

ENG 101-T10: COMPOSITION

Professor Debra Siegel
Three Rivers Community College

CRN: 30514

Fall 2018

Tu 6:30-9:15pm D107

OFFICE & HOURS: D205 By appointment
MAILBOX: D207
EMAIL: dsiegel@mcc.commnet.edu (Note: This is NOT a TRCC extension)

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.

LEARNING OUTCOMES

FOR ENG 101: Upon successful completion of ENG 101, 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

REQUIRED TEXT: *The Three Rivers Reader*. Pearson, 2016. Print

OPTIONAL TEXT: Faigley, Lester. *The Brief Penguin Handbook*. Online Edition.

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DESCRIPTION OF MAJOR ASSIGNMENTS:

Paper 1: Critical Reading Analysis Essay

Students will provide a critical reading and analysis of a text(s). A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking.

Paper 2: Synthesis Essay

Students will write at least 5-6 complete pages that synthesizes two or more texts. Here you join in a "conversation" with multiple perspectives on an issue. Rather than simple pro/con constructions, you start to analyze and evaluate arguments to form your own view. By becoming an informed writer, you establish your own "voice" and credibility.

Paper 3: Synthesis with Research Assignment – (details will be provided in class)

Students will each write 5-6 pages plus a works cited page which will include MLA citations using researched materials from primarily academic sources.

Paper 4: Research Project

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world.

Then, you will integrate sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7-8 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

Reader's Journals

Your Reader's Journal is an academic journal in which you respond to a series of readings from our textbook in both short answer and essay format. Journal entries are assigned regularly, and are due on the dates listed on the course calendar. At times, I will check off that your homework is completed, and this will factor into your class participation grade.

Journal entries will be submitted as part of the Midterm grade. You are expected to have typed, polished entries for submission for your Midterm.

ASSIGNMENTS:

All assignments are due at the beginning of class. I do not accept emailed assignments. All due dates are final. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

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ATTENDANCE THROUGH ACADEMIC PARTICIPATION:

Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, **your grade will be affected**. Students are expected to attend all classes and participate in all class-related activities.

Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays on time, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. All assignments must be completed successfully to pass the course.

- ✓ **Class begins promptly, don't be late or leave early**, it will affect your grade.
- ✓ If you miss class, **it is your responsibility** to find out from a classmate what was covered and what is due.

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 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.

DISABILITIES:

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	<input type="checkbox"/> Learning Disabilities <input type="checkbox"/> ADD/ADHD <input type="checkbox"/> Autism Spectrum <input type="checkbox"/> Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<input type="checkbox"/> Medical Disabilities <input type="checkbox"/> Mobility Disabilities <input type="checkbox"/> Sensory Disabilities

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WITHDRAWAL POLICY:

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 in both the campus and at the office 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.

INCOMPLETES:

Incompletes are only assigned when there are extenuating circumstances such as serious illness that prevent the student from completing the coursework on time. You have until the last day of class to request an Incomplete, but *I am not required to honor the request*. Students may have until the end of the 10th week of the next standard semester to complete the course work if granted.

WEATHER CANCELLATIONS:

Call (860) 215-9000 (press 1 for College Closing Announcement) or go online to www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page)

SIGN UP FOR MYCOMMNET ALERT:

MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the web site.
http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

THE WRITING CENTER/TASC:

Room C117 (next to the Library)
(860) 215-9082
TRWritingcenter@trcc.commnet.edu
Online tutoring: <http://www.etutoring.org/>

COMPUTER LAB:

Room E112

DONALD R. WELTER LIBRARY HOURS:

Monday – Thursday: 8:30 am – 8:00 pm
Friday: 8:30 am – 3:00 pm
Saturday & Sunday: Closed
The library has computers for student use during library hours.

DIGICATION LEARNING PORTFOLIO REQUIREMENTS:

Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide 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!

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BLACKBOARD & COMMUNICATION:

I encourage you to communicate with me by sending me a message through Blackboard Learn; any written communication with me should be regarded as a formal communication and follow standard written English conventions.

Please check Blackboard regularly for changes, information, and possible class cancellations.

You will need to have a working knowledge of Blackboard in order to access class materials and important information.

I will primarily communicate with you through the Announcements on BB Learn and through the internal Message system within our course site. However, you are also responsible for checking your trcc.commnet.edu email addresses. Your Blackboard Learn courses are automatically connected to your college-provided email account. For more information about this email account, visit the college home page and click the "New student email button." This email account is the only official electronic means that the college will communicate course and non-emergency information to you. Make sure that you check it weekly at a minimum. Another option is to set up to forward your email from the college address to your preferred address

GRADING POLICY:

The final grade will be a letter grade, A - F.

Grading is based on:

Attendance and Academic Participation	10%
Includes:	
• Reading Journals	
• participating in class discussions	
• small and large group work	
• in class reading and writing	
• coming to class prepared by doing the required reading and assignments on time	
• Assignments, Tests, Quizzes	
Paper #1 Critical Analysis Essay	15%
Paper #2 Synthesis Essay Assignment	20%
Paper #3 First Researched Essay Assignment	20%
Paper #4 Final Research Project Assignment	25%
Final Portfolio/Reflection	10%

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Percentage Points	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

PAPER REVISION POLICY:

The English Department strongly believes that meaningful revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe.

Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers 1 and 2 are eligible for rewriting, *as long as the Final Drafts of these essays are handed in on time* and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any Final Drafts *that are submitted late* are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the Final Draft, the student has *two weeks* to submit a revised version of the draft.

The student must work with a tutor, and must hand in the original Final Draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all of the changes that the student made from the Final Draft to the rewrite draft.**

English 101 Course Calendar – Fall 2018

Check Blackboard prior to each class for announcements, changes, or cancellations.

	Week 1	In-Class	Reading Due for Class	Writing Due for Class
Tue	8/28	<p>Course Introduction</p> <p>Discuss</p> <ul style="list-style-type: none"> • Syllabus • Learning outcomes • Overview of course • Online resources 	<p>Due:</p> <ul style="list-style-type: none"> • Purchase texts and required materials 	In-class Diagnostic essay
	Week 2	In-Class	Reading Due for Class	Writing Due for Class
Tue	9/4	<p>Key to reading materials:</p> <p>TRR – Three Rivers Reader</p> <p>Discuss Readings</p>	<p>Read Syllabus</p> <p>TRR – “How to Mark a Book” by Mortimer Adler</p> <ol style="list-style-type: none"> 1). Read the essay 2). Annotate the text 3). Summarize the essay in your own words in a few sentences <p>TRR – Critical Reading and Rhetorical Analysis (ch. 5, p. 77)</p>	<p>Annotated text with summary</p> <p>This must be typed and follow MLA guidelines</p>

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	Week 3	In-Class	Reading Due for Class	Writing Due for Class
Tue	9/11	Discuss Readings	TRR – “Shitty First Drafts” by Anne Lamott TRR – “The Maker’s Eye: Revising Your Own Manuscripts” by Donald M. Murray	Journal Entry #1 (Journal assignments are at the end of this document. Be sure to read the guidelines for submission as well as the assignment.)
	Week 4	In-Class	Reading Due for Class	Writing Due for Class
Tue	9/18	Workshop Essay 1 Discuss Readings	TRR - “The Act of Writing: One Man’s Method” by William Zinsser TRR – “How to Say Nothing in 500 Words” by Paul Roberts TRR – “Why are we Dressing Our Daughters Like This?” by Lianne George	Journal Entry #2 Essay 1 (Draft) Bring 2 hard copies

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	Week 5	In-Class	Reading Due for Class	Writing Due for Class
Tue	9/25	Discuss Readings	TRR – “Sex, Lies, and Advertising” by Gloria Steinem TRR – “Sex, Lies, and Conversation” by Deborah Tannen TRR – “Virtual Sex, Lies and Cyberspace” by Amy Harmon	Essay 1 Final Due Stapled hard-copy in folder Copy uploaded to Digication
	Week 6	In-Class	Reading Due for Class	Writing Due for Class
Tue	10/2	Workshop Essay 2 Discuss Readings	TRR – “Are Too Many People Going to College” by Charles Murray TRR – “College Pressures” by William Zinsser	Journal Entry #3 Essay 2 (Draft) Bring 2 hard copies
	Week 7	In-Class	Reading Due for Class	Writing Due for Class
Tue	10/9	Discuss Readings	TRR – “Is Google Making Us Stupid?” by Nicholas Carr TRR – “Race Matters” by Cornel West	Essay 2 Final Due Stapled hard-copy in folder Copy uploaded to Digication

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	Week 8	In-Class	Reading Due for Class	Writing Due for Class
Tue	10/16	<i>No Class – Reading Day</i>	Use the extra time to catch up on next week's reading	
	Week 9	In-Class	Reading Due for Class	Writing Due for Class
Tue	10/23	Workshop Essay 3 Discuss Readings	TRR – Crediting, Quoting, Paraphrasing, and Summarizing (ch.6, p. 99) TRR – “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh TRR – “How Computers Change the Way We Think” by Sherry Turkle TRR – “Always On” by Sherry Turkle	Journal Entry #4 Essay 3 (Draft) Bring 2 hard copies
	Week 10	In-Class	Reading Due for Class	Writing Due for Class
Tue	10/30	Methods of academic research and online resources	TRR – Research Papers and Reports – Arguing With Research (ch. 7, p. 117)	Essay 3 Final Due Stapled hard-copy in folder Copy uploaded to Digication

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	Week 11	Blackboard	Reading Due for Class	Writing Due for Class
Tue	11/6	Workshop Essay 4 Your Research Process	TRR – Developing Your Research Process (ch. 8, p. 147)	Essay 4 Draft 1 See assignment for details
	Week 12	Blackboard	Reading Due for Class	Writing Due for Class
Tue	11/13	Workshop Essay 4 Starting an Argument	TRR – Starting and Argument (ch. 2, p. 5)	Essay 4 Draft 2 See assignment for details
	Week 13	Blackboard	Reading Due for Class	Writing Due for Class
Tue	11/20	Workshop Essay 4 Arguments	TRR – Persuasive Arguments (ch.3, p. 27)	Essay 4 Draft 3 See assignment for details
	Week 14	Blackboard	Reading Due for Class	Writing Due for Class
Tue	11/27	Workshop Essay 4		Essay 4 Draft 4 See assignment for details

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	Week 15	Blackboard	Reading Due for Class	Writing Due for Class
Tue	12/4	Workshop Final Portfolio/Reflection		Essay 4 Final Due See assignment for details Copy uploaded to Digication
	Week 16	Blackboard	Reading Due for Class	Writing Due for Class
Tue	12/11			Final Portfolio/Reflection Due Submit on Blackboard

Journal Assignments:

Journal assignments must be typed, MLA formatted, and edited. This is a short 1-2 page paper (with the exception of assignment #3). All journal assignments correspond to the readings assigned in our textbook. They must be submitted on Blackboard in the appropriate Discussion Folder (please copy and paste as well as include an attachment). They are due no later than the beginning of class.

Journal Entry #1: Lamott Questions on Meaning #3 AND Murray Questions on Meaning #1. Be sure to integrate these two ideas together into one essay. Do not answer one question and then follow it with an answer to the second question. This is an essay and not a short answer quiz.

Journal Entry #2: Zinsser Questions on Meaning #2 AND Roberts Questions on Meaning #2. See guidelines for Journal #1.

Journal Entry #3: Draw a picture, a cluster, or a diagram illustrating your response to one of the points in either the Murray or the Zinsser essay. Then write a paragraph explaining what the drawing means to you.

Journal Entry #4: What are your own thoughts on technology? Define your thesis and support it with examples from our readings.