English 101S

Fall 2019

"WHEN SOMETHING CAN BE READ WITHOUT EFFORT, GREAT EFFORT HAS GONE INTO ITS WRITING." -ENRIQUE JARDIEL PONCELA

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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.

Joseph J. Selvaggio

Office: C268

Office Hours:

Email: jselvaggio@trcc.commnet.edu

Sections:

MW: CRN: 32280 Section: T03 **ENG 101S 9:30 pm – 12:15 pm Room: E214**

MW: CRN: 32511 Section: T07 **ENG 101S 1:30 pm – 4:15 pm Room: E214**

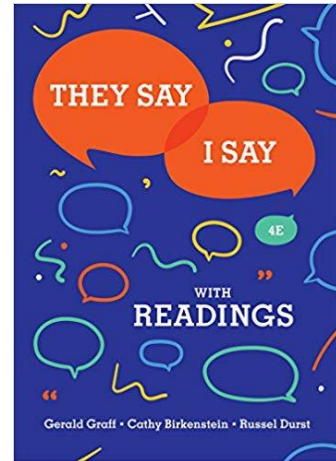**MW:** CRN: 32895 Section: T11 **ENG 101S 6:00 pm – 8:45 pm Room: E214**

Course Texts:

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

2) *Additional Readings - online and handouts*

Course Requirements:

- A positive attitude

- Several pocket folders to organize your work

- A 9"x12" sketchbook

- A USB flash drive for backing up your work on a computer (this is important!)

- A planner with a calendar

- Be prepared to share all assignments with the class

- Make sure each assignment is effective by editing, proofreading, peer draft reviewing and going to The Writing Center

- All formal essays must be typed and in MLA format

- The Writing Center information is listed on page 9 of this document

- Homework assignments may not be submitted via e-mail

- Late homework is not accepted for credit

- Late papers lose one letter grade for each class that they are late

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. "Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

In-Class Activities and Writing Workshops Participation:

Class activities are opportunities to collaboratively explore, discuss, and present material relevant to our class work. I am interested in seeing your ability to demonstrate the skills that we have worked on throughout the semester: citing appropriate sources, critical thinking, synthesis of information, and making connections. Missing classes, workshops, etc. will affect the final grade on individual papers and your overall class grade.

Explanation of "Grade Caps"

Papers are due at the beginning of class and a late paper results in the loss of a letter grade (by means of a "grade cap") for every class in which the paper is late. The loss of a letter grade serves as a "grade cap," and is not necessarily punitive. For example, if a student hands a paper in two classes late, then they receive a "grade cap" of a C, which means that they cannot earn higher than a C on that essay. This does not mean that two letter grades are subtracted from the student's final paper grade. So, if a student earns a C on a paper, that is two classes late, the student does not lose two letter grades off of the C. Instead, the student would earn the C, because that is the "grade cap" for that paper. In this scenario, if a student earned an A on the late paper, they could still not receive a grade higher than a C, due to the lateness of submitting the essay.

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.

Assignments

All assignments are due at the beginning of class. I do not accept emailed assignments. Presentations and Oral report dates are final. It is not possible to make up missed presentations. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date.

Checkmark Assignment

Checkmark assignments will help you to respond to assigned readings and develop your ideas. Checkmark assignments are assigned regularly and are usually due for homework at the next class meeting. Your instructor may collect these assignments and will factor into your class participation grade.

Project 1: Group Project Assignment – (details will be provided in class)

Students will give a group presentation and each student will write 3-4 pages plus a works cited page which will include MLA citations using researched materials from newspapers, magazines, and academic sources. The guided research assignment will introduce students to the research process building on the skills.

Essay 1: Critical Reading Analysis Essay

Students will write 4-5 pages (7 to 8 paragraphs) that provide a close reading and analysis of a text. 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.

To analyze means to show the relationship of the parts of a text(s) being examined and how those relationships reveals the meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, validity, beauty, or goodness of a text. Even though as a writer you set the standards, you should be open-minded, well informed, and fair. You can express your opinions (without using first person), but you should also back them up with evidence.

This paper will include extensive pre-writing and multiple drafts. The final draft must be *at least 6 paragraphs* and must include a Works Cited page (we will discuss this in class).

Essay 2: Synthesis Essay

Students will write at least 5 complete pages that synthesizes two or more texts.

As Charles Bazerman explains in his book *The Informed Writer: Using Sources in the Disciplines*,"If you read only one book [or any text], follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said….However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author too....This bringing together is the task of synthesis" (139).

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines.* The WAC Clearinghouse. Fort Collins, CO., 2010. Available at http://wac.colostate.edu/books/informedwriter/

Essay 3: Annotated Bibliography

A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources.

Essay 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, believes 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 7-9 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 the source pages must accompany the final draft.

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 Essay #1 if this essay is significantly 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*

Grading:

The final grade will be a letter grade, A - F.

Students must get a "C" or better pass this course.

Grading is based on:

Attendance and Academic Participation (*see next page for more information*)..........................
Includes:

- Journals and Sketchbooks
- participating in class discussions
- small and large group work
- in class reading and writing
- coming to class prepared by doing the required reading and assignments on time
- Assignments, Tests, Quizzes

Essay   #1   Critical Analysis

Essay   #2   Annotated Bibliography

Essay   #3   Synthesis Assignment

Essay   #4   Extended Research Project

Group Project Assignment

Email policy and questions about assignments:

E-mail: I check my e-mail Mon through Friday between 9:00 A.M and 6:00 P.M. and usually on Sunday night. You can expect a reply from me within 24 hours. **All e-mails must include your name and the class you are in.**

Planning ahead and allowing time for revision is so important to good writing. Therefore, I will answer questions regarding the requirements for assignments up to 24 hours before an assignment is due. This means you must have read the assignment and started writing before that time in case you have questions. Emailing me a question the evening before an assignment is due shows a lack of planning and preparation.

Percentage Points	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

Attendance through academic participation:

Attendance and academic participation are important factors in your final grade. This is a reading and writing intensive course that incorporates active class participation and activities and peer-workshops. If you do not come prepared for class with notes, assignments, or other required work, **your grade will be affected**. Students are expected to attend all classes and participate in all class-related activities.

Attendance through academic participation includes submitting all assignments as required, completing all essay drafts and final essays on time, taking all quizzes and/or exams, engaging in interactive tutorials or computer-assisted instruction; attending seminars, webinars, laboratories, or instructor conferences, working in study groups or peer groups; viewing and participating in online discussions; and accessing other media as required by the instructor. All assignments must be completed successfully to pass the course.

In your professional life, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the position in order reap the financial and personal benefits. In college courses, you are expected to show up on time, complete the expected tasks, be professional, and meet the outcomes required of the course in order reap the educational benefits.

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, **coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.**

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.

Save Your Work:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution. There are also online options to save your work through services such as *Dropbox* or *Google Drive.*.

Plagiarism:

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 offence. Consequences for plagiarism can range from failing the assignment to failing the course.

Formatting your Papers:

- All papers should be typed on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- The body of your essay is double-spaced.

- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together in the upper left corner. **Unstapled essays will not be accepted.**
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

"My computer crashed". "My printer is ran out of ink". "I left the assignment on my desk". "I could not access Blackboard".

Technical problems online: While these do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting TRCC's computer network, but exceptions will <u>not</u> be made for routine computer problems. PLAN AHEAD.

Save Your Work (Yes, this is in here twice):

It is always a good idea to *save your work* to disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox*, *Onedrive or Google Drive.* PLAN AHEAD.

Printers:

Assignments are due in class on the dates indicated. Do not wait until just before class to print your work. Running out of ink or printer problems in the library are not valid excuses for late work. PLAN AHEAD.

Email Policy and Communication:

I encourage you to communicate with me via email (preferred method); however, please be mindful that any written communication with me should be professional and regarded as a formal communication that follow standard written English conventions.

You must check and use your college email for class-related communications. For more information about this email account, visit the college home page and click the "New student email button." This email account is the only official electronic means that the college will communicate course and non-emergency information to you. Make sure that you check it often. Another option is to set up to forward your email from the college address to your preferred address.

Digication Learning Portfolio Requirements

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation.

Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. 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.

The Writing Center/TASC:

Monday – Thursday: 8:00am – 8:00pm

Friday: 8:00am – 4:30pm

Room: C113 (next to the Library).

Phone: 860-215-9082

Email: TRWritingcenter@trcc.commnet.edu.

Weather Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & 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 & Distance Learning Students page of the web site. http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Computer Labs

Room : E112

Open: M-R   9:00 am – 9:00 p.m.

           F   9:00 am – 6:00 p.m.

Library has computers for student use during library hours.

Special considerations

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

TRCC Disabilities Service Providers

Counseling & Advising Office

Room A-119

Matt Liscum **Advisor** (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

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

Important Course Dates and Withdrawal from Class:

Aug 27   Classes Begin

Sept 02   **Labor Day – No Classes**

Sep 3-6   Welcome Week

Sep 20   Professional Day

Sep 24   Last day to select audit option

Oct 22   **Reading Day**

Nov 05   Last day to withdraw from classes, last day to select pass/fail option, and last day to submit incomplete work from Spring '19 and Summer '19

Nov 27-Dec 1 **Thanksgiving Break Starts – No Classes**

Dec 15   **Last Day of Classes**

Dec 17   **Final Grades Due**

Up to Nov 5th, students may officially withdraw from the class at the Registrar's Office (A-115). Any student who does not officially withdraw and does not attend classes will receive an "F" for the course.

Learning Outcomes for ENG

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

NOTES:

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