**English 101: Composition**

Section T25

Three Rivers Community College

Fall 2018

**Instructor:** Katherine A. Sullivan

**Class Meets:** Thursdays 6:30 – 9:15 PM **Room:** D226

**Office Hours:**

**Mailbox:** D207

**Email:** KSullivan2@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 through assigned writings.

**Required Texts**

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

**Essays**

You will write several essays and a research paper this semester. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and

rhetorical techniques. Writing is a recursive, iterative process, and as such we will be

spending much of the class workshopping and revising drafts to help develop and

improve our abilities. Your work must adhere to the MLA standards given on page five,

titled “How to Format Your Papers.” Formal essays should be submitted in hard copy.

Detailed explanations of each essay will be provided as we progress.

**Research Paper**

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, believes 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 7-9 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 the source pages must accompany the final draft.

**Class Policies**

**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.

In your professional life, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the position in order reap the financial and personal benefits. In college courses, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the course in order reap the educational benefits.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.

**Plagiarism**

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course.

**TRCC Email**

Email will be our primary communication method throughout the semester. If you need to

reach me, KSullivan2@threerivers.edu is your best bet. In addition, you have each been

assigned a TRCC email address (@mail.ct.edu; log in with @student.commnet.edu). This

is how I will contact you. Please familiarize yourself with TRCC email, check it

regularly, and use proper email etiquette when corresponding with me and your other

professors. If you need help, go to www.trcc.commnet.edu → Academics → Distance

Learning → Resources for Students. Do not ignore your email.

**Withdrawal**

Monday, December 9th is the last day students may officially withdraw from classes at the

Registrar’s Office (A115, registrar@trcc.commnet.edu, 215-9919). Withdrawal 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 as soon as possible.

**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.

**Save Your Work**:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Google Drive.*

**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 Statement**

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.

**How to Format Your Papers**

MLA format will be used for all assignments. Here are the basic details:

• 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. See example in this syllabus.

• 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 paper length requirements and do not use stratagems like bigger margins, increasing

the size of punctuation, etc.

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 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.

Joe Student

Professor Sullivan

ENG 101 Thursday 6:30pm

Essay #1

30 August 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.

2. Title of source.

3. Title of container,

4. Other contributors,

5. Version,

6. Number,

7. Publisher,

8. Publication date,

9. Location.

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/](http://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.

**ENGLISH 101 Learning Outcomes**

**Respond to Rhetorical Situations**

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

**Engage with and Use Authoritative Sources**

1. **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)**
2. **Employ effective annotation skills to the reading of complex texts**
3. **Locate and evaluate sources appropriate to the rhetorical situation**
4. **Interpret and analyze argument, evidence, and rhetorical strategies in complex texts**
5. **Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material**
6. **Demonstrate critical and evaluative reading comprehension**
7. **Write accurate summaries and paraphrases of complex texts and differentiate these from student’s own writing**
8. **Respond to an argument in a complex text and synthesize perspectives in multiple texts**
9. **Integrate complex texts to fulfill the rhetorical purpose**

**Craft Logical Arguments**

1. **Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions**
2. **Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material**
3. **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**

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

**Course Calendar**

Below is a tentative calendar of our semester’s dates and assignments. 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.

**Week 1**

Wednesday 8/30: Hello there. Diagnostic essay.

For next class: Ensure you have the required texts. Peruse them. Get fired up.

**Week 2**

Monday 9/4: No class… Labor Day.

For next class: Rest.

Wednesday 9/6: The syllabus.

For next class: Perhaps get started on the Roberts reading.

**Week 3**

Monday 9/11: Essay #1 explanation. Writing conference #1 sign-ups. Annotation, thesis

statements, and introductions.

For next class: Read Paul Roberts’s “How to Say Nothing in 500 Words” (206–19). Write your

first reading response.

Wednesday 9/13: Discuss Roberts.

For next class: Read and respond to Anne Lamott’s “Shitty First Drafts” (176–80).

**Week 4**

Monday 9/18: Discuss Lamott.

For next class: Have 150–200 words of Essay #1 (two copies!) ready for your conference.

Wednesday 9/20: Writing conferences.

For next class: Have three copies of your Essay #1 rough draft (300-word minimum) ready for

Monday.

**Week 5**

Monday 9/25: Essay #1 rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Polish your essay, and prepare for submission on Wednesday.

Wednesday 9/27: Essay #1 final draft is due. Presentations.

For next class: Rest.

**Week 6**

Monday 10/2: Essay #1 reflections. Essay #2 explanation. Writing conference #2 sign-ups.

For next class: Read and respond to Nicholas Carr’s “Is Google Making Us Stupid?” (647–57).

Wednesday 10/4: Lessons from Essay #1.

For next class: Make sure you’ve read and responded to Carr.

**Week 7**

Monday 10/9: Discuss Carr.

For next class: Read and respond to Sherry Turkle’s “How Computers Change the Way We

Think” (660–67).

Wednesday 10/11: Discuss Turkle.

For next class: Have 200–250 words of Essay #2 (two copies!) ready for your conference.

**Week 8**

Monday 10/16: Writing conferences.

For next class: Have three copies of your Essay #2 rough draft (500-word minimum) ready for

Wednesday.

Wednesday 10/18: Essay #2 rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Polish your essay, and prepare for submission on Monday.

**Week 9**

Monday 10/23: Essay #2 final draft is due. Presentations.

For next class: Rest.

Wednesday 10/25: Essay #2 reflections. Essay #3 explanation. Writing conference #3 sign-ups.

For next class: Read and respond to Deborah Tannen’s “Sex, Lies, and Conversation” (557–62).

**Week 10**

Monday 10/30: Lessons from Essay #2.

For next class: Make sure you’ve read and responded to Tannen.

Wednesday 11/1: Discuss Tannen.

For next class: Read Margaret Atwood’s “Pornography” (585–91) and Gloria Steinem’s “Erotica

and Pornography” (594–98). Respond to one of them.

**Week 11**

Monday 11/6: Discuss Atwood and Steinem.

For next class: Have 250–300 words of Essay #3 ready for your next conference.

Wednesday 11/8: Writing conferences.

For next class: Have three copies of your Essay #3 rough draft (750-word minimum) ready for

Monday.

**Week 12**

Monday 11/13: Essay #3 rough draft is due (three copies!). Peer reviews. Workshopping.

For next class: Polish your essay, and prepare for submission on Wednesday.

Wednesday 11/15: Essay #3 final draft is due. Presentations.

For next class: Rest.

**Week 13**

Monday 11/20: Essay #3 reflections. Research Paper and Annotated Bibliography explanations.

For next class: Have a delicious Thanksgiving. Eat much turkey.

Wednesday 11/22: No class… Thanksgiving recess.

For next class: Be prepared! Make sure you have a topic ready to research on Monday.

**Week 14: Library Week**

Monday 11/27: Library time.

For next class: Continue researching for your Research Paper.

Wednesday 11/29: Library time. Annotated Bibliography drafts due via email. Peer review signups.

For next class: Have three copies of your Research Paper rough draft (1,000-word minimum)

ready for next week.

**Week 15: Workshop Week (split class)**

Monday 12/4: Research Paper rough draft is due (three copies!). Peer reviews.

Workshopping.

For next class: Continue to work on your Research Paper.

Wednesday 12/6: Research Paper rough draft is due (three copies!). Peer reviews.

Workshopping.

For next class: Continue to work on your Research Paper.

**Week 16**

Monday 12/11: Last day to withdraw! Final class meeting. Closing ceremonies. Final thoughts.

Course evaluations. Mandatory attendance.

For next class: Polish your Research Paper, and submit it by Wednesday.

Wednesday 12/13: Research Paper is due.

For next class: Have a marvelous holiday season.

Fin

Final grades due: Friday 12/22

Grades available online: Wednesday 12/27