

**Three Rivers Community College**  
**ENG K101 T9, CRN: 31039, Composition**  
**Fall 2019**

**Instructor:** Amanda Gamache-Mitchell

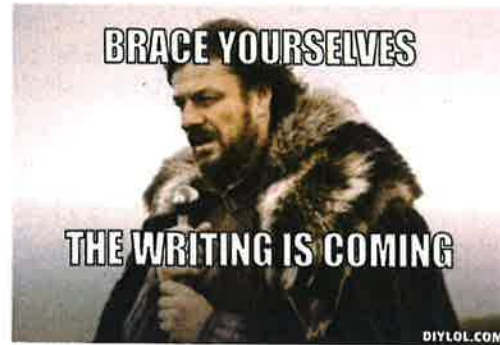
**Day:** Tuesday/Thursday

**Time:** 8:00a-9:15a

**Location:** TRCC, D128

**Email:** [AGamache@mxcc.edu](mailto:AGamache@mxcc.edu)

**Office Hours:** By appointment only



**Course Description:**

**3 CREDIT HOURS**

*Prerequisite:* ENG\* K101 or **ENG\* K101S** placement<sup>∞</sup> or completion of **ENG\* K096** with a "C#" grade or better.

*College Composition 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.*

**Required Texts:**

*They Say / I Say with Readings*, 4e, Gerald Graff, Cathy Birkenstein, Russel Durst  
ISBN: 978-0-393-63168-5

**Learning Objectives:**

*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

**Core Competencies (Why this course is important):**

This course is important because you will strengthen your ability to analyze and write about literature. Additionally, ENG101 meets all general education core competencies:

- **Communication:** The interactive process through which there is an exchange of verbal and/or nonverbal information.
- **Cultural Awareness:** Acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.
- **Social and Civic Responsibility:** Behavior that demonstrates adherence to legal/ethical standards established by society.
- **Critical Thinking:** Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
- **Mathematical Reasoning:** Determination of approach, materials, and strategies necessary to solve a problem.
- **Technology Utilization:** Use tools of the trade to achieve a specific outcome.

**Course Requirements:**

There will be **a lot** of reading and writing in order to prepare students for different writing tasks.

These tasks will appeal to a student's personal, professional, and academic development.

- Students must check blackboard & TRCC email daily for announcements, etc.
- Students must bring their textbooks to **every class** (unless otherwise instructed).
- Students need to save their work in more than one place! Students can save their writing on a flash drive, Google Docs, OneDrive, Dropbox, etc. **Always have your work saved in at least two places.**
- **I DO NOT ACCEPT LATE ASSIGNMENTS.** If a student needs an extension, etc., **the student must contact me before the assignment is due.**
- **PLAGIARISM:** The first time plagiarism is discovered the student will receive a zero on the assignment without the ability to revise. The second time plagiarism is discovered the student will fail the course and be reported.

**Classroom Expectations:**

- Students will promote a respectful atmosphere in the classroom. Disrespectful behavior (side conversations, tardiness, rudeness, etc.) should be avoided and will not be tolerated.

- Active listening, mindfulness, and empathy are communication tools students should employ in classroom discussions in order to better learn from and understand their peers.
- All cell phones should be silenced and any cell phone usage should be respectful.

### Course Work:

- Participation & Preparation
  - Participation means more than just showing up to class. Students should come to class prepared, having completed any readings/exercises due.
  - Students will have a number of readings throughout the semester. These readings will either focus on aspects of composition or be professional essays. **Students should always read and annotate any assigned readings to prepare themselves for classroom discussion.**
  - Students must participate in class by contributing to class discussions, group discussions, etc.
- Weekly Journal Entries
  - Students will complete 6 journal entries via Blackboard and 6 journal entries in class.
  - Journal entries should be 150 words.
  - To receive full credit, students must answer the prompt completely.
  - Students may not make up missed journal entries.
  - There will be a total of 12 journal entries. Up to 2 missed entries will be excused and will not affect your grade. For example, if you complete 10 entries, you will receive a score of 100. For extra credit, you may complete all 12 journal entries for a score of 120.
  - Blackboard:
    - Blackboard journal entries are posted in advance/on your course calendar.
    - Each entry is due on the specified date by 11:59p.
  - In Class:
    - Journal entries in class will act as reflective writing, freewrites, etc.
- Essays 1, 2, & 3.
  - To focus on writing as a process, these essays will be done in steps: Annotation/Brainstorm, Outline, Rough Draft, Final Draft.
  - Students will receive more specific essay instructions throughout the semester.
  - Essays 1, 2, & 3 are eligible for revision. Students will be given 1 week after their essay is returned to revise their essay for the chance to earn a higher grade.
  - **Revised essays must include a 250 word reflection on what the student revised and why.**
  - Essay revisions are only accepted if the original essay was turned in on the due date.
- Research Portfolio.

- The Research Portfolio will consist of a research paper, an annotated bibliography, and a reflection.
- To focus on writing as a process, this essay will be done in steps: Research Question, Outline, Rough Draft, and finally the Research Paper.
- To practice evaluating sources and researching the current discussion around a topic, students will write an annotated bibliography.
- To focus on writing as a process, the annotated bibliography will be done in steps: Rough Draft, Final Draft.
- Research Paper Presentation
  - Students will give a 5-10 minute presentation during the final period giving the class an overview of their essay.

### Grading Scale:

Participation & Preparation	10%
Journal Entries	10%
Essays 1,2,& 3	35%
Research Portfolio	35%
Research Paper Presentation	10%

Final grades will be calculated according to the grading percentages listed above and the final grade of A-F will be determined by the following scale:

A = 93-100	B = 83-86	C = 73-76	
A- = 90-92	B- = 80-82	C- = 70-72	F = 0-59
B+ = 87-89	C+ = 77-79	D = 60-69	

### ADDITIONAL SYLLABUS INFORMATION

#### 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.

<http://www.threerivers.edu/about/policies/academic-integrity/>

#### Digication Learning Portfolio Requirements

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a "place" where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else.

In Digication, you will be able to make other portfolios, too. It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

[http://www.threerivers.edu/Div\\_IT/EducationalTechnology/Digication.shtml](http://www.threerivers.edu/Div_IT/EducationalTechnology/Digication.shtml)

### **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.

### **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.

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.

#### *TRCC Disabilities Service Provider*

Matt Liscum, Counselor

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

### **Student Resources:**

#### **The Writing Center/TASC**

Room: C117 (next to the Library)

Phone: 860-215-9082

Email: [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu)

Hours: M-R 8:00a-8:00p; F 8:00a-4:00p; S 10:00a-2:00p; Closed Sundays

#### **Weather Cancellations**

Call 860-215-9000, press 1 for College Closing Announcement

Or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu) or [www.threerivers.edu](http://www.threerivers.edu), the announcement will be posted on the 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.htm](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.htm)

Tentative Course Calendar  
Revised August 27<sup>th</sup>, 2019  
KEY: *They Say / I Say* (They Say | Say); Blackboard (BB)

Date	Agenda	Reading Due	Writing Due
Unit 1 Theme: Education ; Essay: Article Review			
Tuesday, 8/27		None	None
Thursday, 8/29	Overview Academic Essays PPT	None	None
Tuesday, 9/3	Review Essay 1 Prompt Article Review PPT Review Reading	Part 4-12 "I Take Your Point" ; Part 4-14 "Reading for the Conversation" (TSIS)	Journal Entry Due Friday, 9/6 @ 11:59:59p via BB #1 Logical Fallacies We often see logical fallacies in everyday life. They are in our commercials, news broadcasts, political speeches, etc. What is a logical fallacy? Describe where you have seen a logical fallacy, and why you would describe it as such.
Thursday, 9/5	Review Reading Annotate/Brainstorm Article for Essay	"Should Everyone Go to College?" ; "Two Years are Better than Four" (TSIS)	
Tuesday, 9/10	Using Evidence PPT Outline Essay	Introduction; Part 1-1 "They Say" (TSIS)	Journal Entry Due Friday, 9/13 @ 11:59:59p via BB #2 Summary of TV Scene Summarize a scene from a TV show or movie you like. Be sure to include the name of the show, episode title, and time stamp of the scene.
Thursday, 9/12	Peer Review	"School is Bad for Children" (BB)	Rough Draft Essay 1 Due
Unit 2 Theme: Identity & Differences; Essay: Rhetorical Analysis			
Tuesday, 9/17	MLA Formatting PPT In Class Journal Entry #1 Review of TV/Movie Scene		Essay 1 Due @ 11:59:59pm via Blackboard
Thursday, 9/19	Review Essay 2 Prompt Rhetorical Analysis PPT Review Reading	"The 'Other Side' Is Not Dumb" ; "Why America is Self-Segregating" (TSIS)	
Tuesday, 9/24	Review Reading Critical Writing PPT	Part 1-2 "Her Point Is"; Part 1-3 "As He Himself Puts It" (TSIS)	Journal Entry Due Friday, 9/27 @ 11:59:59p via BB #3 Rhetorical Analysis: Culture/Stereotypes How, according to Kruttsch in his article, "The Gayest One," is gay culture stereotyped? In what respects does he believe he does not fit that stereotype? Do you agree with his argument? Why or why not?



Thursday, 9/26	Review Readings Thesis PPT	"The Gayest One" ; "Bossy," the Other B-Word" (BB)	
Tuesday, 10/1	Annotate/Brainstorm Review Readings	Part 2-4 "Yes/No/Okay, But" (TSIS)	Journal Entry Due Friday, 10/4 @ 11:59:59p via BB #4 Rhetorical Analysis: Message In, "Reality is Broken," paragraphs 3 through 6 discuss the different kinds of gamers. What point is she making here? Are these paragraphs essential to her essay? Why or why not?
Thursday, 10/3	Review Readings Outline	"Dog Lab" ; "Reality is Broken" (BB)	
Tuesday, 10/8	Review Readings Introductions PPT	Part 2-5 "And Yet"	
Thursday, 10/10	Peer Review In Class Journal Entry #2 Writing a Good Hook		Essay 2 Rough Draft Due
Unit 3 Theme: Gender ; Essay: Argument with Research			
Tuesday, 10/15	MLA Formatting PPT Review Body Paragraphs PPT	Part 2-6 "Skeptics May Object" (TSIS)	Essay 2 Due @ 11:59:59pm via Blackboard
Thursday, 10/17	Review Essay 3 Prompt Research PPT Review Reading	"Artificial Intelligence's White Guy Problem" ; "I'm Gay and African American. As a Dad, I Still Have It Easier Than Working Moms" (TSIS)	
Tuesday, 10/22	Reading Day- No Class		
Thursday, 10/24	Review Reading In Class Journal Entry #3 Revising a Poorly Constructed Body Paragraph	"Why Women Still Can't Have It All" (TSIS)	ESSAY 3 TOPIC DUE IN CLASS
Tuesday, 10/29	Review Reading Outline for Essay 3 *Computer Lab*	Part 2-7 "So What? Who Cares?" (TSIS)	BRING ESSAY 3 RESEARCH MATERIALS TO CLASS Journal Entry Due Friday, 11/1 @ 11:59:59p via BB #5: Practicing Research Imagine you are writing a research paper on legalizing Marijuana. Using a Google search, look for two sources: one you would not use in your paper and one you would. Then do search using a library database. Find one source you would use. For your journal entry, list all the sources you have selected. Reflect on your searches, and discuss the differences (difficulties,

Thursday, 10/31	Review Reading Conclusions PPT				advantages, disadvantages, etc.) you found between using both search engines.
Tuesday, 11/5	Review Reading In Class Journal Entry #4 Practicing your Conclusions		"The M/F Boxes" ; "Stay-At-Home-Dads" (BB) Part 3-8 "As a Result" (TSIS)		
Thursday, 11/7	Peer Review Essay 3		"Why Men Still Can't Have It All" (TSIS)		Rough Draft Essay 3 Due In Class
Unit 4 Theme: Technology & Media ; Essay: Argument with Research Extension					
Tuesday, 11/12	Effective Sentences PPT Writing Game		Part 3-9 "You Mean I Can Just Say it that Way?"		Essay 3 Due @11:59:59pm via Blackboard
Thursday, 11/14	Review Reading In Class Journal Entry #5 Revising Ineffective Sentences		"How I Learned to Love Snapchat" (TSIS)		
Tuesday, 11/19	Let's Review this! Box Review Reading Class time to work on Essay 4		Part 3-10 "But Don't Get Me Wrong" (TSIS)		Journal Due Friday, 11/22 @ 11:59:59p via BB #6 Essay 4 Revision Plans In your journal entry, discuss your revision plans for essay number 4.
Thursday, 11/21	Course Review So Far: Going over concepts, etc., class wants to revisit		"Does Texting Affect Writing?" (TSIS)		
Tuesday, 11/26	In Class Journal Entry #6 What artist is the Eminem of 2019? PPT: 20 Most Common Grammar Mistakes		"Eminem is Right" (BB)		
Thursday, 11/28	Thanksgiving Break				
Tuesday, 12/3	*Computer Lab* Class time to work on Portfolio				
Thursday, 12/5	*Computer Lab* Class time to work on Portfolio				
Tuesday, 12/10			Research Presentations		
Thursday, 12/12			Research Presentations		



SUNDAY 12/15	RESEARCH PORTFOLIO DUE by 11:59:59pm EST via Blackboard
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**FALL 2019 STANDARD 15 WEEK SESSION**

**Registration deadline and last day to drop classes for full tuition refund**

Aug 26 Classes begin, add and drop periods begin

Aug 27 **Labor Day - college closed** and

Sep 2 last day for students to add a class - online (**Aug 30 in person**)

Sep 3-6 Welcome Week

Sep 9 Last day to drop classes and partial tuition refund

Sep 17 Constitution Day observed (classes in session)

Sep 20 Professional Day (classes in session)

Sep 24 Last day to select audit option

Oct 21 Mid-term Grades Due

Oct 22 Reading Day **\*See Additional Notes**

Nov 4 Advising day (classes in session)

Registration begins for Winter '19 Intersession and

registration begins for Spring '20 Semester for Continuing Degree-Seeking Students and New Students with Veteran Status

Nov 5 Advising day (classes in session)

Nov 8 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 Registration begins for New Student and Non Degree-Seeking Student Registration for Winter '19 Intersession and Spring '20 Semester, and last day to

College open - no classes in session

**Thanksgiving recess**

Nov 28-Dec 1 Last day of 15 Week Session

Dec 15 Final grades due to Registrar's office (by noon)

Dec 17 Grades available on web

Dec 20 Semesters end for CC

**Christmas Day - college closed**

Dec 25