

Syllabus – Fall 2006
30215 English 100: Reading/Writing Connection

Instructor: Jennifer L. Seelhorst

Meets in MOH 107 – Tuesdays/Thursdays at 2:00-3:20 p.m.

Office Hours: Tuesdays/Thursdays 11:00 a.m.-12:00 p.m. and Mondays 5:15-6:15 p.m.

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Required Texts

The Thoughtful Reader, 4th Ed. Mary C. Fjeldstad

A Writer's Reference, 5th Ed. Diana Hacker

A college dictionary

Required Supplemental Materials

A stapler and a box of paper clips

A method for backing up your work on a computer (i.e. zip disks, 3.5" disks, memory sticks, etc.)

Three folders with pockets (one to keep handouts and two for handing in essays)

A notebook with two sections (notes and reading journals with vocabulary lists)

An organizer/calendar, for writing down homework assignments

Course Description

This course emphasizes the close relationship between writing and critical reading. Reading assignments will include contemporary and classical writers. Compositions will be assigned in response to the reading. This course is preparation for English 101 and other courses requiring reading, writing, and thinking skills.

Learning Outcomes

Upon successful completion of English 100, students should be able to:

- Recognize types of essays.
- Recognize and use common thought patterns in reading and writing.
- Formulate logical inferences.
- Recognize and use figurative language.
- Use prior knowledge to defend their interpretations of an author's purpose and intended audience.
- Recognize how words can make positive or negative impressions on the reader and use this tool in their own writing.
- Summarize written material.
- Extend their reading and writing vocabularies.
- Use reading and writing strategies.
- Recognize the connection between reading and writing processes.
- Generate graphic organizers.
- Defend their assessments of the accuracy and value of what is being read.
- Employ effective revision strategies.

Course Objectives

The purpose of English 100 is to develop basic language and thinking abilities that will prepare students for college level writing. Through the study and practice of reading and writing, students in English 100 will learn:

1. To develop confidence in their ability to read and write.
2. To apply various writing processes in composing paragraphs and short essays:
 - a. to search for and gather material,
 - b. to generate and order ideas,
 - c. to develop and maintain a focus or thesis,
 - d. to discover effective means of developing ideas,

- e. to recognize that thorough revision is central to writing well, and
 - f. to develop editing and proofreading abilities.
3. To develop a personal process(es) of writing and develop an individual voice.
 4. To achieve the ability to write unified, coherent, and fully developed paragraphs and essays.
 5. To read and interpret meaning and recognize ways writers achieve continuity, organization, and clarity.
 6. To demonstrate reasonable familiarity with the conventions of Standard American English.
 7. To achieve minimal competency with bibliographic information, such as citing academic and nonacademic sources and avoiding plagiarism.
 8. To develop strategies for writing under pressure and with time constraints.

Methods of Instruction

In this class, you can expect to:

- Read every day.
- Write every day, in a variety of formats: responding to readings, doing pre-writing activities for essay drafting or revising formal papers.
- Spend class time in writing workshops, practicing various rhetorical strategies.
- Analyze the techniques and strategies of other people's writing.
- Look closely at your own strengths and challenges as a writer through individual conferences.
- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers.
- Work in small groups to discuss your own and peers' writings.

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.

Attendance and Withdrawal Policies

- Students are expected to attend all classes. If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness. After six absences, a student may not be able to successfully complete the course.
- This class begins on time, and I appreciate when students are ready to begin on time.
- If a student will be absent, late or have to leave early, she/he must tell me in advance. For every three times that a student arrives late or leaves early, it will count as an absence.
- It is the student's responsibility to find out and do the assignment for any missed class.
- Quizzed and tests cannot be made up unless previously arranged with me.
- If you plan to withdrawal from the course, it is your responsibility to complete the proper paperwork, and bring it to my office to be signed.

Late Work

All assignments are due at the beginning of class. Work submitted later will receive a penalty of one full letter grade for each class period the assignment is late.

Academic Dishonesty/Plagiarism

All work submitted must be original. 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. Any student who willfully presents another person's work as his or her own will be subject to discipline. Penalties that may be imposed are failure for a particular assignment or course and/or dismissal from this course.

Students with Disabilities

To receive accommodations in class a student must make an appointment with the Learning Disability Specialists, Mr. Chris Scarborough (office in Mohegan library) or Judy Hilburger (office in the Registrar's office) who will justify the special modifications that are needed to facilitate learning for the student. I will be glad to speak with a student regarding this or any special medical needs.

Course Guidelines and Grading

Reading Journals

One of the most effective ways to learn how to write well is to read the work of accomplished writers. Throughout this course, you will be required to read and respond to what you've read, in your journal. As you read, you will want to fully annotate each piece with highlighting (or underlining) and marginal notes.

"I never travel without my journal. One should always have something sensational to read."

-Oscar Wilde

Writing

Writing assignments for this course will include four major papers. The papers will involve (1) narrating a remembered event, (2) defining a term, concept, or idea, (3) exploring a topic, and (4) researching and presenting information to persuade an audience. Each paper will be typed in MLA format and will involve topic selection, prewriting, drafting, revision, and the production of a final copy. Specific information concerning format and guidelines for each paper will be distributed and discussed in class. In addition to the formal papers, reading journal entries, descriptive paragraphs, in-class writing, and exercises in style, grammar, and mechanics will be required.

Rewrite Policy

You will be permitted to rewrite your final drafts of the Descriptive Paragraph and Papers One through Three, one time for each assignment. The rewrite must be submitted within two weeks of receiving your final draft grade. Your rewrite grade will replace your final draft grade. Rewrites will only be accepted under the following guidelines:

- Students must FULLY address every suggested revision that the instructor notes on the final draft and highlight all the revisions made on the rewritten draft.
- Students must hand in the rewrite in a folder with the original final draft and all other paperwork that was required for that assignment.

Grading

All essays will be evaluated on five major areas: focus, content, organization, style, and conventions. **Note: You must receive a passing grade on the Exit Essay, in order to pass this course.** Your final grade will be based on the following:

- 5% Descriptive Paragraph
- 5% Paper One
- 10% Paper Two
- 10% Paper Three
- 20% Paper Four
- 25% Reading Journal
- 25% Participation – Homework/Peer Reviews/Class Discussions

Tentative Schedule

Tuesday	Thursday
8/29 – Course Introduction/Syllabus review	8/31 Entrance Essay
9/5 Mini-lesson: Topic sentences and supporting ideas/ Read “Learning Strategy IV” – Writing a Summary. Read <i>How to Mark a Book</i> pp. 6-9 and annotate and summarize the piece.	9/7 Mini-lesson: What is a Paragraph?/ Read <i>Becoming Educated</i> pp. 23-24.
9/12 Mini-lesson: Specific and Sensory language/Read <i>Norms</i> pp. 58-60	9/14 Classwork –Descriptive Writing
9/19 Descriptive paragraph rough draft due/Peer review	9/21 Descriptive paragraph final draft due/ Read <i>Values</i> pp. 64-66/ Groupwork: pp. 68-69 Application #2, a-e (in reading journal).
9/26 What is an essay? <i>Introduce Paper 1/</i> Paper 1 prewriting.	9/28 Mini-lesson:Thesis statements/ Paper 1 Groupwork (pre-writing)/ Paper 1 drafting.
10/3 MLA format/ Manuscript form/ Review pp. 448-455; Cover Works Cited pages.	10/5 Library workshop
10/10 Paper 1 rough draft due/Peer review.	10/12 Paper 1 final draft due/Introduce Paper 2/ Paper 2 pre-writing.
10/17 Read Short Take: <i>Watch Your Language!</i> P. 117/ Paper 3 topic outlines/ Paper 2 groupwork (pre-writing)/ Continue Paper 2 pre-writing.	10/19 Read <i>Is English Broken Here?</i> P. 157 and translate the sentences with a partner in your reading journal/ Papers 3 and 4 topic selection discussion/ Paper 2 drafting.
10/24 Paper 2 rough draft due/Peer review.	10/26 Paper 2 final draft due/Introduce Paper 3/ Paper 3 research logs and pre-writing.
10/31 Class discussion of Paper 3 topics/ Paper 3 sources (summarizing/annotating - practice)/Continue to work on research logs and add conversations to logs.	11/2 Paper 3 research logs due/ Paper 3 drafting/ Sources – summarizing/annotating.
11/7 Paper 3 workshop – Drafting.	11/9 Paper 3 rough draft due/Peer review.
11/14 Paper 3 presentations.	11/16 Paper 3 final draft due/Introduce Paper 4/ Paper 4 pre-writing.
11/21 – No class	11/23 – No class
11/28 Paper 4 workshop (formal outlines)/ Paper 4 drafting.	11/30 Paper 4 rough draft due/ Peer Review.
12/5 Reading Journals due/ Paper 4 presentations.	12/7 Paper 4 final draft due/ Exit Essay – Reminder: You must pass the Exit Essay in order to pass the course.
Final Exam Class - TBA	

“Our lives begin to end the day we become silent about things that matter.”

-Dr. Martin Luther King Jr.

This syllabus is subject to change by the instructor.