

## Syllabus – Spring 2014 English 012: Foundations of Writing

Instructor: Dr. Nancy Hameloth

Meets: Tuesdays and Thursdays 2-3:40 p.m. in D228

Office Hours: Tuesdays and Thursdays from 1-2 p.m. and 4-5 p.m. in D228, or by appointment

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### Required Texts:

Henry, D. J. Writing for Life. 2<sup>th</sup> ed. New York: Pearson Longman, 2010.

Faigley, Lester. The Brief Penguin Handbook. New York: Pearson Longman, 2010.

Ingalls, Anna. Expectations. 2<sup>nd</sup> ed. New York: Pearson Longman, 2006.

A college dictionary

### Required Supplements:

[mywritinglab.com](http://mywritinglab.com) (save the card that comes with The Brief Penguin Handbook)

3 folders with pockets (for handouts, Midterm, and Exploratory Essay)

A notebook with two sections (for class notes and Writer's Journal)

A method for backing up your work on a computer

- ❖ *Your Textbook is a workbook; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write on! I will be checking texts occasionally to check completed assignments as part of your participation grade.*
- 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:

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn to write short essays based on personal experience, reading and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive and expository essays. 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, and information literacy skills are introduced.

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

### Writer's Journal

In addition to completing exercises in your workbook, you will also complete a series of academic, typed writing assignments. Your Writer's Journal will be a series of responses from readings in Expectations: A Reader for Developing Writers and 80 Readings for Composition. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs (in the beginning of the semester) to one-page essays (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 20% of your final grade.

### **Midterm Portfolio**

By the mid-point of the semester, you will showcase your work to date, to get your midterm grade for the course. Your midterm 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, and persuasion).

### **Exploratory Essay**

This semester, you will write a research paper on a current social issue on the theme of "Food in Our Culture." This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue, and reporting on your process as you begin to see shifts in your thinking. In short, the Exploratory Essay is a first-person, chronological narrative account of your research process. After you select your topic, you will receive a lesson on library research, and will then find a new academically valid source on your topic each week for six weeks. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. This paper will be based on a research question, not a thesis statement, and you will be required to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the Research Log, essay drafting, and peer reviewing will be covered in class.

### **LEARNING OUTCOMES**

***Upon successful completion of ENG 012, 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 in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions
- develop proficiency in expressing ideas in correct, complete sentences and in unified, 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 letter grade, A - F.

❖ **Students earn get a “C” or better to pass 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”)
- Mywritinglab.com,
- 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%

Midterm Portfolio.....15%

Research Log .....10%

Exploratory Essay .....20%

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 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.
- ✓ **Class begins promptly, so don’t be late or leave early,** as it will affect your grade.
- ✓ 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.

**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. Chris Scarborough (860-215-9289/Room A119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris is part time). Kathleen Gray (860-215-9248/Room A 119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

- ❖ *Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student, and accommodations will not be provided retroactively.*

### **The Writing Center/TASC:**

Room: C117 (next to the Library).

Phone: 860-215-9082.

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

### **Technology:**

Turn off your cell phone or other electronic equipment.

### **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 860-215-9000 or go online to: [www.trcc.commnet.edu](http://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 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.

## Tentative Schedule

Tuesday	Thursday
	1/23 – Course introduction and syllabus review
1/28– Mini-lesson: Annotating. Brainstorm Exploratory Essay topics on “Food in Our Culture” theme.	1/30– ( <u>Writing for Life</u> ) Chapters 1, 16
2/4– ( <u>Writing for Life</u> ) Chapters 2, 17	<b>2/6 All College Professional Day-Classes Not In Session</b>
2/11 – ( <u>Writing for Life</u> ) Chapters 3, 18	2/13– ( <u>Writing for Life</u> ) Chapters 3, 18
2/18– ( <u>Writing for Life</u> ) Chapters 4, 19	2/20– ( <u>Writing for Life</u> ) Chapters 4, 19
2/25– ( <u>Writing for Life</u> ) Chapter 5, 20	2/27– ( <u>Writing for Life</u> ) Chapter 5, 20
3/4– Library Lesson	3/6– ( <u>Writing for Life</u> ) Chapters 6, 21.
3/11– ( <u>Writing for Life</u> ) Chapters 7, 22	3/13– Complete Workshop pp. 134-136
<b>3/18– Classes not in session Spring Break</b>	<b>3/20– Classes not in session Spring Break</b>
<b>3/25 – Midterm Portfolios Due.</b>	3/27 – ( <u>Writing for Life</u> ) Chapters 7, 22
4/1– ( <u>Writing for Life</u> ) Chapters 9, 27	4/3- ( <u>Writing for Life</u> ) Chapters 9, 27
4/8– ( <u>Writing for Life</u> ) Chapters 10, 28	4/10– ( <u>Writing for Life</u> ) Chapters 10, 28
4/15– ( <u>Writing for Life</u> ) Chapters 11, 29	4/17– Research workshop – Class time for finishing up “Food in Our Culture” research materials. ( <u>Writing for Life</u> ) Chapters 12, 30.
4/22– Complete Workshop pp. 216-219	4/24– ( <u>Writing for Life</u> ) Chapters 13, 31
4/29 – Exploratory Essay Editing Draft Due/ Editing Workshop/ Chapters ( <u>Writing for Life</u> ) 14, 32	5/1- Exploratory Essay Peer Review Draft Due/ Exploratory Essay Peer Re view. ( <u>Writing for Life</u> ) Chapters 14, 32
<b>5/6- Exploratory Essay Due</b>	<b>5/8 - Writer’s Journal Due.</b>
5/13 - Final Exam review. ( <u>Writing for Life</u> ) Chapters 15, 34	<b>5/15 - Final Exam</b>

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

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