

FOUNDATIONS OF WRITING
Spring 2014, English K012-11973

Instructor: Genette Merin

Location: D228

Meeting Times: Tuesdays and Thursdays 12:00-1:40 pm

Office Hours: Tuesdays and Thursdays 2:00-3:45 pm in room D205-E

Contact: GMerin@trcc.comnet.edu

Required Texts:

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

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

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

Munger, David. *80 Readings for Composition*. New York: Pearson Longman, 2006.

A college dictionary

Required Supplements:

- 3 folders with pockets (for handouts, Midterm, and Exploratory Essay)
 - A notebook with two sections (for class notes and Workshops)
 - A method for backing up your work
- ❖ Your Textbook is a workbook; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write in! I will be checking texts occasionally to check completed assignments 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, and information literacy skills are introduced.

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

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

Requirements:

All assignments are due at the beginning of each class, no exceptions. I do not except assignments by email. What is assigned for that day is due that day.

Formatting your Papers:

ALL PAPERS/ASSIGNMENTS MUST BE TYPED

- All papers should be on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- The body of your essay is double-spaced.
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages beginning on page one in the upper right corner.
- Staple the essay pages together in the upper left corner.
Unstapled essays will not be accepted.
- Save paper. A cover or title page is not necessary.

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.

In-Class Assignments: You will be required to participate in all classroom activities. These activities are opportunities for you to participate in collaborative efforts. You will be sharing your work, and at times, handing it in. Failure to do so will reflect in your participation grade.

Grading:

Students need 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”)	
➤ 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

“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.

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 in both the campuses 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, run the risk of receiving an “F” grade for the course.

Attendance Policy:

- 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, don’t be late or leave early, it will affect your grade. **Coming to class late is disruptive.** If you are later than 15 minutes you will be marked absent.
- It is the student’s responsibility to find out and do the assignment for any missed class.
- Editing Exercises, Quizzes and In-Class Writing Assignments cannot be made up.

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

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- accommodations cannot be provided retroactively.

Be responsible for your learning!

Students are expected to be pro-active. Whether you have questions, comments, or concerns always communicate with your instructors. My office hours are a great time to stop by to discuss whatever may be on your mind. Please don't be shy! I also encourage you to speak with me after class. Email is another efficient way to reach out. I usually respond within 24 hours. Please be mindful that any written communication with me should be professional and regarded as a formal communication that follows standard written English conventions.

Technical Problems:

My computer crashed. My printer ran out of ink. I can't open my document on my flash drive.

While these do occur either at home or from an on-campus connection, they are usually **not** valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete assignments, and they should include the possibility of technical "glitches." Thus, students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting TRCC's computer network, but exceptions will not be made for routine computer problems. PLAN AHEAD.

Save Your Work:

It is always a good idea to *save your work* to disk or to make a copy of any assignment that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to yourself as a precaution. There are also online options to save and sync your work through services such as *Dropbox, Sugarsync or Google Drive*. PLAN AHEAD.

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 social/serious academic offence. Consequences for plagiarism can range from failing the assignment to failing the course. Please familiarize yourself with the college's policy.

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.

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

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/>

Weather Cancellations:

Call 860-215-9000 or go online to: www.trcc.commnet.edu.

Cell Phones:

Cell phones and other electronic devices are to be turned off before entering the classroom.

On a Final Note... Our Classroom:

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/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. This class is a place where ideas may flow freely and without judgment. 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.

Course Schedule

*Note: Course schedule is subject to change by instructor. What is assigned for that day is due that day. Homework assignments will be assigned in class.

1/23

Introduction to the Course

1/28

Writing for Life Chapters 1, 16

1/30

Annotating. Brainstorm Exploratory Essay topics on “Food in Our Culture” theme.

2/4

Writing for Life Chapters 1, 16

2/6

Professional Day—**No Class**

2/11

Writing for Life Chapters 2, 17

2/13

Writing for Life Chapters 2, 17

2/18

Writing for Life Chapters 3, 18

2/20

Writing for Life Chapters 3, 18

2/25

Writing for Life Chapters 4, 19

2/27

Writing for Life Chapters 4, 19

3/4

Writing for Life Chapters 5, 20

3/6

Writing for Life Chapters 5, 20

3/11

Library Lesson

3/13

Writing for Life Chapters 6, 21

3/18

Spring Break!

3/20

Spring Break!

3/25

Writing for Life Chapters 7, 22

Midterm Portfolios Due

3/27

Writing for Life Chapters 7, 22

4/1

Workshop

4/3

Writing for Life Chapters 9, 27

4/8

Writing for Life Chapters 9, 27

4/10

Writing for Life Chapters 10, 28

4/15

Writing for Life Chapters 10, 28

4/17

Writing for Life Chapters 11, 29

4/22

Writing for Life Chapters 12, 30

Research Workshop

4/24

Workshop

4/29

Writing for Life Chapters 13, 31

5/1

Writing for Life Chapters 14, 32
Editing Workshop

5/6

Writing for Life Chapters 14, 32
Peer Review

5/8

TBA

5/13

Final Exam Review
Exploratory Essay Due
Writer's Journal Due

5/15

Final Exam