

Syllabus - Spring, 2014
Reading - Writing Connection
10568 English K100 - T11

Instructor : Stephen Bickford
Meets: Tues./Thurs. 2:30-3:45
Room: D 222
Office hours: TBA and by appointment
E-Mail: sembickford@comcast.net

REQUIRED TEXTS:

Miller, George. The Prentice Hall Reader. 10th ed.
Pearson Education Inc., 2012.

Ingalls, Anna and Moody, Dan. The Pearson Editing
Exercises. 2nd ed. New York:Longman, 2009.

Faigley, Lester. The Brief Penguin Handbook. 3rd ed.
New York:Learning Solutions, 2010.

COURSE DESCRIPTION:

This course emphasizes the close relationship between reading, writing and critical thinking as well as the basics of punctuation and sentence structure. Essays will be assigned in response to reading non-fiction prose. This course is in preparation for ENG 101 and other college level

courses.

*Be prepared to share all writing assignments with the class. You won't be able to do that unless your assignments are completed when assigned.

*Make sure each assignment is the best it can be by editing, proofreading and, if necessary, utilizing the Writing Center.

LEARNING OUTCOMES:

Upon successful completion of this course, students should be able to:

READ and THINK CRITICALLY

- understand the connections between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches and essays
- recognize common organizational patterns in reading and writing
- comprehend and summarize college-level reading material to develop their own ideas
- identify and defend logical inferences based on textual evidence

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

- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization and delivery
- identify various writing processes in composing unified, coherent and fully developed paragraphs and short essays
- use an effective thesis or assertion to develop more complex essays
- demonstrate an understanding of the positive and negative impact of word choice
- choose appropriate language for a given context

DEMONSTRATE INFORMATION LITERACY

- evaluate sources for accuracy, validity and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting and summarizing
- cite sources using MLA citation style
- learn and employ strategies to avoid plagiarism

APPLY the FOUNDATIONS of STRONG ACADEMIC SKILLS

- develop and use academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage and the conventions of

standard American English

- collaborate with others in developing points of view and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking and communicating in a college setting
- formulate appropriate questions and hypotheses

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 (860-892-5751/RoomA-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder or Asperger's Syndrome.

Kathleen Gray (860-885-2328/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 cannot be provided retroactively but will be provided when the instructor receives the paperwork.

GRADING: Grading is based on:

- * Class Participation - 20%
- *attend all classes
- *participate in discussions
- *participate in small and large group work
- *come to class prepared, having completed all assignments

Essays and speech-60%

Exit Exam - 20%

ATTENDANCE:

*Students are expected to attend all classes.

*Be on time and don't leave early.

*Work is due on the assigned date and will be assessed a penalty of 10 points/day, including weekends. Editing exercises cannot be made up.

PLAGIARISM: This is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotations or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or not, this is a serious academic offense and can result in failing the assignment or failing the course.

THE WRITING CENTER: Room C117

WEATHER CANCELLATIONS: Call (860) 886-0177 or go online to: www.trcc.commnet.edu

Consult your handbook regarding: Withdrawal policies, Grading guidelines, School calendar, etc.

N Grade:

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 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.

SYLLABUS ENG 100

1/23

IN CLASS: Introductions, course and syllabus review, Writing Workshop introduction

ASSIGN: PHR pp 1-15; Peng p 393 (subj/pred); Pearson pp 3-4

1/28

IN CLASS: Introduce peer editing process; review rdg; review grammar

ASSIGN: PHR pp 26-34; Peng pp 404-413 (frag/RO; Pearson pp 5-7 (frag)

1/30

IN CLASS: Review reading; review grammar

ASSIGN: PHR pp 34-46; Pearson p 11-14 (RO)

2/4

IN CLASS: Review reading; review grammar
ASSIGN: PHR pp 464-494 Argument and Persuasion;
essay from p 535 due Tues 2/11

2/6

No Class - Professional Development

2/11

IN CLASS: Review peer review; peer review of essay
ASSIGN: Fix essay #1; PHR Chap 1 Writing with
Examples; Essay #2 from p 110 (due 2/18)

2/13

IN CLASS: Collect Essay #1; Timed in-class essay
ASSIGN: Write essay #2

2/18

IN CLASS: Peer review Essay #2; Discuss reading
ASSIGN: Fix essay #2; Peng pp 413-418 (subj/vb agree);
Pear pp 15-17

2/20

IN CLASS: Collect essay #2; Review grammar
ASSIGN: PHR Chap 2 pp 112-142 Narration; Essay #3
from pp 162-163 due 2/25

2/25

IN CLASS: Collect essay #3; Timed in-class essay
ASSIGN: PHR Chap 10 Research Paper pp 536-556;
Peng pp 424-425 (tenses); Pear pp 19 & 27

2/27

IN CLASS: Discuss Research Paper; Review dates and topics (topics & sources due 3/4); Review grammar

ASSIGN: PHR Chap 10 Research Paper pp 557-576

3/4

IN CLASS: Review reading & RP; Collect topics & sources

ASSIGN: Peng pp 427-437 (pronouns) Pear pp 28, 30, 34, 36; RP notes due 3/11

3/6

IN CLASS: Review grammar

ASSIGN: PHR Chap 3 Description pp 165- 195; Essay #4 from p 210 (due Tues 3/11)

3/11

IN CLASS: Review reading; Peer review Essay #4; Collect RP notes

ASSIGN: Fix Essay #4; Pear pp 37-38 (parallel constr)

3/13

IN CLASS: Collect Essay #4; Review grammar; Peer review sample essay

ASSIGN: PHR Chap 4 Division and Classification pp 211-241; Essay #5 from p 265 due Tues 4/1; RP draft due 4/10

3/18

No Class - Spring Break

3/20

No Class - Spring Break

3/25

Library - Work on Research Paper

3/27

Library - Work on Research Paper

4/1

IN CLASS: Collect Essay #5; Peer review sample essay

ASSIGN: Peng pp 449-464 (commas); Pear pp 43-46

4/3

IN CLASS: Review grammar

ASSIGN: PHR Chap 5 Compare and Contrast pp 267-298;
Essay #6 from p 319 due 4/8

4/8

IN CLASS: Collect Essay #6; Review grammar

ASSIGN: Work on RP

4/10

IN CLASS: Collect RP draft; Review apostrophes Peng pp
480-483; Pear pp 49-50

ASSIGN: TBA

4/15

IN CLASS: Sent. Combin.; RP conferences

ASSIGN: PHR Chap 7 Cause and Effect pp 371-396; Essay #7 from pp 418-419 due 4/22

4/17

IN CLASS: RP conferences; Grammar; Work on essay

ASSIGN: Finish RP; Finish essay #7

4/22

IN CLASS: Collect Essay #7; RP conferences; Pear pp 8-10

ASSIGN: TBA

4/24

IN CLASS: RP conferences; Review sample essay

ASSIGN: TBA

4/29

IN CLASS: In class essay

ASSIGN: TBA

5/1

IN CLASS: Collect RP; Go over essay rubric; Go over speech rubric

ASSIGN: Prepare speeches

5/6

IN CLASS: Speeches

ASSIGN: TBA

5/8

IN CLASS: Speeches on research paper

ASSIGN: None

5/13

IN CLASS: Speeches

ASSIGN: None

5/15

FINAL EXAM