

English 101: Composition
Section HY1 | CRN 30209
Three Rivers Community College
Fall 2018

Instructor: Andrew Marvin

Class Meets: R 12:30–1:45 PM in D128 and online via Blackboard

Office Hours: MTWR 2:00–4:00 PM in C160

Mailbox: D207

Email: amarvin@threerivers.edu

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.

Required Texts

Neuleib, Janice, et al., editors. *The Three Rivers Reader*. Pearson Learning Solutions, 2016.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Respond to Rhetorical Situations

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

Engage with Authoritative Sources

- Use the reading process to distinguish between supporting points, evidence, and reasoning in complex texts that engage multiple perspectives using a variety of rhetorical strategies.
- Employ effective annotation skills in the reading of complex texts.
- Locate and evaluate sources appropriate to the rhetorical situation.
- Interpret and analyze arguments, 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 distinguish these from one'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 and logical support for assertions.
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material.
- Write at least one thesis-driven, text-based essay of 1,500 words demonstrating competent argumentation using complex texts.

Apply Language Conventions

- Apply standard English language conventions (diction, tone, formality) consistently, with particular attention to college-level writing situations.
- Cite varied sources in MLA format.

How Does a Hybrid Course Work?

Our section of ENG 101 is a hybrid course, which means we will meet once a week on campus, and the rest of the course will take place online via Blackboard. It does not mean there is less work to be done compared to an on-ground course that meets twice a week. Quite the opposite.

To make effective use of our class time, we will be using *a flipped classroom model*. Traditionally, instructors use in-class meetings to lecture and explain concepts, and then students complete the corresponding assignments independently, outside of class.

In our flipped classroom, you will be responsible for teaching yourselves course concepts, completing readings and discussion assignments, and preparing essay drafts *before* we meet in class. We will use your online work to facilitate discussion of readings and writings when we're on campus together. Participation in both the online and on-ground components is essential to doing well, so you should not expect to get away with doing only one or the other.

Assignments

In this class, your grade will be based on the following:

Discussion Boards

Discussion boards have two parts: (1) After completing each week's assigned reading, you will *post* an original thread (250–300 words) in response to that discussion board's instructions. (2) You will also be expected to *respond* directly and substantively (100–150 words) to at least one of your classmates' posts. I encourage you to read through everyone's threads to ensure you get multiple perspectives as well as be on the lookout for any posts from me.

Discussion boards are informal, low stakes, and conversational. You may use personal pronouns, contractions, modest amounts of slang, etc. in your posts, but please remember to maintain a professional, respectful atmosphere. You may say anything you like as long as you don't hurt anyone, and as long as you back up your claims. *Discussion board posts must be submitted by each week's deadline and cannot be made up.*

Writing Conferences

Throughout the semester, you will each participate in one-on-one meetings with me to discuss your ideas for upcoming essays. Writing conferences are scheduled appointments (via calendly.com) that last ten minutes and take place in my office (C160).

When you show up for your conference, you will bring *two copies of an essay proposal*—that is, an introduction of your paper's topic, your tentative thesis statement, and a delineation of how you will prove it. We will discuss the validity of your ideas and possible approaches for your paper. Proposals should be typed in MLA format. Failure to show up to or be prepared for a writing conference means a loss of credit, and the opportunity to reschedule is not guaranteed.

Rough Drafts

Following each writing conference, you will compose a rough draft of the assignment, submit it on Blackboard, and bring a copy to class. We will use the drafts to facilitate discussion and identify effective strategies for the paper in question.

Better Drafts

Following our in-class discussion, you will revise and expand your rough draft into a better draft. These new and improved drafts will be used for peer review in class. Failure

to participate in peer review results in a point penalty, described below in “Peer Review and Workshopping Days” under Course Policies.

Major Papers

You will write four formal papers this semester, plus an annotated bibliography. As we progress, the assignments will increase in both length and complexity, and each will incorporate a number of sources and rhetorical techniques. All papers in this class are formal, academic, argumentative, and analytical. All will follow MLA style.

CLOSE READING

Your first paper will be a rhetorical analysis of an article of your choice. This analysis will comprise a brief summary of the source’s main ideas, an explication of the author’s audience and purpose, and an analytical argument about how the author uses language.

SYNTHESIS ESSAY

Your second paper will be a synthesis essay wherein you find, invent, and demonstrate connections between two articles of your choice. You will use these connections to argue and support your own position about the topic or issue.

RESEARCH PROJECT

The second half of the semester will be dedicated to a formal academic research project on a topic of your choice. Your project will comprise three parts:

1. *The Annotated Bibliography*: a special kind of works cited page summarizing and evaluating your sources.
2. *The Background Report*: a thorough explanation of your topic’s history—i.e., the who, what, when, where, and why—that provides context and setup for...
3. *The Position Paper*: an academic argument that presents your position and validates it through analysis, synthesis, and interpretation of evidence.

Each assignment is worth a certain number of points, as explained below.

How You Will Be Graded

Each assignment is worth a certain number of points. There are 100 points total.

Assignment	Point Value
Discussion Boards (6)	18 (3 points each)
Writing Conferences (3)	15 (5 points each)
Rough Drafts (4)	4 (1 point each)
Close Reading	12
Synthesis Essay	15
Background Report	15
Position Paper	18
Annotated Bibliography	3

Total Points Earned	Final Letter Grade	GPA
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

How to Format Your Papers

All of our formal assignments will adhere to MLA style. Here are the particulars:

- Formal essays are to be typed on white 8.5 × 11-inch paper in 12-point Times New Roman.
- Double-space your entire paper. No extra white space. Use left-alignment; do not justify.
- Use only one space after periods or other punctuation marks.
- Use 1-inch margins—top, bottom, left, and right.
- Indent the first line of each paragraph one half-inch. Use the tab key or the ruler in your word processor; do not hit the space bar five times.
- In the upper left-hand corner of page one, type your name; my name; course title, section, and assignment; and the due date in European format. See page six for an example.
- Below the due date, type your assignment's original, unique, and punchy title (i.e. *not* "Essay 1"). Center your title. Do not use a separate title page. Do not underline, italicize, bold, or place your title in quotation marks. Write the title in Title Case, not in ALL CAPITAL LETTERS.
- Beginning on page two, create a header that numbers your pages with your last name and the page number, as I have done on this syllabus. Your last page will be your Works Cited, and it will be numbered as such. For page numbers and parenthetical citations, use Arabic numerals.
- Staple your assignment in the upper left-hand corner.
- Adhere to word count requirements, and do not use stratagems like bigger margins, increasing the size of punctuation, etc. Type your word count after your concluding paragraph at the bottom of the page. "Word count" refers only to your original sentences. Nothing else.

Use **MLA style** to document sources. **Parenthetical citations** should contain the author's last name and page number and appear at the end of the sentence, like this:

The efficacy of blasters as compared to "hokey religions and ancient weapons" has long been a source of contention between scoundrels and farm boys (Solo 37).

You would then include a **full MLA citation** on your Works Cited page (see page seven) that corresponds to your in-text citation, like this:

Solo, Han. "A Good Blaster at Your Side." *The Book of Rogues*, edited by Leia Organa, Smuggler Publishing, 1977.

If you need help with MLA format, see me, or consult *The Brief Penguin Handbook*. You might also look up the free Purdue OWL MLA Style & Formatting Guide at <https://owl.purdue.edu>.

You can find an example of the first page of an MLA paper on the next page of this syllabus. Please note that your first page will not have "Marvin 8" at the top.

Attention to detail is what separates good from great. If you have questions, just ask.

Indiana Jones

Mr. Marvin

ENG 101-HY1: Essay #1

23 September 2018

Boulder Dash: The Growing Geological Concerns of South America

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How to Create Your Works Cited Page

The eighth edition of the *MLA Handbook*, published in 2016, provides a more streamlined, universal set of guidelines for how to cite sources. These changes allow us to apply a singular method to any source, rather than myriad formats for different types of sources.

When you need to create a citation, build it using the following core elements:

- | | |
|------------------------------------|----------------------|
| 1. Author. (last name, first name) | 6. Number, |
| 2. Title of source. | 7. Publisher, |
| 3. Title of container, | 8. Publication date, |
| 4. Other contributors, | 9. Location. |
| 5. Version, | |

These elements should be listed in the order above and separated using the above punctuation.

Citations on a works cited page should always have hanging indents and be listed alphabetically.

For example, an article that appears in our textbook would be cited like this:

Roberts, Paul. "How to Say Nothing in 500 Words." *The Three Rivers Reader*, edited by Janice Neuleib, et al., Pearson Learning Solutions, 2016, pp. 206–19.

An article from an online database would look like this:

Blumenthal, Rachel. "Improvisational Soloists in Morrison's JAZZ." *Explicator*, vol. 65, no. 4, Summer 2007, pp. 240–41. *Academic Search Premier*, doi:10.3200/expl.65.4.

An article on a website would look like this:

Popova, Maria. "Werner Herzog Recommends Five Books Every Aspiring Filmmaker Should Read." *Brain Pickings*, 19 Aug. 2016, www.brainpickings.org/2016/08/19/werner-herzog-reading-list/. Accessed 2 Sept. 2016.

If you need help, just ask, or see the free, online [Purdue OWL MLA Formatting & Style Guide](#).

Class Policies

Our Writing Process

Writing is a recursive, iterative process, so we will go to great lengths to ensure our papers are of the highest quality before final submission. Our general workflow for each major writing assignment will be as follows:

1. Read the assignment, and watch Mr. Marvin's explanation video.
2. Write a proposal, and have a writing conference with Mr. Marvin to discuss it.
3. Write a rough first draft of your paper. We will share and discuss these in class.
4. Revise your paper, and write a better second draft.
5. Peer review each other's better drafts in class.
6. Edit, proofread, and polish before submitting your final draft online via Blackboard.

Attendance & Participation

This is a hybrid class that meets once a week on campus. The rest of our coursework will take place online via Blackboard. Both components are mandatory.

To ensure your success, we will be using the following attendance policy for our on-campus meetings: **you are permitted two absences** without penalty or explanation. Any additional absences will require appropriate documentation and a discussion with me to determine how your grade should be affected.

I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing class. *Keep in mind that your absence does not alter due dates; you are still responsible for submitting your work on time. You cannot pass the class without actively participating and completing all four major writing assignments.*

Late Assignments

All assignments are due by the deadlines indicated on the Course Outline and via the indicated medium (i.e., Blackboard or hard copy). If you plan on being offline or absent when an assignment is due, you are responsible for getting your work to me ahead of time. *All assignments have a deadline, and deadlines are—as a general rule—non-negotiable.*

Discussion boards and rough draft submissions must be submitted by the deadline to receive credit. Peer reviews take place in class and cannot be made up. Do not be late for writing conferences. Formal papers will be penalized *one (1) point for each day* they are late. "Late" is defined as "after the deadline," and since our deadlines have dates *and* times, one minute late is still late. Be careful.

Peer Review and Workshopping Days

We will dedicate significant class time to workshopping our papers via peer review. Peer reviews have two parts: (1) sharing your own rough draft for your peers to review, and (2) reviewing the rough drafts of your peers. Writing, thinking, and learning are social acts, and thus you are expected to participate in this process. Peer reviews do not directly earn you points. Completing them strengthens your ideas and your writing, producing better grades for your final drafts. *If you do not participate in peer reviews, either by absence or by not sharing your work, three points will be deducted from your final draft.*

Course Questions Forum

If there's something about the course, an assignment, or a concept that you don't understand, please post a thread in the Course Questions forum. Doing so enables me to reply publicly so that everyone may benefit from your question and my answer. Do not be afraid to do this. Ensuring you understand something is the first step to doing well, and chances are that other people are wondering the same thing as you. I encourage you to reply to one another if you know the answer to a classmate's question.

Contacting Your Professor

Please use proper written communication etiquette when corresponding with me and your classmates. *Remember that questions pertaining to the course should be posted to the Course Questions forum for everyone's benefit (see above).* Even questions about your own essay or writing process can help the entire group and lead to wider discussions.

If you do need to reach me privately (i.e., to discuss a grade, health issue, etc.), please use Blackboard's messages tool. This is how I will contact you individually. Only in an emergency should you email me at amarvin@threeivers.edu.

I log into the course just about every day, and I will make every effort to respond to you within 24 hours. If you have sent me a Blackboard message, have not heard back within 24 hours, *and* the issue is urgent, you may email me.

Save Your Work Constantly.

Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox (it's free; use <https://db.tt/hW0iLT4> for extra space) or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

Plagiarism

If you use someone else's words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person's work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. *If you plagiarize, I will catch you, and you will receive a zero for the assignment in question. I will also report you to the Academic Dean, and the incident will go on record.*

Plagiarism is theft. Do not do it.

Withdrawal

Students may officially withdraw from any class at the Registrar's Office (A115, registrar@trcc.commnet.edu, 215-9919) up to one week before the last day of classes. You do not need to inform the professor, but they can help you decide whether withdrawal is the right choice. Withdrawing does not affect your GPA, but it may have financial aid consequences, so consult with Financial Aid or your advisor before making any decisions. Any student who does not attend class or complete all coursework without officially withdrawing will be graded accordingly.

myCommNet Alert

myCommNet Alert is a system that sends text messages and emails when there is a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. I encourage you to sign up for these alerts in myCommNet. In addition, there may be instances when the college is open, but I am unable to make it to campus. In these rare cases, I will notify you via email/Blackboard as soon as possible.

Special Considerations for Students with Disabilities

TRCC Disability Service Providers Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room A113	Learning disabilities, ADD/ADHD, autism spectrum, mental health
Elizabeth Wilcox, Advisor (860) 215-9289 Room A113	Medical, mobility, and sensory disabilities

If you have a disability that may affect your performance in this course, please meet with a Disability Service Provider (see the chart above) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that *accommodations take effect when the instructor receives the paperwork from a student*. They will not be provided retroactively.

Academic Integrity

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 throughout 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.

The Writing Center: C113

The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers. It offers a range of services for students, faculty, and staff covering four basic areas: walk-in and reserved appointments, classroom presentations, writing resources, and emailed paper submissions. To contact the Writing Center, call (860)215-9082, or email TRWritingCenter@trcc.commnet.edu.

Donald R. Welter Library

The library is open Monday–Thursday from 8:30 AM to 8:00 PM and Friday from 8:30 AM to 3:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions. The Circulation & Information Desk can be reached at (860)215-9051. For more information, visit the library's website.

Computer Labs

In addition to the Writing Center's Tutoring Lab and the library, an open computer lab can be found in E112. Its hours of operation are Monday–Thursday 9:00 AM to 9:00 PM and Friday 9:00 AM to 6:00 PM. It is closed on Saturdays and Sundays. Hours may be truncated during the Summer and Winter sessions.

Printing

Students can print from the open computer lab and the library. Each semester a printer quota of 500 sheets is put in place. Once you have printed out 500 copies, you need to pay \$5.00 for each additional 100 pages.

Digication

All students are required to maintain an online learning portfolio in Digication using the college template. Digication gives students the opportunity to monitor their personal growth and integrate lessons from inside and outside the classroom. Periodically, a Three Rivers General Education Assessment Team will select and review random works to help improve the college experience. Student work reviewed for assessment purposes will remain private and anonymous. Students can create multiple portfolios and may continue to use their Digication account after graduation.

Mandated Court Reporter

Please know that I am required to share what you tell me with the Title IX Coordinator or the Dean of Student Services. They will want to discuss your rights and options with you, and they will do their best to protect your privacy and honor your wishes, but they may need to investigate further or even contact law enforcement if there is a danger to you or the campus.

You also have a right to a completely confidential option, and Student Services (A Wing) can help you access free, 24/7 counseling services, which can also connect you with legal or medical help.

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services, and Processes Policy

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.”

Title IX Statement of Policy

“Title IX of the Education Amendments of 1972 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 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 the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

Maria Krug

Title IX Coordinator

Office C131

574 New London Turnpike, Norwich, CT 06360

(860) 215-9208, mkrug@trcc.commnet.edu

ENG 101-HY1: Course Outline

Three Rivers Community College

Fall 2018

Because this is a hybrid course, our coursework will take place both in class and online via Blackboard. Below are some notes about how our course functions as well as a tentative calendar of our agenda. Please note that this information is subject to change based on our progress and my whims. Be mindful of deadlines and our late assignment policies.

Course Laws That Ensure Things Function in a Reliable and Sane Way That Meets Your and My Expectations

- All of the materials for a given week (assignment sheets, explanation videos, submission links, etc.) are in its corresponding folder in the Course Content area.
- Each week's materials becomes available at midnight on the day we have class.
- All page numbers refer to *The Three Rivers Reader* unless otherwise noted.
- Discussion Board posts and rough drafts that do not meet word count requirements or deadlines will not receive credit.
- All essay submissions (rough drafts and final drafts) must be in Word (.doc/.docx) format to ensure I can open and grade them.
- Essays are always returned within one week of the final draft submission deadline.
- Print this outline, and cross off tasks as you complete them to ensure you don't miss or forget anything.
- You should log into the course every day to check announcements, your messages, and the Course Questions forum.

Preliminary (Before our first class meeting on Thursday 8/30...)

Your Online Tasks

1. Review TRCC's help page for online and hybrid students: <https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/>.
2. Ensure you can log into Blackboard. Contact the Ed Tech department if you need help: C135; (860) 215-9049; TR-distancelearning@trcc.commnet.edu.
3. Watch "Is This the Right Course for You?" in the Course Videos area.
4. Purchase our textbook, *The Three Rivers Reader*, which is available via the bookstore.
5. Complete the ungraded Diagnostic Essay by Sunday 9/2 at 11:59 PM.
6. Familiarize yourself with the Blackboard shell, and look through the syllabus and course outline. Write down any questions you may have.

Week One: Thursday 8/30

Our Class Agenda

1. Introduce ourselves.
2. Explain the syllabus and course outline.
3. Take a tour of Blackboard.

Your Online Tasks

1. Complete the preliminary tasks above if you haven't already.
2. Read the Close Reading assignment, and watch Mr. Marvin's explanation video.
3. Sign up for your first writing conference.
4. Watch the "How to Do Discussion Boards" video.
5. Complete Discussion Board #1:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Read and annotate Paul Roberts's "How to Say Nothing in 500 Words" (206–19).
 - c) Post your original thread *and* reply to at least one classmate by Monday 9/3 at 11:59 PM.
6. Watch the "How to Write a Proposal" video.
7. Write your Close Reading proposal (150–200 words).
 - a) Print two copies of your proposal, and bring them to your writing conference.
 - b) Print two copies of your article, and bring them to your writing conference.

Week Two: Thursday 9/6

Our Class Agenda

1. No formal class. Individual writing conferences by appointment only in Mr. Marvin's office (C160).

Your Online Tasks

1. Complete Discussion Board #2:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Read and annotate Anne Lamott's "Shitty First Drafts" (176–80).
 - c) Post your original thread *and* reply to at least one classmate by Monday 9/10 at 11:59 PM.
2. Watch the reference videos about doing essays in this class:
 - a) Watch the "How to Write a Good Thesis Statement" video.
 - b) Watch the "How I Grade Your Essays" video.
 - c) Watch the "How to Format Your Paper in MLA Style" video.

3. Write the rough draft of your Close Reading (300-word minimum).
 - a) Submit your rough draft via Blackboard by Wednesday 9/12 at 11:59 PM.
 - b) Print one copy, and bring it to our next class.

Week Three: Thursday 9/13

Our Class Agenda

1. Close Reading rough drafts are due! (300-word minimum; one copy)
2. Questions, discussion, and examples.

Your Online Tasks

1. Continue working on your Close Reading.
 - a) Revise, and write a better draft (500-word minimum).
 - b) Print three copies, and bring them to our next class.

Week Four: Thursday 9/20

Our Class Agenda

1. Close Reading better drafts are due! (500-word minimum; three copies)
2. Peer review and workshopping.

Your Online Tasks

1. Revise your Close Reading based on your peer review feedback.
2. Ruthlessly edit, and proofread to ensure no error survives.
3. Submit the final draft of your Close Reading via Blackboard by Sunday 9/23 at 11:59 PM.
4. Read the Synthesis Essay assignment, and watch Mr. Marvin's explanation video.
5. Watch the Synthesis Explanation video.
6. Sign up for your second writing conference.
7. Complete Discussion Board #3:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Read and annotate Nicholas Carr's "Is Google Making Us Stupid?" (647–57).
 - c) Post your original thread *and* reply to at least one classmate by Monday 9/24 at 11:59 PM.
8. Write your Synthesis Essay proposal (200–250 words).
 - a) Print two copies of your proposal, and bring them to your writing conference.
 - b) Print two copies of your two articles, and bring them to your writing conference.

Week Five: Thursday 9/27

Our Class Agenda

1. No formal class. Individual writing conferences by appointment only in Mr. Marvin's office (C160).

Your Online Tasks

1. Complete Discussion Board #4:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Read and annotate Mitchell Stephens's "The Death of Reading" (221–34).
 - c) Post your original thread *and* reply to at least one classmate by Monday 10/1 at 11:59 PM.
2. Write the rough draft of your Synthesis Essay (500-word minimum).
 - a) Submit your rough draft via Blackboard by Wednesday 10/3 at 11:59 PM.
 - b) Print one copy, and bring it to our next class.

Week Six: Thursday 10/4

Our Class Agenda

1. Synthesis Essay rough drafts are due! (500-word minimum; one copy)
2. Questions, discussion, and examples.

Your Online Tasks

1. Continue working on your Synthesis Essay.
 - a) Revise, and write a better draft (1,000-word minimum).
 - b) Print three copies, and bring them to our next class.

Week Seven: Thursday 10/11

Our Class Agenda

1. Synthesis Essay better drafts are due! (1,000-word minimum; three copies)
2. Peer review and workshopping.

Your Online Tasks

1. Revise your Synthesis Essay based on your peer review feedback.
2. Ruthlessly edit, and proofread to ensure no error survives.

3. Submit the final draft of your Synthesis Essay via Blackboard by Sunday 10/14 at 11:59 PM.
4. Read the Background Report assignment, and watch Mr. Marvin's explanation video.
5. Read the Annotated Bibliography assignment, and watch Mr. Marvin's explanation video.
6. Read the Position Paper assignment, and watch Mr. Marvin's explanation video.
7. Sign up for your third writing conference.
8. Read and annotate the following in *The Three Rivers Reader*:
 - a) From "Inventing the Content of Your Research Paper or Report" (118) up to and including "Background Section (Research Papers Only)" (124).
 - b) Skip "Research Methodology or Methods Section (Research Reports Only)" (125).
 - c) From "Findings or Results Section" (125) up to and including "Developing Your Style and Design" (128).
 - d) Skip "Designing Your Research Paper or Report" (128–29).
 - e) From "Developing Your Research Process" (148) up to and including "Using Documentaries, Broadcasts, and Podcasts" (160).
 - f) Skip "Finding Empirical Sources" (160–64).
 - g) Read "Evaluating Your Sources" (164–66).
9. Complete Discussion Board #5:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Post your original thread *and* reply to at least one classmate by Monday 10/15 at 11:59 PM.

Week Eight: Thursday 10/18

Our Class Agenda

1. Report directly to the upstairs library classroom today (C225).
2. Library lesson with Pam Williams: "Using Library Databases and Resources."

Your Online Tasks

1. Continue your research.
2. Complete Discussion Board #6:
 - a) Read the forum's instructions in the Discussion Boards area.
 - b) Post your original thread *and* reply to at least one classmate by Monday 10/22 at 11:59 PM.

Week Nine: Thursday 10/25

Our Class Agenda

1. Report directly to the upstairs library classroom today (C225).
2. Independent library research.

Your Online Tasks

1. Sign up for your third and final writing conference.
2. Submit a rough draft of your Annotated Bibliography via Blackboard for ungraded feedback by Monday 10/29 at 11:59 PM.
3. Write your Research Project proposal (250–300 words).
 - a) Print two copies, and bring them to your writing conference.

Week Ten: Thursday 11/1

Our Class Agenda

1. No formal class. Individual writing conferences by appointment only in Mr. Marvin's office (C160).

Your Online Tasks

1. Write the rough draft of your Background Report (500-word minimum).
 - a) Submit your rough draft via Blackboard by Wednesday 11/7 at 11:59 PM.
 - b) Print one copy, and bring it to our next class.

Week Eleven: Thursday 11/8

Our Class Agenda

1. Background Reports rough drafts are due! (500-word minimum; one copy)
2. Questions, discussion, and examples.

Your Online Tasks

1. Continue working on your Background Report.
 - a) Revise, and write a better draft (750-word minimum).
 - b) Print three copies, and bring them to our next class.

Week Twelve: Thursday 11/15

Our Class Agenda

1. Background Report better drafts are due! (750-word minimum; three copies)

2. Peer reviews and workshopping.

Your Online Tasks

1. Revise your Background Report based on your peer review feedback.
2. Ruthlessly edit, and proofread to ensure no error survives.
3. Submit the final draft of your Background Report via Blackboard by Sunday 11/18 at 11:59 PM.

Week Thirteen: Thursday 11/22

Our Class Agenda

1. No class... Thanksgiving.

Your Online Tasks

1. Eat much turkey.
2. Write the rough draft of your Position Paper (750-word minimum).
 - a) Submit your rough draft via Blackboard by Wednesday 11/28 at 11:59 PM.
 - b) Print one copy, and bring it to our next class.

Week Fourteen: Thursday 11/29

Our Class Agenda

1. Position Paper rough drafts are due! (750-word minimum; one copy)
2. Questions, discussion, and examples.

Your Online Tasks

1. Continue working on your Position Paper.
 - a) Revise, and write a better draft (1,000-word minimum)
 - b) Print three copies, and bring them to our next class.

Week Fifteen: Thursday 12/6

Our Class Agenda

1. Position Paper better drafts are due! (1,000-word minimum; three copies)
2. Peer reviews and workshopping.

Your Online Tasks

1. Revise your Position Paper based on your peer review feedback.
2. Ruthlessly edit, and proofread to ensure no error survives.
3. Make any necessary changes to your Background Report and Annotated Bibliography.
4. Compile these with the final draft of your Position Paper in the following order: Introduction → Background Report → Position Paper → Works Cited → Annotated Bibliography. Keep a single running page count.
5. Submit the final draft of your entire Research Project as one document via Blackboard by Sunday 12/16 at 11:59 PM.

***Note:** Friday 12/7 is the last day to withdraw from any class at the Registrar; A115; registrar@trcc.commnet.edu; (860) 215-9064*

Week Sixteen: Thursday 12/13

Our Class Agenda

1. Final class meeting! Mandatory attendance.
2. Closing ceremonies.
3. Final thoughts and last-minute questions.
4. Complete course evaluations.

Your Online Tasks

1. Last call for Research Projects! Final drafts are due by Sunday 12/16 at 11:59 PM.
2. You're done! Have a marvelous holiday season.

Fin

Final grades due: Friday 12/21
Grades available online: Monday 12/24