

**ENG 096: Introduction to College English**  
**13148 T6 Syllabus – Spring 2017**

Instructor: Susan Dussault

Meets: Mondays and Wednesdays 6:00 p.m.-8:45 p.m. in E218

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**Required Texts:**

Hosey, Sara. *Wide Awake: Thinking, Reading and Writing Critically*. Pearson, 2014.  
Quick, Terry. *Making Reading Relevant: The Art of Connecting*. 3<sup>rd</sup> edition. Pearson  
Faigley, Lester. *The Brief Penguin Handbook* (Online edition with supplements: Pearson Writer, Pearson Smart Thinking Tutors, and MyWritingLab.com)

**Required Supplements:**

- A college-level dictionary
  - Three folders with pockets (one for handouts, one for Annotated Bibliography research and one for handing in essays and rewrites).
  - **1 ½ inch three-ring binder with 5 dividers for notes and assignments, labeled:** 1. Penguin Handbook notes, 2. *Wide Awake* textbook notes, 3. Class notes, 4. Essay pre-writing, and 5. the Reader's Journal
  - A USB flash drive for backing up your work on a computer (this is important!)
  - 1 ½ inch three-ring binder and 6 dividers for your Final Portfolio (to be purchased after Midterm)
  - 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 and/or use the Pearson online program.
- ❖ All formal essays must be typed and in MLA format.

**Note:**

- ❖ Assignments may not be submitted via e-mail.
- ❖ Late work is not accepted for credit.
- ❖ A missed midterm must be taken within one week of student's return.
- ❖ Late papers lose one letter grade for each class that they are late.

**Course Description:**

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

## **Learning Outcomes**

*Upon successful completion of this course, students should be able to:*

### **Respond to Rhetorical Situations**

- Use appropriate language, analysis of texts, and development of ideas to demonstrate an awareness of audience and purpose

### **Use Texts**

- Read expository and argumentative whole texts
- Employ effective annotation skills
- Accurately identify the main idea and supporting points of a text
- Use the reading process to differentiate between supporting points, evidence, and reasoning in a text
- Formulate a close response to the author's main idea
- Read with accurate comprehension
- Write accurate summaries and paraphrases
- Evaluate information in texts for accuracy, validity, and relevance
- Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose

### **Craft Logical Arguments**

- Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay
- Present an argument that uses basic organizational and transitional strategies

### **Apply Language Conventions**

- Use language that demonstrates reasonable control of Standard English and language conventions
- Use basic MLA citation style
- Employ strategies to avoid plagiarism

### **Formulate Effective Writing Strategies**

- By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model)
- Write expository and persuasive essays relevant to the assignment
- Use the writing process to develop, organize, and refine ideas
- Develop thesis-driven essays with a clear, single focus and supporting points

**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:**

Class Participation.....15%

Includes:

- Completing MyWritingLab.com /Reading Journals on time/Peer Reviews/completing online assignments/completing *Wide Awake* chapter outlines/ Quizzes (10%)
- Participating in class discussions and group work/coming to class prepared by doing the required reading and assignments on time (5%)

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Paper 1: Narrative Essay.....5%

Annotated Bibliography.....10%

Paper 2: Persuasive Essay (must include formal academic typed outline).....20%

Midterm: Reading Journals to date (50%) and Timed Reading Exam (50%).....10%

Final Portfolio (Reader's Journals are 50% of the portfolio grade).....20%

Exit Exam.....20%

*Note: A failing Exit Exam can result in a student needing to repeat the course, if the student's final average falls below a C.*

**Attendance:**

- Students are expected to attend all classes. If a student misses classes it will reflect in a lower participation grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- Class begins promptly; please avoid being late or leaving early.
- It is the student's responsibility to find out and do the assignments for any missed classes.
- Make-up Midterms must be arranged with instructor within one week of the student's absence.
- Exit Exams cannot be made up after the last day of classes.

**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.

**The Writing Center/TASC:**

Room: C117 (next to the Library).

Phone: 860-215-9082.

Email: TRWritingCenter@trcc.commnet.edu.

**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.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li><li>• Mental Health Disabilities</li></ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"><li>• Medical Disabilities</li><li>• Mobility Disabilities</li><li>• Sensory Disability</li></ul>

**Technology:**

During class, turn off your cell phone or other electronic equipment.

**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) (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](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**Computer Labs**

Room E112      48 computers for student use

Open: M-R 8:00 am – 9:30 p.m.

    F – 8:00 am – 8:30 p.m.

    Sat – 8:00 am – 1:30 p.m.

The Library (C119) has 40 computers for student and general public use during library hours.  
Library hours: M-R 8:30 a.m. – 8:00 p.m. & Friday 8:30 a.m. – 3:00 p.m.

### **Computer Logon - Net ID**

For students logging onto computers for the first time at the college:

- Net ID = student ID without the “@” followed by @student.commnet.edu
- Password = First 3 letters of birth month + & + last 4 digits of SSN (Oct&6789)
- Log onto = STARS

If student has been locked out, there is a 15 minute wait before their account is unlocked. The seven student stations located in the hallway on the first floor of the A wing have shortcuts to reset passwords.

### **BOARD OF REGENTS FOR HIGHTER 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 Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr  
Title IX Coordinator and Diversity Officer  
Admissions Welcome Center \* Office A116  
574 New London Turnpike, Norwich CT 06360  
860.215.9255 \* [EDerr@trcc.commnet.edu](mailto:EDerr@trcc.commnet.edu)

**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. 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" or an "N" grade for the course.

**Note on Reading and Writing:**

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well-constructed papers. By working together, we can accomplish our goals.

**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.

**Papers and Exams**

Note: All papers must be submitted typed and in proper MLA formatting, including a heading, title and page numbers. Pre-writing is required in the folder with all final drafts and all research must be submitted and fully annotated.

**Explanation of "Grade Caps"**

Papers are due within the first 15 minutes 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 Rewrite Policy**

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: Paper 1 and the Annotated Bibliography are eligible for rewriting, as long as the Final Drafts of these assignments are handed in on time and with all of the required materials (i.e. prewrites, outlines, and annotated sources). 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 or Pearson 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.** If plagiarism is present in the rewrite, the draft will not be accepted. **NOTE: Students must revise the entire assignment 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.**

### **Reader's Journals**

Your Reader's Journal is an academic journal in which you respond to a series of readings, from your textbook, in both short answer and essay format. Journal entries are assigned weekly, and are due for homework at the next class meeting. Your instructor will check off that your homework is completed, and this will factor into your class participation grade. Then, you have until the Midterm to type and revise your journal entries for your Midterm Exam. In the weeks following the Midterm, you will be assigned additional journal entries. All of your journals, from the entire semester, must be typed and handed in with your Final Portfolio. **Please note: It is important that you schedule time to work with a tutor on your Reader's Journals throughout the semester.** You are expected to have typed, polished entries for submission for your Midterm and your Final Portfolio. Class time will not be used for drafting Reader's Journals, so please manage your time appropriately, to allow for revising and editing these assignments.

### **Paper 1: Autobiographical Narrative**

Students will write a 3-5 page autobiographical narrative about a climactic event in which they learned a life lesson. The focus of this essay will be to develop a strong theme using the conventions of narrative writing: character, plot, setting, etc. The story should be based on an autobiographical event and should be limited in time to a single incident. Students may employ strategies like "flash back" or "flash forward," but will have to be mindful to craft appropriate transitions for their audience. This paper will include extensive prewriting and multiple drafts and a Works Cited page is not required. The maximum page length for this essay is 8 pages.

### **Major Assignment: Annotated Bibliography**

During week 2 of the semester, students will be asked to brainstorm possible topics for their final persuasive essay. This essay must be written on a current socio-political issue in America, and the students will spend the duration of the course moving from a novice on the subject to a critical thinker on the issue. By the close of the course, students will be asked to take a stance on the topic and to write a thesis-driven persuasive essay that is more complex than the standard 5-paragraph genre. By week 4 of the semester, students will have attended a Library Lesson, in which they learn strategies for finding academic sources for their essays. From weeks 5-10 students will research their socio-political topics and collect artifacts for their persuasive essays. Please note that we will consider “research” in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these 5 weeks, students will find a total of 5 valid sources, and will print, staple and annotate each article fully. Then, they will draft the Annotated Bibliography which will include MLA citations, and academic paragraphs comprised of summary, analysis and reflection. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting Paper 2.

### **Paper 2: Persuasion**

The goal of argument as process, is truth seeking. Truth seeking makes you an informed and judicious employee and citizen who delays decisions until a full range of evidence and alternative views are aired and examined. The goal of argument as a product, 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 address a social or political issue of interest 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, beliefs and assumptions that tend to guide your view of the world. As noted above, for this Persuasive Essay, you will begin researching a current socio-political issue for your Annotated Bibliography and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 900-1,200 words 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 and a Works Cited Page. A formal academic outline must accompany the final draft.

### **Midterm Exam**

The Midterm Exam will consist of two parts: Part A is the take-home portion of the exam and will include your Reader's Journals, to date, which will consist of 50% of your Midterm grade. For each journal entry, you will also include a typed response to a set of reflection questions. Part B is the in-class, timed Reading Comprehension Exam, which will count as 50% of your Midterm grade. The Midterm Exam date is listed on the syllabus, below, and is strictly enforced. If you miss the exam, you must schedule a make-up exam (by contacting your instructor), as soon as you return to class from your absence. All make-up Midterm Exams must be completed within 3 weeks of the date listed on the syllabus, otherwise students earn a zero on the exam.

## **Final Portfolio**

**Note: All of your course material must be retained and organized, throughout the term, to submit in the Final Portfolio. Please stay organized and keep track of your pre-writing.**

The Final Portfolio will include a binder with 6 tabbed sections: Tab 1 will include a cover letter, Tab 2 will include a self-evaluation, Tab 3 will include a Draft Assessment Sheet, Tab 4 will include all of your pre-writing and drafts of Paper 1 and the Annotated Bibliography, Tab 5 will include a folder with all of the prewriting and drafts for Paper 2 (including the final draft), and Tab 6 will include the final, typed drafts of your Reader's Journals for the entire term. 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 will receive a separate letter grade for Paper 2, which will count as 20% of your final grade. Paper 2 does not count towards the letter grade for your Final Portfolio, but you cannot submit the portfolio without submitting Paper 2. You should revise Paper 1 and the Annotated Bibliography for your Final Portfolio, and you can earn additional credit for your portfolio if these assignments are improved upon. This is separate additional credit than for the Rewrite Policy listed above. Students who were not eligible to submit rewrites are still allowed to revise Paper 1 and the Annotated Bibliography for the Final Portfolio. A direction sheet and the grading criteria for the Final Portfolio will be provided to students towards the end of the term. Late portfolios will lose a letter grade for each section (overall portfolio grade, Journals and Paper 2).

**Online Tools (MyWritingLab.com, *The Brief Penguin Handbook*, Pearson Writer, and Pearson Smart Thinking Tutors)**

In-class computer work is not collaborative, so please do not talk with other students during these sessions. If you are disruptive during this time, it will impact your class participation grade.

### **Digication Statement:**

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!

### **Tips for Students: How to Let Your Instructor Know You're Struggling**

If you're struggling and looking for some extra help in your courses, don't overlook the resource (sometimes literally) right in front of you. Your instructors are your best resource if you require extra help in the classroom. Utilize these tips, adapted from Dave Ellis' [\*Becoming a Master Student, 14th Edition\*](#), to help you express your struggles to your instructors. Once you let them know you're having difficulty, they will be able to help you get back on the path toward success in their course.

- **Start by Building a Relationship with your Professor** – At the beginning of the term, be sure to introduce yourself to your instructor. Speaking with your instructor can help you learn his or her teaching style and preferred method of communication, which will be useful if you need additional help in the course. Additionally, maintain the relationships that you've built with instructors, as they can be a great help throughout college and beyond.
- **Don't Wait Until it's Too Late** – If you recognize that you need additional help in a class, it's better to seek help from your instructor before it's too late. Your struggles will only increase as additional class work is assigned and the topics in the class become more in-depth, so get ahead of the situation.
- **Visit During Office Hours** – Instructors set aside this time for a reason, so put it to good use! Show up with questions or knowing what you need help with. For example, if you're struggling with exams, bring an old exam and discuss it with your professor, or if you're having trouble with writing papers, bring an outline or rough draft to review.
- **Ask Questions** – Ask questions during office hours or during class discussion. Instructors will be able to improve your understanding of course content if they know where you're getting confused. Additionally, asking questions shows interest in class discussions.
- **Show Interest in Class** – Show the instructor that you're trying. If you're struggling in class, the worst things you can do are to miss class or appear disinterested while you're there. Respond to questions, participate in class discussions, and appear interested. Your instructor will be more willing to provide you with extra help if they think you're putting in maximum effort. (pp. 21-22)

## **The Message**

As a student, you have a basic responsibility for your success. Our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

### **Set goals and evaluate them.**

Ask, "Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

### **Know what it takes to be successful.**

This is what it takes to be successful. Do them consistently!

- Attend class regularly.
- Complete all assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.
- Use college survival skills information.
- Participate in college life outside class.
- Request help when needed.

### **Know where to find help.**

- Your instructor
- Your advisor
- Counseling office
- A peer advisor & Class study groups (*What Works* by Hunter Boylan)

**English 096 Spring 2017: Tentative Student Course Outline**  
Subject to change by instructor

<b>Monday</b>	<b>Wednesday</b>
<p>1/23 - Course introduction/Diagnostic Essay/ Introduce Paper 1 topics</p>	<p>1/25 - <b>Introduce Paper 1</b> Paper 1 Pre-Writing</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Bring a list of 3 tentative topics for Paper 1</li> <li>• Purchase texts and required materials</li> <li>• Obtain student ID #</li> <li>• Set up TRCC e-mail account</li> <li>• Sign up for mycommnetaalert</li> </ul>
<p>1/30 - Paper 1 Group work – narrative pre-writing Mini-lessons: Summaries and outlines Sentence to paragraph Grammar Reading strategies <b>MRR chapter 6 quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Read <i>Making Reading Relevant</i> chapter 6, answer all the questions and study for the quiz</li> <li>• Read <i>Wide Awake</i>: Chapter 1 and outline in the “textbook notes” section of your notebook</li> </ul>	<p>2/1 – Syllabus review/ Course overview All Online Tools and Registration: The Penguin Handbook (online) MyWritingLab.com, Pearson Writer and Smart Thinking Tutors Sentence to paragraph/ Grammar Reading strategies <b>MRR chapter 2 quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1 Pre-writing due</b></li> <li>• Bring login information for TRCC and Pearson registration code</li> <li>• Read <i>Making Reading Relevant</i> chapter 2, answer all the questions and study for the quiz.</li> <li>• Read <i>Wide Awake</i>: Chapter 3 and outline in the “textbook notes” section of your notebook.</li> <li>• <b>Journal 1:</b> Wide Awake pp. 222-229 “A Forgotten Child Remembers: Reflections on Education” 1 paragraph summary; Read Critically #1-4; Respond Questions #1 (only a one paragraph response); Connection Questions # 1 (one paragraph with strong topic sentence)</li> </ul>

<p>2/6 – Review online registration  Paper 1 Drafting  Sentence to paragraph  Grammar  Reading strategies  Introduce Annotated Bibliography topic  Paper 1 Drafting  <b>MRR chapter 1 quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 1 Drafting – informal presentations</li> <li>• Bring a list of 10 tentative topics for Paper 2.</li> <li>• Read <i>Making Reading Relevant</i> chapter 1, answer all the questions and study for the quiz.</li> <li>• <i>Penguin Handbook</i>: Chapters 1 and 2 (highlight and take notes)</li> </ul>	<p>2/8 - Paper 1 Drafting – Presentations  Brainstorm topics for Annotated Bibliography  <b>MRR chapter 5 quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Read <i>Making Reading Relevant</i> chapter 5, answer all the questions and study for the quiz</li> <li>• Read <i>Wide Awake</i>: Chapter 6 and outline in the “textbook notes” section of your notebook</li> <li>• <b>Journal 2:</b> <i>Wide Awake</i> pp. 288-291 from “The Geography of Bliss: One Grump’s Search for the Happiest Places in the World” 1 paragraph summary; Read Critically 1-4; Respond Questions #2; Connection Questions #2 in a one paragraph response</li> </ul>
<p>2/13 – <b>Paper 1: Editing Workshop and Peer Review</b>  Lecture: Reading  Writing  <b>MRR chapter 8</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 1 typed draft due for Editing Workshop and Peer Review</li> <li>• Read <i>Making Reading Relevant</i> chapter 8, answer all the questions</li> <li>• <i>Penguin Handbook</i>: Chapters 3 and 4 (highlight and take notes)</li> <li>• MyWritingLab.com</li> </ul>	<p>2/15 - <b>Library Lesson - Meet in Library Annotated Bibliography</b> – directions  <b>Paper 1 Final Draft Due</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1 Final Draft</b>, in a folder with prewriting, peer draft workshop draft, all major revision drafts, and final draft</li> <li>• Read <i>Wide Awake</i>: Chapter 7 and outline in the “textbook notes” section of your notebook.</li> <li>• <i>Penguin Handbook</i>: Chapters 18 and 19 (highlight and take notes)</li> <li>• MyWritingLab.com</li> </ul>
<p>2/20 – No Class (holiday)</p>	<p>2/22 - <b>MRR chapter 3 quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Read <i>Making Reading Relevant</i> chapter 3, answer all the questions and study for the quiz</li> <li>• Find first source, print, staple and annotate the article.</li> </ul>

<p>2/27 - <b>MRR chapter 4 quiz</b>          MLA, Grammar, and Writing Process          Journal Workshop</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Read <i>Making Reading Relevant</i> chapter 4, answer all the questions and study for the quiz</li> <li>• Read <i>Wide Awake</i>: Chapter 8 and outline in the “textbook notes” section of your notebook</li> <li>• <b>Journal 3</b>: <i>Wide Awake</i> pp. 274-2281 “Online Learning and Non-Learning” 1 paragraph summary; Read Critically #1 - 4; Respond Questions #1 in 1- paragraph response</li> </ul>	<p>3/1 – Journal Workshop  <b>MLA Quiz</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Study for MLA Quiz:             <ul style="list-style-type: none"> <li>○ Penguin Handbook and Pearson Writer</li> <li>○ How to set up an essay in MLA format</li> <li>○ How to introduce an article and author into an essay in MLA format</li> <li>○ How to introduce a quote into an essay in MLA format</li> <li>○ MyWritingLab.com</li> </ul> </li> </ul>
<p>3/6 - Journal workshop - Large and small group Journal work  <b>Vocabulary Quiz – prefixes definition</b>          (MRR pp. 15)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Continue working on Paper 1 revisions</li> <li>• Journals 1-3 due typed and revised for Journal Workshop</li> <li>• Find second source, print, staple and annotate the article.</li> <li>• <i>Penguin Handbook</i>: Chapter 21 (highlight and take notes)</li> <li>• MyWritingLab.com</li> </ul>	<p>3/8 – <b>Midterm Journal Peer Review Vocabulary Quiz – prefixes T/F</b>          (MRR pp. 15)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Journals 1-3 due typed and revised for Midterm Journal Peer Review</li> <li>• Read <i>Wide Awake</i>: Chapter 2 and outline in the “textbook notes” section of your notebook.</li> </ul>
<p>3/13 – No Class (Spring Break)</p>	<p>3/15 – No Class (Spring Break)</p>
<p>3/20 - <b>Midterm Vocabulary Quiz – number and negative prefixes definition</b>          (MRR pp. 16)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1: Rewrite due</b></li> <li>• Journals 1-3 due typed for Midterm (in a folder)</li> <li>• Paper 2: tentative 3-part thesis statement</li> <li>• Find third source, print, staple and annotate the article</li> <li>• MyWritingLab.com</li> </ul>	<p>3/22 – <b>Lecture: Persuasive Appeals Vocabulary Quiz – number and negative prefixes T/F</b>          (MRR pp. 16)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Read <i>Wide Awake</i>: Chapter 5 and outline in the “textbook notes” section of your notebook</li> <li>• Find fourth source, print, staple and annotate the article</li> </ul> <p><b>Journal 4</b>: <i>Wide Awake</i> pp. 158-163 “The Biggest Losers &amp; the Lies They Feed Us”          Read Critically #1-4; Respond Questions #2</p>

<p>3/27 – <b>Introduce Annotated Bibliography Directions</b>  <b>Paper 2 Library Worksheet</b>  <b>Introduce Paper 2</b>  Review Writing Process  <b>Vocabulary Quiz – roots definition</b>  (MRR pp. 17)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Penguin Handbook (MLA)</li> <li>• Find fifth source, print, staple and annotate the article.</li> <li>• <i>Penguin Handbook</i>: Chapter 23 (highlight and take notes)</li> </ul> <p>MyWritingLab.com</p>	<p>3/29 - <b>Annotated Bibliography Drafting (Summaries)</b>  Research Workshop  Midterm Conferences  <b>Vocabulary Quiz – roots T/F</b>  (MRR pp. 17)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Finish the Library Lesson Assignment sheet</li> <li>• Read <i>Wide Awake</i>: Chapter 4 and outline in the “textbook notes” section of your notebook</li> <li>• <b>Journal 5:</b> <i>Wide Awake</i> pp. 190-193 “Why Earth Day Needs Regreening” 1-paragraph analysis; Read Critically #1-4; Respond Questions #1; Connection Questions #2 in 2-3 paragraph response</li> </ul>
<p>4/3 – <b>Annotated Bibliography Drafting (Reflection/MLA Format)</b>  Midterm Conference  Ideology Profiles  <b>Vocabulary Quiz – Roots definition</b>  (MRR pp. 18)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Revise Annotated Bibliography Summaries</li> <li>• Revise all journals for the Final Portfolio</li> <li>• MyWritingLab.com</li> </ul>	<p>4/5 – <b>Annotated Bibliography Drafting (Information Literacy Questions)</b>  Midterm Conference  <b>Vocabulary Quiz – roots T/F</b>  (MRR pp. 18)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Annotated Bibliography Analysis</li> <li>• Revise Annotated Bibliography Reflection/MLA format paragraphs.</li> </ul>
<p>4/10 - Lecture: Reading/Writing  Paper 2 presentations (library worksheet)  <b>Vocabulary Quiz – roots definition</b>  (MRR pp. 19)</p> <p>Due:</p> <p>Annotated Bibliography (Information Literacy Questions)</p> <ul style="list-style-type: none"> <li>• Revise Annotated Bibliography Analysis paragraphs.</li> <li>• MyWritingLab.com</li> </ul>	<p>4/12 - <b>Annotated Bibliography: Editing and Peer Review</b>  Paper 2 outlining workshop  Paper 2 presentations (library worksheet)  <b>Vocabulary Quiz – roots T/F</b>  (MRR pp. 19)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Revise Annotated Bibliography for peer review – bring typed copy for peer review</li> <li>• <b>Journal 6:</b> <i>Wide Awake</i> pp. 182-187 “From Al Gore’s Nobel Peace Prize Acceptance Speech” Read Critically #1-4; Respond Questions #1; Connection Questions #2 in 1-page response</li> </ul>

<p>4/17 – <b>Annotated Bibliography Final Draft</b>  Paper 2 outlining workshop  Paper 2 presentations (library worksheet)  <b>Final Vocabulary Quiz</b> (MRR pp. 16-19)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Annotated Bibliography Final Draft Due</b> in folder with annotated articles</li> <li>• <b>Paper 2 typed outline</b></li> <li>• MyWritingLab.com</li> </ul>	<p>4/19 – <b>Final Portfolio Overview</b>  Paper 2 drafting/revising  Paper 2 presentations (library worksheet)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 2 rough draft (typed)</li> <li>• Continue revising Paper 2 outline</li> <li>• MyWritingLab.com</li> </ul>
<p>4/24 – <b>Final Portfolio Directions/Overview/Rubric</b>  <b>Paper 2: Editing Workshop</b>  <b>Mock Exit Exam</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 2 typed outline due</li> </ul>	<p>4/26 – <b>Peer Review: Journals</b>  Paper 2 revising workshop</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 2 typed and edited draft for feedback</li> <li>• Journals 1-6 typed and edited for Peer Review</li> <li>• MyWritingLab.com</li> </ul>
<p>5/1 – <b>Paper 2: Peer Review Workshop</b>  Final Portfolio Drafting</p> <p>Due:</p> <ul style="list-style-type: none"> <li>• Paper 2 typed and edited draft due for Peer Review</li> <li>• MyWritingLab.com</li> </ul>	<p>5/3 - <b>Portfolio Peer Review with Rubric</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Final Portfolio for Peer Review</b></li> </ul>
<p>5/8 - <b>Paper 2: Revision Workshop</b>  Review: Reading/Writing portion of Exit Exam</p> <p>Due: Paper 2 Revision Workshop Draft with outline</p>	<p>5/10 - <b>Final Portfolios Due (including Paper 2 Final Draft)</b>  <b>Exit Exam</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>• <b>Final Portfolios Due (including Paper 2 Final Draft)</b></li> </ul>
<p>5/15 - Exit Conferences</p>	

**This syllabus and course outline is subject to change by the instructor.**

“Practice, practice, practice writing. Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistakes and then seeing where you went wrong.”

- Jeffrey A. Carver