-line literature

7:30 Professor evals

Goodbye and thanks to everyone!

10. College Withdrawal Policy

A student who finds it necessary to discontinue a course once a class has met should complete the withdrawal form in the registrar's office, or send a written request to withdraw from the course. Students may withdraw from class anytime during the first ten weeks (or until completion of two-thirds of a summer session or module course) without being in good standing or obtaining prior approval of the instructor. After that period, a student must request written permission from the instructor (using the official withdrawal form) to withdraw from the class, and must have maintained a C- average. Withdrawals are recorded with a 'W' grade on the student's permanent record, and *carry no penalty*. Students who merely stop attending but fail to formally withdraw are assigned 'NC' grades, signifying "No Credit."

Disabilities and Learning Differences

If you have a hidden or visible disability or learning difference which may require classroom modifications, please see me as soon as possible. Also, if you have not already done so, please contact the Disability Services office, at 860-823-2830.