

**Instructor:** Jon Brammer  
**Room:** D-124  
**Class Times:** M/W 10:00-11:40 am

**Office Hours:** M-F (by appt. only)  
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**Course Description:**

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn to write short essays based on personal experience, reading, and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting, and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive and expository essays. Within this context, word, sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas. Information literacy skills are also introduced. This course is does not count towards the credit requirement for graduation.

**Outcomes to be achieved:**

English 012 is designed to build specific skills and abilities. Upon successfully completing ENG 012, you should be able to:

**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
- develop an awareness of their role as authors in the process of writing
- write responses both in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions
- develop proficiency in expressing ideas in correct, complete sentences and in unified, coherent paragraphs
- recognize and fix common grammatical and sentence-level errors
- develop and use writing and speaking vocabularies

**Demonstrate information literacy**

- understand how and why outside sources are utilized in academic writing
- develop an understanding that information should be evaluated for accuracy and validity
- learn and employ strategies for avoiding plagiarism

**Required Texts:**

Henry, D. J. Writing for Life. 2<sup>th</sup> ed. New York: Pearson Longman, 2010.

(This text is a workbook, so be prepared for writing in this book frequently)

Ingalls, Anna. Expectations. 2<sup>nd</sup> ed. New York: Pearson Longman, 2006.

McWhorter, Kathleen. The Longman Reader's Journal

(All of your reader response ideas and research article analysis will be done in this journal)

A college level dictionary

**Required Supplements:**

Access to [mywritinglab.com](http://mywritinglab.com)

One or two folders with pockets (one to keep handouts and one for handing in essay)

A three-ring binder that can hold lined, college-ruled paper

A method for backing up your work on a computer- flash drive, portable hard drive, etc...

### **Major Assignments:**

#### *Response Writing*

In addition to completing exercises in your workbook, you will also complete a series of academic, typed writing assignments based on the readings you complete in Expectations: A Reader for Developing Writers. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs (in the beginning of the semester) to one-page essays (towards the middle and end of the semester). As a writer, you will be expected to employ a wide range of writing strategies, from pre-writing to drafting and editing. You will be using the entries from your reading journal to develop these responses

#### *Exploratory Essay*

This semester, you will write a research paper on the campus-wide academic theme of “the politics of food.” You will have a lot of flexibility in terms of what to write about, so don’t worry if you can’t think of something right away. We will be building ideas in class. This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue, and reporting on your process as you begin to see shifts in your thinking. In short, the exploratory essay is a first-person, chronological narrative account of your research process. After you select your topic, you will receive a lesson on library research, and will then find a new academically valid source on your topic each week for six weeks. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. This paper will be based on a research question, not a thesis statement, and you will be required to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the reader’s journal, essay drafting, and peer reviewing will be covered in class.

### **Attendance and Grading:**

#### *Attendance*

I will not be checking attendance in every class. **However, we will have graded in-class writings or quizzes every class meeting.** Also, because many of the ideas for out-of-class writings will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed class will not result in any kind of grading penalty, but excessive absences (more than three) will impact your work negatively.

#### *Grading*

Your final grade in this class will be an A, B, C, D, or F. In terms of the breakdown of how assignments will be weighted, this course is very flexible. The categories below indicate all the criteria on which you will be graded. The weight that is assigned to each one is up to the class as a whole. There are only four limitations: 1) the point totals for the exploratory essay and in-class writing/quizzes are not changeable, 2) no category can be worth less than 100 points, 3) fractional totals or those not rounded to the nearest ten points are not acceptable, and 4) the total number of points must equal 1000. Please remember that if one category is given fewer points, then another category must be weighted more heavily.

Exploratory essay -----	200	points
Reading responses-----	___	points
Journal entries on articles and research -----	___	points
Weekly in-class writings and quizzes -----	300	points
Class discussion participation -----	___	points

Letter grades are then generated at the end of the term based on a strict percentage scale. Grades with an attached "+" or "-" will be given for those point totals which fall within the top or bottom 2% of each grade category (there is no "A+"). For example, a student with 830 points would receive a straight "B" grade. A different student, who had accumulated only 810 points, would receive a "B-" (810= the lowest 2% of the "B" category or  $.81 \times 1000 = 810$ ).

A=	900-1000 points
B=	800-899 points
C=	700-799 points
No credit=	below 700 points

### **Using Computers:**

It is *highly* recommended that you use a computer in the writing process (either your personal machine or one on the campus), as it will greatly reduce the time you spend on revision. ALWAYS save your work to YOUR OWN flash drive or disk!! Try to get into the habit of using a word processing program when you initially compose your work. It will make revisions more convenient, and it will also give you experience using the technology. Computer spell-checks and grammar checks are a good place to start when it comes to editing and proofing, but they are also notoriously fallible! All papers should be proofed thoroughly *by a human!* **Take advantage of the services offered in the Three Rivers Community College Writing Center if you want assistance with proofing or revising your work;** you can come in for a face-to-face appointment or submit drafts via e-mail to [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)

### **Plagiarism:**

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior that will result in a "0" on the assignment in question. Any repeated offense will result in a "NC" grade for the course. Plagiarism by omission or "unconscious" plagiarism will be dealt with on a case-by-case basis.

### **Withdrawal Policy**

Any 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 the Thames and Mohegan sites. No punitive W grades are assigned to any withdrawal requested before the unrestricted withdrawal deadline for the semester. Withdrawal requests received after this deadline must bear the signature of the instructor. 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 a NC grade for the course

### **Students with Disabilities**

If you have a hidden or visible disability that may require special accommodations, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough in order to find out what services are available for you.

### **Classroom Behavior**

**This is a college course for serious students, and I expect you to maintain proper decorum in the classroom.** Unless you are an emergency responder of some sort, all cell phones should be turned off during class. All MP3 players, laptops, and other electronic devices should be turned off as well. Treat your fellow students with maturity and respect at all times. Extend the same attitude towards your instructor. ***Immature behaviors will simply not be tolerated; if I am forced to address a behavior issue more than once, you will be asked to leave and not return to class.***

### **“Secrets” of Class Success**

- Set goals and evaluate them; ask yourself important questions: Why am I here? What do I want to do with my education? Where do I see myself in two years? What are my long term goals?
- Attend class regularly
- Complete all assignments by the due date
- Participate in class discussions when you have the opportunity
- Schedule regular outside study time
- Request help when needed from...
  - Your instructor
  - The Writing Center- C-117
  - Your advisor
  - Counseling office
  - A peer you trust
  - Class members who you can count on

### **Revisions to the Syllabus:**

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

## Reading and Assignment Schedule- weeks 1-5

<u>Date</u>	<u>Assignments and Readings Due</u>	<u>In-class</u>
<b>Week 1</b>		
M 8/30	None	Syllabus; grading decisions; first ICW; intro to POS; text exercise; reading tips; ICW
W 9/1	WFL- chapters 1 and 16 (Do all exercises in both)	Exercise review; critical thinking practice; SQ3R practice; introduction to word functions; quiz
<b>Week 2</b>		
M 9/6	None	No class; college closed for Labor Day
W 9/8	EXP- pp 2-9 active reading <i>How to Write with Style</i>	More POS, form, and function; practicing FIL technique; focused ICW
<b>Week 3</b>		
M 9/13	WFL- chapters 2 and 17 (Do all exercises in both)	Asking questions; writing purpose and audience; prewriting techniques; complex sentences; ICW
W 9/15	EXP <i>Strive to Be Fit Not Fanatical</i>	Summary techniques; developing responses; form/function quiz
<b>Week 4</b>		
M 9/20	WFL- chapters 3 and 18 (Do select exercises in both) Select topic for "politics of food" essay	Developing paragraphs; 11-sentence paragraph; adding supports; compound sentences; ICW
W 9/22	EXP <i>Stop!</i> Typed response paragraph on <i>Stop!</i>	Introduction to using the library; quiz on sentence variety; form/function review
<b>Week 5</b>		
M 9/27	WFL- chapters 4 and 19 (Do select exercises in both)	Paragraphs that describe; using sensory information; sentence consistency; ICW
W 9/29	EXP <i>Song Flung Up to Heaven</i> Bring in 1 <sup>st</sup> source for exploratory essay Typed response paragraph to <i>Song...</i>	MLA documentation; finding good sources; proofing practice; weekly quiz