

Syllabus – Fall 2014

TLC English

Instructor: Gerry Fuhrmann
Meets: Mon/Wed 10:00 – 12:00 in B116
E-mail: gfuhrmann@trcc.commnet.edu

Required Texts:

Henry, D.J. Writing for Life: Sentences and Paragraphs. New York: Pearson Longman, 2014.

Required Supplements:

2 folders with pockets (for handouts, and Portfolio)
A notebook (for Writer's Journal)
A method for backing up your work on a computer
A three ring binder (for your text and loose leaf paper)

Important Dates:

Feb. 9: Class Begins
March 9: No class, Spring Break
March 9: No class, Spring Break
March 18: Midterm Exam
April 6: No Class, Easter Break
May 6: Portfolio Due
May 13: Last Class, Final Exam

- Be prepared to share all writing assignments with the class.
- Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.
- If you are absent you must ask instructor for any handouts missed at the next class period.

Course Description:

The *TLC English* course will focus on leading students from the sentence to the paragraph. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting and refining ideas. Within this context, word, sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas. The primary goal of the English course will be to prepare students for placement into ENG096.

*COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.

Writer's Journal

You will complete a series of writing assignments which will periodically be collected to hand in. Your Writer's Journal will be a series of responses from readings as well as in writing exercises. Final drafts should be typed and will include a variety of organizational patterns increasing in length from simple sentences (in the beginning of the semester) to full paragraphs with complex-compound sentences (towards the middle and end of the semester). As a writer, you will be expected to employ a wide range of writing strategies, from pre-writing to drafting and editing. The Writer's Journals will serve as the basis for our in-class writing workshops, in which you will edit your own work and the work of your classmates. In addition, you are expected to revise your Writer's Journals with a tutor in The Writing Center, before handing in your final drafts at the end of the semester. Your final drafts will count as 25% of your final grade.

Portfolio

Towards the end of the semester you will showcase your work to date. Your portfolio of writing will include four parts: A class performance self-assessment, a Writer's Journal reflection, Writer's Journal entries to date, and revised "Workshop" paragraphs to date. Note: "Workshops" are paragraphs that your instructor will assign that teach you a step by step process for writing using the patterns of organization (i.e. description, narration, process, example, classification, comparison/contrast, definition, cause/effect, persuasion, etc.).

LEARNING OUTCOMES

Upon successful completion of TLC, students should be able to:

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- develop an awareness of their role as authors in the process of writing
- write responses both sentence and paragraph format based on ideas developed from assigned academic readings and in-class discussions
- develop proficiency in expressing ideas in correct, complete sentences and in coherent paragraphs
- recognize and fix common grammatical and sentence-level errors
- develop and use writing and speaking vocabularies

Demonstrate information literacy

- understand how and why outside sources are utilized in academic writing
- develop an understanding that information should be evaluated for accuracy and validity
- learn and employ strategies for avoiding plagiarism

Grading:

The final grade will be a Pass/Fail, but assignments will be returned periodically throughout the semester with a letter grade A – F to help give you an idea of how you are progressing so far.

- ❖ **Students need to earn a "C" or better to pass this course. You may not progress to ENG 096 without successfully passing this course.**

Grading is based on:

Class Participation.....20%

Participation is extremely important because we learn from each other. Participation includes:

- Completed text assignments (“Practices” and “Workshops”)
- Quizzes
- Attending all classes and participating in class discussions,
- Small and large group work,
- In class writing,
- Coming to class prepared by reading all assigned work and doing assignments on time.

Writer’s Journal..20%

Portfolio.....30%

Midterm15%

Final exam.....15%

- A = 93 -100
- A - = 90 - 92
- B + = 87 - 89
- B = 83 - 86
- B - = 80 - 82
- C + = 77 - 79
- C = 73 - 76
- C - = 70 - 72
- D + = 67 - 69
- D = 63 - 66
- D - = 60 - 62

Attendance:

- ✓ **Students are expected to attend all classes.** If a student misses a class, it is the student’s responsibility to find out any missed assignment(s), do the class work and be prepared for the next class.
- ✓ **Class begins promptly, so don’t be late or leave early.**

Late Work:

Work is due on the dates stated in the course outline or by instructor.
Late work (anytime after the end of class) will receive a grade penalty.

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.

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college’s Disability Service Providers as soon as possible:

Contact Information for Disability Service Providers	
Matt Liscum mliscum@trcc.commnet.edu 860.215.9265 Office A124	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health
Chris Scarborough (part-time) cscarborough@trcc.commnet.edu 860.215.9289 Office A119D	<ul style="list-style-type: none"> • Learning Disabilities • ADD • Autism

The Writing Center/TASC

Room C117 (next to the Library).

(860) 215-9082 or (860) 215-9082

TASC@threeivers.edu or TRWritingCenter@threeivers.edu

Technology:

Turn off your cell phone or other electronic equipment.

All writing assignments to be handed in should be typed and double spaced.

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 and at the office 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, receive an "F" grade for the course.

Weather Cancellations:

Call (860) 886-0177 or go online to: www.trcc.commnet.edu.

Our Classroom

Think of this class as a writing workshop: A place where we meet to write, to talk about 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 may 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.

The Message

As a student, you have 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, 2002)

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

“Our lives begin to end the day we become silent about things that matter.”
-Dr. Martin Luther King Jr.