ENG 101S College Composition

TR 12:30-3:15pm Room: E 119

 6:30-9:15pm E214

Instructor: Susan M. Topping, Professor

Phone: 860 215 9481 Email: [stopping@trcc.commnet.edu](https://www.mail.commnet.edu/owa/redir.aspx?C=lpjyoTGEn0i3d5kGZBZsmK0sVN5c7tAI9-kpe95ZMxyOG8Gq7yXWPfMfq76tNRO6roF-HlmvXgk.&URL=https%3a%2f%2fwww.mail.commnet.edu%2fowa%2fredir.aspx%3fC%3d0918770ed22d4a659fbf90f2ba4da80a%26URL%3dmailto%253aszander%2540trcc.commnet.edu)

Office: C254 Office Hours: TR 3:30-4:30 pm, and by appointment.

**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.

**REQUIRED TEXT**

*They Say/I Say with Readings* 4th ed. Eds Gerald Graff, Cathy Birkenstein, and Russel Durst.

 New York: W.W.Norton & Co., 2018

**COURSE OBJECTIVES**

At the end of this course students must demonstrate the ability 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

**ASSIGNMENTS**

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose. However, if you submit an incomplete packet, your grade will be affected. **In addition, if you miss a writing workshop day, or come to class without work for review, you cannot make up this work, and this will negatively affect your grade.**

Only those students who hand in the completed essay packet on time and receive a grade of C or below will have the option to revise the paper; however, all such re-writes must first be discussed with me during office hours.

**PLEASE NOTE: If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.**

**READING RESPONSES/TALK BACKS ETC.**

Reading Responses, “Talk Backs” and some other in-class work are informal responses. Although they are typed and should follow MLA conventions, they should function as a way for you to explore ideas. They should not follow a typical expository writing structure (i.e. thesis, 5 paragraphs etc.), and you may use “I.” However, do strive to use precise language and follow grammatical conventions. They are not graded, but I will use check, check plus and check minus. I do not accept late submissions for these writing exercises.

**ESSAYS**

You will be responsible for writing two formal essays of 5-7 pages each. Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft process, and complete all assignments, all essays will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies, and intellectual complexity, together with evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

**RESEARCHED ESSAY**

In order to receive a grade for this essay, you must submit essay proposal, Annotated Bibliography, post writes, peer reviews, copies of all sources marked according to directions, essay drafts, and a final draft (minimum 2000 words/8 pages). This final draft will, in addition to allowing you to more fully develop your thinking, demonstrate your ability to integrate, according to MLA guidelines, academic research into your work. The researched Essay follows a rather strict process and will include an Annotated Bibliography and Reading Journal that will receive a letter grade.

Essay Topics: In addition to assigned essay topics, you are free to formulate your own topic based on our readings. However, student essay topics must be submitted in writing and gain my formal approval before a student can work on the essay. Any essays submitted for feedback or grade that did not receive my formal approval will NOT be read.

**PLEASE NOTE:**

* SUBMISSION OF ALL ASSIGNED WORK IS REQUIRED TO PASS THIS COURSE**.**
* ALL WORK MUST BE COMPLETED ON TIME, TYPED AND FOLLOW MLA FORMAT. LATE ESSAYS WILL BE ACCEPTED UP TO ONE CLASS PERIOD PAST THE DUE DATE BUT WILL BE DOWNGRADED ONE FULL LETTER GRADE. LATE ESSAYS MAY NOT BE REVISED.
* I DO NOT ACCEPT EMAIL SUBMISSIONS; HARD COPIES ONLY!
* I MUST SEE THE WORK IN PROGRESS AND WILL NOT ACCEPT ANY SUBMISSIONS FOR GRADE THAT HAVE NOT GONE THROUGH PEER REVIEW
* IN ADDITION, I REQUIRE THAT COPIES OF ANY SOURCES YOU USE OUTSIDE OF CLASS TEXTS BE SUBMITTED WITH ALL DRAFTS. I WILL NOT READ WORK SUBMITTED WITHOUT THESE COPIES.
* PLEASE ENSURE THAT YOU HAVE ONLINE ACCESS TO ALL OF YOUR WRITTEN WORK AT ALL TIMES!
* ALL MAJOR ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE A FINAL GRADE IN THIS CLASS

**GRADING**

Essay #1 15%

Essay #2       20%

Final Exam 5%

Researched Essay       30%

Annotated Bibliography 5%

Researched Essay Reading Journal 5%

Final Portfolio       10%

Classroom Participation, In-class work, etc.              10%

PLEASE NOTE: If I feel that the reading is not being done, I reserve the right to give pop quizzes/in-class writing assignments and will then adjust the final grades accordingly.

**COURSE POLICY**

**Attendance**

Attendance is a requirement. Absences will have a negative impact on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

**Classroom Decorum**

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. All cell phones and other electronic devices must be turned OFF before class begins. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Constructive participation is expected, and disruptive behavior will have a negative impact on your grade.

**Plagiarism**

Plagiarism is the intentional use of someone else’s words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the paper; a failing grade for the course; a report to the administrative authorities for appropriate action. Please familiarize yourself with the Academic Integrity policy in our online catalogue.

In addition, while I actively encourage you to seek help from the Writing Center or myself, I do not accept work that has received help from any other source including parents, siblings, significant others, etc. I expect you to accept full responsibility for the authorship of your written work.

**STUDENTS WITH DISABILITIES**

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.

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| **College Disabilities Service Providers** |   |
|  |  |   |
| Matt Liscum, Counselor(860) 215-9265Room A113 | * Learning Disabilities
* ADD/ADHD
* Autism Spectrum
* Mental Health Disabilities
 |   |
| Elizabeth Willcox, Advisor(860) 215-9289Room A113 | * Medical Disabilities
* Mobility Disabilities
* Sensory Disability
 |

**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.

**WITHDRAWAL FROM CLASS**

A student may officially withdraw in person at the Registrar’s Office by 11/5/2019. Any student who stops attending class, but does not officially withdraw, will receive an F for the course.

**MESSAGES AND CONFERENCES**

If you need to reach me, please call my office phone or email me at stopping@trcc.commnet.edu I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, please make an appointment to see me at another time.

**EMAIL COMMUNICATIONS**

I encourage you to communicate with me via email; however, please be mindful that any email communication with me should be regarded as a formal communication, and thus, emails that do not follow standard written English conventions will be neither read nor replied to.In addition,although I usually respond to emails within 24-36 hours, if you send an email between late Friday and Sunday evening, I will respond beginning the following Monday.

**THE WRITING CENTER**

 The Writing Center staff provides writing support for all students at all levels of writing ability. Walk-in appointments are available, and students also can make appointments up to a month in advance to get feedback on their papers. Papers also may be e-mailed. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research. The Writing Center is located next to the library in Room C-117. For more information, call (860) 892-5713 or (860) 892-5769 or visit: <http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml>

**DIGICATION**

All students are required to maintain an online learning portfolio in Digication that uses the college template.

**EMAIL SUBMISSIONS**

Unless otherwise stated, I do not accept email submissions; hard copies only!

**COLLEGE CLOSINGS**

**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: [http://www.trcc.commnet.edu/div\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](https://www.mail.commnet.edu/owa/redir.aspx?C=LnWoEpoi-02Y0a7-FVSZEpN0neJe7tAIHgYvCrP9Z_OGQt1Me-euckcAU9leT7UaBb6ct8MT-hI.&URL=https%3a%2f%2fwww.mail.commnet.edu%2fowa%2fredir.aspx%3fC%3d4d2d6f0b5a894701831ffbff6292d24c%26URL%3dhttp%253a%252f%252fwww.trcc.commnet.edu%252fdiv_it%252feducationaltechnology%252fTutorials%252fmyCommNetAlert%252fMIR3.html)

**TENTATIVE COURSE SYLLABUS**

**WEEK 1.**

T 8/27 Introduction

R 8/29 Reading Due: Introduction (1-18)

Writing Due: Exercise #2 on page 17.

Your paragraph should follow the model provided using the italicized phrases to structure your response and be typed, Times New Roman 12, double spaced, and follow MLA format. The content or topic is up to you.

If you don’t already have Word, remember that you can download it for free from your TRCC mycommnet account.

In Class: Fake News; introduction to citing sources [www.owlpurdue.edu](http://www.owlpurdue.edu)

**WEEK 2**

T 9/3 Work Due: The readings in *They Say/I Say* are arranged thematically into 5 themes: difference, education, new technologies, gender, and food. For class today, please read the introduction to each grouping, which can be found on pages 209-11, 315-7, 421-3, 531-3, and 621-3. Having read all 5 introductions, choose the one you find most interesting and write a 250 word Reading Response explaining why you think we should use that theme and those readings as the focus for the first essay. In addition, state your second choice. We will be using these responses in class today.

R 9/5 Reading Due: Chapter One (19-29); Chapter Two (30-42).

Writing Due:

We will be reading a number of essays on a variety of different issues. In preparation for the readings, evaluate the validity of any one text (i.e. facebook, news, tweet etc) posted online. Use something you come across naturally as you check your social media or other common online usage. Be sure to adequately describe the text and cite it according to MLA conventions. Use the strategies we discussed in class to determine the text’s validity.

Length: 1-2 pages Form: MLA. Be sure to use cite according to MLA conventions! See Chapter Three (42-51) if you use quotations.

 **WEEK 3**

T 9/10 Reading Due: Chapter 3 (43-52); Reading: “The Extraordinary Science of Junk Food” (Moss 656-79). Please note: I am aware that this is a relatively long essay, but I think it raises some interesting issues about the ways in which we might think about food. As you read, make a list of those things that Moss says that you find interesting. We will be using this list in class.

In class: “Talk Back” Exercise

R 9/12 Reading Due: Part Two Chapter 4-7 (53-100); Discussion cont. I may add another essay depending on our discussion.

Writing Due: Take a specific quotation from Michael Moss’s “The Extraordinary Science of Junk Food” and use the quote as a starting point for this response. You will need to:

1. Introduce the quote including the full name of the author and essay title
2. Provide a context for the quote.
3. Connect your ideas to the specifics of the quote.
4. Think about this as a “talk back,” and remember that your ideas are vital. This is an exercise in critical thinking.
5. Use MLA form
6. Length: 250-500 words.

**WEEK 4**

T 9/16 Reading Due: Ungar (336); Graff (369); Carr (424).

It is VITAL that you have access to ALL of your notes and written work for class today!

In Class: Annotated Bibliography

Discuss and start preliminary drafting for Essay #1. Generate Essay Proposal.

**Essay #1** **ASSIGNMENT**. We have read essays on food, education, and technology. I am assuming that there is something in all of these readings that has sparked your interest.

* Choose one of these very broad topics, and after re-reading the essay that you found interesting, **generate an annotated bibliography entry** (summary, assess, reflect) for that essay.

Think about a way to use the essay you chose to help you formulate an essay proposal on some aspect of this topic. For example, Michael Moss in “The Extraordinary Science of Junk Food” points out that there has been “a conscious effort…to get people hooked on foods that are convenient and inexpensive” (662). However, are people really so easy to manipulate? Is resistance to cultural messages about food impossible? You could use these questions as a springboard for your own exploration of this topic. Or you could examine the ways in which Gerald Graff’s suggestion in “Hidden Intellectualism” that students should be “encourage[d] to take their nonacademic interests as objects of academic study” (375) might impact learning. Or has google really impacted us so much that “our intelligence…[has been} flatten[ed] into artificial intelligence (439) as Nicholas Carr suggests in “Is Google Making Us Stupid?”

* Having done that, write an **essay proposal** which should be a paragraph that includes the author and title of the essay you will be working with and your approach to the specific issue you wish to explore.
* **Submit your essay proposal for review and approval.**
* Generate a “Good-as-it-gets” draft for peer and my feedback.
* Generate Final Draft for grade.

R 9/19Reading Due: Chapters 8-11 (101-161)

Writing Workshop/individual conferences

**WEEK 5**

T 9/24 Work Due: **Essay Proposal for ESSAY #1 by 10am by email to stopping@trcc.commnet.edu**

Writing Workshop

In class: Strategies for Opening Paragraphs

R 9/26 Writing Workshop

**WEEK 6**

T 10/1 Writing Workshop

R 10/3 **Writing Due: “As-Good-as-it-Gets” Draft Essay #1**

Please bring 3 copies to class for peer review.

Writing Workshop/conferences

**WEEK 7**

T 10/8 and R 10/10

 In Class: Discuss Researched Essay

 Researched Essay topic generation continued if necessary

Writing Due: Researched Essay Topic Proposals (3 options)

In-class: Refine researched essay proposal/beginning research/discuss and start research journal/discuss and start annotated bibliography etc.

Writing Workshop/conferences

**WEEK 8**

T 10/15 Writing Workshop on Essay #1

R 10/17 **In Class: Research Journal/Annotated Bibliography**

**Refine researched essay topic if necessary—submit for approval.**

**Hand in researched journal and Annotated Bibliography at end of class.**

**WEEK 9**

T 10/22 **READING DAY NO CLASS**

R 10/24 **Writing Due: Final Draft Essay #1 (including draft with my comments, postwrites, peer reviews, essay proposal)**

**In Class: Research Journal/Annotated Bibliography**

**Refine researched essay topic if necessary—submit for approval.**

**WEEK 10**

T 10/29 Writing Workshop

R 10/31 **Writing Due: Writing Due: 3 page draft Researched Essay with copies of any sources used marked according to directions. Bring 3 copies to class for peer review**

Writing Workshop

**WEEK 11**

T 11/5 Writing Workshop

R 11/7 **Writing Due: 6-8 page draft researched essay; bring 3 copies to class for peer review**

Writing Workshop

**WEEK 12**

T 11/12 Writing Workshop

R 11/14 **Writing Due: “Good-as-it-Gets” Researched Essay with sources, Works Cited, peer reviews, postwrites etc.**

**WEEK 13**

T 11/ 19 Reading/Writing TBA

Essay #2 Discussed

Writing Workshop

R 11/21Writing Workshop

**WEEK 14**

T 4/26 **Work Due: Final Draft Researched Essay with Works Cited (including Research Journal, Annotated Bibliography, all drafts with my comments, postwrites, peer reviews, approved essay proposal, and copies of secondary sources marked according to my directions).**

**Writing Workshop**

R 11/27 **NO CLASSES THANKSGIVING DAY**

**WEEK 15**

T 12/3 Writing Due: Final Draft Essay #2

Discuss Portfolio and Portfolio Introduction

R 12/5 In Class: Bring all written work to class. Discuss and work on Portfolio introduction, revisions etc.

**WEEK 16**

T 12/10 In Class: Portfolio Review

R 12/12 **Portfolio Due/in class exam/last day of class**