

Syllabus – Summer 2010
Reading - Writing Connection
English K100

Instructor: Adrienne Amero-Marshall

Meets: Monday and Wednesday evenings from 6:00pm – 8:30pm in room D203

Phone: (860) 536-9259

Required Texts:

Muller, Gilbert H. and Harvey S. Wiener. *To The Point: Reading and Writing Short Arguments*. 2nd ed. New York: Pearson/Longman, 2009.

Faigley, Lester. *The Brief Penguin Handbook*. 3rd ed. New York: Pearson/Longman, 2009.

College Dictionary.

Required Supplements:

MyWritingLab.com (included with book purchase).

Two folders with pockets (one to keep handouts and one for handing in essays).

A notebook for class notes.

A USB flash drive for backing up your work on a computer.

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.....	20%
Participation is extremely important because we learn from each other.	
Participation includes:	
➤ 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.	
Quizzes & Writing Assignments.....	15%
❖ cannot be made up.	
❖ demonstrates knowledge and critical thinking skills	
Test.....	5%
Essays.....	40%
Exit/Assessment Exam.....	20%
<i>Failing exit/assessment exam can result in failing the course.</i>	

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.
- ✓ Quizzes and Writing Assignments cannot be made up.
- ✓ Make up Tests (or exit exam) must be arranged with instructor.

Late Work:

Work is due on the dates stated in the course outline or by instructor.
Late work (anytime after the end of class) will receive a grade penalty.

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 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 (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

The Writing Center/TASC:

Room C117 (next to the Library).
(860) 892-5713 or (860) 892-5769.
TRWritingcenter@trcc.commnet.edu.
Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone or other electronic equipment.

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.

Weather Cancellations:

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

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 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.

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.

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)

Tentative Course Outline- Student

Monday	Wednesday	Notes
<p>Due 6/7 Course introduction and syllabus review</p> <p>Barbara Ehrenreich "From Stone Age to Phone Age" pp.30 – 35</p> <p>Assign 1st essay</p>	<p>Due 6/9 Peer Draft Workshop -Bring 2 copies of 1st essay.</p> <p>Chapter 1, pp. 3-30</p> <p>Handbook, Chapters 1 & 2, pp. 1 – 21</p> <p>Chapter 2, pp. 53 – 67.</p>	
<p>Due 6/14 Handbook, Chapters 3 & 4 , pp. 21 – 46.</p> <p>Assign 2nd essay – Illustration - Lab manual pp. 30-32</p>	<p>Due 6/16 Handbook, Chapter 5, pp. 47 – 55.</p> <p>Peer Draft Workshop-bring 2 copies of 2nd essay.</p> <p>Handbook, Chapter 9, pp. 85 – 100.</p>	
<p>Due 6/21 Handbook, Chapter 16. Handbook, Chapter 17.</p> <p>Assign 3rd essay – Classification - Lab manual pp. 34-39.</p>	<p>Due 6/23 Peer Draft Workshop – Bring 3rd essay</p> <p>Handbook, Chapter 18.</p> <p>Chapter 3, pp. 95-108.</p>	
<p>Due 6/28 Handbook, Chapter 12, pp. 118 – 128.</p> <p>Manohla Dargis "Superhero Sandbagged", Textbook pp. 127 – 129.</p> <p>Part Two: Contemporary Debates, Textbook pp. 133-212, pick one debate topic for next essay.</p>	<p>Due 6/30</p> <p>Draft Debate essay</p> <p>Part 6: Constructing Research Paper, pp. 468 – 479.</p> <p>Part 6, pp. 479 - 498.</p>	

7/5 – No Class	Due 7/7 Appendix: A Guide to Avoiding Plagiarism, pp. 499 – 514. Peer Draft Workshop -bring copies of Contemp. Debate essay.	
Due 7/12 Handbook, review thesis statement, pp.14 -17. Final copy of Contemporary Debates essay due. Handbook, review outlining, pp. 17 – 19.	Due 7/14 - Part 3: Perspectives on Critical Issues –pick a chapter for final essay pp. 215 -389. Handbook, Chapter 19 & 20, pp. 201 - 212. Assign 4 th Essay	
Due 7/19 Peer Draft Workshop – Bring 2 copies of 4 th essay Handbook, Chapter 21, pp. 213 - 224. 11/13 Handbook, Chapter 22, pp. 225 - 236.	Due 7/21 Handbook, Documenting & MLA. Handbook, Chapter 15: Design Presentations, pp. 158 – 163.	
Due 7/26 – Peer Draft Workshop for Research paper	Due 7/28 Final Research paper due	
Aug. 2 Exit/Assessment Exam		

This syllabus is subject to change by the instructor.