

ENGLISH 100 SYLLABUS SPRING 2007
READING-WRITING CONNECTION

CRNS 10648 AND 10485

Three Rivers Community College
MOHEGAN CAMPUS

Laurie Cheslak's office phone: 886-0177, ext. 2178

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APPOINTMENT

Laurie Cheslak's E-mail address:

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3 SEMESTER HOURS CREDIT

"... you know what really gives you
satisfaction... offering others what you have to
give." Morrie Schwartz

Revised January 2007

PREREQUISITES

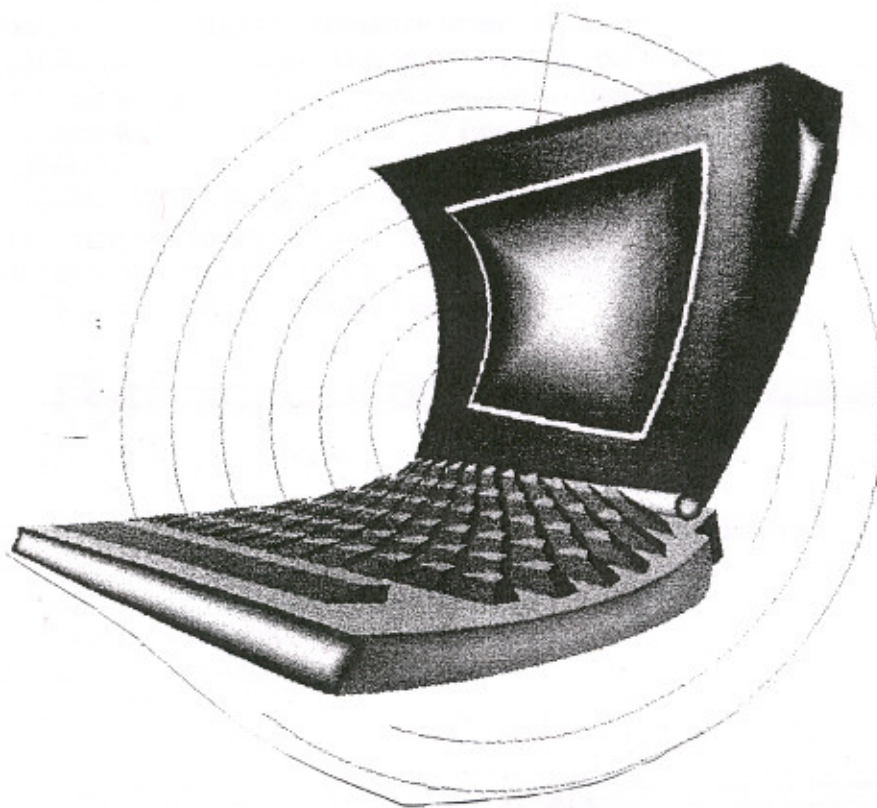
- All students must have successfully completed developmental courses or have a suitable placement test score indicating ENG*K100 or completion of ENG*K094 with a "C" grade or better.

COURSE DESCRIPTION

- This course emphasizes the close relationship between writing and critical reading. Designed to encourage higher levels of thinking, the course combines the reading, writing, and critical thinking processes on essays and articles written by contemporary and classical writers. Emphasis is placed on critical reading skills. Students enrolled in this course can expect regular reading and writing assignments. Compositions will be assigned in response to the reading. This

<http://home.comcast.net/~lauriecheslak/lkhtml.html>

8/16/2006



course is preparation for ENG* 101 and other courses requiring critical reading, writing, and thinking skills. This course is NOT open to students who have completed ENG*101. You must complete the course with a "C" grade or better to receive 3 semester hours credit.

COURSE OBJECTIVES


- The students who carefully and thoroughly complete the requirements of the course will acquire the following skills:
 1. Students will recognize various types of essays and will be able to read and write more effectively.
 2. Students will recognize and use *common critical thinking patterns in reading and writing*.
 3. Students will be able to formulate logical inferences.
 4. Students will recognize and use figurative language.
 5. Students will use prior knowledge to defend their interpretation of an author's purpose and intended audience.
 6. Students will be able to defend their assessment of the accuracy and value of what is read.
 7. Students will recognize how words can make positive or negative impressions on the reader and will use this tool in their own writing.
 8. Students will be able to summarize written materials.
 9. Students will extend their reading and writing vocabulary.
 10. Students will use a variety of reading and writing strategies.
 11. Students will be better prepared for English 101 and other courses in which writing is important.
 12. Students will recognize the connection between the reading and writing process and will use this knowledge to further their learning.
 13. Students will employ effective revision strategies.
 14. Students will generate graphic organizers.

INSTRUCTIONAL MATERIALS

- Text: Interactions 6th Edition by Ann Moseley and Jeanette Harris
Dictionary
Diana Hacker's Writing Handbook 5th Edition
Looseleaf notebook (with colored tabs) and paper
book: Tuesdays with Morrie by Mitch Albom
Composition booklet

EVALUATION PROCEDURES

- Achievement of All of the following criteria is required:
 1. Complete all reading and writing assignments ON TIME.
 2. Contribute regularly to class discussion.
 3. Adhere to the attendance policy.
 4. Maintain a notebook as instructed (class note-taking will be reviewed by Mrs. Cheslak).



EXPLANATION OF CRITERIA FOR EVALUATION OF READING/WRITING ASSIGNMENTS

- Reading assignments should be completed before the class for which they are assigned. Effective class discussion is not possible unless the reading has been completed. Likewise, writing assignments should be completed by the DUE DATE.

If the student has sufficient reason, LATE WRITING ASSIGNMENTS, WITH A LETTER GRADE, WILL BE ACCEPTED UP TO ONE CLASS AFTER THE ORIGINAL DUE DATE. HOWEVER, THEY WILL BE MARKED DOWN ONE LETTER GRADE. Likewise, tests and quizzes that must be made up will have an automatic 5 point penalty deducted from the score.


Students must complete all papers and tests to receive any passing grade (which must be a "C" or above).

Homework assignments are given to aid the student in mastering important concepts. HOMEWORK ASSIGNMENTS ARE TO BE TURNED IN THE DATE THEY ARE DUE. YOU WILL HAVE UP TO THREE ASSIGNMENTS ACCEPTED LATE AND STILL HAVE THE THREE ASSIGNMENTS RECEIVE FULL CREDIT. AFTER 3 LATE ASSIGNMENTS, THE LATE ASSIGNMENTS WILL RECEIVE NO CREDIT.



CLASS DISCUSSION

- Frequent, thoughtful participation is expected of all students. In general, a student should plan to spend a minimum of one hour in preparation for each class hour so that participation is maximized.



ATTENDANCE POLICY

- Consistent attendance is crucial to success. Students are expected to attend every class. An absence will significantly lower the student's grade. If absent, the student should return to class with all assignments COMPLETED. There is no excuse for not knowing what occurred in the class (note evaluation procedures for more information).
IF YOU ARE LATER THAN 15 MINUTES TO CLASS YOU ARE COUNTED ABSENT. IF YOU LEAVE CLASS MORE THAN 15 MINUTES EARLY, YOU ARE COUNTED ABSENT. YOU HAVE UP TO 3 ABSENCES AND THEN YOUR PARTICIPATION POINTS WILL BE DEDUCTED.



NOTEBOOK

- A notebook will be maintained by each student for the purpose of recording in-class summaries,

answers to questions proposed in class, and other writing activities assigned by the instructor. The notebook will be brought to each class (note evaluation procedures).



GRADE COMPUTATION

- The following is a general breakdown of the final grade:

2 exams 15pts/exam 30%

2 formal pieces of writing 30%

Class participation/attitude 10%

Written in-class and at-home assignments 30%



DISABILITIES STATEMENT

- If you have a hidden or visible disability which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Student Development Office. Staff who will help you in this office include: Chris Scarborough, Learning Specialist; Judy Hilburger, Disabilities Advisor; Gayla Holmes, head of Admissions/counseling



GRADING SYSTEM

- A, A-, B+, B-, C+, C-, D+, D, F
- NUMERICAL COMPONENTS
- A 94-100
A- 90-93
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
F 0-62



PLAGIARISM

- Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Whether it be conscious or unconscious, plagiarism is a serious academic crime. Your writing for this course is expected to be original; the product of your own thinking. Plagiarism will result in your

failing the course.



REVISIONS TO SYLLABUS

- The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.



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 Registrar's Office on both campuses and the office at the Subase. Nonpunitive "W" grades are assigned to any withdrawal requested before the 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 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.

REMEMBER THAT ALL LATE PAPERS WILL BE GRADED AT THE TEACHER'S LEISURE. ALL LATE PAPERS WILL GO IN THE "LATE" FOLDER AND THE GRADE WILL BE LOWERED.

Make one copy of all written work you hand in. Your grade status will be given to you several times throughout the semester.



CELL PHONES

- Students are notified that cellular phones and beepers are to be turned off or in the silent mode when you are in a classroom setting (in the classroom or computer lab).



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TENTATIVE READING/WRITING SCHEDULE/ASSIGNMENTS(BRIEF)

T JAN 23

CLASS 1 Theme "Self with Work"

COURSE OVERVIEW

WRITING SAMPLE EXPLAINED

Assignments: READ Interactions pp.314-322; Tuesdays with Morrie pp.123-129; ALL Tuesdays with Morrie for TH FEB 1

WRITE typed writing sample for needs evaluation (see Interactions p.323)"WRITE" for complete directions) 5 POINTS

TH JAN 25

CLASS 2 Theme "Self with Work"

Peer Edit writing sample

Class analysis of Interactions pp.314-322/Tuesdays pp.123-129

Reading response/quiz modeled/explained

Forced Analogy-mental exercise-Critical Thinking explained

Assignment/point breakdown handout

Heritage Board Explained/Example

Assign: READ all Tuesdays... for TH FEB 1

CREATE begin creating Heritage Board/reading response#3 for TH FEB 22

T JAN 30

CLASS 3 Theme "Self with Work"

WebCT reading response quizzes/paragraphs explained

Tuesdays with Morrie Note-taking

Assign: READ-continue to read all of Tuesdays...for TH FEB 1

READ continue to read Interactions pp.314-322

TH FEB 1

CLASS 4 Theme "Self with Work"

Dr. Christie Chiekezie "Work Outlook in CT" CONFIRMED!

Review Interactions pp.314-322 ;compare to Chiekezie's work outlook info

Forced Analogy/Tuesdays All read discuss

Assign: READ Interactions pp.273-283

TYPE your answers to take-home quiz/reading response #1

pp.273-283 -5 POINTS

BEGIN CREATING RESPONSE #3 HERITAGE BOARD FOR TH FEB.22

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T FEB 6

CLASS 5 Theme "Self with Society"

Review Interactions pp.273-283, 314-322;Tuesdays 123-129;reading response/quiz #1

Heritage board/reading response#3 discuss (TH FEB22)

Video snippets: Tuesdays with Morrie/Nightline Interviews:Koppel/Schwartz

Forced Analogy

Literature Element:**MAIN CHARACTERS**

Assign:READ Interactions pp. 334-345;Tuesdays pp.39-47/100-113;MIDTERM T MARCH 13

TH FEB 8

CLASS 6 Theme "Self with Society"

Review Interactions pp. 334-345;Tuesdays 39-47/100-113

Video snippets:Tuesdays/ Nightline

Forced Analogy

Assign:READInteractions pp. 349-359;Tuesdays pp.48-54/152-

159;HERITAGE BOARD DUE TH FEB.22;MIDTERM T MARCH 13

T FEB 13

CLASS 7 Theme "The Self"

Review Interactions pp.349-359;Tuesdays pp.48-54/152-159

Preview 5 point reading response/quiz #2 about past 4 readings

Writing Process : **THESIS/INVENTION**

Literature Elements :**FIGURATIVE LANGUAGE**

Forced Analogy

Assign:READ Interactions pp.17-21;Tuesdays pp.1-17

TYPE 5pt take-home quiz/reading response #2 concerning "Indian Ed", "Scholarship Jacket", "Anonymous Victims", "Citizenship Boom", "Coming to America"

CREATE HERITAGE BOARD FOR TH. FEB 22.

MIDTERM GIVEN T MARCH 13

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TH FEB 15

CLASS 8 Theme "The Self"

Review Interactions past 4 readings/Tuesdays pp.1-17 & reading response
/quiz #2

Thesis/Invention related to Interactions & Tuesdays readings

Video snippets:Tuesdays/Nightline

Forced Analogy

Literature element:**SETTINGS**

Assign:READ Interactions pp.55-60; Tuesdays pp. 18-38/69-72;HERITAGE
BOARD DUE TH FEB 22

NO CLASSES MONDAY, FEB. 19—PRESIDENT'S DAY

T FEB 20

CLASS 9 Theme "Self with Family"

Review Interactions pp.55-60;Tuesday pp. 18-38/69-72

Video snippets:Tuesdays/Nightline

Forced Analogy

Literature element:**SUPPORTING CHARACTERS**

Assign:READ Interactions pp.112-127;Tuesdays pp.88-99

TYPE/CREATE heritage board/reading #3 to Interactions pp.112-127 for TH
FEB 22

REVIEW for **exam 1** T MARCH 13

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TH FEB 22

CLASS 10 Theme "Self with Family"

READING RESPONSE #3/HERITAGE BOARD SHARE

Assign:READ Interactions pp.128-137;Tuesdays pp.73-79

TYPE reading response/take-home quiz#4 5 POINTS

MIDTERM T MARCH 13

T FEB 27

CLASS 11 Theme "Self with Family"

Forced Analogy

Review Interactions pp.128-137; Tuesdays 73-79

Class chart PRO/CON views "Affect of Parentless Families on

Society"(INVENTION)

Writing Process:**THESIS/INVENTION to OUTLINING** modeled

REFUTATION: PINK pak; Hackers Handbook sections C "Arguments"

Assign:Pro/Con groups TYPE thesis/clustering(invention) writing process

step 1 for "The Affect of Parentless Families on Society" computer lab _____

SKIM:pink refutation pak

READ:Interactions pp.128-137, Tuesdays pp.73-79;Hackers Handbook C1a-c

MIDTERM T MARCH 13

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TH MARCH 1

CLASS 12 Theme "Self with Family"

Forced Analogy

Group thesis/clustering continued/completed TODAY in computer lab _____

OUTLINING writing process step 2 modeled

Assign: READ pink refutation pak/Hackers pp.C1-d;MIDTERM MARCH 13

T MARCH 6

CLASS 13 Theme "Self with Family"

Groups type/complete outline for "The Affect of Parentless Families on Society" in computer lab _____ DUE TODAY

Assign: Complete outline draft 1 "The Affects of Parentless Families on Society" today; MIDTERM MARCH 13

TH MARCH 8

CLASS 14 Theme "Self with Family"

Forced Analogy

OUTLINING TO ESSAY WRITING writing process step 3;Hacker

Handbook C4a-e

Assign: groups complete essay draft 1 "The Affects of Parentless Families on Society" for T MARCH 27

READ: Hacker C4a-e; MIDTERM MARCH 13

T MARCH 13

CLASS 15

EXAM 1 ADMINISTERED(COVERS ALL WRITING/READING ASSIGNMENTS FROM TUESDAY JAN.23 -- TODAY

TH MARCH 15

CLASS 16 Theme "Self with Family"

Forced Analogy

"Successful Presentations" Cheslak ppt pres.

Assign: READ Hackers C2a-c

SPRING BREAK MARCH 18-25 NO CLASSES IN SESSION

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T MARCH 27

CLASS 17 Theme "Self with Family"

Forced Analogy

Groups revise/edit essay draft 1 type essay draft 2 "The Affect of Parentless Families on Society" in computer lab room _____

Groups practice presenting Pro/Con views of "The Affect of Parentless Families on Society" for GROUP PRESENTATIONS TH MARCH 29!!

Assign: be ready for group presentations

TH MARCH 29

CLASS 18 Theme "Self with Family"

Pro/Con Group Refutations "The Affect of Parentless Families on Society"

PRESENTATIONS GIVEN TODAY -15 points

Assign: READ Interactions PP.500-514 ;think **THEMES**

READ Tuesdays with Morrie pp. 160-192

TYPE last reading response/take last quiz #5 5POINTS

T APRIL 3

CLASS 19 Theme "Self with Heroes"

Forced Analogy

Analyze Interactions pp. 500-514; Tuesdays pp.160-192 reading response /quiz #5 5POINTS DUE TODAY

Assign: READ pp.470-472,491-498;think **THEMES/HEROES**

TH APRIL 5

CLASS 20 Theme "Self with Heroes"

Forced Analogy

Analyze Interactions pp. 470-472,491-498

PLOT green pak pp.2/5/18-20 defined/examples/in readings

Tuesdays... Book Review requirements; **THESIS** examples red pak pp.19-

23/Hackers Drafting ;green pak pp.13-14 **INVENTION** examples

Literature elements reviewed Green pak

Assign: Type Tuesdays with Morrie thesis/invention(clustering);note

Interactions readings literature elements compare/contrast with Tuesdays with Morrie's literature elements

FRIDAY, APRIL 6-SUNDAY, APRIL 8 SPRING RECESS—NO CLASSES

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T APRIL 10

CLASS 21 Theme "Self with Heroes"

Forced Analogy/STUDENTS CHOOSE LAST 3 READINGS

Peer review book review thesis/clustering invention

Review literature MAIN CHARACTERS (readings/Tuesdays)green pak pg.1

INVENTION TO OUTLINING book review requirements

Assign: READ Hackers C1-d, green pak pp. 17-23 for outline info,

Preview/annotate Interactions pp. 486-490

TH APRIL 12

CLASS 22 Theme "Self with Heroes"

Forced Analogy

Begin creating/typing **BOOK REVIEW OUTLINE** in computer lab
room_____

DUE T APRIL 17

Assign:TYPE Tuesdays with Morrie book review outline draft 1 for

T APRIL 18

READ green pak pg.2 "**Main Characters/Supporting Characters**" related
to Tuesdays with Morrie and Interactions readings

T APRIL 17

CLASS 23 Theme "Self with Heroes"

Peer edit book review outlines

Literature Element :**MAIN/SUPPORTING CHARACTERS** related to
Interactions readings/Tuesdays with Morrie

Begin typing book review essay in computer lab_____

Assign: TYPE begin book review essay draft 1 with main/support character
passages

TH APRIL 19

CLASS 24 Theme "Self with Heroes"

Literature Element: **FIGURATIVE LANGUAGE** green pak pp.2,3,7-12

Forced Analogy

Blues Travelers video=extended metaphor

Assign: Complete **book review essay draft 1 with quoted passage for
support DUE T APRIL 24**

T APRIL 24

CLASS 25 Theme "Self with Heroes"

Forced Analogy

Peer review book review essay draft 1

Literature Element:**SETTING** green pak/passages supporting
from Tuesdays/Interactions readings

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T APRIL 24 CONTINUED ;CLASS 25
CONFERENCES

Assign: Complete final revised outline 2 /essay draft 2 for TH MAY 3
PRACTICE giving 3-5 minute book review presentation

TH APRIL 26

CLASS 26 Theme "Self with Heroes"
CONFERENCES

Assign: Complete book review writing process/folder for TH MAY 3
presentation 15PTS

T MAY 1

CLASS 27 Theme "Self with Heroes"
CONFERENCES

Assign: Complete book review writing process/folder for TH MAY 3
presentation 15 PTS

TH MAY 3

CLASS 28 Theme "Self with Heroes"

BOOK REVIEW PRESENTATIONS 15 POINTS

**ALL WORK DUE/WORK HANDED IN AFTER MIDNIGHT TONIGHT
WILL BE SHREDDED**

Prepare for final exam

T MAY 8

CLASS 29

English 100 review(from exam 1- present) for EXAM2 ADMINISTERED M
DEC 18 OR CONFERENCE DAY

Assign: study for exam

TH MAY 10

CLASS 30

**FINAL EXAM; LAST OF CORRECTED WORK RETURNED TO
STUDENTS (YOU MUST TAKE THE FINAL EXAM TO PASS THE
CLASS)**

Thank you for a wonderful semester! I've learned a lot sharing each class with
you!!!

MAY 25 STUDENT GRADES WILL BE AVAILABLE ON THE WEB!!!!

Response writing may be new to you. I want the "I" in your writing. I want your analysis, opinions and supporting details from Interactions and Tuesdays with Morrie. In the past, students have compared what they have read to their own experiences and opinions, and gave examples to support their thinking. The key to doing well in such writing is being specific, giving examples, and supporting your comments with evidence. Response writing is not a summary. To begin sentences, students in the past have used:

I agree. . .
I think. . .
I believe. . .
In my opinion. . .

Response papers consist of **one-sided, full page reflections** that are written reactions to the issues discussed in the Interactions and Tuesdays with Morrie reading assignments. The purpose of the reading response papers are: to provide opportunities for you to reflect and clarify your thinking regarding reading and writing as related to the text and Tuesdays with Morrie's discussed issues, to share your experiences and insights with your classmates and teacher.

All writers write because they have a purpose, audience, and thoughts they want to communicate with others. All readers read written genre because they want to understand, consider and read what authors are communicating to them. This is one of your opportunities to "be heard" in written form.

Include at least one quote from Interactions or Tuesdays with Morrie. Be specific and give examples to support your points. These papers are worth 3 points each. Your reading response semester assignments are the 13th and 14th pages of the syllabus pak. You will also find the reading response current assignment on WebCt.

Reading Response Heritage or Literacy Boards (Response #3)

ONE EXCEPTION to the above reading response requirements, is reading response #3, your **Heritage Board/Literacy Board**. This assignment is your opportunity to **share either your family's pictorial and written heritage genre, in the form of a Heritage Board OR share your family's literacy heritage in the form of a Literacy Board**. The purpose of this response is for you to share your family's pictorial and written heritage, and demonstrate your realization of the importance of documenting your family's history for future generations. This assignment is DUE M OCT. 2 and worth 5 POINTS.

Reading Response Quizzes (Online Access Only)

Your reading responses consist of written responses, explained above, and ONLINE WEBCT QUIZZES. The purpose of taking online reading response quizzes is to: give you an opportunity to share your knowledge of the Interactions and Tuesdays with Morrie readings, in TRUE/FALSE form; to give you the opportunity to become comfortable doing online course activities (needed in other two-year and four-year college classes). The quizzes are worth 2 points each.

I will be demonstrating how to access the WebCt and other online sites, giving you a logging on handout, and aiding you as you use the computers in our Mohegan room 311 computer lab (our class's reserved lab during specific class time).

ENGLISH 100 READING RESPONSE #1 DUE T FEB 6 15

1. 2 points. In one or two typed paragraphs compare the work/career perspective/ information discussed in Razdan's, Reich's, Brokaw's, Smiley's and Braaksma's readings (Interactions pp.314-322/273-283), with Tuesdays with Morrie 's inferred/stated attitudes relating to work/career (Tuesdays, pp.123-129).

2.1 point.. Create a graph or chart, with your computer, that shows YOUR beliefs/views of work & career choices. Make a chart/graph showing Interactions text information that will help you make a successful career choice. Make the graphic organizers neat and colorful.

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ENGLISH 100 READING RESPONSE #2 DUE TH FEB 15

1. 1.5 points. In one or two typed paragraphs describe and contrast the self esteem of the author/student Sherman Alexie to the author/student Marta Salinas, Interactions pp.334-345.
 2. 1.5 points. In one or two typed paragraphs share the emotions experiences, and thoughts the stories "Anonymous Victims", "The Citizenship Boom", and "Coming to America" (Interactions pp.349-359) make you feel about people coming into the United States and becoming citizens. Include your emotions, thoughts and experiences about the illegal alien topic.
-

ENGLISH 100 READING RESPONSE #3 DUE TH FEB 22—HERITAGE BOARD WORTH 5 POINTS

1. 5 points. You will use a trifold board to display your family's/ancestors' pictorial and written heritage genre. Be sure to neatly type your picture or written genre headings. You can use your immediate family as the content source or use content about your ancestors AND family. This is a graphic organizer response to Interactions pp. 112-127.
-

ENGLISH 100 READING RESPONSE #4 DUE T FEB 27

- 1.3 points. In one or two typed paragraphs give THREE reasons why you agree and/ or disagree with Blankenhorn , Hoffman's (Interactions pp.128-137) and Albom's (Tuesdays pp.73-79) perspectives concerning motherless/fatherless families, and the effects on society. Support your response with personal anecdotes and examples.
-

Go to the next page for response #5

ENGLISH 100 READING RESPONSE #5 DUE T APRIL 3

1. 3 points. After reading and annotating Sudo's, Bowden's, Gibbon's, Jordan's, Cowen's, Kulman's, Farley's and Albom's work, create a typed chart listing the qualities of a role model, heroine/hero, and a celebrity. Also, type a list of your top ten heroes. Share your lists /discuss with your classmates.

FOR SUMMARY, ANNOTATION, ETC. HELPS, GO TO
INTERACTIONS PAGE 19 FOR THE INTERACTIONS WEBSITE
INFORMATION.

#(WRITE YOUR GRADE NUMBER HERE SO YOU'LL KNOW WHICH GRADE UPDATE PRINTOUT IS YOURS): _____

30 POINTS ASSIGNMENTS: Writing sample 5 pts; reading response/quiz #1 5pts; reading response/quiz #2 5pts; reading response/heritage board #3 5 pts; reading response/quiz #4 5 pts; reading response/quiz #5 5pts.

30 POINTS 2 FORMAL GRADED ASSIGNMENTS, 15 POINTS EACH:

500 Word group refutation "The Affect of Parentless Families on Society"

750 Word individual book analysis of Tuesdays with Morrie

A=15 PTS

A-=14 PTS

B+ =13.2 PTS

B = 13 PTS

B- =12.2 PTS

C+ =12 PTS

C= 11.2 PTS

C- =11PTS

D+ -10.2 PTS

30 POINTS 2 EXAMS, 15 POINTS EACH

A= 15 PTS

A- =14 PTS

B+ =13.2 PTS

B=13 PTS

B- =12.2 PTS

C+ =12 PTS

C= 11.2 PTS

C- = 11 PTS

D+ =10.2PTS

10 POINTS PARTICIPATION/ATTITUDE: -.33/DAY MISSED

100 POINTS = 100%