

**Syllabus – Spring 2011**  
**Reading - Writing Connection**  
**11619 English K100 – T10**

Instructor: Stephen Bickford

Meets: Tuesday & Thursday from 9:30am – 10:45am in room E218

Office hours: TBA and by appointment

Office location: D203A

E-mail: sbickford@trcc.commnet.edu

**Required Texts:**

- Funk, Robert W. et al. *Short Prose Reader*. 5<sup>th</sup> ed. Upper Saddle River: Pearson/Longman, 2009.
- Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.
- Ingalls, Anna and Moody, Dan. *The Pearson Editing Exercises*. 2<sup>nd</sup> ed. New York: Pearson, 2009.
- Copeland, Linda. *Pearson Lab Manual for Developing Writers*. Vol. C. New York: Pearson, 2009.
- College Dictionary.

**Required Supplements:**

MyWritingLab with Comp. (included with book purchase).

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

A notebook for class notes.

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

- ❖ Be prepared to share all writing assignments with the class
- ❖ Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center

**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,
  - MyWritingLab with Comp.,
  - coming to class prepared by doing the required reading and assignments on time.
- Editing Exercises, Lab Manual, Assignments, Test and Quizzes.....20%
  - ❖ cannot be made up.
  - ❖ demonstrates knowledge and critical thinking skills.
- Essays.....40%
- 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, Lab Manual, Quizzes and Writing Assignments cannot be made up.
- ✓ Make up Test (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](http://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)*

**English 100 Spring 2010: Tentative Course Outline- Student**

Tuesday	Thursday
	1/20 Course introduction and syllabus review

<p>1/25</p> <ul style="list-style-type: none"> <li>❖ Chapter 1 -- Active Reading &amp; keeping a journal</li> <li>❖ Audience &amp; Rhetorical Triangle</li> </ul> <p>Reading:  <i>Short Prose Reader</i>, p. 1-14  <i>Penguin Handbook</i>: Chapter 1 Think as a Writer, p. 1-6</p> <p>Due:  <i>Pearson Lab Manual</i>, pp. 1-6</p>	<p>1/27</p> <ul style="list-style-type: none"> <li>❖ Chapter 2 -- The Reading – Writing Connection</li> <li>❖ Pre-writing Activities</li> </ul> <p>Reading:  <i>Short Prose Reader</i>, p. 15-27  <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14</p> <p>Due:  <i>Short Prose Reader</i>, p. 28, # 3 (short essay due)</p>
<p>2/1</p> <ul style="list-style-type: none"> <li>❖ Chapter 3 -- Strategies for Conveying Ideas: Narration and Description</li> </ul> <p>Reading:  <i>Short Prose Reader</i>, p. 29-68  <i>Penguin Handbook</i>: Chapter 2, pp. 14-21 (2d-2g)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 38, Considering Content 1-6 &amp; Considering Method 1-7</li> <li>➤ P. 38-39 Writing Step by Step (essay due)  Follow MLA guidelines for all essays - in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283).</li> <li>➤ Journal - Responding to the reading, p. 37</li> <li>➤ Lab Manual, p. 19-29</li> </ul>	<p>2/3 <b>Professional Day</b>  <b>Classes not in session.</b></p>



<p>2/8</p> <p>❖ Chapter 4 -- Strategies for Making a Point: Example and Illustration</p> <p>Reading:  <i>Short Prose Reader</i>, p. 69-108  <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, pp. 21-37 (3a-3f)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 102-103, Considering Content 1-6 &amp; Considering Method 1-7 &amp; Combining Strategies</li> <li>➤ P. 103 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 101</li> </ul>	<p>2/10</p> <p>❖ Rewrite, Edit, and Proofread</p> <p>Reading:  <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, pp. 37-46 (4a-4g)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 11-14 &amp; 30-33</li> <li>➤ <i>Editing Exercises</i>, p. 1-2</li> </ul>
<p>2/15</p> <p>❖ Chapter 5 -- Strategies for Clarifying: Definition and Explanation</p> <p>Reading:  <i>Short Prose Reader</i>, p. 109-143  <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, pp. 68-74 (7a-7d)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 124, Considering Content 1-6 &amp; Considering Method 1-5.</li> <li>➤ P. 103, Combining Strategies</li> <li>➤ P. 125 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 123</li> <li>➤</li> </ul>	<p>2/17</p> <p>❖ Peer Editing</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 27: Write with Power, pp. 359-365 (27a-27d)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 48-53</li> <li>➤ <i>Editing Exercises</i>, p. 7-8</li> </ul>

<p>2/22</p> <p>❖ Chapter 6 -- Strategies for Sorting Ideas: Classification and Division</p> <p>Reading:  <i>Short Prose Reader</i>, p. 144-183</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 154-155, Considering Content 1-5 &amp; Considering Method 1-4 &amp; Combining Strategies</li> <li>➤ P. 155 -156 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 154</li> </ul>	<p>2/24</p> <p>❖ Concise writing/avoiding wordiness</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 28: Write Concisely, pp. 365-371 (28a-28c)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, pp. 34-39.</li> <li>➤ <i>Editing Exercises</i>, p. 11-12</li> </ul>
<p>3/1</p> <p>❖ Chapter 7 -- Strategies for Examining Two Subjects: Comparison and Contrast</p> <p>Reading:  <i>Short Prose Reader</i>, p. 184-222</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 199-200, Considering Content 1-6 &amp; Considering Method 1-5 &amp; Combining Strategies</li> <li>➤ P. 200-202 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 199</li> </ul>	<p>3/3</p> <p>❖ Thesis Statement</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 29: Write with Emphasis, pp. 371-378 (29a-29e)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 43-47</li> <li>➤ <i>Editing Exercises</i>, p. 15-16</li> </ul>

<p>3/8</p> <ul style="list-style-type: none"> <li>❖ Chapter 8 -- Strategies for Explaining How Things Work: Process and Directions</li> </ul> <p>Reading:</p> <p><i>Short Prose Reader</i>, p. 223-253</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 237-238, Considering Content 1-6 &amp; Considering Method 1-4</li> <li>➤ P. 238 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 237</li> </ul>	<p>3/10</p> <ul style="list-style-type: none"> <li>❖ Word Choice</li> </ul> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 30: Find the Right Words, pp. 370-386 (30a-30d)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 40-42</li> <li>➤ <i>Editing Exercises</i>, p. 19-20</li> </ul>
<p>3/15 <b>Spring Break</b> – classes not in session</p>	<p>3/17 <b>Spring Break</b> – classes not in session -- St. Patrick's Day</p>
<p>3/22</p> <ul style="list-style-type: none"> <li>❖ Chapter 9 -- Strategies for Analyzing Why Things Happen: Cause and Effect</li> </ul> <p>Reading:</p> <p><i>Short Prose Reader</i>, p. 254-292</p> <p><i>Penguin Handbook</i>, Chapter 32: Grammar Basics, pp. 393-404 (32a-32e)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 284-285, Considering Content 1-6 &amp; Considering Method 1-5</li> <li>➤ P. 285-286 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 284</li> </ul>	<p>3/24</p> <ul style="list-style-type: none"> <li>❖ Paragraph Structure</li> </ul> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 31: Write to be Inclusive, pp. 386-392 (31a-31e)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 15-18</li> <li>➤ <i>Editing Exercises</i>, p. 23-24</li> </ul>

<p>3/29</p> <ul style="list-style-type: none"> <li>❖ Chapter 10 -- Strategies for Influencing Others: Argument and Persuasion</li> </ul> <p>Reading:  <i>Short Prose Reader</i>, p. 293-343</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 311-312, Considering Content 1-6 &amp; Considering Method 1-8</li> <li>➤ P. 312 Writing Step by Step (essay due)</li> <li>➤ Journal - Responding to the reading, p. 311</li> </ul>	<p>3/31</p> <ul style="list-style-type: none"> <li>❖ Internet Sources</li> </ul> <p>Reading:  <i>Penguin Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, pp. 404-408 (33a)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Lab Manual</i>, p. 54-58</li> <li>➤ <i>Editing Exercises</i>, p. 25-26</li> </ul>
<p>4/5</p> <ul style="list-style-type: none"> <li>❖ Chapter 11 – Combing Strategies: Further Readings</li> <li>❖ Writing with Sources</li> </ul> <p>Reading:  <i>Short Prose Reader</i>, p. 344-349 &amp; p. 363-384  <i>Penguin Handbook</i>, Chapter 33, pp. 408-413 (33b-33c)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Short Prose Reader</i>, p. 348-349, Considering Content and Method 1-3</li> </ul>	<p>4/7</p> <ul style="list-style-type: none"> <li>❖ Library Lesson – visit library</li> <li>❖ Meet in Library – upstairs in computer room</li> </ul> <p>Reading:  <i>Penguin Handbook</i>, Chapter 34: Subject-Verb Agreement, pp. 413-418 (34a-34f)</p>

<p>4/12</p> <p>❖ Argument &amp; pre-writing review</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 9: Write Arguments, pp. 85-100 (9a-9g)  <i>Penguin Handbook</i>, Chapter 35: Verbs, pp. 418-427(35a-35e)</p> <p>Due:  ➤ Argument essay pre-writing  ➤ <i>Lab Manual</i>, p. 7-10</p>	<p>4/14</p> <p>❖ Effective presentations</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 36: Pronouns, pp. 427-437 (36a-36d)</p> <p>Due:  ➤ Argument essay thesis  ➤ <i>Editing Exercises</i>, p. 29-30</p>
<p>4/19</p> <p>❖ Essay Introduction</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 37: Modifiers, pp. 437-448 (37a-37e)</p> <p>Due:  ➤ Argument essay introduction  ➤ <i>Editing Exercises</i>, p. 33-34</p>	<p>4/21</p> <p>❖ Essay body</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 38: Commas, pp. 449-464 (38a-38i)</p> <p>Due:  ➤ Argument essay body  ➤ <i>Editing Exercises</i>, p. 37-38</p>

<p>4/26</p> <p>❖ Effective conclusions</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 39: Semicolons and Colons, pp. 464-469 (39a-39d)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Argument essay conclusion</li> <li>➤ <i>Editing Exercises</i>, p. 41-42</li> </ul>	<p>4/28</p> <p>❖ Argument essay peer draft review</p> <p>Reading:  <i>Penguin Handbook</i>, Chapter 15: Design Presentations, pp. 158-163 (15a-15c)  <i>Penguin Handbook</i>, Chapter 43: Quotation Marks, pp. 484-490 (43a-43e)</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Argument essay</li> <li>➤ <i>Editing Exercises</i>, p. 45-46</li> </ul>
<p>5/3</p> <p>❖ Presentations</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Editing Exercises</i>, p. 47-48</li> </ul>	<p>5/5</p> <p>❖ Presentations</p>
<p>5/10</p> <p>❖ Course review and Presentations</p> <p>Due:</p> <p><b>Written Reflection</b> - on how your writing has improved this semester. Use course goals and outcomes from syllabus to demonstrate. MLA format.</p>	<p>5/12</p> <p>❖ <b>Exit Exam</b></p>

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