

Syllabus – SPR 2014
Reading - Writing Connection
10435 English K100 – T1

Instructor: Ruth Stewart-Curley
Meets: Tuesday & Thursday from 4:00pm – 5:15pm in room D228
Office Hours: Thurs 3:00-4:00 & 5:15 – 6:15pm and by appointment
Office location: Adjunct offices and in classroom
Phone: 860- 917-3584 Text Message/call
E-mail: rstewart@trcc.commnet.edu

Required Texts:

Cooley, Thomas. *Back to the Lake. Second Edition*. New York: W.W. Norton & Company, 2012.

Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.

Required Supplements:

www.wwnorton.com/write – Online Handbook (included with book purchase).

College Dictionary.

Two folders with pockets or a 3 ring binder for handouts

2 notebooks: one for journal responses and one for class notes.

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, peer draft review, using Writer'sHelp.com and going to the Writing Center & TASC.
- ❖ **All essays must be typed and in MLA format**
 - ❖ The Writing Center information is listed in the beginning of the customized *Brief Penguin Handbook* along with "Finding Full-Text Articles" for research

Note:

- ❖ I do not accept assignments by email (except in very special circumstances)
- ❖ Late work is not accepted – assignments are used on the date due
- ❖ A missed test must be taken within one week of student's return
- ❖ Arrangements must be made in advance for midterm or final make-up in order to receive credit.

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 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
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

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:

Class Participation.....10%

Participation is extremely important because we learn from each other.

Includes:

- Using Online Workshop
- attending all classes
- participating in class discussions
- small and large group work
- in class reading and writing
- coming to class prepared by doing the required reading and assignments on time

Assignments, Reading Journal, Midterm, Quizzes.....25%

❖ demonstrates knowledge and critical thinking skills

Oral Presentation of Essay #4.....5%

Essay # 1.....5%

Essay # 210%

Essay # 3.....10%

Essay # 4.....15%

Exit Exam.....20%

Failing exit exam can result in failing the course

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:

- 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.
- It is the student's responsibility to find out and do the assignment for any missed class.
- Editing Exercises, Quizzes and Writing Assignments cannot be made up.
- Make up Test, Midterm, or Exit Exam, must be arranged with instructor.

Reading Journal

One of the most effective ways to learn how to write well is to read the work of accomplished writers. Throughout this course, you will be required to read and respond to what you've read,

in your journal. As you read you will want to fully annotate each piece with highlighting (or underlining) and marginal notes.

Late Work:

- Work is due on the dates stated in the course outline or by instructor.
- Late work is not accepted – assignments are used on the date due.

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 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!

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. Consequences for plagiarism can range from failing the assignment to failing the 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.

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

The Writing Center/TASC:

Room: C117 (next to the Library).

Phone: 860-892-5713 or 860-892-5769.

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone or other electronic equipment.

Weather Cancellations:

Call 860-886-0177 or go online to: www.trcc.commnet.edu, watch the news or txt/call me

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.

Note on Reading and Writing:

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

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 and 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 and 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)

English 100 Spring 2014: Tentative Student Course Outline

Subject to change by instructor

Tuesday	Thursday
<ul style="list-style-type: none"> ❖ Use Penguin Handbook as another resource to guide you. ❖ Follow MLA guidelines for all essays - <i>Penguin Handbook</i>, p. 282-296 (sample, p. 283). ❖ The Writing Center information is listed in the beginning of the customized <i>Brief Penguin Handbook</i> along with “Finding Full-Text Articles” for research and in this booklet. ❖ Use www.norton.com/write 	<p>1/23 Week 1</p> <ul style="list-style-type: none"> ❖ Course introduction and syllabus review ❖ Write a paragraph describing yourself. ❖ <i>Back to the Lake</i> ❖ Chapter 1 and Glossary ❖ p. 1-11 (Scavenger Hunt) <p>Intro to Norton Web sight</p> <ul style="list-style-type: none"> ❖ Use www.norton.com/write <p>Using Your Reading in the Writing Process</p> <ul style="list-style-type: none"> ➤ Chapter2:The Writing Process, ➤ p. 12-47
<p>1/28 Week 2 Narration (ch. 4) Classroom Activity Using Narration, p77 then annotate “Dog” by Russo,as a group (write Around)p 113 to 118.</p> <ul style="list-style-type: none"> ❖ Narrative Essay - prewriting <p>Essay #1 Narrative based on Holland or Russo’s essays(3-5 pages) Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 4: Narration, p. 62-73 ➤ “<i>Render Unto Larry</i>” p 95-96 ➤ www.wwNorton.com/write Narration Exercises submit scores to email. rstewart@trcc.comnet.edu 	<p>1/30</p> <ul style="list-style-type: none"> ❖ Classroom Activity Using Dialogue,p72 “Longing to Belong” by Saira Shah p. 99-101 <p>Narrative Essay – dialogue and figurative language Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 4: Narration, p. 74-81 ➤ Strategies & Structures p80 #1 ➤ Thinking about Language #2-3
<p>2/4 Week 3 How to Read An Article: http://www.noodletools.com/debbie/literacies/</p> <ul style="list-style-type: none"> ❖ Peer Review of Narration Essay#1 Bring 2 copies to share <p>Due:</p> <ul style="list-style-type: none"> ➤ #1 Narrative essay draft due – follow guidelines – peer draft workshop using dialogue and figurative language – bring copy to share 	<p>2/6 No Class Winter Break</p> <div style="text-align: center;">  </div>

➤ Norton/Write quizzes for Russo and Holland	
<p>2/11 Week 4 Argument Chapter 12</p> <ul style="list-style-type: none"> • Return Narrative Essay #1 <ul style="list-style-type: none"> ➤ Classroom Activity Using Argument, ➤ Plagerism http://library.albany.edu/usered/plagiarism/References.html (possible Library Visit) <p>Research and Citation</p> <ul style="list-style-type: none"> ➤ https://owl.english.purdue.edu/owl/section/2/ <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 12: Argument, p. 513-532 ➤ Take argument Quiz online Send results to rstewart@trcc.commnet.edu 	<p>2/13</p> <p>Close Reading: p532-537</p> <p>Annotate answer questions on p 538-539 in group.</p> <p>#2 Argument Essay on Exploitation p 539 For Writing #2 (4-5 pages)</p> <p>MLA Quiz http://library.williams.edu/citing/game/ http://www.uvu.edu/owl/infor/test_n_games/practice_tests/MLApracticetest.htm http://www.uvu.edu/owl/infor/test_n_games/practice_tests/MLApracticetest.htm</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Read/take notes 699-709, 725-733 for quiz. <ul style="list-style-type: none"> • <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, p. 21-37 (3a-3f)

<p>2/18 Week 5</p> <ul style="list-style-type: none"> ❖ Classroom Activity Using Transitions, p.34-35 ❖ Compare and Contrast Essay <p>Due:</p> <ul style="list-style-type: none"> ➤ #1 Narrative essay final draft due – follow guidelines (must look exactly like my model and model in book on p76-79) <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Transitions, p. 34-35, ➤ 	<p>2/20</p> <ul style="list-style-type: none"> ❖ ❖ Classroom activity on punctuation <p>Due:</p> <p>Back to the Lake</p> <ul style="list-style-type: none"> ➤ • <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g)
<p>2/25 Week 6</p> <p>Comparison and Contrast (Chapter 8)</p> <ul style="list-style-type: none"> ❖ Writing with Sources ❖ Classroom Activity Using Writing with Sources, p.699-708 ❖ Organizing a Comparison and Contrast Essay <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Compare and Contrast, p. 269-287 ➤ “I’m Happy with an Arranged Marriage” by Gitangeli Sapra, p. 288-289 ➤ Take online quiz ➤ Reading Closely p.290 #1 ➤ Strategies and Structures p.290 , #3 ➤) • <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d) 	<p>2/27</p> <ul style="list-style-type: none"> ❖ Diction and Tone p 2-6 <p>Peer Review Essay #2</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Essay #2 Argument Essay: Exploitation 1st Draft ➤ Bring 2 Copies to share

<p>3/4 Week 7 (Treat) Return Essay #2 Argument (chapter 12)</p> <ul style="list-style-type: none"> ❖ How to Read an Argument ❖ Classroom Activity Using Quotations ❖ Description Essay (intro) <p>Due: Back to the Lake</p> <ul style="list-style-type: none"> ➤ Read "Piling on the Cookies by Barboza p 194-196 ➤ Take online quiz/ do Example exercises Strategies and structures p 198 #1 & 3 	<p>3/06 Debate</p> <ul style="list-style-type: none"> ❖ Finding Effective Evidence ❖ Classroom Activity Using Logic and Reasoning, p.521-523 ❖ Classroom Activity Identifying Parts of an Argument Essay p. 614-632 <p>In groups: make two columns, write 'Intellectual property theft' at top and write yes vs no arguments in columns (large tablet paper provided)</p> <p>Due: Back to the Lake</p> <ul style="list-style-type: none"> ➤ Read Chapter 12: , p. 614-632 ➤ "Debating Intellectual Property" ➤ pp 634-648 ➤ Take online quizzes
<p>3/11 Week 8 Essay #3 Technology Debate P648 For Writing #2 (5 pages +)</p> <ul style="list-style-type: none"> ➤ Review of Midterm Exam: Areas to Work <p>Due: Read 634-637 Debating the Effects of Digital Culture Take online quizzes for: Goldwasser, Pinker and Orenstein</p>	<p>3/13</p> <p style="text-align: center;">Midterm Exam</p> <p>Must be present or make arrangements in advance. No make-ups</p> <p>Due: Essay #2 Final Draft</p>
<p>3/18 Spring Break</p>	<p>3/20 Spring Break</p>
<p>3/25 Week 9</p> <ul style="list-style-type: none"> ➤ Classification (Chapter 9) <p>Classroom Activity Using Classification</p> <p>Due: Back to the Lake</p> <ul style="list-style-type: none"> ➤ Classification p. 316-334 ➤ "The Ways We Lie" by Stephanie Ericsson, p. 336 <p>Online quiz and exercises for Classification</p>	<p>3/27 Chapter 10 (Definition) Due: Back to the Lake</p> <ul style="list-style-type: none"> ➤ Chapter 10, p. 374-401 ➤ "A Good Man is Hard to Find" by Flannery O'connor, p.436-449 ➤ Strategies and Structuresp.449, #1 ➤ Thinking About Language p.450, #2 – be prepared to share your answer with the class. ➤ Online Exercises for Definition, quiz

<p>4/1 Week 10 No Class (April fools)</p> <p>Cause and Effect (Chapter 11) (using in your research essay)</p> <ul style="list-style-type: none"> ❖ Classroom Activity Using Cause and Effect p.451-455, and student essay 466-479 <p>Due: <i>Back to the Lake</i></p> <p>Read</p> <ul style="list-style-type: none"> ➤ Cause and Effect 451-473 ➤ Analyzing the Marriage Gap by Varian p 500-503 ➤ Take online quiz on Varian and Grammar for Cause and Effect 	<p>4/3</p> <p>Essay #3 Technology Debate Peer Review</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ #3Argument essay draft due – follow guidelines – peer draft workshop - bring a copy to share
<p>4/8 Week 11 Student Evals</p> <p>Combining the Methods (Chapter 13)</p> <ul style="list-style-type: none"> ❖ Classroom Activity Identifying Models of Writing p649-698 ❖ Review Exam: What can I do better next time? <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 13: Combining the Methods p.649-659 ➤ “The High Price of Butter” by Melissa Hicks, p. 660-666 ➤ Reading Closely p.666 #4 ➤ Be prepared to share your answer in class ➤ Take online quiz ; do exercises 	<p>4/10</p> <p>More Argument and Debate</p> <ul style="list-style-type: none"> ❖ Classroom Activity Using Argument, <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 12: Argument, p. ➤ Online Exercises and all quizzes for this section. ➤ – be prepared to share your short essay with the class. <ul style="list-style-type: none"> • <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g) • #3Argument essay due – follow guidelines
<p>4/15 Week 12</p> <p>Research Essay</p> <ul style="list-style-type: none"> ❖ Thesis Statement & Introduction ❖ Preparing a Power Point <p>Due:</p> <ul style="list-style-type: none"> ➤ Essay #4Argument Research Essay – bring ideas to brainstorm ➤ 6- 8pp, 4 or more sources, 1 cite/paragraph ➤ Use Data Bases for sources 	<p>4/17</p> <p>Using Sources in Your Writing p.699</p> <ul style="list-style-type: none"> ❖ A Brief Guide to Writing a Research Paper ❖ MLA Citation Quiz(again) <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Close Reading of: An Annotated Student Research Paper, p. 725-733

<p>4/22 Week 13 Research Essay Body and Effective Conclusion Peer Draft Workshop Due:</p> <ul style="list-style-type: none"> ➤ #4 Argument/Research Essay –Bring research log and articles (highlighted and annotated). Be prepared to share work in class ➤ Argument Research Essay thesis statement – be prepared to share in class. • <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f) 	<p>4/24</p> <ul style="list-style-type: none"> ❖ Effective presentations ❖ Peer Draft Review <p>Due: #4Research Essay - Peer Draft Review – bring 2 copies of essay draft</p>
<p>4/29 Week 14</p> <ul style="list-style-type: none"> ➤ Return Research Essay ❖ Oral Presentations of Argument Research essay - process and findings <p>Due:</p> <ul style="list-style-type: none"> ➤ Oral Presentations of Research Essay 	<p>5/1 Oral Presentations of Research essay - process and findings (10 minutes each presentation) –follow guidelines Due:</p>
<p>5/6 Week 15 Oral Presentations of Research essay - process and findings Due:</p> <ul style="list-style-type: none"> ➤ Final draft of Argument Research Essay (4-6 pages) – follow guidelines - must be in 2 pocket folder with all work included (don't forget prewriting, all drafts, research log and copies of 6 annotated and highlighted articles) 	<p>5/8</p> <ul style="list-style-type: none"> ❖ Oral Presentations of Research Essay - process and findings <p>Due:</p> <ul style="list-style-type: none"> ➤ Written Course Reflection (1 page) – follow guidelines and use course learning outcomes to guide you
<p>5/13 Week 16 Exit Exam (must be present)</p>	<p>5/15 Class summary/Evaluation</p>
<p>5/20 Make up Day Portfolio Review</p>	<p>Have a Great Summer!!!</p>

This syllabus and course outline is subject to change by the instructor.

“Practice, practice, practice writing. Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistakes and then seeing where you went wrong.”

By Jeffrey A. Carver

Academic Calendar 2013-2014
Last Revised 06-10-2013
(dates subject to change)

SPRING 2014

Jan 20 Martin Luther King Day - College Closed
Jan 22 Professional Day
Last Day for Full Tuition Refund
Jan 23 Classes Begin/Late Registration Begins
Add/Drop Period Begins
First Day of First 5 – Week Mod Session
First Day of First 7 ½ -Week Mod Session
Jan 30 Instructor Signature Required to Add Classes
Feb 5 Last Day of Add/Drop and Partial Tuition Refund
Feb 6 All College Professional Day – Classes Not In Session
Feb 12 Lincoln's Birthday - Classes In Session
Feb 17 President's Day Observed – College Open Classes Not in Session
Feb 24 Last Day to Select Audit Option
Mar 3 Last Day of First 5 – Week Mod Session
Mar 4 First Day of Second 5 – Week Mod Session
Mar 14 Last Day to apply for Summer 2014 graduation
Mar 17-23 Spring Break - Classes Not in Session
Mar 26 Last Day First 7 ½ -Week Mod Session
Last Day for Full Tuition Refund – Second 7 ½ -Week Mod Session
Mar 27 First Day of Classes Second 7 ½ -Week Mod Session
Apr 1 Degree Seeking Continuing Student Registration for Summer Session and Fall Semester
Apr 7 Student Online Course Evaluations Open for completion 15 week Session
Apr 14 Last Day to Select Pass/Fail Option – 15 Week Session
Last Day to Submit Incomplete Work from Fall '13 semester and Intersession '14.
Last Day of Second 5 – Week Mod Session
Apr 15 First Day of Third 5 – Week Mod Session
Non-Degree Seeking and New Student Registration for Summer Session and Fall Semester
Apr 17 Last Day to apply for Summer (August '14) Graduation
Apr 18-20 Spring Recess – College Closed
Apr 25 Student Online Course Evaluations Closed for Student Input 15 Week Session
May 12 Last Day to Withdraw from Classes
May 19 Last Day of 15 Week Session
Last Day Second 7 ½ -Week Mod
Last Day of Third 5 – Week Mod Session
May 20 Make-up/Supplemental session - Instructor Discretion
May 22 Final Grades Due
May 26 Memorial Day - College Closed
May 30 Student grades available on Web
May 31 Commencement