Syllabus – Spring 2014
Reading - Writing Connection
10437 English K100 – T7
M/W from 3:30 – 4:45 pm
Room D228

Instructor: Pamela St. Clair
Office hours: Monday & Wednesday, 2-3; Tuesday, 11-12; & by appointment
Office location: D205-W
Phone: 860-215-9478
E-mail: pstclair@trcc.commnet.edu

Required Texts:
        Cooley, Thomas. *Back to the Lake.* 2nd ed. New York: Norton, 2012
        Faigley, Lester. *The Brief Penguin Handbook.* Custom ed. New York: Pearson/Longman, 2009.

Required Supplements:
        Collegiate Dictionary (we will be using it a lot!)
        Two folders with pockets (one for handouts & one for handing in essays).
        Notebook for taking notes & in-class writing assignments
        A USB flash drive for backing up your work on a computer.

   ❖ Be prepared to share all assignments with the class
   ❖ Make sure each assignment is the best it can be by editing, proofreading, engaging in peer draft
     review, & taking advantage of the free services the Writing Center & TASC.
   ❖ All essays MUST be typed & in formatted according to MLA guidelines. No final draft of an essay
     will be accepted without a minimum of two rough drafts. All drafts, including the final, must
     evidence significant revision—rewording & reorganizing. The final must also evidence proof-
     reading & editing for grammar & spelling.
   ❖ All reading responses MUST be typed. No credit will be given for hand-written homework.
   ❖ The Writing Center information is listed in the beginning of the customized *Brief Penguin* along
     with "Finding Full-Text Articles" for research
Note:
   ❖ I do not accept assignments by email. They are due on paper & on the due date.
   ❖ Late work is not accepted – assignments are to be submitted on the date due
   ❖ Missed in-class work, including quizzes, cannot be made up.
   ❖ A missed midterm must be taken within one week of the student's return

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

Learning Outcomes

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

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

Write critically & analytically
- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, & the ability to thoroughly edit
- demonstrate in reading & writing an understanding of the rhetorical concepts of audience, invention, style, organization, & delivery
- apply various writing processes in composing unified, coherent & fully developed paragraphs & short essays
- use an effective thesis or assertion in order to develop more complex essays
- demonstrate an understanding of the positive & negative impact of word choice
- choose appropriate language for a given context

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

Apply the foundations of strong academic skills
- develop & use academic reading & speaking vocabularies
- use tools appropriately related to reading & writing, such as dictionaries, thesaurus, & 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, & the conventions of standard American English
- collaborate with others in developing points of views & analyzing writing
- employ effective annotation skills
- use writing & reading for inquiry, learning, thinking, & communicating in a college setting
- formulate appropriate questions & hypotheses

Grading:

The final grade will be a letter grade, A - F.
Students must get a "C" or better pass this course.

Grading is based on:

Peer Workshop & Presentation Feedback	5 %
Reading Responses & Group Projects	5 %
Mid-Term	5 %
Narrative	5%
Definition Essay	5 %
Compare & Contrast Essay	12 %
Cause & Effect Essay	15 %
Research Essay	20 %
Oral Presentation of Research	8 %
Exit Exam	20 %

Failing exit exam can result in failing the course

Total   100%

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:
➢ NO absence is excused, regardless of reason. I do not accept doctors' or others' notes. Students are expected to attend all classes, from the first day. Absences will result in a lower final grade, regardless of when these absences occur and why, including illnesses and emergencies. This is not to say that you cannot miss class; only that the absence is not excused. Work due that day will not be accepted late. It is the student's responsibility to **check Blackboard** for any missed assignments or announcements. Information will be posted on Blackboard by the end of the day. If you know in advance that you will be absent, plan to turn any assignments in early or arrange to have someone turn them in for you.
➢ Class begins promptly. A habit of arriving late or leaving early will negatively impact your grade.
➢ Do not leave class without signing the attendance sheet. If you forget, you will be marked as absent. No signature = no attendance credit.
➢ **In-Class Editing Exercises**, **Quizzes** & **Writing Assignments** cannot be made up.
➢ A make up date for a missed Midterm must be arranged first with the instructor.

Note:
- ❖ A missed test or exam must be taken within one week of student's return.
- ❖ I do not accept work via e-mail.

Late Work:
- ➢ Work is due on the dates stated in the course outline or by instructor. No exceptions.
- ➢ Late homework is not accepted – assignments are due on the date due.
- ➢ All formal essays are required to pass class. Plan to submit work early if you know you will be absent or arrange to have a classmate or friend turn it in for you the day and time it id due. Essays may be left in my office or in my mailbox in the copy room (D 207). Please contact me if an emergency situation arises.
- ➢ Except for the research paper, due at the end of the semester, any formal essay may be revised for a better grade IF you attended all workshops and you meet with me first to discuss a revision strategy. Revision requires more than editing for grammar and adding missing material; it is a process of reorganizing, rewording, and re-envisioning relationships among concepts.
- ➢ Each writing WORKSHOP that you miss or that you attend without the required essay draft will reduce that essay's final grade by 3%

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. Handing in work that was submitted in high school or in another class is a violation of academic integrity. All work must be original to this class! Consequences for plagiarism, as well as for passing off work submitted to another class, can range from failing the assignment to failing the course.

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.

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

Digication
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 & 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 & 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!

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & 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 & 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

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 generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray 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, & accommodations will not be provided retroactively*

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	· Physical Disabilities · Sensory Disabilities · Medical Disabilities · Mental Health Disabilities
Chris Scarborough (860) 215-9289	· Learning Disabilities · ADD/ADHD · Autism Spectrum

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 & 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.

"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), & 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.

Note on Reading & Writing:

Reading & writing are important means of communication. Just as there are different skill levels in any sport, reading & writing have different skill levels & achievement as well. This course will help you to understand different kinds of text & writing & help you to appreciate the importance of improving these communication skills. When you read & think critically you will write better. This course will connect critical reading & writing skills to help you produce interesting, thoughtful & well constructed papers. By working together, we can accomplish our goals.

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, & to read one another's writing. I urge you to help me create a kind & encouraging environment, so that we may share ideas & learn from one another. We will be reading & discussing controversial topics, & 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 & 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 & absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

The Message

As a student, you have basic responsibility for your success: our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

Set goals & evaluate them.

Ask, "Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Have a clear understanding of where you are. Have a reasonable plan involving realistic goals & a realistic time frame.

Know what it takes to be successful.

This is what it takes to be successful. Do them consistently!

- ➢ Attend class regularly.
- ➢ Complete all assignments by the due date.
- ➢ Participate fully in class.
- ➢ Schedule regular outside study time.
- ➢ Use college survival skills information.
- ➢ Participate in college life outside class.
- ➢ Request help when needed.

Know where to find help.

- ➢ Your instructor
- ➢ Your advisor
- ➢ Counseling office
- ➢ A peer advisor
- ➢ Class study groups

(What Works by Hunter Boylan)

"Practice, practice, practice writing. Writing is a craft that requires both talent & acquired skills. You learn by doing, by making mistakes & then seeing where you went wrong."
By Jeffrey A. Carver

English 100 Spring 2014: Tentative Student Course Outline
This syllabus & course outline is subject to change by the instructor.
All textbooks, dictionary, & notebook to be brought to every class. Pop quizzes may require any or all of these!

MONDAY	WEDNESDAY
➢ THE WRITING CENTER information is located in the front matter of this syllabus & in the beginning of the customized *Brief Penguin,* along with "Finding Full-Text Articles" for research.	➢ Use *Brief Penguin* as another resource to guide you. You are REQUIRED to follow MLA guidelines for all essays - p. 282-296 (sample, p. 283).
1/27 Welcome! § Introductions / Diagnostic Essay / Syllabus	1/29 § Good Writers & Readers / Narration / Syllabus Review Due, Beginning of Class: ➢ *Back to the Lake: Chpt.* 1: Good Writers Are Good Readers, p. 1-11 & *Chpt.* 4: Narration, p. 62-81 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 80-81 ➢ Read carefully pages 1-7 of the syllabus ➢ *Brief Penguin:* Chpt. 1: Think as a Writer, p. 1-6
2/3 § Narration / Description Due, Beginning of Class: ➢ *Back to the Lake:* "Render Unto Larry's" by Phil Holland, p. 95-98 & *Chpt.* 5: Description, p. 121-139 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 97-98 & p. 138-139 ➢ *Brief Penguin:* Chpt. 7: Write to Reflect 68-74, "Interest in Verbal Texts," p. 138, & "Setting of dialogue with quotation marks" p. 485 & Chpt. 7: Write to Reflect 68-74	2/5 § Workshop (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➢ Essay Folder: Two, typed copies, draft# 1, narrative essay: 1 ½ -2 pages, & all other brainstorming/background work. ➢ *Back to the Lake:* Chpt. 10, p. 374-387 & *Chpt.* 2, p. 36-47, revision & proof-reading
2/10 § Workshop (-3 points if missed or attended without the required draft)* Due, Beginning of Class ➢ Essay Folder: Two typed, double-spaced copies, draft #2, narrative essay: 2 ½ -3 pages, plus draft # 1 & brainstorming/background work. ➢ *Back to the Lake:* "The Sanctuary of School" by Lynda Barry, p. 84-89 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 88-8	2/12 § FINAL DRAFT ESSAY 1 The Writing Process / Free-Writing Due, Beginning of Class: ➢ Folder: Two typed, double-spaced copies of FINAL DRAFT, 2½ -3 pages. IMPORTANT: Refer to checklist! Missing paperwork will lower the essay's grade. NO ESSAY will be accepted without required rough drafts. Points will be lost if drafts do not evidence revision. ➢ *Back to the Lake:* "Little House in the War Zone," p. 142-145 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p.144-145. ➢ *Brief Penguin:* Chpt. 2, p 6-21

MONDAY	WEDNESDAY
2/17 No Classes! Presidents' Day	2/19 § Example / Generating Ideas / Paragraphs Due, Beginning of Class: ➢ *Back to the Lake: Chpt.* 6: Example, p. 173-187 & : "All Seven Deadly Sins," p. 190-193 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language: p. 186-187 & p. 192-193 ➢ *Brief Penguin*: Chpt. 2: p. 22-35 ➢ Essay Folder: Brainstorming (1. Outline; 2. Free-writing 3. Cluster 4 . Journalism questions & answers
2/24 § Workshop (-3 points if missed or attended without the required draft)* / Plagiarism / MLA formatting Due, Beginning of Class: ➢ Essay Folder: Two, typed, double-spaced copies, draft# 1, Essay 2 (family): 2 – 2 1/2 pages ➢ *Back to the Lake:* Using Sources in Your Writing," p. 704-710 ➢ *Brief Penguin,* Chpt. 21, p. 213-224 & Chpt. 22 (22d-e), p. 228-233	2/26 § Workshop (-3 points if missed or attended without the required draft)* ➢ Essay Folder: Two typed, double-spaced copies, draft #2, Essay: 3 ½ - 4 (includes works cited page), plus draft # 1 & brainstorming / background work. ➢ *Back to the Lake Chpt.* 8: Comparison & Contrast: 269-281 & "The Meaning of Life," p. 291-4 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 294-295 ➢ *Brief Penguin*: p. 226, "Write a Specific Title" & *p.* 237-244
3/3 § Research Sources Due, Beginning of Class: ➢ *Back to the Lake* "How to Know if You're Dead," p. 402-409 ➢ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 408-409 ➢ Typed, double-spaced list: three argumentative research topics of interest. For each, briefly discuss what makes it argumentative. What are the different sides of the debate (on what do people disagree)? What is your opinion? ➢ *Brief Penguin Chpt.* 17: Find & Evaluate Sources in Databases	3/5 § FINAL DRAFT, ESSAY 2 / Research Sources / Group Presentation Planning Due, Beginning of Class: ➢ Folder: Two typed, double-spaced copies of FINAL DRAFT, 3 ½ - 4 pages, including Works Cited Page (so 3 ½ - 4 pages total). IMPORTANT: Refer to checklist! Missing paperwork will lower the essay's grade. NO ESSAY will be accepted without required rough drafts. Points will be lost if drafts do not evidence revision. ➢ *Brief Penguin Chpt.* 9: "Write Arguments," p. 85-97 & Chpt. 18: "Find & Evaluate Sources on the Web ➢ Preliminary Research topic chpt. 17 assignment, typed, double-spaced
3/10	3/12

MONDAY	WEDNESDAY
§ Compare & Contrast / Presentation Planning Due, Beginning of Class: ➤ *Back to the Lake Chpt.* 9: Classification, 316 – 327 & "Why We Lie," p.336-343 & "Food for the Soul" by Nicholas D. Kristof, p. 303-305 ➤ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language, p. 343-344 & p. 305-306 ➤ Presentation Ideas for Group Plan	§ Classification / Group Presentations Due, Beginning of Class: ➤ *Back to the Lake Chpt. 11:* Cause & Effect, p. 451-465; & "The Way to Reduce Black Poverty in America," p. 484-487 ➤ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language 486-487 ➤ *Brief Penguin Chpt.* 28: Write Concisely, p. 365-371 (28a-28c) & *Chpt.* 30: Find the Right Words, p. 370-386 (30a-30d) (Bring 2 typed passages for lesson)
3/17 § Spring Break! §	3/19 § Spring Break! §
3/24 § Mid-Term Due, Beginning of Class: ➤ Two annotated research articles & log entries	3/26 § Workshop (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➤ Essay Folder: Two, typed, double-spaced copies, draft# 1, Essay 3 (ethics): 3 typed, double-spaced pages, plus works cited page (4 pages total) & all background work
3/31 § Process Analysis Due, Beginning of Class: ➤ *Back to the Lake Chpt.* 7: Process Analysis, p. 223-238 & "On Getting By," p. 250-255 ➤ Reading Response: Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language: p. 254-255 ➤ Two annotated research articles & log entries	4/2 § Workshop (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➤ Essay Folder: Two, typed, double-spaced copies, draft# 2, Essay 3 (ethics): 3 ½ - 4 ½ typed, double-spaced pages, plus works cited page & all brainstorming / background work ➤ *Back to the Lake: Chpt.* 12: Argument, p. 513-541 ➤ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language: p. 538-539
4/7 § FINAL DRAFT / Argument Due, Beginning of Class: ➤ Folder: Two typed, double-spaced copies of FINAL DRAFT, Essay 4 – 4 ½ typed pages, including Works Cited Page. IMPORTANT: Refer to checklist! Missing paperwork will lower the essay's grade. NO ESSAY will be accepted without required rough drafts. Points will be lost if drafts do not evidence revision. ➤ *Back to the Lake:* "Buy That Little Girl an Ice Cream Cone" by Michael Lewis, p. 578-581 ➤ Typed Answers: Reading Closely, Strategies & Structures, & Thinking About Language: p. 580-581	4/9 § Argument / Research Due, Beginning of Class: ➤ Two more annotated research articles & Log entries; ➤ *Back to the Lake:* "Debating the Drinking Age," p. 583-594 ➤ Typed, double-spaced answers to Reading Arguments & For Writing, #1, p. 594 ➤ *Brief Penguin*, Chpt. 15, "Design Presentations"
4/14	4/16

MONDAY	WEDNESDAY
§ Research/Presentation Date Sign-Up Due, Beginning of Class: ➢ Typed research paper working outline, thesis statement, & works cited page. ➢ ➢ *Back to the Lake*: "Combining the Methods," p. 649-652 & "The Tipping Point," p. 675-681 ➢ Typed response to "Reading with an eye for the Methods," p. 681	§ Workshop / Conferences (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➢ Typed Oral Research Presentation outline ➢ Folder: THREE copies, typed, double-spaced Research Essay Draft 1, outline, articles, log
4/21 § Workshop / Conferences (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➢ Folder: THREE copies, typed, double-spaced Research Essay Draft 2, along with draft 1, outline, articles, log	4/23 § Workshop / Conferences (-3 points if missed or attended without the required draft)* Due, Beginning of Class: ➢ Folder: THREE copies, typed, double-spaced Research Essay Draft 3, along with drafts 1 & 2, outline, articles, log
4/28 § FINAL DRAFT RESEARCH PAPER -AND- Begin Oral Presentations Due, Beginning of Class: ➢ Folder: Two typed, double-spaced copies of FINAL DRAFT, Research Essay, 6-7 pages, INCLUDING the works cited page. IMPORTANT: Refer to your checklist to verify that your folder includes all of the required paperwork. NO ESSAY will be accepted without 1) required rough drafts & 2) copies of all articles cited, quoted/paraphrased passages clearly highlighted or underlined. Points will be lost if drafts do not evidence revision. ➢ Oral Presentations of Research Essay (10 minutes each presentation) –follow guidelines ➢ Audience: Written feedback/response	4/30 § Oral Presentations of Argument/Combined Methods Research essay - process & findings ➢ Oral Presentations of Research Essay (10 minutes each presentation) –follow guidelines ➢ Audience: Written feedback/response
5/5 § Oral Presentations of Argument/Combined Methods Research essay - process & findings ➢ Oral Presentations of Research Essay (10 minutes) ➢ Audience: Written feedback/response	5/7 § Oral Presentations of Argument/Combined Methods Research essay - process & findings ➢ Oral Presentations of Research Essay (10 minutes) ➢ Audience: Written feedback/response
5/12 Oral Presentations of Argument ➢ Oral Presentations of Research Essay (10 minutes) ➢ Audience: Written feedback/response	5/14 Oral Presentations of Argument ➢ Oral Presentations of Research Essay (10 minutes) ➢ Audience: Written feedback/response
5/19 In Class: Exit Exam	