



## Syllabus

### English 100: The Reading- Writing Connection

Three Rivers Community College  
Norwich, Connecticut

Rena Cadro, Instructor

Office Hours: By Appointment

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**English 100**  
**3 Semester Hours**

**Prerequisites**

Consent of the instructor is required for enrollment in this course. Consent is usually given if students have completed ENG 002 and 012 or have achieved a satisfactory placement test score in both of those areas.

**Course Description**

This course emphasizes the close relationship between reading, writing, and critical thinking. Compositions will be assigned in response to reading non-fiction prose. This course is preparation for ENG 101 and other college-level courses.

***LEARNING OUTCOMES***

*Upon successful completion of these courses, 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
- apply various writing processes in composing unified, coherent and fully developed paragraphs and short essays
- use an effective thesis or assertion in order 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 views 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

### **Instructional Materials**

Text: Models for Writing, 11<sup>th</sup> edition Rosa and Eschholz  
 The Brief Penguin Handbook  
 A dictionary  
 A loose leaf notebook and paper

### **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) Maintain a notebook as instructed.

### **Explanation of Criteria for Evaluation**

#### Reading and 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 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.

Homework assignments are given to aid the student in mastering important concepts. Homework assignments will not be accepted after the date that they are due. If absent, the student should return to class with all assignments complete. **There is no excuse for not knowing what occurred in the class.**

**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, and to attend each class, so that participation is maximized.

**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.

**Grade Computation**

The following is a general breakdown of the final grade:

- 3 tests; Quizzes
- 8 formal pieces of writing
- Class participation, attitude
- Written in-class and at home assignments

**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. This link should be shared with students.

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**Disability:**

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.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 383-5240	<input type="checkbox"/> Physical Disabilities <input type="checkbox"/> Sensory Disabilities <input type="checkbox"/> Medical Disabilities <input type="checkbox"/> Mental Health Disabilities
<b>Chris Scarborough</b> (860) 892-5751	<input type="checkbox"/> Learning Disabilities <input type="checkbox"/> ADD/ADHD <input type="checkbox"/> Autism Spectrum

**Grading System**

A, A-, B+, B, B-, C+, C, C=-, D+, D, D-, F

## **Numerical Components**

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
F	0-59

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.

## **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 Sub-Base. Non-punitive "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.

Three Rivers Community College  
 English 100  
 Syllabus- Spring 2014  
 Rena Cadro

Date	Class	Class Work	Homework
January 29	1	Introductions Bingo Syllabus Overview Reading: Discussion of Poem Writing Sample "My Favorite Teacher" Begin Journal Entries	Review Syllabus Read (MFW) Pages 1-38 Read Effective Sentences pp. 217 -221 Read "Salvation" pp228 -232 Read Paragraphs pp,172 - 175 Read "I Just Wanna Be Average" pp.183 - 187 Read Thesis pp. 81 - 83 Read "The Most Important Day" (MFW) pages 84-89 Read Unity pp 99-102 Read "My Favorite Teacher" 103 - 108
February 5	2	<b>Rhetorical Strategy:</b> The Writing Process, Effective Sentences, Paragraphs; the <b>thesis</b> as a controlling idea; 5 sentence paragraphs; Creating a Title; Unity Editing and Revising and -Identifying Main idea and Details; five paragraph essay Figurative Language Wring Assignment #1 5 Paragraph Essay	<b>W.A.#1-My Favorite Teacher</b> Read: Narration pp. 372 -375 Read (MFW) "A View from the Bridge" pp. 124 - 129 Read "The Unforgettable Miss Bessie" pp. 166 – 171 Read "On Being 17, Bright, and Unable to Read" pp.197- 200 Read " Momma, the Dentist and Me" pp. 386- 393
February 12	3	Peer editing W.A.#1 <b>Reading Strategies:</b> 3 Types of Comprehension and Bloom's Taxonomy; Active Reading-Reading for Meaning; <b>Rhetorical Strategy:</b> Organization, Beginnings and Endings , Transitions; Narrative Writing; Timelines Assignment #2 Due February 26 Review for Exam	Study for Exam #1 Prepare Portfolio with Assignments 1 due 9/24 Rough Draft of Assignment #2 <b>due February 26</b>
February 19	4	Exam #1	Read Definition pp. 444 - 446 Read "Writing with Sources pp. 238- 254 Read "The Company Man" pp. 451 -453
February 26	5	Library Lesson Writing from Sources Citation- In Text and Works Cited Peer editing WA #2 Rhetorical Strategy: Point of View, Definition, Fact and Opinion Writing Assignment #3 Definition/Information Factual)	WA#3 Definition/Information Paper Read: "Can I Get Some Manners ..." (Hand out)  Read Chapter 22 p.642 – 675

March 5	6	Peer Edit WA #3 Definition/Information Paper Restaurant Review WA#4 (Opinion) Select Research Paper Topics (Paper Due March 12 Assignment # 5) Research Paper Format	WA#4 Restaurant Review Read “Grammy Rewards” (Hand out)
March 12	7	Peer Edit WA#4 Restaurant Review Developing a Thesis for Your Research Paper Reading Strategy: <b>Compare and Contrast</b> <b>WA #6</b>	WA #6: Compare and Contrast  Read “Crime of Compassion” pp. 343-46
March 26	8	Peer Editing WA#6 Business Letter Format Point of View WA#7 Letter to the Editor Due 4/9/14 Review for Exam #2	. Study for Exam # 2
April 2	9	Exam #2	Read “In Praise of the F Word” pp. 564 -566
April 9	10	Peer Editing WA#7 Business Letter Library- Work on research paper	Continue work on research paper
April 16	11	Peer Editing of Research Paper	Continue revision of research paper
April 23	12	<b>Research Paper Due</b> Oral Presentations	Complete Portfolio for Submission on 4/30 Complete ALL Revisions
April 30	13	<b>Individual Portfolio Review</b>	.
May 7	14	Timed Essay Exam – Help! <b>In Class Writing Assignment</b>	Study for Exam
May 14	15	<b>Final Exam</b>	