**Three Rivers Community College**

English 101S: Composition

Fall 2018

**Instructor:** Lisa K. Adase, Adjunct Professor of English

**Course:** CRN# 33106 English 101S

**Class meets:** Tues**/**Thurs 12:30-3:50, Room E214, from Sept 18 through Dec 14

**Contact information:** Please use the “Email” tab in our course Blackboard shell to send me a message. If Blackboard is not available, send an email to:ladase@qvcc.commnet.edu

**Office Hours:** Tuesdays and Thursdays, by appointment only. I am typically available to meet right before or right after class.

**Course Description:** ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The 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.

Recommended placement in ENG\*K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG\*K101S. A grade of “C” or higher must be achieved to successfully complete ENG\*K101S.

**Course Outcomes:**

*The student will:*

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 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. **Bring your text book to EVERY class.**

**Other Requisite Materials:**

* A notebook or binder. I will sometimes ask you to hand in a notebook page, so make sure you can remove a page easily.
* 2 folders: one for organized record-keeping of handouts/returned work, and one for research.
* Index cards (used to organize research later in the semester)
* Writing utensils
* A means of saving your computer work: some prefer a flash drive, while others prefer to store their work “in the cloud” via Google Docs or the like. Come to class with a plan!

**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 synthesize 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 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 that 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 Journal**

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 day assigned, usually completed in class. Journal entries count towards your class participation grade.

**Assignments**

All assignments are due at the beginning of class. If you will not be in class on the day an assignment is due, you must make arrangements to turn in the assignment BEFORE that class.

**Lateness policy: (waiting until the last minute to write your assignment is asking for trouble…)**

Any assignment submitted late will have 2 points deducted per calendar day late. (This may not seem like much but it adds up very quickly! Remember that 10 points off equals a full letter-grade deduction.) **I will not accept any assignment more than one week past its original due date.** This applies to both formal essays and homework. Computer glitches do not excuse late work. **Save everything!** “I didn’t have Internet” or “it wouldn’t print” are not valid excuses; Internet-enabled computers / printers are available to students on campus. Allow yourself enough time to deal with technical problems that may arise.

**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, 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.

**College 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 in 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” for the course.

**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.

**Student conduct:**

You should be prepared to contribute positively to a safe class culture that encourages inquiry and intellectual risk. We need to be attentive to each other at all times and avoid side conversations. We will find that in discussing our reading material, we inevitably face potentially divisive issues in the world at large. You are expected to handle disagreements with maturity and respect. Racist, sexist or otherwise hateful statements and/or actions that undermine a mutually supportive culture will not be tolerated.

Please respect the fact that you are in a serious academic environment. No cell phones should be in use during class, no exceptions. If we are using computers in class or in the library, you should not be looking at web sites that are unrelated to our class work for the day.

**Special Considerations / Accommodations**

If you have a disability that may affect your progress in this course, please meet with a Disability Services Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide your instructor with written authorization from a DSP.

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| --- | --- |
| TRCC Disability Services Provider | Important note: |
| Matt Liscum(860) 215-9265Room A113 | * Mental health disabilities
* Learning disabilities
* ADD / ADHD
* Autism Spectrum
 | *An instructor cannot provide disability accommodations until the student gives the necessary paperwork from the college’s Office of Disability Services to the instructor.* ***Accommodations take effect on the day that the instructor receives the DSP notification.*** *Accommodations cannot be provided retroactively.* |
| Elizabeth Willcox, Advisor(860) 215-9289Room A113 | * Sensory Disabilities
* Medical Disabilities
* Mobility Disabilities
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**Grading Policy:**

Grades are earned, not given. All grades will be posted on Blackboard as they accrue, therefore you can check your own progress at any time. Your grade for this class will be calculated as follows:

|  |  |
| --- | --- |
| Paper 1: Critical Analysis Essay | 15% |
| Paper 2: Synthesis Essay | 20% |
| Paper 3: Annotated Bibliography  | 15% |
| Paper 4: Research Essay | 25% |
| Class Grade: Includes: in-class writing and editing, coming to class prepared by doing the assigned reading and writing assignments by their due dates, attendance for the full class period, participation in group work and class discussions. | 20% *\*class grade will be calculated every 3 weeks at 5% each* |
| Final: in-class writing prompt on Dec 13 | 5% |
| Total Percent or Points | 100% |

**Paper Preparation:**

Specific directions and prompts for each paper will be given as the semester progresses. **Taking notes during class discussions will help you with these assignments!**

Papers must conform to current MLA standards. Papers should be typed in 12-point easily-readable font (such as Times New Roman or Arial) on standard paper, double-spaced, with a half inch margin on the top and one-inch margins on sides and bottom. A title page is not necessary, but page numbers are (top right corner, including your last name). The top of your paper should look like this:

Sabrina Student

Professor Lisa Adase

English 101

January 21, 2018

Title Goes Here Without Bold or Underline

The body of the paper begins here. Never begin a paper with a sweeping generality or a cliché, such as “for centuries” or “since the beginning of time” or “mankind has often wondered.” You are a unique person with original thoughts. Be original with your writing. Remember, a good introductory sentence can convince your reader that you are brilliant before you’ve even begun!

**Extra Help**

TRCC’s Tutoring and Learning Center has writing tutors available by appointment. These peer tutors can help you improve your essays and correct your mistakes before you turn them in for grading. This is a free service and I encourage you to take advantage of it!

**Plagiarism:** Any presentation of another person’s work as your own is plagiarism. If you use someone else’s original use of language, original thinking, or research without giving proper credit, you are plagiarizing. **Plagiarism may result in an “F” on the assignment, an “F” in the course, or referral to the Academic Dean.**

**Paper grades:** The following is a basic description of the qualities found in papers with various grades. For individual assignments, I will provide additional detailed rubrics.

**A Paper** = has a clear and persuasively articulated central idea; is thoroughly developed; displays highly creative and original thinking; moves with smooth, logical transitions; contains highly convincing evidence to support ideas; contains very few, if any, errors in format, sentence structure, spelling, usage, and punctuation; concludes strongly in a way that avoids mechanical repetition; displays control of language and analysis that manifestly exceeds most work at the course’s level.

**B Paper** = has a clear central idea; is well-developed; displays good thinking; overall, moves with smooth and logical transitions; contains good evidence to support ideas; overall, mechanically sound, but may contain some errors in format, sentence structure, spelling, usage, and punctuation; concludes strongly; displays control of language and analysis that is better than most at the course’s level

**C Paper** = has a good central idea but may not be articulated clearly or developed sufficiently; may display good thinking mixed with a few logical fallacies; transitions may be awkward or illogical in areas; may contain a number of errors in format, sentence structure, spelling, usage, or punctuation; conclusion may be abrupt or undeveloped; may be strong in analysis and control of language in some areas but weaker in others

**D Paper** = has a false basic premise or no identifiable central idea; may contain a mix of strong and weak ideas or lack sufficient development; may lack organizing principles; displays significant errors in format, sentence structure, spelling, usage or punctuation

**F Paper** = may be obviously incomplete; may contain inappropriate content or plagiarism; may contain fundamental errors in format, sentence structure, spelling, usage or punctuation; may contain manifest examples of insufficient effort

**Final Grade Scale (100 points or 100%):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 94+ | B | 84-86 | C | 74-76 | D | 64-66 |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | D- | 60-63 |
| B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | 59- |

**Due dates for specific assignments will be given to you in a separate handout. An updated copy of our day-to-day work schedule will always be available on Blackboard under the “Syllabus” tab.**

**Copies of this syllabus, all handouts, and directions for all major assignments can be found on Blackboard.**