



COMPOSITION



Why Read?



For pleasure
 For knowledge
 To discover new and creative ways to interpret and make sense of your experiences
 To challenge your assumptions

Why Write?



Reading and writing go *hand in hand*. Reading you discover others' ideas. Writing about them, you discover your own. Reflective processes, the acts of reading and writing invite revision.

Three Rivers Community College

Fall 2008

ENG 101, CRN 30212

Tues. and Thurs, 8:00 – 9:15 am

Room KMOH 300

Professor St. Clair

Semester Hours: 3

Credit Hours: 3

Prerequisite: A placement test is required prior to enrollment.



My Contact Information:

Office Hours (Cube 9):

- Tue: 9:30 – 10:30 am
- Wed: 2:00 – 3:00 pm
- Thurs: 1:30 – 2:30 pm
- And by appointment

E-MAIL:

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383.5243



We're not born knowing how to write, but we are born knowing how to know how to write.

~Ann Berthoff

Music is the silence between the notes.

~Claude Debussy

Words are, of course, the most powerful drug used by mankind.
~ Rudyard Kipling

Experience is not what happens to you; it is what you do with what happens to you.

~Aldous Huxley

'Tis the good reader that makes a good book.

~Ralph Waldo Emerson

Art is the elimination of the unnecessary.

~Pablo Picasso

No tears in the writer, no tears in the reader. No surprise for the writer, no surprise for the reader.

~Robert Frost

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 the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

COURSE OBJECTIVES: As a member of a community of readers and writers open to and respectful of the range of opinions shared in discussion and writing, you will complete this course 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 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 AS A RESULT OF A PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG 075 OR 100 AND YOU HAVE NOT DONE SO, YOU WILL PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS. YOUR ACHIEVING THE OBJECTIVES OF THIS COURSE WITHOUT A MASTERY OF BASIC SKILLS WILL BE VERY DIFFICULT. I STRONGLY ADVISE YOU TO TAKE 075 OR 100 BEFORE TAKING THIS COURSE.

COURSE OVERVIEW

This course is designed to give you practice in a variety of writing situations. Although you will be doing different kinds of writing assignments to bridge the gap many perceive between personal and academic writing, most of this course will be devoted to the practical reflection on the rhetorical aims, intellectual strategies and discursive processes that inform successful academic writing. In other words, you will be expected to read and respond to your peers' writing as well as summarize, analyze, interpret and argue with various published texts. In working together, our general goal is to develop our ability to read and write rhetorically effective and intellectually complex texts.

We will be doing a lot of writing this semester, and you will need to plan your time accordingly.

TEXTS and MATERIALS:

REQUIRED

- *Ways of Reading*.. Eds. David Bartholomae and Anthony Petrosky. 8th ed. Boston: Bedford, 2008..
- Any soft-cover collegiate dictionary
- Two manila (or other slim) folders, one for handing in formal essays and background work and another for writing portfolio, which will include all letter exchanges and all final copies of formal essays.
- Storage device (memory stick or CD) for keeping back-ups of all you work.

RECOMMENDED

- *Penguin Handbook*

COURSE POLICIES

Attendance is essential to your success in class. In my experience, students who miss more than 15% of class rarely pass. If you must miss class, you are responsible for finding out what you missed, making up the work and coming prepared to the next class with all assignments completed. As adults respecting your writing community, you are expected to arrive on time and remain in the classroom (unless for an emergency). In other words, any personal or other business should be completed BEFORE you arrive to class.

Participation is a requirement. Ten percent will be deducted from a corresponding project's grade for:

- any class/peer review you miss or attend without the required typed draft
- any class/peer review sheet you fail to complete
- failure to contribute fairly and fully to any group assignment
- failure to attend writing conference scheduled during or outside of class time
- failure to contribute to Vista dialogues in regard to assigned readings

Classroom Decorum includes respecting one another's opinions by listening openly and responding politely, in agreement or disagreement, arriving on time, remaining the entire class period, and

turning your cell phone off BEFORE you enter the classroom. Disruptive behavior will negatively affect your final grade. During in-class quizzes, tests, and exams, you are not allowed to leave the room until I have collected everyone's work.

PLAGIARISM is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; and a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue (http://www.trcc.commnet.edu/gen_info/catalog/Academic_standards.htm#academicintegritypolicy).

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work. All assignments you write must be original to this class.

STUDENTS WITH DISABILITIES

Any student with a hidden or visible disability which may require classroom modification should see me during the first week or two of class so we can arrange an appropriate plan to meet your needs.

WITHDRAWAL FROM CLASS

Until December 15th, you may officially withdraw at the Registrar's Office. If you stop attending class, but do not officially withdraw, you will receive a grade of F for the course.

MESSAGES AND CONFERENCES

If you need to reach me, please email me at prof.stclair@gmail.com or call my office phone. I am also available during office hours or by appointment and look forward to meeting with you to discuss your work.

ASSIGNMENTS

Group Reading Presentations: The anthology readings will inspire, stimulate, and, perhaps, frustrate at times, but they are exciting for their often non-linear approach to a topic, ideas presented as a collage where meaning resides in gaps and overlaps. Because they are not straightforward arguments, they are not easy readings. Take a deep breath and prepare to spend time with them. Not understanding passages the first time through is a benefit, not a limitation, for the text will invite you to return to it and reflect and reconsider how passages and themes relate to one another. We will be riding a reading rollercoaster where most turns and drops are sudden and defy expectation.

Formal Essays: A minimum of two class periods will be devoted to peer/class review for each formal essay you write. In addition, at some point in the semester, you will be required to schedule and attend a writing workshop with a tutor in the writing center. You will not receive a grade on any paper that you fail to meet with me during the required follow-up conference.

On the due date, all drafts, rough and final, must be submitted at the **beginning** of class.

Vista On-Line Blackboard Discussions: For each reading you are expected to contribute a **minimum** of two (more are welcome, especially if an idea has ignited your imagination!) thoughtful and detailed posts to engage in dialogue with the reading, with peers, and with me. These are informal posts, as if sharing conversations over a cup of coffee or meal. These are neither essays nor summaries; they are

thoughtful ruminations for framing an approach, articulating a question, or exploring connections within one text or among several. Do not think about them as finished or polished pieces of work, but as reflective work, a way to think about what you are thinking. Thus, I am more interested in your ideas than the ways you are presenting them. Hence your contributions will be graded more on content, *what* is being said, and less on format, *how* it is being said. Grammar, in other words, will not be part of the grade; however, please make every effort to respect your audience and write as clearly and meaningfully as possible. The intent is to help us to reflect and re-visit the complex and challenging ideas the readings present. I will distribute a handout that details my expectations and the logistics of the conversation.

I will also make available other topics, such as a grammar thread, where you can post questions about grammar and style, and other threads as issues surface that invite conversation.

LATE WORK:

Essays: Ten percent of the final grade will be deducted for each class period an essay is late. (Examples: If an essay is worth 100 points, ten points will be lost. If an essay is worth 150 points, 15 points will be lost.) Late essays will be accepted up to one week after the initial due date. Since every essay is required to receive a passing grade, you will fail this course if I do not receive your essay within this time frame. Please, please, please meet with me beforehand if you find yourself panicked or unable to meet the deadline. The earlier we can work through any outstanding issues, the less stressful and more successful the writing will be for you!

Please note that late work may not be graded and returned as promptly as work handed in on time. Consequently, any problems that surface in your writing may not be uncovered until quite late in the semester, leaving you less time to address them.

In-class quizzes and assignments CANNOT be made up, regardless of reason, outside of a religious holiday. Quizzes will be given at the beginning of class. If you are tardy the day of a quiz, you will not be given extra time to complete it.

PLEASE NOTE:

- Submission of ALL formal essays, including the research essay, is required to pass this course. I must see the work in progress and will not accept any essays for grade that have not gone through peer review. In addition, I require that copies of any sources you use outside of class texts be submitted with all drafts. I will not read work submitted without these copies.
- If I feel that assigned readings are not being done, I reserve the right to give pop quizzes and will then adjust the final grades accordingly.

GRADING CRITERIA:

Although more specific criteria will be given out for each assignment, general guidelines are as follows: Essays and assignments will be graded on your ability to demonstrate evidence of organizing thoughts, making connections within and among the readings, exploring the draft process, and completing all assignment requirements.

Formal essays will be graded on the quality of the finished product, which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

Overall Class Grade

Assignment

Point Value

Essay 1	100
Essay 2	125
Essay 3	150
Research Essay	200
Four Presentations	150 (First: 30, Two through four: 40 each)
Blackboard Reading Dialogues (minimum two per reading)	100
Peer Review Sheets	75
Final Exam / Portfolio Review	100
Total	1000

Important Dates:

Sept. 15	Last Day to Add/Drop & Partial Tuition Refund
Sept. 29	Last Day to Select Audit Option
Oct. 13	Columbus Day, College Closed
Nov. 10	Last Day to Select Pass/Fail Option
Nov. 10	Last Day to Submit Incomplete Work from Spring
Nov. 25 - 30	Thanksgiving Recess
Dec. 15	Last Day to Withdraw from Classes (signature required)
Dec. 31	Grades Available on Web

WEEKLY CALENDAR
subject to change

Assignments are listed as Write or Read. These are due the day on which they're listed. A * next to a day indicates the due date of a formal essay
Bring *Ways of Reading* (abbreviated as *WR* on calendar) and dictionary to EVERY class

Tuesday 9/2 Welcome!

In-Class:

- Syllabus Review
- Eady/Smith reading and writing assignment.
- Blackboard dialogue demo

Begin checking Vista for the Eady discussion. The last post is due 9/9

Tuesday 9/9

Read: MLA Hand-out

Write: MLA worksheet

In-class:

- Eady Group Work
- MLA quoting/paraphrasing workshop

Tuesday 9/16 SFD Day

Write: Draft 1, Essay 1

In-class: Workshop

Friendly Reminder: Begin reading "The Ethics of Individuality," p 56-83, which we start discussing next Tuesday. It's long and complex and due the same day as your final draft.

Thursday 9/4

Read:

- Introduction to *WR*, p 1-23.
- Your assigned Cornelius Eady poem

Write:

For each of these intro sections, *Making a Mark*; *Ways of Reading*; *Strong Readers*, *Strong Texts*; and *Reading with and against the Grain*:

- **One** or **two** questions you have either about what is being said or about how you will meet the challenges explained
- On a separate piece of paper, **three** observations of interest, what you find surprising or unusual

In-class:

- Eady group work & written presentation plan outlining format, responsibilities, and grading.
- SYLLABUS QUIZ!

Thursday 9/11 Closing date of Eady discussion board.

In-class:

- Eady presentations
- Discuss Essay 1
- Anne Lammott Essay

Thursday 9/18 SFD Day (cont'd)

Write: Draft 1, Essay 1

In-Class: Workshop

Friendly Reminder: Are you reading "Ethics"?

<p>Tuesday 10/21 GSD Day (cont'd)</p> <p><u>Write:</u> Draft 2, Essay 2 <u>In-class:</u> Workshops</p> <p><u>Friendly Reminder:</u> Are you reading “Our Secret?”</p>	<p>*Thursday 10/23 PFD Day</p> <p><u>Read:</u> “Our Secret,” 299-346. <u>Write:</u></p> <ul style="list-style-type: none"> • Manila folder to include TWO copies of Essay 2 FINAL DRAFT, 1 copy of each rough draft, peer/class review sheets.) • Two or more questions you have about the “Our Secret” • On a separate piece of paper, three observations of interest, what you find surprising or unusual about the essay. <p><u>In-class:</u> Assign “Our Secret” groups</p>
<p>Tuesday 10/28</p> <p><u>Re-read:</u> “Our Secret” <u>In-class:</u></p> <ul style="list-style-type: none"> • Begin Group Work • Essay Conferences <p><u>Friendly Reminder:</u> You should be actively reading journal articles for your research topic and taking notes.</p>	<p>Thursday 10/30</p> <p><u>Re-read:</u> “Our Secret” <u>In-class:</u></p> <ul style="list-style-type: none"> • Group work and written presentation plan, including responsibilities and grading criteria • Essay Conferences
<p>Tuesday 11/4</p> <p><u>In-class:</u> Group Presentations</p>	<p>Thursday 11/6</p> <p><u>Write:</u></p> <ul style="list-style-type: none"> • Bring full-text of journal articles for research paper you have been reading and all notes and brainstorming. Be sure article print-outs include all necessary information for assembling a works cited page (journal title, article title, pages, date, etc.) <p><u>In-class:</u></p> <ul style="list-style-type: none"> • MLA journal citing practice • Fine-tuning of research topic
<p>Tuesday 11/11 SFD Day</p> <p><u>Write:</u></p> <ul style="list-style-type: none"> • Working thesis statement • Draft 1 of research essay part 1 discussing 	<p>Thursday 11/13 SFD Day</p> <p><u>Write:</u></p> <ul style="list-style-type: none"> • Working thesis statement • Draft 1 of research essay part 1 discussing

how topic is addressed in “Our Secret”

- Typed notes on how you think you want your research to intersect

In-class: Workshop

Reminder: Next Tuesday, 11/18 research component **MUST** be included in draft. Continue taking notes and, possibly, researching articles if your writing is taking you in unexpected directions, as any good writing will! (See Frost quote on front of syllabus!)

Tuesday 11/18 SFD & GSD Day

Write: Draft 2, research essay incorporating research

In-class: Workshop

Tuesday 11/25



THANKSGIVING

***Tuesday 12/2 PFD Day**

Read: “States,” p. 567-605

Write:

- Manila folder to include **TWO** copies of

how topic is addressed in “Our Secret”

- Typed notes on how you think you want your research to intersect

In-class: Workshop

Friendly Reminder: Begin reading “States,” p. 567-605. We begin discussing it the same day your research paper is due!

Thursday 11/20 SFD & GSD Day (cont’d)

Write: Draft 2, research essay incorporating research

In-class: Workshop

Friendly Reminder: Are you reading “States”?

Thursday 11/27



BREAK!

Thursday 12/4

Re-read: “States”

In-class:

- Group Work

Research Paper FINAL DRAFT, 1 copy of each rough draft, peer/class review sheets, copies of all journal articles cited, with quoted or paraphrased passages highlighted.)

- **Two or more** questions you have about the “States”
 - On a separate piece of paper, **three** observations of interest, what you find surprising or unusual about the essay.
- In-class: Assign “States” groups

Don’t forget to contribute to the Blackboard discussion board. Your two “States” posts must be completed by 12/9 .

Tuesday 12/9

In-class:

- Presentations
- Discuss essay 3 & Portfolio

Tuesday 12/16 GSD Day

Write: Draft 2, Essay 3

In-class:

- Workshop
- Research Essay Conferences

- Written presentation plan to include responsibilities and grading
- Research Essay Conferences

Thursday 12/11 SFD Day

Write: Draft 1, Essay 3

In-Class:

- Workshop
- Research Essay Conferences

***Thursday 12/18 Last Class & PFD Day!**

Time to reflect on all you have accomplished!

Write:

- Portfolio, to include final drafts of all formal essays and TWO copies of Essay 3 Final Draft, 1 copy of each rough draft, peer/class review sheets) & Reflection Letter

In-class: Final Exam Details Discussed