# Composition ENG 101S

Professor Janet Hagen

**Writing is an exploration. You start from nothing and learn as you go.**

*E.L. Doctorow*

# Office: C216

# Office Hours: Tuesday and Thursday 1:00 – 2:30

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# Course Description

ENG 101S is a composition course with embedded support for students in need of additional reading and writing practice. It 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.

Recommended placement in ENG\* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG\* K101S. A grade of “C” or higher must be achieved to successfully complete ENG\* K101S

# Required Material

* *They Say, I Say with Readings*
* Two-pocket folder (for your essays and homework when you turn them in)
* STAPLER

**Learning Outcomes**

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

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 complextexts
* 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 clearthesis 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

**Grade Breakdown**

Essay One 10%  
Essay Two 15%  
Essay Three 15%

Essay Four 20%

\*Research essay - annotated bibliography 5%

formal typed outline 5%

Class participation / homework 20%

Peer Reviews 10%

**Formal papers, annotated bibliography, and outline (70%):**

You will complete several essays. The due dates are highlighted in the course outline and all writing must follow MLA format. **Assignments that are not properly formatted will be returned without a grade and/or will have a grade reduction.**

**Class participation: class activities, writing workshops, and attendance (10%):**

*Participation* is a crucial factor to your success as a student. Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work.

*Attendance* is *everything*! If you want to pass this class, then you need to come to class. (Once you start missing, it will be hard for you to get back on track.) For example, if you miss three classes, you will have missed nearly nine hours of work and instruction—impossible to make up. Keep in mind, too, that a*ll work we do in class cannot be made up!!*

\*If you miss more than **three weeks (cumulatively, six classes, 18 hours of instruction),** you will **fail the course** (without a legitimate documented reason, such as medical).

**Assignments 10%:**are listed on the syllabus and, at times, I will assign other homework.

**Due dates for homework:**All assignments *are due at the beginning of class,* and ***I do not accept emailed assignments****.* If you know that you will not be able to attend class when an assignment is due, please make arrangements to turn it in **before class** on the due date. (Homework assignments will be checked off at the beginning of class and turned in for a grade when you turn in your essays.)

*\*\*Keep in mind, too, that for work to be counted as on time, it must be completed by the beginning of class. (If you run into class 20 minutes late, for example, the work will still be considered late, so don’t wait until the last minute to use the printers.)* \*For each day your homework is late, you will lose a letter grade. You will need to write on your homework the date and time you submitted it.

**Due dates for essays:**

Essays are due at the *beginning* of class. No exceptions. If an essay is late, you will still be able to submit it, but you will only receive a pass/fail (C/F).

**Peer review (10%):** Before turning in your essay, you will be required to develop a formal typed draft of your essay to bring to class for a peer review workshop (along with copies of your draft to share with your peers). (Number of copies is designated on syllabus.) You will be assigned into groups, where you will be responsible to give feedback to your peers based on the requirements handed out. After you receive written input from your peers, it is expected you will then revise your essay. ***If you miss a peer review day, come to class late, or come to class without a fully typed draft with the required amount of copies, you will not be able to participate in peer review.*** (You will not be allowed to leave class either to make copies, no exceptions, such as “the computers in the lab weren’t working.”) Having a friend or relative review your paper does not count as peer review either. Finally, when you turn in your final paper, it must be placed in a pocket folder with the original essay (before peer review) and the peer reviews.

**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.

**Being late:** Coming into class late is **disruptive and it will affect your grade negatively, as well as getting up to leave the class at any time**. \*The door will be locked. (You will be getting a break.)

**College emergencies:** I will go over procedures in class.

**Cell phones:** At the beginning of class, put all phones away in your backpacks, etc. **Keep them off your lap or the desk.** (You will be able to check your cell phone during the break.) If I should catch you texting, I will consider that as not paying attention in class, being rude by ignoring what others are saying, and not participating, and so therefore you will earn a zero for that day. If you continue to use your phone, I will ask you to leave class. *\*Keep in mind, too, that if you want your professors to respect you as a student, you need to demonstrate that you are interested in learning and are respectful of their time.*

**Using the computer:** When we are in the computer lab, if you play games or do other things not academically related, like check your email, you will be considered absent. (Same rule applies re cell phone usage.)

**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.

**Support services:**

If you have a 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 and they are not retroactive.

**TRCC Disabilities Service Providers**

Matt Liscum

(860) 215-9265 Room A113

* Mental Health Disabilities
* Learning Disabilities
* ADD/ADHD
* Autism Spectrum

Elizabeth Willcox, Advisor

(860) 215-9289

Room A113

* Sensory Disabilities
* Medical Disabilities
* Mobility Disabilities

**Title IX**

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

### 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 ensuring 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.”

### Title IX Statement of Policy: “Title IX of the Education Amendments Act of 1972 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 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 educational programs and activities.”

### On-Campus Resources

**You are welcome to approach any trusted faculty or staff member for help, but please understand that College employees cannot promise confidentiality. College employees are expected to report any details they receive about an incident of sexual misconduct to the Title IX Coordinator and / or the Dean of Students. Before disclosing an incident of sexual misconduct to a College employee, you are advised to first speak with a** [**confidential off-campus counselor**](http://www.trcc.commnet.edu/President/Affirm/hereforyou.shtml#confidential)**, and / or** [**to review your rights to privacy**](http://www.trcc.commnet.edu/President/Affirm/privacy.shtml)**.**

**Resources for Students**

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| --- | --- |
| **Counseling and Advising**  Room A-119,  (860) 215-9016 | **Campus Security**  Room A-102 / Front Desk  (860) 215-9053 |
| **Maria Krug**  **Title IX Coordinator** C131  (860) 215-9053 |  |

**Sexual Assault Crisis Center of Eastern Connecticut**

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| **New London Office**: 860-442-0604 - Hotline: 860-437-7766 or Toll Free (888) 999-5545 <http://www.saccec.org/>  **Safe Futures – New London**  **24-Hour Hotlines for Domestic Abuse and Sexual Assault: (860) 701-6000 or (860) 701-6001** <http://www.safefuturesct.org/>  \*Safe Futures can always be reached by telephone to help in a crisis. 24 hours/day, 365 days/year, a certified crisis counselor is available to listen, let someone know they are not alone, and to offer options. We can help assess one’s safety, get someone in danger to a safe shelter or meet victims at our area hospitals or police stations. All crisis services are free and confidential. |

**Save Your Work:** It is always a good idea to ***save your work*** to a flashdrive or googledocs and send a copy to your email.

**Email Policy and Communication:**

Please note that I will answer all emails within **24-48 hours** (except for weekends). Please be mindful that any written communication with me should be professional and regarded as formal communication that follows standard written English conventions.

**Tutoring:**Three Rivers has an excellent writing center, C 113 next to the library. Receiving help through email is also available. Include your name, student ID, and a brief explanation of the assignment and send your work as an attachment to [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu). (Because of the large number of students receiving assistance, I recommend that you set up an appointment ahead of time; if you submit your essay via email, expect a 24-48 hours turnaround time.)

**Bad weather and class cancellations:** On stormy days, check TRCC’s homepage and listen to the news to see if school is cancelled. If I have to cancel class due to inclement weather or other reasons, I will attempt to email you before class using your school email address. (Make sure you have access to your TRCC email.) There will also be a sign posted on the door.

The best way to be identified of any emergencies on campus or school closings is to sign up for MyCommNet ALERT. Open up your commnet account and look in the middle lower part of the site. You will see this:

|  |
| --- |
| myCommNet Alert System **The**[**myCommNet Alert**](https://lum-prod.ec.commnet.edu/web/home-community/mycommnetalert)**System**is used to send out:   * **Emergency Notifications** regarding Active Shooter and other situations on our College Campus. * **Weather Related Notifications** regarding College Closings.   Click the link to keep your **Contact Information up-to-date**. |

***FINALLY – THE SYLLABUS COULD CHANGE AT ANY TIME, AND IT IS YOUR RESPONSIBILITY TO STAY CURRENT. FIND A FRIEND IN CLASS YOU CAN EMAIL.***

**ENG 101S Fall 2019 Course Calendar**

*\*Unless otherwise designated, all homework is to be typed and all essays are to be annotated, due at the beginning of class. Faith and/or I will check them off, a +, , or - and then you’ll be given a numerical grade after you turn them in with the formal essay on each subject. To clarify, for example, in the section on technology, you will complete the work under “The Machine” for class, we’ll check it off in class, and then you will turn it in with the essay on technology for another grade.*

*August*

**Week One**

27 Introduction to the course

29 Writing assessment (in class). Read 1-42.

*September*

**Week Two**

3 Finish discussion. How to read and think critically – and annotate. First topic: *Are We in a Race Against the Machine?*

5 Read “Does Texting Affect Writing?” 462. Answer questions under Joining the Conversation (JC), 472, 1-2, typed, and annotate. “How I Learned to Love Snapchat” 474. Answer questions under JC, 478, 1-2 and 5, typed and annotate. (We will check homework at the beginning of class.)

**Week Three**

10 “No Need to Call” 505. Answer questions under JC, 523, 1, 3, and 5 (except for writing an essay in number five), typed and annotate.

12 “Google, Democracy, and the Truth about Internet Search” 480. Answer questions under JC, 498, 1, typed and annotate.

**Week Four**

17 Writing workshop

19 Peer review. You must bring five typed copies of your completed essay to class. See requirements in syllabus.

***Week Five***

24**Essay One Due** with homework assignments. Put everything together in a **folder,**

completed essay and peer reviews on one side and homework assignments on the

other. **Staple** essay and homework assignments that are more than one-page long.

26 No class -

*October*

**Week Six**

1 --*How Can We Bridge the Differences That Divide Us?* 209; “The Other Side Is Not

Dumb” 212. Answer number 3 only, page 218

--Why America Is Self-Segregating” 219. In your annotations, you should have had

plenty to comment on and question. Type up two of your comments (“I say”) and then

include at least two questions.

3 “Why Rural America Voted for Trump” 279. Annotate and do some research to find out if

things have changed – how rural American feels about Trump now. Bring in evidence

(2-3 articles). Be prepared to discuss.

**Week Seven**

8 Workshop

10 Peer review. You must bring six typed copies of your completed essay to class. See requirements in syllabus.

**Week Eight**

15 **Essay Two Due** with homework assignments. Put everything together in a folder,

completed essay on one side and homework assignments on the other. Use a stapler.

17 “What’s There to Eat?” 621; “Escape from the Western Diet” 624. Answer 1-2, page

631. “Food as Thought” 641. Answer 1-2, page 646. “Don’t Blame the Eater” 647.

Answer 1-4, page 650.

**Week Nine**

22 No class. Reading day.

24 “The Extraordinary Science of Junk Food” 656. Answer 1-4, page 680.

**Week Ten**

29 Peer review. You must bring six typed copies of your completed essay to class. See

requirements in syllabus, especially regarding being late.

31 Research Essay: Formulating good questions and finding a topic.

*November*

**Week Eleven**

5 **Essay Three Due** with homework assignments. Put everything together in a folder,

completed essay on one side and homework assignments on the other. Use a stapler

7 “What’s Gender Got to Do With It?” 531. Handouts TBA

**Week Twelve**

12 Handouts

14 TBA

**Week Thirteen**

19 Library workshop

21 Bring to class your thesis and outside sources

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**Week Fourteen**

26 No class - Thanksgiving Break

28 No class – Thanksgiving Break

*December*

**Week Fifteen**

3 Workshop

5 Workshop

**Week Sixteen**

10 Peer review – bring six copies.

12 Workshop -

14 **FINAL ESSAY DUE IN SAFE ASSIGN. (If it is not in SafeAssign by**

**midnight, you will earn a zero. No exceptions.) \*\*\*If you turn in a hard copy, it will**

**not be counted.**

*The syllabus may change at any time and it is your responsibility to stay updated. I recommend you find someone in class you can contact if you have to miss class.*