**ENG K101: College Composition - Fall 2019**

*Meets Mondays & Wednesdays from 1:30- 2:45pm in D222*

*CRN# 30214 – Section T7*

**Instructor Information:**

Michael J. Stutz, Professor of Communication

Office Hours: Mondays 4:30 – 6:15 pm, Wednesdays 4:30 – 5:45 pm, and by appointment.

Office: C258

Office Phone: (860) 215-9479

Email: mstutz@trcc.commnet.edu

**Description of the Course:**

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.

**Course 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***

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 student’s 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 Materials:**

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

**Email and Office Hours:**

If you have any questions or want to discuss a particular reading or assignment, feel free to contact me or drop by my office to chat. My office hours are times set aside for the purpose of speaking with you about your educational concerns. If you would like to meet at a time other than my posted office hours, contact me (in person, via email, or via phone) to arrange an appointment. Please email me with any questions or concerns that might arise through the course of the semester. I will respond to emails within 24-36 hours. If you send an email between late Friday and Sunday, I will respond beginning the following Monday.

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| **Assignments:**

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| Categories | Percent |
| Participation  | 10% |
| Paper #1 Critical Analysis Essay | 15% |
| Paper #2 Synthesis Essay Assignment | 20% |
| Paper #3 First Researched Essay Assignment | 25% |
| Paper #4 Final Research Project Assignment | 30% |
| **Total:** | **100%** |

**Grade Scale:**

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| --- | --- | --- |
| Letter Grade | Point Ranges | Grade Point Value |
| A | 93 - 100 | 4.000 |
| A- | 90 - 92 | 3.667 |
| B+ | 87 - 89 | 3.333 |
| B | 83 - 86 | 3.000 |
| B- | 80 - 82 | 2.667 |
| C+ | 77 - 79 | 2.333 |
| C | 73 - 76 | 2.000 |
| C- | 70 - 72 | 1.667 |
| D+ | 67 - 69 | 1.333 |
| D | 63 - 66 | 1.000 |
| D- | 60 - 62 | 0.667 |
| F | 0 - 59 | 0.000 |

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**Grade Standards:**

A Work is uniformly excellent; meets all criteria for the assignment and exceeds them in quality and execution. Totally free from errors and demonstrates extensive outside preparation.

B Work is uniformly good; meets virtually all the criteria for the assignment and will do so in a highly competent manner. Predominantly free of errors and demonstrates notable outside preparation.

C Work is sufficient to fulfill the requirements of the assignment; work generally competent and relatively free from errors; acceptable outside preparation.

D Work does not fulfill the requirements of the assignment; marked by many errors and little outside preparation.

F Fails requirements completely and lacks outside preparation.

**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 synthesizes 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 each 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 the 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.

**Paper Revision Policy:**

The English Department strongly believes that revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe.

Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers are eligible for rewriting*, as long as the Final Drafts of these essays are handed in on time* and with all of the required materials. To clarify, any Final Drafts *that are submitted late* are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the Final Draft, the student has two weeks to submit a revised version of the draft.

The student must work with a TRCC tutor, and must hand in the original Final Draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all of the changes that the student made from** **the Final Draft to the rewrite draft.**

The maximum grade increase for a rewrite is one letter grade higher than what was earned on the previous draft.

While your grade can improve through an extensive revision of an essay, **your grade will not be lowered** if you take risks in the revisions and they prove unsuccessful. If plagiarism is present in the rewrite, the draft will not be accepted.

**NOTE: Students must revise the entire essay in order to submit a rewrite, and the revisions should be extensive. If a student submits a rewrite that is not extensively edited AND highlighted with the changes, it will be returned, and the student will not be able to rewrite the draft again until the Final Portfolio.**

**Portfolio:**

**Note: All of your course material must be retained and organized, throughout the term, to submit in the Final Portfolio as directed by the instructor. Please stay organized and keep track of your pre­ writing.**

Every part of the Final Portfolio must be included, in order to submit the binder. In addition, all of the components of the Final Portfolio must be typed, except for the pre-writing from your papers and some of your early drafts.

Note: You have the option to revise projects 1, 2, and/or 3 for your Final Portfolio for additional credit if these essays are improved upon.

A direction sheet and the grading criteria for the Final Portfolio will be provided to students near the end of the term.

Revisions must follow the same procedure as noted in the Rewrite Policy.

*The rewrite must be* ***highlighted*** *to showcase all of the changes that the student made from the Final Draft to the rewrite draft. You must include the original paper with my comments and grade*

**Attendance Policy:**

This is a class that requires your regular and engaged attendance. Because of the nature of the class, it is important for you to be in class and prepared and committed to listening, thinking critically, writing, and speaking. You should come prepared every day, meaning having read the assigned reading and prepared for any assignments due. I will be taking attendance daily.

**Late Assignments and Make-up Policy:**

Late assignments will not be accepted except in the most dire of circumstances. You are expected to attend class on the day you have assignments due. The only exceptions to this will be cases of extreme illness, death of a family member, or college or legal obligations. You will be expected to contact me within twenty-four hours of the class meeting to notify me of your absence. While you are not guaranteed the opportunity to make-up the missed assignment, if you are, you may do so with a grade penalty. If you are not able to make class when an assignment is due, I will request a digital copy be emailed to me before our assigned class meeting time. When you return, you should bring a hard copy of the assignment. I do not permit make-ups for in-class assignments.

**Academic Integrity and Ethics:**

Plagiarism will not be tolerated. Any assignment found to be plagiarized or to come from plagiarized material will receive a grade of zero and the student will be reported to the Academic Dean and Student Services Dean where disciplinary action may be taken.

**Disabilities:**

**Special Considerations**

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college’s Disability Service Providers (DSP) as soon as possible.

You can make an appointment with a DSP by calling (860) 215-9017.

Please note:

1. For academic adjustments, you will have to provide documentation of your disability to the DSP. Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor.
2. Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary arrangements). Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

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| **TRCC Disabilities Service Providers** Counseling & Advising OfficeRoom A-113 |
| **Matt Liscum**(860) 215-9265 | * Mental Health Disabilities
* Learning Disabilities
* ADD/ADHD
* Autism Spectrum
 |
| **Elizabeth Wilcox**(860) 215-9289  | * Medical Disabilities
* Sensory Disabilities
* Mobility Disabilities
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**College Statement on TITLE IX:**

**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 Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug at mkrug@trcc.commnet.edu 860 215 9280.

**Student Email:**

Your default email address is your college email address and this email address must be used for class-related communications. If you have not set up your email address yet, you will need to do this immediately. A secondary way I will be communicating with you is within our Blackboard course shell. If you have any questions regarding use of college email or Blackboard, you can contact the IT Service Desk at (860) 215-9049.

**Digication:**

As a student you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool you can see your own growth in college wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work. It is private. This tool will also be a “place” where you can connect your learning from the classroom, school and life. Sometimes when you look at all of the work you have done and think about it you learn something else. In Digication you will be able to make other portfolios too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC template, you may post your own choices too. Have fun in learning!

**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 at 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” grade for the course.

**Class Cancellation Policy:**

In the event that I am not able to attend class, you should find a note posted outside our classroom door. If there is no note but I am not in the classroom, please wait ten minutes before concluding that class has been cancelled. In the event of cancellation, I will make every effort to notify you by email ahead of time. For instructions on class cancellation due to inclement weather, please consult your student handbook, which can be accessed online through the TRCC website.

**Sign up for MyCommNet Alert!**

MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. This tutorial can be found at:

[http://www.trcc.commnet.edu/div\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](https://www.mail.commnet.edu/owa/redir.aspx?C=c9ce4a6f45c9491482c2bae5c2091df2&URL=http%3a%2f%2fwww.trcc.commnet.edu%2fdiv_it%2feducationaltechnology%2fTutorials%2fmyCommNetAlert%2fMIR3.html)

**ENG K101: Fall 2019 Course Schedule**

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| **Week 1** |  |  |
| Wed. 8/28 | **Welcome!****Diagnostic Essay** |  |
| **Week 2** |  |  |
| Wed. 9/4 | **Entering the Conversation****Assign Paper #1** | Read: TSIS “Introduction (pp. 1-18)Due: Exercise #1 from pp.16-17 (typed, MLA Format)Due: Topic and readings “wish list” |
| **Week 3** |  |  |
| Mon. 9/9 | **Annotation** | Read: TSIS Chapter 1 (pp. 19-29)Due: Exercise #1 from pp. 28-29 (typed, MLA format) |
| Wed. 9/11 | **Summarizing** | Read: TSIS Chapter Two (pp. 30-42) and Chapter Twelve (pp. 162-165) |
| **Week 4** |  |  |
| Mon. 9/16 | **Paper #1 Draft Workshop** | Due: Bring 3 copies of Paper #1 Draft |
| Wed. 9/18 | **Revision Workshop** | Read: TSIS Chapter Five (pp. 67-74) and Chapter Seven (pp. 91-99) |
| **Week 5** |  |  |
| Mon. 9/23 | **Assign Paper #2** | **Due: Paper #1**Read: Chapter Three and“The Other Side is Not Dumb” (p. 212) |
| Wed. 9/25 | **Responding** | Read: Chapter Four and “Why America is Self-Segregating” (p. 219) |
| **Week 6** |  |  |
| Mon. 9/30 | **Skepticism** | Read: Chapter Six and “Does Texting Affect Writing?” (p. 462) |
| Wed. 10/2 | **The Writer’s Voice** | Read: Chapter Nine and “Is Google Making Us Stupid?” (p. 424) |
| **Week 7** |  |  |
| Mon. 10/7 | **Paper #2 Draft Workshop** | Due: Bring 3 copies of Paper #2 Draft |
| Wed. 10/9 | **Revision/Revision Workshop** | Read: Chapter Eight\*Bring Draft and writing tools |
| **Week 8** |  |  |
| Mon. 10/14 | **Assign Paper #3** | **Due: Paper #2**Read: Chapter Ten and “Does a Protests Size Matter?” (p. 525) |
| Wed. 10/16 | **Online Conversations** | Read: Chapter Thirteen and “Should Everyone go to College?” (p. 318) |
| **Week 9** |  |  |
| Mon. 10/21 | **Individual Conferences** |  |
| Wed. 10/23 | **Individual Conferences** |  |
| **Week 10** |  |  |
| Mon. 10/28 | **A Writer’s Motivation** | Read: Chapter 14 |
| Wed. 10/30 | **Writing in the Social Sciences** | Read: Chapter 15 |
| **Week 11** |  |  |
| Mon. 11/4 | **Paper # 3 Workshop** | Due: Bring 3 copies of paper #3 Draft |
| Wed. 11/6 | **Revision Workshop** | \*Bring draft and writing tools |
| **Week 12** |  |  |
| Mon. 11/11 | **Assign Paper #4** | **Due: Paper #3** |
| Wed. 11/13 | **Understanding Arguments** | Read: “Escape the Western Diet” (p. 624), “Why Don’t Convenience Stores Sell Better Food” (p. 632), and “Food as Thought” (p. 641) |
| **Week 13** |  |  |
| Mon. 11/18 | **Constructing Arguments** | Read: “Why Women Still Can’t Have it All” (p. 534) and “Why Men Still Can’t Have it All” (p. 555) |
| Wed. 11/20 | **Situating Arguments** | Read: “Teaching Men to Be Emotionally Honest” (p. 589) and “How Junk Food Can End Obesity” (p. 681) |
| **Week 14** |  |  |
| Mon. 11/25 | **Paper # 4 Workshop** | Due: Bring 3 copies of paper #4 Draft |
| Wed. 11/27 | **Revision Workshop** | \*Bring draft and writing tools |
| **Week 15** |  |  |
| Mon. 12/2 | **Tying Loose Ends – Polishing Prose** | **Due: Paper #4** |
| Wed. 12/4 | **Writing Workshop – In Class** | \*Bring draft and writing tools |
| **Week 16** |  |  |
| Mon. 12/9 | **Writing Workshop – In Class** | \*Bring draft and writing tools |
| Wed. 12/11 | **Portfolios Due – No Class Meeting** |  |

*\*November 5th is the last day to withdraw from classes.*