

ENGLISH 101: COMPOSITION

Three Rivers Community College
Norwich, Connecticut
Fall 2019

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Office: D205E/D205W
Office Hours: Tues. or Thurs. by appt.

REQUIRED TEXTS

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *"They Say / I Say": The Moves That Matter in Academic Writing with Readings*, 4th ed. New York: Norton, 2018.

A **college-level** pocket dictionary or dictionary app (please bring to class).

ENG K101 COURSE DESCRIPTION

College Composition 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.

OFFICIAL COURSE OUTCOMES

By the end of the semester, students will be able to demonstrate the following skills:

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.

- 4) 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).
- 5) Employ effective annotation skills to the reading of complex texts.
- 6) Locate and evaluate sources appropriate to the rhetorical situation.

- 7) Interpret and analyze argument, evidence, and rhetorical strategies in complex texts.
- 8) Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material.
- 9) Demonstrate critical and evaluative reading comprehension.
- 10) Write accurate summaries and paraphrases of complex texts and differentiate these from students' own writing.
- 11) Respond to an argument in a complex text and synthesize perspectives in multiple texts.
- 12) Integrate complex texts to fulfill the rhetorical purpose.

Craft Logical arguments

- 13) Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions.
- 14) Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material.
- 15) 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

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

REQUIRED WORK

This class will prepare you to write the following four types of academic papers that will be further explained in detailed handouts:

Close Reading/ Critical Analysis Paper – A three to four-page critical response to a single essay that requires you to evaluate its overall effectiveness by identifying the writer's thesis/argument and analyzing the rhetorical strategies or "moves" that he/she uses to support it.

Synthesis Paper – A four to five-page paper requiring you to make insightful connections between two or three academic texts while adding your voice to the "conversation." You will demonstrate your ability to help readers differentiate between yours and your sources' ideas through signal phrases, coherence strategies, and transitions.

Annotated Bibliography – This is a list of potential sources (books, articles, essays) you might use in your research paper in MLA format. Each entry includes two brief paragraphs first summarizing and then evaluating the source's usefulness. A library tour will provide information and guidance.

Final Research Paper – In this seven to eight-page paper, you will have the opportunity to further explore a topic of your choice. You must demonstrate your ability to formulate a clear thesis statement and support your argument(s), using at least four outside scholarly sources that you will summarize, paraphrase, and quote. At the same time, you must be able to analyze your sources' strengths and weaknesses to reinforce your own argument(s).

GRADING POLICY

Close Reading/ Critical Analysis Paper	20%
Synthesis Paper	20%
Annotated Bibliography	20%
Final Research Paper	30%
Homework/Writing Assignments	10%

Albeit important, your class participation will not be graded, which is not to say that I will not consider your effort and enthusiasm when computing final grades.

DISABILITIES POLICY

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information. For questions regarding disability support services, please to <https://www.trcc.commnet.edu/student-services/disability-services/> (TRCC Faculty Handbook, 12)

WITHDRAWAL POLICY

Students may drop courses up to the final drop date as specified in the academic calendar. 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 may withdraw in writing or by phoning the Registrar's Office directly for any reason until the end of the 13th week of classes. Financial aid students withdrawing from any course are advised to notify the Financial Aid Office to understand the consequences of withdrawing (TRCC Faculty Handbook, 3, 4).

ACADEMIC INTEGRITY POLICY

Academic integrity [doing and submitting your own work] 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 (TRCC Faculty Handbook, 2).

THE WRITING CENTER

If you're struggling with a paper or writing assignment, use the TRCC Writing Center for extra support. Located in C-117 next to the library, it's open from 8 a.m. to 8 p.m. most weekdays. The Writer Center accepts walk-ins, or you may call for an appointment (860-215-9082).

DIGITATION USE

Digication is an e-portfolio system that allows students to store and showcase their work. In some programs, students maintain active portfolios to show prospective employers. The English Department uses Digication primarily for assessment purposes; therefore, you will be asked to upload your final research paper to the General Education Written and Oral Communication folder.

COURSE REQUIREMENTS

Papers – These must be double-spaced and word-processed before you submit them for a final grade. You’re allowed—and encouraged—to revise **any two papers** for higher grades.

Reading– Please complete all reading prior to its assigned date on the syllabus. Do multiple readings as often as possible to enhance your understanding of texts. Bottom line: Everything in this course hinges on reading. Coming to class with a firm understanding of the chapters and essays will empower you, not only to contribute intelligently to class and small-group discussions, but ultimately to improve your argumentation skills and write stronger papers.

Attendance – Please make every effort to attend all classes. If for good reason you must miss, please email me. Naturally, you’re responsible for any work discussed or due in your absence. Punctuality is also appreciated. I understand that extenuating circumstances may occasionally detain all of us; however, consistent tardiness is disrespectful and disruptive.

Homework– Homework is critical in that it reinforces the “templates” and “moves” that will help you master academic writing. Some assignments are already on the syllabus (H/W), but others will be assigned as we go along. Please complete all homework and submit it on time (remember, it counts for 10 percent of your grade). Late homework will be docked one-half grade.

Group work – These activities give you the opportunity to swap ideas with your peers. Enjoy these sessions, but please make good use of your time as group work may be collected and graded, and/or you may be invited to share your discoveries with the class.

COURSE CALENDAR

The following schedule is tentative and may change to accommodate the unique needs and pace of the class. You may or may not be reminded to do the reading or homework (H/W) on this list. Ultimately, it is your responsibility to do all reading, homework, and writing assignments on this list by their due dates unless you are otherwise notified.

Module 1 – Close Reading, Critical Analysis, and Entering the Conversation

Week 1

Aug. 27 Diagnostic Essay
 Introduction to the course

Discuss syllabus, Online/Internet resources and requirements (Blackboard, Digication, required on-line reading material), How to Email your Professor.

Aug. 29

Reading Due: "Introduction," 1-16.

Overview of critical reading and summarizing; rhetoric and academic writing

Writing Due: In-class writing TBA

Week 2

Sept. 3

H/W Due: Ex. 1, 28-9

Reading Due: Ch. 1, 19-28; essay #1, "The Other Side Is Not Dumb," by Sean Blanda, 212-17.

Discuss close reading of texts

Discuss and practice annotating and summarizing texts

Journal Response: *How does Blanda's thesis mirror your textbook's "central Message" on page 16? Why is an open mind vital in academic writing?*

Sept. 5

Writing Due: Journal Response.

Reading Due: Review "Introduction" 1-18.

Discuss "Introduction."

In-class writing: What is the "They say/I say" approach? Does it work?

Small groups: Pool your responses; then share with the class

Week 3

Sept 10

Reading Due: Ch. 2, 30-40; Essay #2, "Howard University Commencement Speech" by Barack Obama, 296-313.

H/W Due: Journal Response: *What's Obama's challenge to students on page 307-09? Sound familiar?*

Discuss Chapter 2 on summarizing.

Small groups: Practice summarizing parts of Obama's speech.

H/W: Write a summary of either essay #1 or #2. It should be no more than one-half to one page long, and it must be typed and double spaced. Due Sept. 12.

Sept. 12

Writing Due: Summary of essay 1 or 2; one-page response to ex. 1 on page 376.

Review Summarizing

Overview of the Writing Process

In-class Journal Response

Week 4

Sept. 17

Reading Due: Ch. 3, 43-51.

Discuss Quoting

Practice choosing, integrating, and explaining quotes.

Assign and discuss Paper #1 - Close Reading/ Critical Analysis; first draft due in writing workshops on Sept 19.

Sept. 19 **Writing Due:** THREE COPIES of draft 1 of Critical Analysis Paper for peer review
Discuss Framing the Thesis/Argument
Writing Workshops: Give and receive peer feedback, heeding thesis and support.
Final Revisions of Critical Analysis Paper due Sept. 24.

Week 5

Sept. 24 **Writing Due:** Critical Analysis Paper.
Reading Due: Essay #3, “Hidden Intellectualism,” by Gerald Graff, 369-75.
Review choosing, integrating, explaining quotes
Small Group: Do you agree with Graff’s argument? Use at least two quotes, properly integrated and explained, to support your view.

Sept. 26 **Writing Due:** one-page response to ex. 2 on page 388.
Reading Due: Ch. 4, 53-66; Essay #4, “Blue-Collar Brilliance,” Mike Rose, 377-88.
Discuss Chapter 4 on taking a position.
Small groups: Locate Rose’s thesis and evaluate his support; then decide if your group agrees, disagrees, or both, using a template to frame your position.
Assign and discuss Synthesis Paper (with Works Cited page);
Synthesis theses due in workshops on October 1.

Module 2 – Establishing Your Writer’s Presence

Week 6

Oct. 1 **Writing Due:** THREE COPIES of your Synthesis theses.
Overview of source documentation, in-text and Works Cited.
Writing Workshops: Give and receive guided peer feedback on Synthesis theses.
REVISED THESES DUE OCT. 8.
H/W: Revise Synthesis theses; Write a Journal response, discussing the value of peer reviews. *What does and does not help you improve your drafts?*

Oct. 3 Continue instruction and practice in citing sources, using MLA guidelines.
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Week 7

Oct. 8 **Writing Due:** Theses for Synthesis Papers.
Discuss Chapter 5 on distinguishing academic sources.
SYNTHESIS PAPER DUE OCTOBER 15.

Oct. 10 **Reading Due:** Ch. 6, 77-89
H/W Due: Answer question 1 on pg. 89 in one-half page.
Discuss Chapter 6 on anticipating opposing views.
Small groups: Locate “naysayers” in Ch. 6 and the introduction (1-16) of your text.

Week 8

Oct. 15

SYNTHESIS PAPER DUE.

Library Research Orientation – Meet in Library.

Oct. 17

Reading Due: Essay #6, “No Need to Call” by Sherry Turkle, 505-21.

Review Research Tips

Small Groups: Identify Turkle’s complex position on modern communication. Is her argument persuasive? Explain how she does/does not help you navigate her text.

Module 3 – Exploring the Conversation: Inquiry and Research

Week 9

Oct. 22

Distribute Research Paper prompt to discuss in conjunction with Paper #3,
ANNOTATED BIBLIOGRAPHY, DUE OCTOBER 31.

Review Works Cited Page

Oct. 24

Reading Due: Ch. 7, 91-99

H/W Due: Ex. 1 OR 2, on 99-100.

Discuss chapter on properly framing thesis/argument.

Week 10

Oct 29

Reading Due: Ch. 8, 101-14.

Discuss Chapter 8 on connecting essay parts.

Oct 31

ANNOTATED BIBLIOGRAPHY DUE

Review connecting essay parts

Assign Paper #4, FINAL RESEARCH PROJECT, first draft due Nov. 12.
(Schedule thesis conferences.)

Week 11

Nov. 5

Thesis Conferences

Nov. 7

Thesis Conferences

Week 12

Nov. 12

Writing Due: TWO COPIES of Draft One of your final Research Project.

In-class Writing: *Discuss your progress on this project. What instruction or review can I provide to facilitate this process for you?*

H/W: REVISE DRAFT ONE, DUE NOV. 19.

Nov. 14 **Reading Due:** Ch. 9, 117-30.
H/W Due: Identify “naysayers” in Ch. 9; then give two or more examples from this chapter or others of how Graff et al blend academic and everyday writing. Discuss Chapter 9 on clear, authentic academic writing.

Week 13

Nov. 19 **Writing Due:** TWO COPIES of **Draft Two** of Research Paper for Writing groups.
H/W: REVISE DRAFT TWO; DRAFT THREE due NOV. 26.

Nov. 21 Discuss journal responses
Continue instruction based on responses, and/or unified paragraphs.

Week 14

Nov. 26 **Writing Due:** DRAFT THREE OF FINAL RESEARCH PAPER.
Review tightening and Works Cited Page

NO CLASSES NOVEMBER 28 to DECEMBER 1 – THANKSGIVING BREAK

Week 15

Dec. 3 Return Research Projects
Editing Overview

Dec. 5 Editing Overview Continued
H/W: Revise Research Papers

Week 16

Dec. 10 FINAL RESEARCH PAPER DUE
In-class Writing and invitation to read

Dec. 12 TBD

Have a blessed and restful Christmas break. You deserve it.