ENG101S Fall, 2019 Section T9 M/W 8:00 – 10:45 a.m. SYLLABUS 9/1/19  
Three Rivers Community College Room B229  
Professor Kathleen O’Reilly-Wild  
Office: D-201 (Three Rivers Middle College Magnet School)  
Office Hours: Tues/Thurs 1:00 – 2:00 p.m. and by appointment  
Email: [KOReilly-Wild@trcc.commnet.edu](mailto:KOReilly-Wild@trcc.commnet.edu) Monday-Friday 9-5 and Sunday evening.  
Mobile: (860) 941-5900

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 during assigned readings.

Learning Outcomes

1. Adapt writing as audience and purpose require.
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.
4. Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts.
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 evaluating reading comprehension.
10. Write accurate summaries and paraphrases of complex texts and differentiate these from the 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.
13. Produce essays with clear thesis statements 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.
16. Apply standard English language conventions consistently with particular attention to college-level writing situations.
17. Cite varied sources in MLA-citation style.

Course Materials

Graff, G., C. Birkenstein and R. Durst, eds. *They Say, I Say with Readings*. 4th ed. Norton, 2018. Additional readings online and handouts.  
1 3-ring binder with 5 divider tabs, 1 composition or spiral notebook.

Grading Breakdown

Attendance/Participation 10% >2 absences results in full letter grade off final grade

Group Debate Project 10% Teams will write and defend argument position

Journal Assignments 20% Weekly assignments with revisions

Binder Assignments 50% Critical Analysis, Synthesis, AB, Argumentative Essay

Course Outline

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| Unit 1 | Beginning the Writing Process | *Take Responsibility for Learning* |
| Unit 2 | Professionalism and Critical Thinking | **Group Project/Debate Due** |
| Unit 3 | Audience and the Rhetorical Situation | **Critical Reading Analysis Essay Due** |
| Unit 4 | Organizing an Essay and Review Writing | **Synthesis Assignment Due** |
| Unit 5 | Using Research and Rhetorical Analysis | *The Miseducation of Dylann Roof The C.R.A.P. Test* |
| Unit 6 | Introduction to Writing Arguments | *Introducing the Conclusion*  **Research Explanation (AB) Due** |
| Unit 7 | Claims and Counterclaims | *They Say, I Say winning templates* |
| Unit 8 | Revision and Editing | **Argumentative Essay Due** |

Late Work Policy

As all of our work is completed during Writing Labs (in class), a student looking to submit late work must have a timely conversation (within a week of the approaching due date) with the course instructor to set up a schedule for late work submission. No late work will be accepted after the established last day of class unless a prior plan has been approved by the instructor. Late papers lose one letter grade for each class they are late.

Paper Revision Policy

The English Department believes that revising is an important part of writing and this workshop course allows for writers to compose and rework their essays over an extended timeframe. Papers are eligible for rewriting, as long as the Final Drafts are handed in on-time and with all of the required materials. To clarify, any Final Drafts that are submitted late are not eligible for a rewrite. After a student has received a grade on a Final Draft, s/he has 2 weeks to submit a revised version of the draft. This applies ONLY to the first three Binder Assignments (Critical Reading Analysis Essay and Synthesis Essay). In addition, the student must work with a TRCC tutor and must hand in the original Final Draft with the rewrite highlighted to show the improvements the student made from the Final Draft to the rewrite. The maximum increase for a rewrite is one letter grade higher than what was earned on the Final Draft.

Academic Integrity/Plagiarism

**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.

**Plagiarism** is the unacknowledged use of another person’s words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer’s thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. Consequences for plagiarism can range from failing the assignment to failing the course.

Digification Learning Portfolio Requirement

When assignments are due, you will upload them into Digification. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. You will be able to keep and maintain your learning portfolio after graduation. More details will come on this process.

College Withdrawal Policy

A student who finds that s/he must discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s Office. 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.

The Center for Academic Success – Room C-113 (next to Library)

See separate handout for tutoring appointment scheduling, resources and email writing support.

TRCC Disabilities Service Providers

Counseling & Advising Office – Room A-119

Matt Liscum (860) 215-9265 A-113 Mental health, Learning disabilities, ADD/ADHD, Autism spectrum

Elizabeth Wilcox (860) 215-9289 A-113 Sensory disabilities, Medical disabilities, Mobility 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 – accommodations cannot be provided retroactively.

Weather Cancellations

Sign up for MyCommNet Alert! Text messaging system in the event of a campus emergency as well as weather situations (delays or closings).

Call (860)215-9000, press 1 for College Closing Announcement or go online to www.trcc.commnet.edu.