

English 012: Foundations of Writing (CRN: 11978)

Instructor: Amy Lynn Ingalls-Gurtz

Meets: Mondays & Wednesdays, 10am-11:40am

Room: D-230

Office Hours: By appointment

Office Location: Adjunct Offices (2nd floor; D205E)

Email (preferred method of communication): aingalls-gurtz@trcc.commnet.edu

Phone: (860)-373-0572

Required texts:

Henry, D. J. *Writing for Life*. 2nd ed. New York: Pearson Longman, 2010.

Ingalls, Anna. *Expectations*. 2nd ed. New York: Pearson Longman, 2006.
A college dictionary

Required Supplements:

- 2 folders with pockets (one for class handouts and one for the essays)
 - Student planner.
- A journal (any one subject style you prefer for handwritten journal entry drafts)
NOTE: I strongly suggest creating an electronic folder both on your computer and on your flash drive, call it “ENG 012” and create subfolders for each assignment: “Journal”, “Midterm portfolio”, “Research Narrative”, etc. I will review how to do this in class as necessary.
- A notebook for class notes
- A USB Thumb Drive
 - Internet access

ADDITIONAL (SUGGESTED) SUPPLEMENTS:

- Mywritinglab.com
- Faigley, Lester. *The Brief Penguin Handbook*, 3rd or 4th ed.
- An electronic folder on your flash drive (for saving and editing all written work)
Students have shared with me it is good to have a backup!!
- ❖ Your textbook is your workbook; please write and annotate in it thoroughly. (There are sections of short writing to complete and I encourage you to write in your notebook and/or type these.)
Expect random homework checks occasionally as part of your participation grade.

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. In addition, information literacy skills are introduced.

COURSE DOES NOT COUNT TOWARDS CREDIT REQUIREMENTS FOR GRADUATION.

Our Classroom

This class will work well if we work together. Bring your required textbooks and required supplemental materials to class each time; you never know when you will need them. Ask questions. Make comments or raise insights. Don't be afraid to be creative or debate, TASTEFULLY, RESPECTFULLY, and with others' feelings in mind. Try to be open-minded when discussing controversial topics. This is a **critical** reading and writing class.

Course Expectations:

Participation (25 points)-See what this means in "Grading" section.

Writer's Journal (10 points)

- Your Writer's Journal will include **10** required typed responses (a portfolio of your revised writing from the semester which will include free writing, word of the day writing, summary and analysis writing. These summaries and analyses will reflect readings in *Expectations: A Reader for Developing Writers* and other supplemental readings. Specific instructions and rubric to come.

Midterm Portfolio (15 points)

- By the mid-point of the semester (see course calendar), you will showcase your work to date to get your midterm grade for the course. In this portfolio, you will include: Class Performance Self-Assessment short answer questions, Writer's Journal reflection short answer questions, and Writer's Journal entries to date. Specific instructions and rubric to come.

Research Narrative (15 points):

This semester, you will write a **research narrative** on a current social issue on the theme of "Addictions in Our Culture." This 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 research narrative is a first-person, chronological narrative account of your research process. After you select your topic, you will receive a lesson on library research (date to come), 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. Essay should be a minimum of four pages.

Additional group work (15 points)

I believe in the teaching philosophy of students learning from each other and applying what they learn from lecture to work in small groups. There is quite a bit of small group work in this class. For each class day we have group work, you will complete a short response at the end of the activity for that day and turn into me.

Online Components:

Blackboard Learn (More to come)

Mywritinglab-Additional suggested supplement

In order to use Mywritinglab, you must have an access card which should have come packaged with your book. Do not lose it.

MyWritingLab is self-paced which means once you take the pre-test, MyWritingLab uses the scores to determine which modules to complete next. While it is not required to complete all MyWritingLab modules, you are required to complete a pre-test (not counted as an official grade) so I can assess what skills you have coming into this class to better serve your needs (See course outline for due date).

LEARNING OUTCOMES/OBJECTIVES

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 of A-F.

Students who earn a “C” or more will pass this course.

Grading is based on:

Class Participation25 points

Participation includes:

- ***Attending all classes and participating in class discussions***
- ***Completing all Writing for Life textbook exercises (There will be random HW checks!)***
- ***Bringing all required textbooks and required materials to class each time.***
- ***Daily Free writing and “Word of the Day” activities***
 - ***Student-led “Word of the Day” lessons (More information to follow.)***
- ***Coming to class prepared by reading all assigned work and doing assignments on time.***

Research Log and sources.....10 points

Writer’s Journal (10 entries)..... 10 points

Small group work, self-evaluations, etc.....15 points

Research Narrative Essay..... 15 points

Midterm Portfolio.....15 points

Final Exam.....10 points

Total= 100 points

Grading (continued):

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

Grading Policy

A. Attendance

- ✓ Students are expected to attend ALL classes.
- ✓ Class begins promptly, so don't be late or leave early, as it will affect your grade negatively.
- 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.
- It is your responsibility to let me know ahead of time if at all possible that you will be missing class. I will be happy to speak with you before or after class about these circumstances. Do your best to notify me BEFORE class. Except in extenuating circumstances, the final exam cannot be made up!

B. Late Work:

Work is due on the dates stated in the course outline. If you are not in class on a due date for an assignment AND have not notified me prior to class, it will receive the same 5 point late penalty as if you had attended class and not completed the work.

- Remember that when don't pass in work or pass in late work, you will miss the chance for meaningful feedback from me and from peers.

Plagiarism/Academic Integrity:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work;

clearly document the sources of the material you use from others; and act at all times with honor. Plagiarism penalties may range from failing the assignment to failing the class.

“N” Grade Policy:

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn’t attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student’s GPA but does count as a non-completed course.

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.

<p>TRCC Disabilities Service Providers Counseling & Advising Office Room A-119</p>	
<p>Matt Liscum (860) 215-9265</p>	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
<p>Chris Scarborough (860) 215-9289</p>	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

The Writing Center/WASC

Location: Room C-117(First Floor), next to the library
 Phone: 860-215-9082
 Email: TRWritingCenter@trcc.commnet.edu
 Online tutoring: <http://etutoring.org/>

Note: I encourage you to go to the Writing Center, make an appointment and have a member of the Writing Center staff review any of your writing as part of the writing process. Appointments usually run ½ hour. Writing Center tutors WILL NOT rewrite your paper for you; you are responsible to take their feedback and revise your work. This is called taking the role of author in the process of writing.

Technology

Since this is a computer classroom, you will be using technology to complete your papers and complete academic assignments. I will note and discuss privately with any student(s) who are not engaging in academically-appropriate internet use (such as Facebook or personal email). Please turn off all electronic devices (mp3 players, cell phones, Smart Phones, etc.) before class starts.

Digication Policy

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Bad Weather

Bad weather? Check before you leave.

Call: (860)-215-9000; Press “1” for college closing announcements.

Visit the TRCC website at www.trcc.commnet.edu and this information is available on the home page under: Building/Weather Updates.

Also, I recommend signing up for text messages to be sent to your phone about bad weather delays/cancelations. Sign up at: <http://www.mir3.com/mycommnet/> . **Register with a valid email address and create a password to receive texts to your mobile device.**

Course Outline (Subject to Change)

(When HW is assigned, assume it is always due in the following class. For example, if HW is assigned on a Monday, it is due on the Wednesday of that me week.)

Note: *WFL* means our textbook “Writing for Life”

WOTD means “Word of the Day”

Monday	Wednesday
<p>1/27-Welcome! Course introduction and syllabus review. In-class writing. Activity.</p> <p>HW: Get texts and required materials; write down the following in student planner: class days and times, times to devote to homework and to English class, and time to come to campus for tutoring in the Writing Center; study for syllabus quiz</p>	<p>1/29-Syllabus Quiz. Word of the Day. <i>WFL</i>, Ch. 1&16</p>
<p>2/3– No class. Follow syllabus.</p> <p>HW: Read <i>Expectations</i> “Strategies for Active Reading” (pp. 2-9), <i>WFL</i>, Ch. 1&16</p>	<p>2/5-<i>WFL</i>, Ch. 2&17</p> <p>HW: <i>WFL</i>, Ch. 2&17</p>
<p>2/10- <i>WFL</i>, Ch. 2&17, In-class: Focused free writing (Topic: Confidence); Word of the Day (qualms); Read “How to Write with Style”; discussion; Summary writing; in-class summaries</p> <p>HW: Writer’s Journal #2: From in-class writing, Read <i>Expectations</i> “How to Write with Style (pp. 76-81) and write/type one paragraph summary (min. 5 sentences); <i>WFL</i>, Ch. 3&18</p>	<p>2/12– <i>WFL</i>, Ch. 3&18; Summary writing (cont.); Brainstorm research narrative topics on “Addictions in Our Culture”; Mini-lesson: Concept Maps</p> <p>HW: <i>WFL</i>, Ch. 3&18; Writer’s Journal #2, <i>Expectations</i> “Strive to be Fit Not Fanatical” (pp. 156-159) and write/type one paragraph summary</p>

<p>2/17– Word of the Day presentations begin; <i>WFL</i>, Ch. 2&17</p> <p>HW: Writer’s Journal #3: Read and annotate “Dying to be Bigger” (handout) and write one paragraph summary; <i>WFL</i>, Ch. 3&18;</p>	<p>2/19–WOTD presentation 2; Classwork: <i>WFL</i>, 3&18 Discuss elements of analysis</p> <p>HW: <i>WFL</i>, Ch. 4; find two articles on research narrative topics “Addictions in Our Culture” that interest you. Print and staple the articles. Read and annotate the articles and bring them to class on 2/24</p>
<p>2/24-WOTD presentation 3; “Addictions in Our Culture” research narrative topic due; Analysis journal response “Dying to be Bigger”(lecture/activity);<i>WFL</i>, Ch. 4</p> <p>HW: write/type a one paragraph analysis of “Dying to be Bigger” based on in-class notes and writing. <i>WFL</i>, Ch. 4</p>	<p>2/26– WOTD presentation 4; <i>WFL</i>, Ch. 5</p> <p>HW: <i>WFL</i>, Ch. 21.</p>
<p>3/3- Library Lesson (tentative) <i>WFL</i>, Ch.21</p> <p>HW: Read “A Song Flung Up to Heaven” (pp. 47-53) and annotate. 1 paragraph (minimum) reaction to reading-typed; Ch. 7 and 22 in <i>WFL</i></p>	<p>3/5– WOTD presentation 5; “A Song Flung Up to Heaven”; Hand out research log for research narrative and complete the first section; <i>WFL</i>, Ch. 7&22</p> <p>HW: Write one paragraph analysis on “A Song Flung Up to Heaven”; <i>WFL</i>, Ch.7&22</p>
<p>3/10-WOTD presentation 6; <i>WFL</i> Ch. 7&22</p> <p>HW: <i>WFL</i>, Ch. 8&24</p>	<p>3/12-WOTD presentation 7; <i>WFL</i>, Ch. 8& 24; Hand out Midterm Portfolio Directions; Complete Workshop pp. 152-155 in <i>WFL</i> (if time)</p> <p>HW: <i>WFL</i>, Ch. 9&27</p>

<p>3/17– Spring Break (no classes)</p> <p>HW: Writer’s Journal #5: (<i>Expectations</i>) “Online Schools Provide New Education Options”—pp.98-101 and write one page analysis</p>	<p>3/19– Spring Break (no classes)</p> <p>HW: Begin working on midterm portfolio; Find 1st source for “Addictions in Our Culture”. Print, staple, read and annotate the source and bring it to class 3/24; Complete 1st research log entry.</p>
<p>3/24- WOTD presentation 8; <i>WFL</i> Ch. 9&27</p> <p>HW: <i>WFL</i>, Ch.9&27</p>	<p>3/26- WOTD presentation 9; Ch. 9&27 HW: Find 2nd source for research narrative essay; Complete 2nd research log entry; Midterm portfolio due on 4/7; complete parts A-C. Portfolio should include Journals #1-5 and parts A-C on handout. <i>WFL</i>, 10&28</p>
<p>3/31– WOTD presentation 10; Midterm portfolio; <i>WFL</i>,Ch. 10&28</p> <p>HW: Writer’s Journal #6: <i>Expectations</i> Read “Computer Addiction is Coming Online”(pp. 173-177) and write one-page analysis; <i>WFL</i>, Ch. 10&28</p>	<p>4/2- WOTD presentation 11; Midterm Portfolios due. <i>WFL</i> Ch. 10&28</p> <p>HW: Find 3rd source for research narrative. Print, staple, read and annotate the source and bring it to class on 4/9; Complete 3rd research log entry. <i>WFL</i>, Ch. 11&29</p>
<p>4/7– WOTD presentation 12; <i>WFL</i>, Ch. 11&29</p> <p>HW: Writer’s Journal #7: <i>Expectations:</i> Read “Spanglish Spoken Here”(pp. 34-37) and write one-page analysis, <i>WFL</i>, Ch. 11&29</p>	<p>4/9– WOTD presentation 13; <i>WFL</i> Ch. 11&29.</p> <p>HW: Find 4th source for research narrative essay. Print, staple, read, and annotate the source and bring it to class 4/14; Complete 4th research log entry. <i>WFL</i>. Ch. 12&30</p>
<p>4/14– WOTD presentation 14; <i>WFL</i> Ch. 12&30</p> <p>HW: Writer’s Journal #8: <i>Expectations</i>, Read “How to Win the College Game”—(pp. 105-110) and write/type one-page analysis.</p>	<p>4/16– WOTD presentation 15; <i>WFL</i>, Ch. 12&30</p> <p>HW: <i>WFL</i>, Ch. 12&30; Find 5th source for research narrative. Print, staple, read and annotate the source and bring it to class 4/21. Complete 5th research log entry.</p>

<p>4/21-WOTD presentation; <i>WFL</i>, Ch. 13&31</p> <p>HW: <i>WFL</i>, Ch. 13&31</p>	<p>4/23-WOTD presentation Ch. 13&31 (as needed) Research Workshop-Class time for finishing up “Addictions in Our Culture” research materials.</p> <p>HW: Writer’s Journal #9 (<u>Expectations</u>) 1 paragraph analysis of cause and effect of <i>Procrastination and Stress</i> (pp.162-165) and one-page response to any selection under Letter F on pp. 166-67. <i>All 6 annotated sources and research log are due on 4/28.</i> Find 6th source for research narrative. Print, staple, read and annotate the source and bring to class. Complete 6th research log entry.</p>
<p>4/28-WOTD presentation; <i>WFL</i>, Ch. 14&32</p>	<p>4/30-WOTD presentation; <i>WFL</i>, Ch. 14&32</p>
<p>5/5-WOTD presentations (end); Research Narrative directions/pre-writing and drafting.</p> <p>HW: Writer’s Journal #10 (<u>Expectations</u>) 1 pg. analysis of persuasion of “Choosing Virginity” (pp. 264-271)</p>	<p>5/7-Works Cited Page; Research narrative (cont.)</p>
<p>5/12– Research Narrative Editing draft due/Editing Workshop</p> <p>HW: Typed research narrative due 5/19 with 6 annotated sources, completed research log, in-text citations and works cited page.</p>	<p>5/14–Writer’s Journal due. Research Narrative Peer Review draft due/Peer Review (in-class)</p>
<p>5/19-Last day of class. Final Exam (1 hr. 40 minutes)</p>	

Notes:

2/6-All college professional day. Classes not in session

2/12-Lincoln’s birthday (Classes in session)

2/17-President’s Day. College open. Classes not in session

3/17-3/23-Spring Break. Classes not in session

4/18-4/20-Spring Recess. College closed.

5/12-Last day to withdraw from classes

5/26-Memorial Day, college closed

5/30-student grades available on MyCommnet.edu