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Fall 2019

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*“I write because I don’t know what I think
until I read what I say.”
Flannery O’Connor*

ENG* K101 – Composition (12wk)

Three River Community College

Tues/Thur 12:30—2:05 PM

Classroom: D 124

Course Description

Prerequisite: ENG* K101 or [ENG* K101S](#) placement[∞] or completion of [ENG* K096](#) with a “C#” grade or better.

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 through assigned writings.

Learning Outcomes

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

Required Materials

- Graff, Gerald, Cathy Birkenstein and Russel Durst, *They Say / I Say With Readings: The Moves That Matter In Academic Writing*. New York: W. W. Norton & Company, 2018, 4th Edition. Print.
ISBN-13: 978-0393631685
- Occasional handouts
- MLA Citation and Grammar Website: www.owl.english.purdue.edu.
- A note-book and a binder for handouts

Course Requirements

There are five required assignments in ENG K101. Each assignment should encourage you to develop academic arguments.

- **A summary and response paper assignment.** Students summarize an author's views, focusing on what "others are saying." Then they are encouraged to enter the conversation, by contributing their own perspective (the "I say" perspective) on a particular topic.
- **A close reading/rhetorical analysis assignment.** Students are asked to respond critically to one or two essays. This assignment emphasizes close reading and critical analysis. The ability to analyze

information and texts is an important component in academic and professional settings. In this assignment, students use rhetorical principles and often terminology to analyze how a particular text makes an argument. It is designed to introduce students to basic rhetorical concepts, types of appeals, strategies of persuasion, and the complexity of rhetorical situations. Students will practice reading rhetorically, with attention to writer, purpose, and context, in order to better understand choices that shape the creation of a particular text. Students will explore pre-writing, drafting, rethinking based on feedback, and revising as part of the writing process.

- **A synthesis essay** – an essay that makes insightful connections between two or three texts (4-5 pages). This essay should begin to highlight your ability to bring sources together in a conversation beyond simple compare/contrast constructions. This assignment asks you to continue to sharpen your analytical skills by adding your voice into a conversation of ideas among various authors and texts through synthesis.

As Charles Bazerman in *The Informed Writer: Using Sources in the Disciplines* observes, “[a]ll professions that use data or knowledge constantly require synthesis; that is, putting information from a number of sources into one usable, coherent form, whether to give a picture of a company’s financial stability or to write a newspaper story” (139).

Synthesis is a skill that transfers to other disciplines and to many careers. More emphasis is also placed on developing coherence strategies and transitions.

- **An annotated bibliography.** This is a **research assignment** that requires you to incorporate outside sources. It introduces guided research to build on the synthesis skills worked on in the previous assignment. You will learn about the process of researching, finding sources and using evidence to include in this essay. Research is a primary task for all college students and this assignment will introduce you to the information literacy and library skills needed to engage in academic research. This assignment will require an annotated bibliography, as a way to transition students toward their research projects.

- **A 7-9 page researched project paper** (plus a works cited). This assignment takes the skills of research and uses them to create a research project that explores a topic in more depth. Successful research projects result from developing good questions about a problem or issue within a topic area. Students are encouraged to cultivate an argument by considering multiple perspectives on an issue.

This project requires students to select their own topics that connect back to the course readings or themes in some way. Students build on the framework of solid reading, thinking, and writing done within the class, while also having the chance to extend and apply these ideas to an area they are interested in exploring.

In order to pass the course, students must submit ALL formal assignments.

The Writing Center. If you need additional assistance with your writing, you are highly encouraged to visit the Writing Center. Make an appointment or simply walk in. The mission of the TRCC Writing Center is to give all students the tools and support they need to be successful and independent academic writers.

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, attending seminars, 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.

Grading

■ Summary & response paper	10%
■ Rhetorical analysis assignment	15%
■ Synthesis essay	15%
■ Annotated bibliography	15%
■ Researched project paper	20%
■ Informal writing (short reader responses)	5%
■ Class participation	20%

Special Accommodation

It is the policy of Three Rivers Community College to provide reasonable accommodations to students with documented disabilities. Students with disabilities requesting accommodations must submit relevant documentation to substantiate their disability directly to the Office of Disability Services/Accommodations. You may find additional information below:

<https://www.threerivers.edu/student-life/support-services/disability-services-accommodations/>

Academic Integrity

This class will be conducted in compliance with Three Rivers Community College's academic integrity policy, which adheres to the Student Code of Conduct and Discipline Policy, as provided by the Connecticut State Colleges and Universities (CSCU). All students of Three Rivers Community College are responsible for preparing and presenting original work. Plagiarism and all forms of cheating are considered unacceptable and will incur severe penalty. Please refer to your college catalog for a more complete discussion of Academic Honesty.

Enjoy the semester!

Tentative Course Schedule

Note: Subject to change. You are responsible for changes announced in class, via Email, through Blackboard. There will also be a library orientation session (date to be announced). All readings should be complete before class on the dates indicated (they are due for discussion that day). You should always bring your textbook and all your current drafts—paper we are working on at that time—to class for every meeting.

Week 1 (17 & 19 Sept.) Introductions

Tues. Introductions, Syllabus, Diagnostic Essay

Thurs. Pre-Writing Strategies, Entering the Academic Conversation

READ: from *They Say/I Say* “Introduction: Entering the Conversation” (pp.1-18) and “Chapter Fourteen: What’s Motivating This Writer?” (pp.176-186)

Week 2 (24 & 26 Sept.) Summary and Response

Tues. **READ:** from *They Say/I Say* “Chapter One: They Say” (pp.19-29) and “David, Zinzchenko, “Don’t Blame the Eater” (pp. 647-650)

WRITE: one page on your personal view about the fast food industry and fast food in the United States and/or around the world (type, print and bring it to class)

Thurs. Summary, Quotation, Paraphrase, Grammar Work

READ: from *They Say/I Say* “Chapter Two: Her Point Is” (pp. 30-42)

WRITE: from *They Say/I Say* Exercise nr. 2 on page 29 AND Exercise nr. 2 from page 42 (type, print and bring them both to class)

Week 3 (1 & 3 Oct.) Summary and Response

Tues. **READ:** from *They Say/I Say* “Chapter Three: As He Himself Puts It” (pp. 43-52) and Michael Moss “The Extraordinary Science of Addictive Junk Food” (pp. 656-680)

Thurs. **READ:** from *They Say/I Say* “Chapter Four: Yes/No/Ok/But” (pp. 53-66) and

Penelope Eckert and Sally McConnell-Ginet “Learning to Be Gendered” (handout)

WRITE: Bring to class 4 copies of a typed summary draft of “The Extraordinary Science of Addictive Junk Food” (pp. 656) for peer review

Week 4 (8 & 10 Oct.) Summary and Response

Tues. **READ:** from *They Say/I Say* “Chapter Five: And Yet” (pp.67-76) and

Stephen Mays “What about Gender Roles in Same-Sex Relationships?” (pp.596-598)

WRITE: The final typed summary of “The Extraordinary Science of...” (pp. 656)

Response paper assignment

Thurs. **READ:** from *They Say/I Say* “Chapter Six: Skeptics May Object” (pp. 77-90) and “Chapter Seven: So What? Who Cares?” (pp. 91-100)

WRITE: Response Paper Assignment

Week 5 (15 & 17 Oct.)

Tues. **WRITE:** Bring 4 copies of your typed Response Paper draft for peer review

Thurs. **No formal class:** In class conferences on revising your Response Paper

Week 6 (24 Oct.) Rhetorical Analysis: How Do They Say it and Are They Persuasive?

Tues. **READING DAY: NO CLASS**

READ: The Concepts of Rhetoric (handout)

Thurs. **READ:** from *They Say/I Say* “Chapter Eight: As a Result” (pp. 101-116) and Nicholas Carr, “Is Google Making Us Stupid?” (pp. 424-440)

WRITE: Your typed and revised Response Paper

Week 7 (29 & 31 Oct.) Rhetorical Analysis

Tues. **READ:** from *They Say/I Say* Clive Thompson, “Smarter Than You Think: How Technology is Changing Our Minds for the Better” (pp. 441-461) and

Michaela Cullington “Does Texting Affect Writing?” (pp.462-473)

Thurs. **WRITE:** Typed answers to the Rhetorical Analysis Questions “Is Google Making Us Stupid?” and “Does Texting Affect Writing?”

Week 8 (5 & 7 Nov.) Synthesizing

Tues. **READ:** Sean Blanda, “The ‘Other Side’ Is Not Dumb (pp. 212-218) and Danah Boyd, “Why America Is Self-Segregating” (pp. 219-229)

WRITE: One-page reader response (informal writing)

Thurs. **READ:** Michelle Alexander, “The New Jim Crow” (pp. 230-250)

WRITE: Preparing to synthesize: One-page reader response (informal writing)

Week 9 (12 & 14 Nov.) Synthesis essay

Tues. **READ:** Robert Leonard, “Why rural America Voted for Trump” (pp. 279-285) and Joseph E. Stiglitz, “A Tax System Stacked Against the 99 Percent” (pp. 286-295)

WRITE: Bring 4 copies of rough draft of synthesis essay to class. Peer-editing workshop.

Thurs. No class; one-on-one conference with instructor

WRITE: Revise synthesis essay

Week 10 (19 & 21 Nov.) Annotated bibliography

Tues. Class meets at the Library.

Revise and submit synthesis essay

Thurs. **WRITE:** Research the library's databases on a topic covered in class this semester and answer the following questions: 1. What issues would you like to research further for your final project? 2. What is the key question you would like to pursue and answer for yourself? 3. What makes this a problematic question? In other words, show that you are not already decided about the issue, that it is a genuine question without an easy answer that most people would agree on. Note: Your purpose in researching is to find a range of positions on your question/issue.

Week 11 (26 Nov.) TBA

Thurs. Nov. 28 HAPPY THANKSGIVING

Week 12 (3 & 5 Dec.) TBA

Week 13 (10 & 12 Dec.) TBA

Exam period

Note: There is no exam in this class. The class will end with your completed research projects.