

English Composition 101 (7-week)
Three Rivers Community College
Fall 2018

Professor: Stephanie Fischer

Office: D-207

Office Hours: T R 12:30 – 1:30

Mailbox: D-207

Email: SFischer@mcc.commnet.edu

Welcome to English 101 (7-week course). Please email me at the address above if you need to contact me. In the subject line, please put TRCC 101.

Required Texts:

- *The Three Rivers Reader* (Custom text available at the bookstore)
- All other readings will be posted in Course Materials in our Blackboard course site.

Course Overview:

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 through assigned writings.

Learning Goals of this Seminar:

Upon successful completion of these courses, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts

- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Course Materials:

Please come to class prepared to work. I ask that you bring have a notebook, a pen, a highlighter, and a flash drive to save material worked on in class. I also recommend that you have two pocket folders; one for handouts and one for all writing, including drafts. All readings, all handouts, and all materials must be brought to every class.

Course Assignment Requirements:

- 1) **Readings:** Do the readings and be prepared to discuss them in class when assigned.
- 2) **Homework / In-class work:** Throughout the semester you will be asked to complete homework and in-class work. These will often be exercises in employing concepts learned in class/reading or will be opportunities for you to make connections between the ideas you encounter.
- 3) **Journal.** You will have 2 Journals due through Blackboard (Journals). We will work on these either in class or for homework.
- 4) **Essays:** The English Department requires that all students in 101 write at least 20 pages of revised, polished prose by the end of the semester. In our class, these pages will mainly come in the form of three major essays. All drafts will be submitted through Blackboard (Assignments).

- 5) **Revision:** Each paper will go through a drafting process in which your ideas and formal writing skills will experience significant *growth*. Students of all skill levels must be prepared to put significant time and effort into this process in order to demonstrate improvement.
- 6) **Writing Workshops:** Much of the helpful advice you will receive on your papers will come in the form of instructor feedback, workshops and Peer Review. You must bring a printed copy of your draft to Peer Review sessions. **Failure to attend and participate in these workshops will result in a 10 point reduction on that essay.**
- 7) **In order to pass the course, you must submit all the required essays. Remember that the grade of “C” or better is required to pass 101.**

Formatting your Essays:

- All essays should be printed, grammatically correct and in accordance with the required word count. MLA format is mandatory.
- Use 12-point Times New Roman font, left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date.
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- The body of your essay is double-spaced
- Number pages beginning on page one in the upper right hand corner with your last name and the page number.
- For peer review, staple the essay pages together in the upper left corner.
- All drafts will be submitted through Blackboard. Let’s save paper when we can!
- Use MLA citation to document sources.

Blackboard Learn:

ENG101 will use TRCC’s online course management system called Blackboard Learn. A copy of this syllabus and the class schedule, as well as various class handouts and assignments, will be posted on Blackboard. We will go over the basics of using Blackboard, and there are many useful instructive videos you should consult once you log into Blackboard. You must access our Blackboard course on a regular basis because I will be posting the homework in Announcements, and you will be uploading all drafts of your essays to Blackboard.

To access Blackboard Learn, you need to login to myCommNet at <http://my.comnet.edu>. You can also link to myCommNet from the TRCC home page. You will need your NetID and your password. It is your responsibility to maintain working access to Blackboard and your college email.

Essay Grading:

An “A” paper is excellent and has a clear thesis or focus, along with strong points that ground the argument of the paper. It will be thought-provoking, both for the writer and its readers. The paper will be well organized, with a logical flow of ideas, and will offer evidence to support the argument. This paper will answer the prompt fully and have few grammatical errors. It will work with other texts in a thoughtful and provocative manner, showing that you are engaging with the reading and moving beyond summary or a simple agreement or disagreement, and working toward some semblance of original knowledge (the key to academic writing in the humanities).

A “B” paper is very good but, though thought provoking, does not provide a fully controlled answer to the prompt. The thesis is strong and arguable, but the ideas backing the thesis could be improved with stronger examples and organization. The writing is coherent but may lack the high polish of a sophisticated piece of academic writing.

A “C” letter grade is average and will be awarded to those essays that do not provide a strong arguable thesis and evidence. The essay will have a focus, but this focus will most likely be unclear, and its ideas may not flow together coherently or be adequately supported. The writing style may be weak and there may be a significant number of grammatical and citation errors.

A “D” paper will not have an adequate thesis, will not be organized, and will only touch upon the prompt without answering it. A “D” paper will most likely rely on summary rather than analysis. There may be significant weaknesses in writing mechanics and style.

An “F” paper will have more serious deficiencies than a “D” paper.

Class Participation:

Your learning in this class requires your involvement. Personal and educational experiences cannot be made up. Thus, you are responsible for attending all classes. Failure to do so will negatively impact your participation grade. If an absence is unavoidable, please email me on the day of your absence; you are responsible for all work that has been assigned and corresponding due dates. There is no make-up work, nor are there retroactive extensions.

Participation means openness to the idea of discussing the readings as well as your own writing and the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade. You cannot participate in class if you are not present. Class work and homework are part of your participation grade.

Always show respect to classmates, the class and to the instructor. Consider your behavior and comments thoughtfully. The classroom should be a safe space for everyone. Several guidelines can help facilitate class participation:

- Enter this class intending to learn a great deal.
- Practice honest and open inquiry.
- Be willing to offer your own ideas.
- Practice respectful interaction, including commenting and behavior.
- Cultivate intellectual curiosity.
- Avoid side conversations and use of your phone.

- Eating in class: Avoid anything messy or that might trigger anyone's food allergies.

Classroom Decorum:

You are being disruptive if you are late, leave class early, engage in side conversations, create a disturbance or use your phone in class. Please step out of the classroom if you must make or receive a call or text. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive or inappropriate classroom behavior will have a negative effect on your grade and will result in a warning. If it continues, it will result in a referral to the Dean.

Academic Integrity:

Plagiarism is the act of taking someone else's idea, writing or work, and passing it off as one's own. If you fail to give credit to the source of the material, whether directly quoted or put in your own words, this lack of credit constitutes plagiarism. Whether you take, buy or receive material from the Internet, from a book, from another student or from any other source, and you fail to give credit, you are stealing ideas; you are engaged in plagiarizing. Plagiarism is a serious violation of academic standards and has serious academic consequences for the student.

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Dishonesty in written work may result in an F for the assignment, and any occurrence of plagiarism will be reported to the Academic Dean for possible disciplinary action. If you have any questions about how to incorporate the words and ideas of others into your writing, please ask me.

Written Communication with Instructor:

Please contact me by email. Always include the following in the subject line: TRCC English 101. Proper email etiquette is expected. If you are absent, you must email me the day of your absence. You are responsible for all work that you miss. I do not respond to emails after 9 pm. If I do not respond to you within 24 hours, please assume I did not receive your email and resend it.

Withdrawal:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office, both on campus and at the Sub-base. Non punitive "W" grades are assigned to withdrawal requests. An instructor's signature is required after the deadline has passed. 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.

Grading:

I grade on a 1000-point system.

Your final grade will be calculated as follows:

Essay 1 (Synthesis)	250 points or 25%
Essay 2 (Proposal & Annotated Bibliography)	150 points or 15%
Essay 3 (Research)	325 points or 32.50%
Journals (there will be 2)	100 points or 10%
Class participation (includes homework and class work)	175 points or 17.50%
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	1000 points or 100%

You can check your grades in the My Grades link on the left-hand menu of Blackboard.

<u>Percentage Points</u>	<u>Letter Grade</u>	<u>GPA</u>
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7
67–69	D+	1.3
63–66	D	1.0
60–62	D-	0.7 0
–59	F	0

Due dates:

All work should be submitted on time and according to directions. If you have a verified emergency or illness, please contact me immediately. There are no retroactive extensions. Late work is penalized and is not accepted after one day late. I do not accept emailed assignments unless you have informed me by email of your absence. In this instance, the assignment is still due by the deadline unless you have a verified emergency or illness.

Late essays may not be rewritten for a higher grade. If you do not submit a first draft for any essay, you may not submit a final draft.

Essay Rewrites:

Only those students who hand in a completed Essay 1 on time and receive a grade below C- (70) will have the option to revise the first essay for a higher grade.

Special considerations:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP. (Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college’s Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student; accommodations cannot be provided retroactively.)

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum• Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disability

The Writing Center/TASC:

Location: C-113 (next to the library)
Phone: 860-215-9082
Email: TRWritingcenter@trcc.comnet.edu.
Online tutoring: <http://www.etutoring.org/>

Digication Learning Portfolio Requirements:

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool, you will have the opportunity to monitor your own growth in collegewide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation.

Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course

outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

TITLE IX

BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug at mkrug@trcc.commnet.edu 860 215 9280.