

Educated, informed people engage in research all the time. They are accountable for their opinions, have evidence and know where it came from.

English Syllabus

English 101S

Course Number 32278

Fall 2019

Room E216

Tuesday and Thursday 9:30 – 12:15.

Instructor: Sally W. Cini

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Office Hours: Tuesday and Thursday 12:15 – 1:00 in D205 or by appointment

Educational Assistant (EA) Katarina Moroch

Course description for English 101:

College Composition engages students in critical observation, reading, and writing. The course prepares students 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, appropriate documentation, and incorporation of sources in original papers, will be taught through assigned writings.

Required Texts / Supplies:

The Three Rivers Reader Pearson Custom Library

Pearson Brief Penguin Handbook Online Lester Faigley

Learning Outcomes for English 101

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

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. Any plagiarized work will receive an F for a grade

Withdrawal Policy:

- Students may officially withdraw from this class at the Registrar's Office up to December 9
- Courses dropped prior to or during the first two weeks of classes in a standard semester will not appear on the student's transcript.
- Students who do not obtain an official withdrawal, but simply stop attending classes will receive a final grade of an F.

Student with Disabilities:

Students with disabilities are guaranteed reasonable accommodations under the provisions of the Americans with Disability Act of 1992. Disclosure of the disability must be voluntary. If you have a hidden or visible 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.

College Disabilities Service Providers	
Matt Liscum, Counselor 860-215-9265 Room A113	Learning Disabilities ADD/ADHD Autism Spectrum Mental Health Disabilities
Elizabeth Willcox, Advisor 860-215-9289 Room A113	Medical Disabilities Mobility Disabilities Sensory Disability

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

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

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

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

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact, the Diversity Officer and Title IX Coordinator:

Attendance

Attendance and 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 interactions. If you do not come to class with required assignments, your grade will be affected. Students are expected to attend all classes and participate in all class related activities. All assignments must be completed successfully to pass the course

Class policies:

- This course is classroom based. I do not accept email submissions.
- You are responsible for all material presented in class, regardless of attendance. It would be wise to exchange contact information with at least one other person in class who is willing to exchange information when one of you is absence.
- All four formal essays must be submitted to pass the course
- I also must ask that no one text during class. If you find it necessary to communicate with others outside the classroom, please step into the hallway. Please put your phone away during class so it will not call for your attention

Format of Assignments:

- All work must be word-processed.
- For academic papers the accepted standards are:
 - One-inch margins on each side
 - Double spacing for entire document
 - Size 12 font in Times New Roman or a comparable serif font only
 - Text should be left justified (not justified right)
 - A running header in upper right corner of each page
 - Essay title centered
 - Info block in upper left corner (first page only) must include
 - Student's full name
 - Instructor's name
 - Course name
 - Due date in European format (15 September 2015)
- When I specify a number of pages, I mean word processed pages of approximately 250 words per page.
- Essays must follow the MLA format, guidelines for which can be found in the *Pearson Brief Penguin Handbook Online* by Lester Faigley2/

Grading:

Participation (Includes class work and attendance) –10%
Reader Responses (5 of them) –15%
Researched essays developed through process - 60%
Final Exam – Revision/Reflection - 15%

Weather Delays/ Class Cancellations:

In the event of inclement weather, information will be available on mycommnet Alert. Be sure to sign up for this service so you will receive the text messages

“Digication Statements

All students are required to maintain an online learning portfolio in Digication that uses the college template. I will explain what we do for this English course after the fourth paper. Be sure to keep a soft copy of all your papers.

Semester Schedule

- 8/27 Classes begin
- Labor Day – college closed
- 9/9 Last day to drop a class for partial tuition refund
- 11/5 Last day to withdraw from class
- 12/15 last day of semester
- 12/17 Final grades due
- 12/20 Student grades available on the web

Reading and Writing Schedule for English 101S
Fall 2019

(Drafted 8/23/2019 Open to revision)

Date	In-Class Topic	Assignments Due
Class 1 8/27 T	In Class Topic Introduction to class, writing prompt, get-to-know activity reading strategies, annotation	Assignment Due none
Class 2 8/29 R	In Class Topic Ideas that matter Argumentation vs personal writing Reading strategies	Assignment Due Reading of Carr article. Reader Response
Class 3 9/3 T	In Class Topic Convention corrections tricks Reading strategies	Assignment Due Reading of Thompson article. Questions 3 & 4 at end of article
Class 4 9/5 R	In Class Topic	Assignment Due Info sheet on article of one's own choosing
Class 5 9/10 T	In Class Topic Paper organization Adverbs, appositives, thesis Explanation of paper #1	Assignment Due Choice of topic for Paper #1
Class 6 9/12 R	In Class Topic Class revision of Draft 1 of paper #1	Assignment Due First draft of paper #1
Class 7 9/17 T	In Class Topic Draft 2 of paper #1 Class revision	Assignment Due Second draft of paper #1
Class 8 9/19 R	In Class Topic MLA	Final of paper #1
Class 9 9/24 T	In Class Topic Education articles	Assignment Due Works Cited page
Class 10 9/27 R	In Class Topic Anecdote opening	Assignment Due Reader Response to Murray & Zinsser

Class 11 10/1 T	In Class Topic Integration of quotes, refinement of anecdote. Annotated bibliography Explanation of paper #2	Assignment Due Reader Response to Kozol
Class 12 10/3 R	In Class Topic Revision Figurative language	Assignment Due First draft of paper #2
Class 13 10/8 T	In Class Topic Revision	Assignment Due Second Draft of Paper #2
Class 14 10/10 R	In Class Topic Evaluation of sources	Assignment Due Final of paper #2
Class 15 10/15 T	In Class Topic Topic choice	Assignment Due Reading and RR on Milosz and Buckley

Class 16 10/17 R	In Class Topic Transitions	Assignment Due Reading and RR to King
10/22	No Class Reading Day	
Class 17 10/24 R	In Class Topic Revision	Assignment Due First Draft of paper #3
Class 18 10/29 T	In Class Topic Revision	Assignment Due Second draft of paper #3
Class 19 10/31 R	In Class Topic Topic coice	Assignment Due Final Draft of paper #3
Class 20 11/5 T	In Class Topic Opposing View	Assignment Due Readings for paper #4
Class 21 11/7 R	In Class Topic Adjective / adverb clauses Organization of opposing view	Assignment Due Readings for paper #4 3 Annotated cites 2 pro one con
Class 22 11/12 T	In Class Topic Opposing View Quality of Argument	Assignment Due Five annotated cites for paper four topic in MLA format
Class 23 11/14 R	In Class Topic Opposing view Explanation of paper #4	Assignment Due Outline of paper #4

Class 24 11/19 T	In Class Topic Transition in and out of opposing view How meet English requirement Revision	Assignment Due First Draft of paper #4
Class 25 11/21 R	In Class Topic Revision	Assignment Due Second draft of paper #4
Class 26 11/26 T	In Class Topic Final of paper #4	Assignment Due Final of paper #4
11/28	No Class Thanksgiving	
Class 27 12/3 T	In Class Topic Reading strategies	Assignment Due Reader Response to Friedman Article
Class 28 12/5 R	In Class Topic Work on final	Assignment Due Research Reflection
Class 29 12/10 T	In Class Topic Work on Final	Assignment Due One half of exam
Class 30 12/12 R	In Class Topic Hand in exam Half hour class	Assignment Due Take home exam