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Spring 2010; Jan.21-May 17
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English 101: College Composition

TEXTS: Colombo, Gary, et al., eds. *Rereading America*. 7th ed. Boston: Bedford/St. Martin's, 2007.
Faigley, Lester. *The Brief Penguin Handbook*. 3rd ed. N.Y.: Longman, 2009.
A three-ring binder for handouts and worksheets & a flashdrive.

TRCC CATALOG DESCRIPTION: English 101, College Composition engages students in critical observation, reading, and writing. The 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 the library, appropriate documentation, and incorporation of sources in original papers, will be taught through assigned writings. A placement test is required prior to enrollment.

COURSE OVERVIEW: English 101 is an intensive writing course that develops and strengthens your ability to write creative non-fiction and expository, text-based essays. Utilizing fundamentals of the writing **process** itself, we will study writing as we create it through **prewriting, composing, rewriting,** and **editing** papers (with an eye to **publication**). We will utilize a **writers' workshop** approach that is collaborative in nature. This learning strategy will model and reinforce the writing process while it focuses on the craft of writing. Becoming actively engaged in the reading, writing, and research processes will help us to accomplish the course objectives. Writing essays will help us to learn and practice the basic principles of expository writing, namely **thesis, development, organization, and unity**. Critical, text-based essays are fundamental to most academic writing; thus, we will study and write in this form while also acknowledging that **narration** and **description** are the building blocks of effective prose.

COURSE OBJECTIVES: To enable you to be active learners. To further advance your writing skills. To introduce you to the research process. To help you to continue to develop critical reading and analytical skills. To share a conception of writing as a process of creating meaning.

TRCC Learning Outcomes (Departmental guidelines): After successfully 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 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 [your] own perspective and [integrate it] 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;
- learn and employ strategies for avoiding plagiarism;

Apply the foundations of strong academic skills

- develop and use broadened reading and speaking vocabularies;
- use tools appropriately related to reading and writing, such as writing handbooks, dictionary and thesaurus;
- 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.

Please note: If the placement test advised you to enroll in ENG 094 or 100, I believe it is in your interest to do so. Without this important grounding, you position yourself at great risk of not achieving the course objectives for Composition 101.

STATEMENT OF ACCOMMODATION: Students in this class who have special needs because of learning disabilities or other kinds of disabilities, should feel free to discuss these matters with me or with a disabilities service provider (860) 383-5217. Please drop by my office to discuss any matter affecting your ability to learn and to do your best.

CAMPUS RESOURCES & SERVICES: The Tutoring and Academic Success Centers are located in Rm. C-117, next to the Learning Resource Center. TASC provides a Tutoring Center, a Writing Center, a Math Lab, and a Language Arts Lab (by appointment and walk-in).

STATEMENT ON PLAGIARISM: Plagiarism is defined simply and generally as the taking of words or ideas from any source without documenting them. I believe in and adhere to principles of academic honesty myself. As a class, we will review those principles, including what constitutes plagiarism. Any plagiarized assignment that is wholly someone else's work will receive an F. Otherwise, you will be required to redo the assignment. Students should also refer to the student handbook and review college policy. Thank you.

STATEMENT ABOUT CIVILITY & CLASSROOM DECORUM: A classroom functions best when we consider the good of the group; thus, you will be asked not to come in late, leave early, eat, talk out of turn, engage in disruptive behavior, use cell phones, or text. Please review College policy. Thank you.

DISCLAIMER: Reasonable changes to this course outline may be made exclusive of course requirements, course calendar, and grading procedure.

ATTENDANCE: Perfect attendance is the ideal; the class is diminished when you are not participating. Three late arrivals to class will constitute 1 absence. For every class you miss after 10%, you lose a point per class from your total score. For a lengthy absence due to illness, notify the College nurse. For an extended absence for other reasons out of your control, call or email me and stay in touch. One early dismissal per student will be allowed. I use a sign-in sheet to keep track. A doctor's appointment during class hours is considered an absence. Leaving class for any reason other than an emergency is considered an absence. Please be mindful as poor attendance will affect your grade. Thank you.

COURSE REQUIREMENTS FOR GRADING: (See Grade Sheet for graded and ungraded work)
Please note: You are responsible for all assignments regardless of absences. If a class is cancelled, follow your syllabus. Assignments are due on the syllabus date or the first class thereafter (in person) for full credit. Late papers lose 1 point per class meeting.. You may revise some assignments for a better grade; revisions are best done in conjunction with the Writing Center and will be geared to specific dates.

GRADING SCALE: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 50-59 = F.

You are required to write one shorter, personal essay—with drafts. Your **three formal essays**—also with drafts—will be **three to five pages**, and will include **MLA documentation**. Your final **research essay** must be at least **five pages** and will require more independent work. All completed work will be typed and in MLA format. (Please consult *The Brief Penguin Handbook* required for this course.)

Please be mindful of worksheet instructions. All essay assignments and ungraded assignments require completed worksheets and revisions. The reason: I am instructing you in an organized, step-by-step process that leads more reliably toward your best work. Please trust me on this.

English 101 Portfolio GRADE SHEET

Ungraded Assignments: 30% of grade

Theme for English B (+2) _____
Mid-winter Paragraph (+3) _____
10 Sentences (+10) _____
7 Thesis Summaries (+7) _____
I-Search Index Cards (+3) _____
Class participation (+5) _____

30 possible points

Graded Assignments: 70% of grade

I. Personal Essay (+10) _____
II. Documented Birth Essay (+15) _____
III. Documented Literacy Essay (+15) _____
IV. Documented Education Essay (+15) _____
V. Documented I-Search Essay (+15) _____

70 possible points

Grand total: _____

Absences: _____

Your grade: _____

10-point scale

10, 9 = A

8 = B

7 = C

6 = D

5 = F

15-point scale

15, 14 = A

13, 12 = B

11, 10 = C

9, 8 = D

7 = F

Mon/Wed/Fri meetings

CRN 10457 ENG 101 MWF 9-9:50

CRN 10458 ENG 101 MWF 1-1:50

COURSE OUTLINE

(Jan. 21 Add/Drop period begins)

(Jan. 28 Instructor signature required to add classes)

Unit I: Personal Writing: Narration/Description

Week I Introduction

Jan. 22 In-class writing: "Theme for English B," after Langston Hughes.

Week II The Writing Process--Review

- 25 ****Completed Personal "Theme" poem to share in class in small groups (portfolio).** +2
Workshop: (**Pre-write & Write**), Show don't tell paragraph, It's Mid-winter (type).
- 27 Workshop: (**Rewrite—detail creates meaning**), Faulkner's "A Rose for Emily";
Revise Mid-winter paragraph in class (retype).
- 29 Workshop: (**Edit—structure creates meaning**), Edit Mid-winter paragraph for
punctuation, grammar, and spelling.

****Essay I: The Personal Essay (Narration & Description) (2pp min.)**

Week III

- Feb. 1 ****Revised, edited Mid-winter paragraph due, typed (portfolio).** +3
In-class writing: Describe yourself doing something you enjoy doing.
- 3 Typed draft of Personal Essay (Essay I). Share in class (2 pp).
- 5 Revision workshop

Week IV Sentence Patterns

- 8 Sentence-writing workshop
- 10 Sentence-writing workshop
- 12 ****10 typed, edited sentences due (portfolio).** +10
In-class editing workshop

Week V Editing: 7 Deadly Sins

- 15 -----No class—Presidents' Day
- 17 In-class editing workshop: *Revised, edited Personal Essay.
- 19 ****Personal Essay (Essay I) due (2pp minimum or you must revise).** +10
In-class writing: Begin in class Part I of Essay II: Birth Essay. What was happening in
your family near the time of your birth? (Follow worksheet)

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Unit II: The Family in History

****Essay II: Birth Essay. How, near the time of your birth, does your family reflect a larger social issue?(3pp min.)**

Week VI

- 22 *Rereading America*: Read for class, "Harmony at Home," & study model worksheet provided on thesis evaluation, Work Cited, quotations, in-text documentation, summary.
*RA: Also read for class, "Soto, "Looking for Work"; complete worksheet—thesis evaluation, Work Cited, quotations with in-text documentation (**portfolio**). +1
- 24 *RA: Read for class, Dixon, "Aunt Ida Pieces a Quilt"; complete worksheet (**portfolio**). +1
- 26 *RA: Read for class, Jack, "An Indian Story"; complete worksheet (**portfolio**). +1

Week VII

- March 1 Typed narrative, including your personal interview with family member/s, that describes what your family was doing on the day, week, month, year of your birth.
- 3 Meet in Library for orientation & research (*New York Times* article). **Photocopy article.**
- 5 Thesis evaluation, summary, citation (*N Y Times* article). (Worksheet)
Work on transition between parts I & II of Birth Essay & documentation. (Worksheet)

Week VIII

- 8 -----SPRING BREAK!!!!!!!!!!!!!!!!!!!!
- 10 -----SPRING BREAK!!!!!!!!!!!!!!!!!!!!
- 12 -----SPRING BREAK!!!!!!!!!!!!!!!!!!!!

Week IX

- 15 Draft of **introduction** that unites your family memory with the social issue you chose.
Draft of **conclusion** that provides a brief summary of the essay contents. (Worksheet)
- 17 Typed draft of completed, unified Birth Essay for in-class workshop.
- 19 Begin in-class viewing of Francois Truffaut's *The Wild Child (L'Enfant Sauvage)*; take notes & begin worksheet (Overview & Personal Response).

Unit III: Literacy

****Essay III: Literacy. What point about *language* and *society* is Francois Truffaut making in his film of *The Wild Child*?(4pp min.)**

Week X

- 22 ****Essay II: Birth Essay due, typed (3pp min.)**. +15
Finish film in class.
- 24 Film response due in class with MLA citation. (Follow worksheet)
- 26 Meet in library to find film review or interview. **Photocopy & attach to worksheet.**

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Week XI

- 29 Thesis evaluation, summary of film review or interview, MLA citation. (Worksheet)
 31 Meet in library to research OED definitions. **Photocopy & attach to worksheet.**
 April 2 -----No class. Good Friday

Week XII

- 5 Write an essay in which you allow the critical film review to speak to your own response to *The Wild Child*. Use the film review to illustrate how it agrees or disagrees with your own thinking or how it deepens your appreciation of Truffaut's film.
 7 In-class viewing of film clip from *The Miracle Worker* to deepen your understanding of the connection between language and society/socialization. (You may incorporate)
 9 Completed, typed draft of Literacy Essay for in-class workshop on Introductions & conclusions & documentation. (Follow worksheet)

Unit IV: Education

****Essay IV: Education Essay. Write an essay in which you describe and then critique both the myth and the reality of American "educational empowerment." (5 pp min.) Anchor your argument in Horace Mann's idealistic educational theories as laid out in the selection "From Report of the Massachusetts Board of Education, 1848." Then, use Moore's "Idiot Nation" and Malcolm X's "Learning to Read" to agree with, refute, or supplement Mann's prescription for American education. Integrate the editor's introduction to the chapter for an overview. (5pp min.)**

Week XIII

- 12 ****Essay III: Literacy Essay due (4pp minimum) +15**
 *Begin Essay IV: Education. Read in class "The Myth of Educational Empowerment"; complete worksheet (**portfolio**). +1
 14 Have read for class, Mann, "From Report to the Massachusetts Board of Education"; complete worksheet (**portfolio**). +1
 16 Have read for class, Moore's "Idiot Nation"; complete worksheet (**portfolio**). +1

Week XIV

- 19 Have read for class, Malcolm X, "Learning to Read"; complete worksheet (**portfolio**). +1
 In-class viewing, film clip from Spike Lee's *Malcolm X*. (You may incorporate)
 21 *Completed, typed draft of Education Essay for in-class workshop on introductions & Conclusions.
 23 Revised, typed draft of Education Essay for in-class workshop on quotations, in-text documentation, & Works Cited page.

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Unit V: I Search

****Essay V: I-Search Essay. Find a topic you would like to know about--that could be illuminated by research and an interview--that you feel motivated enough about to conduct a thorough and independent search to find an answer? (5 pp min.) You will tell the story of why the search and**

*what you did in your search—those happenings and facts crucial to your hunt—in the order in which your search happened. You will finish by explaining *fully* the fruits of your search.*

Week XV

- 26 ****Essay IV: Education Essay due (5pp minimum) +15**
- 28 *Essay V: Part I: What I Knew. A short narrative about yourself that gives some background about you relative to the search you want to conduct. **(I will collect)**
- 30 *Part II: Why I Am Writing This Paper. A short narrative about yourself describing why you are conducting this search and what you hope to find out. **(I will collect)**

Week XVI

- May 3 Meet in library. *Part III: Searching. Before class, have **already** talked to others interested in your search about the best books, films, videos, cds, newspaper articles, manuals, people to consult, etc. Have already transferred onto **index cards by subject/source, using MLA format.** Narrate in writing what you learned. In class, utilize all the research techniques you have learned in this class and others to conduct a more traditional search using library search engines and materials. **Transfer these to index cards and make a hard copy of all print sources you will use.** Once again, narrate in writing your progress. **I will check.**
- 5 Meet again in library. **Make index cards for each new source/subject.** Continue to narrate an account of your search. *Part IV: Searching Again, if necessary. Narrative of searching should be complete by now if you are on schedule. **I will check.**
- 7 *Part V: Interview. Have already spoken to an “expert” and have already written a narrative of what you learned/didn’t learn from this person. **I will check.**

Week XVII

- 10 *Part VI: End Result. Did you find out what you wanted to know? Summarize what you learned in essay form with thesis and development, as you have learned in writing your previous essays. (Consider Parts I-V as preparing you for the research essay you write to satisfy the main part of this research essay assignment.)
- 12 Keep working on End Result. **I will check.**
- 14 *Part VII: Works Cited. Alphabetize your MLA-formatted index cards and produce A Works Cited page. Consult your handbook. **I will check.**
- ***Turn in alphabetized index cards (portfolio).** +3

Week XVIII

- 17 ****Completed I-Search Essay (V) due. 5 pp min. +15**
 Evaluations and end of classes. Happy summer!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
- [19 Make-up session.]
- 21 Final grades due.
- 22 Commencement.