COURSE SYLLABUS
English 100: The Reading-Writing Connection
Spring 2007
Three Rivers Community College
Colleen Allen Sebastian

Prerequisites:
Consent of the instructor is required for enrollment in this course. Consent is usually given if students have completed ENG 094 or have achieved a satisfactory placement test score. Students who have successively passed ENG 101 are not given consent.
PLEASE NOTE: STUDENTS MUST EARN A GRADE OF C OR BETTER IN ORDER TO MEET THE PREQUISITE FOR ENG 101.

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 in preparation for ENG K101 and other courses requiring critical reading, writing, and thinking skills. This course is not open to students who have completed ENG K101.

Learning Outcomes:
Upon successful completion of ENG 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 the reading and writing process
- Generate an outline
- Defend their assessments of the accuracy and value of what is being read
- Employ effective revision strategies

SYLLABUS-THEMATIC/RHETORICAL APPROACH:

This syllabus is organized primarily around a thematic approach; however, included with each theme is a rhetorical mode that the essays on the *theme* illustrate. Of course, I may modify the syllabus by deleting the rhetorical introductions and *supplementing the* units with additional selections (by professional or student writers) on the theme for each week.

WEEK ACTIVITIES

1 The Writing Process

Chapter 1: Reading to Write: How to Use This Book
Chapters 2-5: The Writing Process
Writing Activity: Diagnostic Essay

2 Autobiography

Using Description: Introduction to Chapter 7
Family Relationships:
"Only Daughter," Sandra Cisneros
"Words Left Unspoken," Leah Hager Cohen
"The Way to Rainy Mountain," N. Scott Momaday
"Two Ways to Belong in America," Bharati Mukherjee
"Suicide Note," Janice Mirikitani
Writing Assignment: Essay on a Family Relationship

3 Autobiography

Using Narration: Introduction to Chapter 6
Life Lessons:
"Shooting an Elephant," George Orwell
"Once More to the Lake," E. B. White
"The Catbird Seat," David J. Birnbaum
"My First Conk," Malcolm X
"Strange Tools," Richard Rodriguez
Writing Assignment: Essay on an Epiphany
PEER EDITING WORKSHOP

4 Education

Using Exemplification: Introduction to Chapter 8
"Indian Education," Sherman Alexie
"The Human Cost of an Illiterate Society," Jonathan Kozol
"Brains versus Brawn," Mark Cotharn
"College Pressures," William Zinsser
"What I Learned (and Didn't Learn) in College," Josie Martinez
Writing Assignment: Essay on Education

5 Language and Communication

Using Cause and Effect: Introduction to Chapter 10
"Mother Tongue," Amy Tan
"Sex, Lies, and Conversation," Deborah Tannen
"The Power of Words in Wartime," Robin Tolmach Lakoff
"The Wife-Beater," Gayle Rosenwald Smith
"What Is a Weblog?," Rebecca Blood
Writing Assignment: Essay on Language and Communication

6 The World of Work

Using Process: Introduction to Chapter 9
Job Application Letter, Kristy Bredin

"My Mother Never Worked," Bonnie Smith-Yackel
"Playing by the Rules," Daniel Gross
"The Peter Principle," Laurence J. Peter and Raymond Hull
"Midnight," Grace Ku
"What Work Is," Philip Levine
"Down and Out in Discount America," Liza Featherstone
Computer-Assisted Revising
DEMONSTRATION AND EXERCISES
Writing Assignment: Essay on a Work Situation
PEER EDITING WORKSHOP

7 Midterm Week

Midterm Examination
Midterm Conferences

8 Men and Women

Using Comparison and Contrast: Introduction to Chapter 11
"I Want a Wife," Judy Brady
"The Men We Carry in Our Minds," Scott Russell Sanders
"A Peaceful Woman Explains Why She Carries a Gun," Linda M. Hasselstrom
"Why Boys Don't Play with Dolls," Katha Pollitt
"Declaration of Sentiments and Resolutions," Elizabeth Cady Stanton
"The Storm," Kate Chopin
Writing Assignment: Essay on Men and Women

9 Prejudice and Stereotypes

Using Classification and Division: Introduction to Chapter 12
"Finishing School," Maya Angelou
"The 'Black Table' Is Still There," Lawrence Otis Graham
"Just Walk On By: A Black Man Ponders His Power to Alter Public Space," Brent Staples
"The Untouchable," Ajoy Mahtab
"What's in a Name?," Henry Louis Gates Jr.
"Traditional Mother and Father: Still the Best Choice for Children," Tom Adkins
"Laws Should Support Loving Households, Straight or Not," Becky Birtha
"On Dumpster Diving," Lars Eighner
Writing Assignment: Essay on Categories That Limit and Stereotype

10 Perception and Reality

Using Definition: Introduction to Chapter 13
"Star-Spangled Stupidity," Dick Teresi
"The Embalming of Mr. Jones," Jessica Mitford
"Swollen Expectations," John De Graaf et al.
"The Dog Ate My Disk and Other Tales of Woe," Carolyn Foster Segal
"The Ways We Lie," Stephanie Ericsson
Writing Assignment: Essay on Deception or Serf-Deception

11-12 Argumentation: Effecting Change

Using Argumentation: Introduction, Induction, and Deduction: Introduction to Chapter 14

"The Declaration of Independence," Thomas Jefferson
"Who Killed Benny Paret?," Norman Cousins
"Get It Right: *Privatize* Executions," Arthur Miller
"Television: The Plug-In Drug," Marie Winn
"Letter from Birmingham Jail," Martin Luther King Jr.

Writing Assignment: Essay Arguing for a Change

13 Argumentation: National ID Cards*

Using Argumentation*:* Dealing with Opposition and Recognizing Logical Fallacies: Chapter 14

"The Threat of National ID," William Safire
"Why Fear National ID Cards?," Alan M. Dershowitz

End-of-Semester Conferences

Writing Assignment: Draft of Essay on Defending a Cause or Position

PEER EDITING WORKSHOP

14 Argumentation: Media Violence

In-Class Debates

"Sizing Up the Effects," Sissela Bok
"Violent Media Is Good for Kids," Gerard Jones
"Memo to John Grisham: What's Next—A Movie Made Me Do It'?," Oliver Stone
"Violent Films Cry 'Fire' in Crowded Theaters," Michael Zimecki

Writing Assignment: Completed Essay on Defending a Cause or Position

Final Examination

*Alternatively, the unit could focus on the draft or on the controversy over Wal-Mart's labor practices. Students could read the essays in the debates "Should the Draft Be Reinstated in the United States?," or "Is Wal-Mart Good for America?"

Instructional Materials:

- Kirszner and Mandell. *Patterns for College Writing.* St. Martin's. 2004.
- Albom, M. *Tuesdays with Morrie.* NY: Broadway Books. 1997.
- Hacker. *A Writer's Reference.* Bedford/St. Martin's, 2003. Or any other handbook.
- A Dictionary
- Additional reading will be discussed and determined.

Course Requirements:

I. Preparation, attendance and participation

Students are required to be prepared before coming to class, attend class regularly, and actively participate in discussion. Only legitimate excuses are accepted. Of you have to miss a class, you are required to provide proof of cause and you should return to class with all assignments completed. An extensive number of absences will result in an "F" grade.

II. Reading and Writing Assignments

All assignments should be completed in a timely manner. Deadlines are strictly followed. No late papers or assignments will be accepted unless dire circumstances exist, this accommodates you and I for the betterment of your future success, I want you to do well, that is why I am here.

Academic Honesty:
Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated ruled of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of the course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance submitted or performed by a person other than the student under whose name the work is submitted or performed.

Cell Phones:
Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

Disabilities Statement:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disabilities Counseling Services at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

College Withdrawal Policy:
A student who finds it necessary to discontinue a course once class has met must provide written notice to the Registrar. Withdrawal forms are available at the Registrars on all campuses. Non punitive "W" grades are assigned to any withdrawal requested before various unrestricted withdrawal deadlines listed in the calendars published in front of each session's course listings. Withdrawal requests received after these deadlines must bear instructor's signatures. 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.