

Three Rivers Community College
English 101 - Composition
Professor Valerie Vancza
Fall 2019

TRCC Campus, Rm. D203
Fridays: 8:00-10:45am
Off. Hrs by Appointment
vvancza@trcc.commnet.edu

Course Syllabus

Course Description: ENG 101, College composition engages students in critical observation, reading, and writing. This 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, including use of the library, appropriate documentation, and incorporation of sources in original papers, will be taught through assigned writings. A placement test is required prior to enrollment.

Course Overview: We will focus on developing reading and writing skills. Reading is integral to writing well, as in order to write well, you will need to learn to become a critical reader and thinker. The textbook assigned for this course, *They Say I Say with Readings*, examines some of the dominant social views and cultural relations in the United States and the effects of these social trends across various disciplines. In each unit of *They Say I Say*, various perspectives are developed that will encourage you to read and think critically to understand what main ideas are presented in each essay and how those ideas are being conveyed. Because reading about issues will affect us subjectively and personally, I expect reactions to the readings will be diverse and complicated. Your goal will be to learn how to present your ideas thoughtfully, with good support, and to be mindful of audience. Throughout the semester, as you practice reading and thinking critically, you will apply these skills to your writing, where you will work on learning to communicate your ideas effectively in writing—skills you will need as you continue on in college or enter the work force.

Required Text:

- Graff. *They Say I Say with Readings*, 4th edition, W.W. Norton & Co, Inc., 2019.

Course Objectives:

After completing English 101, you should be able to:

- read and think critically
- write critically and analytically
- demonstrate information literacy
- apply the foundations of strong academic skills
- evaluate other others' writing
- learn new stylistic options

Please note: If you were advised to take ENG 094 or 100 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult to achieve the objectives for this course (see detailed objectives last page).

Requirements:

Papers: **Four** formal papers (each including a required first draft)

- Essays will range from **three to six pages** in length, except for the final formal, research paper, which must be a minimum of **eight to nine pages**.
- All drafts must be **typed/word processed**, with 1-inch margins, double spacing and 12 point Times Roman font. Follow MLA format for heading, title and page numbers.
- All documents should be saved in multiple places: the hard drive, disk or CD.
- Final drafts are due on **due dates**; late submissions will lose credit per class meeting (i.e. B+ becomes a B-); allowance will only be given in case of emergency.
- Each student **must** complete all assigned writing projects in order to pass the course.
- All writing drafts should be produced at the **beginning** of the class session.

Writing Assignments: All in-class and out of class writing tasks

- Additional writing assignments will be given throughout the semester. Some will be in response to given readings while others will be part of the progressive elements needed to complete a given paper. These assignments include: typed first drafts, reflective statements, pre-writes and post-writes, “Critical Reading” & “Assignments for Writing” reading responses (**three to four pages**), annotated bibliography, and peer review critiques. Formats will be varied.
- Grades are designated on a #scale of 1-5 (1 as the lowest; 5 as the highest)

Quizzes and Exams:

- Quizzes will be given periodically based on reading content. There are no make-ups. Grades are designated on the number of given questions (1-5 scale).
- You will write a final writing assessment based on your writing progress and research process during the end of the term, but there is no formal final exam in this class.

Attendance and Grade Policies:

- You are expected to attend class regularly and punctually. Students who miss classes are **responsible** for 1) explaining the absence and/or verifying its necessity; 2) getting assignments from classmates or myself; and 3) making up the missed work.
- If you notify me in advance, absences for religious holidays, athletic participation, or other university-sanctioned events are **excused**. Other absences (illness, accident, personal tragedy) can be approved; however, it is **your duty** to contact me, first and foremost, **via e-mail** or leave a message on the Academic Division voicemail at **860-892-5770** to explain the absence within 24 hours of the missed class, and/or to provide **written documentation** at the next class meeting. Otherwise, a loss of points will result.
- More than **two** excused and unexcused absences will lower your final grade in this course, and excessive lateness will also negatively affect your final grade. While allowance can certainly be made for emergencies, generally, students who will miss extensive **weeks** of classes, will automatically **fail** the course.
- The R Grade is assigned by the Registrars when there is no basis for a grade. This applies to students who never came to class as well as to those who didn't attend or participate long enough to be graded. The R grade is used to distinguish between earned failures (F), official

withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases, there is no basis for a grade for students who stop attending or participating before the 60% point. Like a W, the R grade is not included in a student's GPA but counts as a non-completed course.

Bad weather: On stormy days, please call the main campus number: **860-215-9000** to see if school is canceled. Also, listen to the radio or television for announcements. Since I commute long distance, if it looks like I will not be able to make it in, I will email all of you as soon as possible. And/or class members will be contacted by phone to relay the message. In case of cancellation, always follow the syllabus unless instructed otherwise.

Participation:

- The small-class environment of ENG classes makes dedicated attendance and full participation the **responsibility** of each class member.
- Therefore, please keep in mind that if you *must* miss class, not only are you now held accountable for making up any material covered in class but participation opportunities are lost. Remember that the work we do in class (in-class writing, group work) cannot be made up; it will affect your overall participation grade.
- You are expected to be an active and consistent participant in class. Participation means arriving prepared, taking notes, and contributing to class discussions, collaborative activities, and peer critiquing workshops in a constructive and thoughtful manner.

Grade Breakdown:

- Formal Papers: 40% (30% Papers #1 & 2; 10% Paper #3)
- Reflective Responses: 15% (reading responses, additional reflective assignments, quizzes)
- Participation & Attendance: 10% (including class discussion, peer review, group work)
- Writing Process: 10% (in-class writing, first drafts, outline, annotated bibliography)
- Research Paper: 25% (final full-length essay with works cited)

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. The act of plagiarism, taking an author's ideas and claiming them as your own, is a serious academic offense, and if committed, the result is a zero for the assignment and possible F for the course. In this class and in your academic career, present **your own** best work; clearly document the sources you use from others; and act at all times with honor.

General Definition (Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to

- (a) cheating on an examination,
- (b) collaborating with others in work to be presented, contrary to the stated rules of the course,
- (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own,
- (d) stealing or having unauthorized access to examination or course materials,
- (e) falsifying records of laboratory or other data,

- (f) submitting, if contrary to the rules of a course, work previously presented in another course, and
- (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

The Writing Center: Three Rivers has trained writing tutors to assist students in developing their writing at any stage of the process from revision to grammar. Please take advantage of this valuable service; just do not wait until the last minute to get help, as good writing takes time. (Tutors are also available through email at TRWritingCenter@trcc.commnet.edu)

Digication: All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. The student will have a tool which can integrate their learning from class, school, and life and allow for another opportunity of learning at TRCC!

Student Disabilities: 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 as soon as possible. Chris Scarborough (860-892-5751/Room A-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray (860-885-2328/Room A-119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

* Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively

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.

Cell Phones and Beepers: School regulations require that all cell phones be turned off in learning environments. If it is vital for to have continual access by cell phone, please speak to me to arrive at a suitable agreement. (Please no text messaging during class)

Final Comments:

1. The last day to Withdraw from classes is **Tuesday, November 7th**. A student who merely stops attending a class, but *does not* officially withdraw at the **Registrars Office**, will receive an automatic F in the course.
2. Once again, please remember to keep all of your course work throughout the semester in hard copy. Use a designated folder or binder for this purpose.
3. Last, know that you are responsible for your own learning. Autonomy is essential in sculpting your person and goals.

LEARNING OUTCOMES

Upon successful completion of these courses, students should be able to:

Read and think critically

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop their own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesauri, and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

Methods of Instruction - In this class, you can expect to:

- Write every day, in a variety of formats: responding to readings, doing pre-writing activities for essay drafting or revising formal papers.
- Spend class time in writing workshops, practicing various rhetorical strategies of other people's writing.
- Analyze the techniques and strategies of other people's writing.
- Look closely at your own strengths and challenges as a writer through individual conferences.
- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers.
- Work in small groups to discuss your own and peers' writings.

Fall 2019 Course Schedule – Composition – ENG 101

- 8/30 Introduction, discussion of syllabus; required textbooks: *They Say/I Say (TS)*; course expectations; diagnostic writing sample; student information; get-to-know each other
- 9/6 Reading: TS- Adler: “How to Mark a Book” p. 170-175; Elbow: “Freewriting” p. 182-187; How do you typically approach writing? What is your writing process?
In Class: quiz on Adler and Elbow; starting a writing assignment; reading responses
- 9/13 Reading: Education & Society- TS: “Entering the Conversation” p. 1-18; Rose: “Blue-Collar Brilliance” p. 377-388 and Ungar: “The New Liberal Arts” p. 336-342;
Due: Reading Response: “Joining the Conversation” #1 and #2 p. 388 and “Joining” #1 and #2 p. 343, approx. 3-4 typed pages (1½- 2 page response for each reading)
- 9/20 Reading: TS- Review Rose & Ungar and “Conversation” highlights
In Class: distribute paper #1 prompt; general essay formatting; prewriting and brainstorming; MLA style; incorporating secondary support
- 9/27 Reading: TS: Ch. 1: “Starting with What Others are Saying” p. 19-29
Due: Rough Draft of Paper #1, for peer review
Bring To Class: 2 copies of your rough draft, ready for readers
In Class: peer critiquing guidelines, writing workshop
- 10/4 Reading: Cultural Relations & Gender Roles- Tannen: “Sex, Lies and Conversation” p. 557-563 and Kincaid: “Girl” p. 613-615 (readings handout)
Due: Final Paper #1, for submission
In Class: postwriting; quiz on Tannen and Kincaid; distribute paper #2 prompt
- 10/11 Reading: Culture and Gender- TS: Ch. 2: “The Art of Summarizing” p 30-42; Slaughter: “Why Women Still Can’t Have It All” p. 534-554 & Reiner: “Teaching Men to Be Emotionally Honest” p. 589-595
Due: Reading Response: “Joining the Conversation” #1 & # 5 p. 554 and “Joining...” #2 & #5 p. 595, approx. 3-4 typed pages (1 ½ to 2 page for each)
In Class: analysis of two texts; denotation, connotation; rhetorical genres
- 10/18 Reading: TS: Frankel: “From He to She in First Grade” p. 583-588
Due: Submit responses on Frankel; continue to work on Rough Draft of Paper #2 conferencing today
- 10/25 Reading: Review Frankel & TS: Ch. 3 “The Art of Quoting” p. 43-52
Due: Rough Draft of Paper #2, for peer review
Bring To Class: 2 copies of your rough draft, ready for readers
In Class: writing workshop; practice incorporation of in-text source material; summary, paraphrase, quote; paraphrasing, unity

Course Schedule – Composition – ENG 101 cont.

- 11/1 Reading: TS: TS: Ch. 4 “Three Ways to Respond” p. 55-67 & Carr: “Is Google Making Us Stupid?” p. 424-439
Due: Final Paper #2, for submission
In Class: postwriting; Carr discussion; distribute paper #3 prompt
- 11/8 Reading: TS: Zinczenko: “Don’t Blame the Eater” p. 647-650 & Goldrick-Rab: “Expanding the National School Lunch Program” p. 713-729
Bring to Class: One source for Paper #3 & Two printed/copied secondary sources on Two potential research topics for Paper #4 (1 source per topic)
In Class: sharing of *three* secondary sources and research strategies; library review; research topic exchange/approval; in-text source integration; paper #4 prompt
- 11/15 Reading: “Annotated Bibliography” & “Source Evaluation” (handout)
Due: Final Paper #3 & Two Sources for Paper #4, printed/copied
In Class: postwriting; primary and secondary source evaluation; annotated bibliography discussion; formal outlining; audience input
- 11/22 Reading: TS: Ch. 7: “Saying Why It Matters” p 91-100
Due: Preliminary Draft of Paper #4, Formal Outline, & Two typed annotated bibliographies on sources (½ page each), for peer review and submission
In Class: logical, pathetic, ethical appeals reviewed; argument/counterargument; MLA in-text documentation; listening to sample papers
- 11/29 ~ Thanksgiving Break ~ No Class This Week
- 12/6 Reading: TS: Ch. 9: “Academic Writing Doesn’t Mean Setting Aside Your Own Voice” p. 117-130
Due: Rough Draft of Paper #4, for peer review
Bring To Class: 2 copies of your rough draft, ready for readers
In Class: workshop; editing and grammar, style and syntax; MLA format
- 12/13 Reading: TS: Ch. 11: Student Essay: “Family Guy and Friends” p. 147-161
Due: Final Research Paper #4, for submission
In Class: postwriting; sharing of final papers; reading excerpts; conclusions
Last Day of Classes ☺