

English 101: Composition
Section T16 | CRN 31397
Three Rivers Community College
Fall 2019

Instructor: Andrew Marvin

Class Meets: MW 4:30–5:45 PM in E223

Office Hours: MW 1:30–4:30 PM, T 2:00–4:30 PM, and R by appointment in C160

Mailbox: D207

Email: amarvin@threeivers.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

Graff, Gerald, Cathy Birkenstein, and Russel Durst, eds. *“They Say / I Say” with Readings*. 4th ed., Norton, 2018.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as the audience and purpose requires.
- Develop and apply an independent writing process that includes drafting, revising, editing, and proofreading.
- Reflect on and explain writing choices regarding audience and purpose.

Engage with Authoritative Sources

- Use the reading process to distinguish between supporting points, evidence, and reasoning in complex texts that engage multiple perspectives using a variety of rhetorical strategies.
- Employ effective annotation skills in the reading of complex texts.

- Locate and evaluate sources appropriate to the rhetorical situation.
- Interpret and analyze arguments, 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 distinguish these from one'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 and logical support for assertions.
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material.
- Write at least one thesis-driven, text-based essay of 1,500 words demonstrating competent argumentation using complex texts.

Apply Language Conventions

- Apply standard English language conventions (diction, tone, formality) consistently, with particular attention to college-level writing situations.
- Cite varied sources in MLA format.

Assignments

In this class, your grade will be based on the following:

Reading Responses

These brief, informal writings will comprise your reactions to *specific quotes* in the text. They will ensure that you do the readings and come to class with something to say. They also serve as a foundation for this class's academic work. All responses should be one to two handwritten pages and adhere to MLA standards. Reading responses will be collected at the beginning of the class in which they are due. *They may not be submitted late.* Reading responses that do not meet the assignment parameters (at least one full page; handwritten; responds to a specific passage in the text; etc.) will not receive credit.

Writing Rudiments

Rudiments are the first principles of a subject. The beginning of the semester will be dedicated to learning several skills that are essential to academic writing, including integrating sources, crafting thesis statements, and distinguishing between analysis and summary. We will complete in-class activities related to each rudiment to establish a strong foundation before moving into our major essay assignments.

Writing Conferences and Proposals

Throughout the semester, you will each participate in one-on-one meetings with me to discuss your ideas for upcoming essays. Writing conferences are scheduled appointments that last ten minutes and take place in my office (C160). When you show up for your conference, you will bring *two copies of your essay proposal and any relevant source material*. We will discuss the validity of your ideas and possible approaches for your paper. Failure to show up to or be prepared for a writing conference means a loss of credit, and the opportunity to reschedule is not guaranteed.

Rough Drafts

Following our writing conference, you will compose of rough draft of your paper and bring two copies to class (one for you, one for me). We will use drafts to facilitate discussion and identify effective strategies for the assignment in question.

In addition, I will give written feedback to all students who submit a rough draft *and* attend class on the rough draft due date. Note that I do not fix every grammatical error and typo on rough drafts, and it is up to you to implement my suggestions. If you have questions, come see me. Because rough drafts are supposed to be rough, they are graded in an "either you did it, or you didn't" capacity.

Better Drafts and Peer Reviews

Following our in-class discussion and your consideration of my written feedback, you will revise and expand your rough draft into a *better draft*. These new and improved drafts will be used for peer review in class. Writing, thinking, and learning are social acts, and thus you are expected to participate in this process. Peer reviews strengthen your essays ahead of final draft submission. Failure to participate in peer review—either by absence or not sharing your work—results in point loss and a weaker final draft.

Major Papers

We will complete the writing process above for each of the four major assignments below, always culminating in a final draft submissions. As we progress, the essays will increase in both length and complexity, and each will incorporate a number of sources and rhetorical techniques. All papers in this class are formal, academic, argumentative, and analytical. All will follow MLA style.

CLOSE READING

Your first paper will be a rhetorical analysis of a nonfiction article of your choice. This essay will comprise a brief summary of the source's main ideas, an explication of the author's audience and purpose, and an analytical argument about how the author uses language.

SYNTHESIS ESSAY

Your second paper will be a synthesis essay wherein you find, invent, and demonstrate connections between two nonfiction articles of your choice. You will use these connections to argue and support your own position about the topic or issue.

RESEARCH PROJECT

The last third of the semester will be dedicated to a formal academic research project on a topic of your choice. Your project will comprise three parts:

1. *The Annotated Bibliography*: a special kind of works cited page summarizing and evaluating your sources.
2. *The Background Report*: a thorough explanation of your topic's history—i.e., the who, what, when, where, and why—that provides context and setup for...

3. *The Position Paper*: an academic argument that presents your position and validates it through analysis, synthesis, and interpretation of evidence.

In addition to these major components, your Research Project will also include a Works Cited page and an introduction. At the end of the semester, you will compile all of these parts into a single document.

Each of these categories is worth a certain number of points, as explained below.

How You Will Be Graded

Each assignment is worth a certain number of points. There are 100 points total.

Assignment	Point Value
Reading Responses (2)	2 (1 point each)
Writing Rudiments (5)	10 (2 points each)
Writing Conferences + Proposals (3)	12 (4 points each)
Rough Drafts (4)	4 (1 point each)
Better Drafts + Peer Reviews (4)	8 (2 points each)
Close Reading Final Draft	12
Synthesis Essay Final Draft	15
Background Report Final Draft	15
Position Paper Final Draft	18
Annotated Bibliography	4

The number of points you earn determines your final grade, according to Three Rivers' grading scale below.

Total Points Earned	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

Class Policies

Attendance & Participation

I take attendance every class period, and I notice when you don't show up. Coming to class is a choice that affects your learning, your reputation, and your ability to produce quality work.

I expect you to be here just as you expect me to be here, but I understand that life gets in the way occasionally, so please contact or see me if you anticipate missing class. *Keep in mind that your absence does not alter due dates*; you are still responsible for submitting your work on time.

Because we meet only twice a week, please make the most of it: be prepared, on time, and refrain from texting, emailing, tweeting, Facebooking, Instagramming, Snapchatting, catching Pokémon, etc. during class. Your grade will thank you.

Late Assignments

“Late” is defined as “after the day on which the assignment is due.”

All assignments are due by the deadlines indicated on the Course Outline and via the indicated medium (i.e., in most cases, hard copy). Remember, your absence does not alter due dates. If you plan on being absent when an assignment is due, you are responsible for getting your work to me ahead of time. *All assignments have a deadline, and deadlines are—as a general rule—non-negotiable.*

Reading responses cannot be submitted late. Writing rudiment exercises and peer reviews take place in class and cannot be made up. Do not be late or unprepared for writing conferences. Rough drafts may be submitted late for feedback but will not earn points. Final drafts will be penalized *one (1) point for each day* they are late.

You cannot pass the class without submitting all four major essays.

Email Submissions

I expect assignments to be submitted in hard copy. Emailed assignments will be penalized *one point*. Printing your papers is not my responsibility, so emailed submissions will be graded using Track Changes in Microsoft Word. Therefore, assignments in any file format other than .docx will not be accepted.

Save Your Work Constantly.

Make a habit of hitting CTRL+S or CMD+S every few seconds. Print extra copies of assignments for your records. Email assignments to yourself. Use external backups. I strongly recommend Dropbox (it's free; use <https://db.tt/hW0iLT4> for extra space) or a similar service to protect your work. Have multiple contingency plans in case one of your backup methods fails. Do not fall victim to carelessness or faulty technology.

Plagiarism

If you use someone else's words or thoughts without crediting them, you are plagiarizing. If you do not document your sources, you are plagiarizing. If you paraphrase without properly identifying the original author, you are plagiarizing. If you copy, buy, borrow, steal, or otherwise obtain and use another person's work as if it were your own, you are plagiarizing. Plagiarism is a high academic and literary offense. *If you plagiarize, I will catch you, and you will receive a zero for the assignment in question. I will also report you to the Academic Dean, and the incident will go on record.*

Plagiarism is theft. Do not do it.

TRCC Email

Email will be our primary communication method throughout the semester. If you need to reach me, amarvin@threeivers.edu is your best bet. In addition, you have each been assigned a TRCC email address (@mail.ct.edu; log in with @student.commmnet.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, please visit <https://www.trcc.commmnet.edu/learning-resources/educational-technology/student-resources/>. Do not ignore your email.

Withdrawal

Students may officially withdraw from any class at the Registrar's Office (A115, registrar@trcc.commmnet.edu, 215-9919) up to the end of the tenth week of classes. You should discuss the decision with the professor, as they can help you decide whether withdrawal is the right choice. Withdrawing 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.

Special Considerations for Students with Disabilities

If you have a disability that may affect your performance in this course, please meet with a Disability Service Provider (DSP; see the chart below) as soon as possible. Please note that an instructor cannot offer disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services. Also note that *accommodations take effect when the instructor receives the paperwork from a student*. They will not be provided retroactively.

TRCC Disability Service Providers Counseling & Advising Office	
Matt Liscum, Counselor (860) 215-9265 Room A113	Learning disabilities, ADD/ADHD, autism spectrum, mental health
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	Medical, mobility, and sensory disabilities

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 throughout 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.

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 submission. 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 (E112), TASC, and the library. Each semester, students get a printing balance of \$25.00. To purchase additional print credit, fill out the form in the IT Department (C135), and bring it to the Cashier’s Office in the A-Wing. If you have technical difficulties while printing, contacting IT.

Digication

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, legal or medical help, food and housing services, and more.

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services, and Processes Policy

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.”

United States Department of Education and Office of Civil Rights Title IX Statement of Policy

“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 the Three Rivers Community College campus, or fears for their safety from a threat while on campus, please contact:

Maria Krug
Title IX Coordinator
Office A113A
574 New London Turnpike, Norwich, CT 06360
(860) 215-9208
mkrug@trcc.commnet.edu