

**ENG 094- Reading, Discussing, Writing**  
**Fall 2009**

**Instructor:** Jon Brammer  
**Room:** E-108  
**Class Times:** M/W 9:00-10:40 am

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

This is a fundamental course in understanding the ideas of others as well as expressing one's own. This course provides instruction in reading, discussion, and writing skills, which develop thinking and ideas. Through participating in the three processes, students will come to understand how one supports the other, and how clear and directed thinking depends upon them. This course is preparation for ENG K100, ENG K101, and other courses which require critical thinking and the communication of ideas. Emphasis is placed on strategies for improved reading and writing, comprehension skills, vocabulary, paragraph and essay development, grammar, and summarizing. Classroom readings will cover a wide variety of topics in addition to those included in the text. The use of a word processing program as an editing tool will also be introduced and developed. In addition, we will be learning how to work in groups for editing practice and how to use common proofing symbols appropriately.

**Outcomes to be achieved:**

English 094 is designed to build specific skills and abilities. Upon successfully completing ENG 094, you should be able to:

*Read and think critically*

- understand the connection between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches, and essays
- comprehend and summarize college-level reading material to develop their own ideas

*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

*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

*Apply the foundations of strong academic skills*

- develop and use broadened reading and speaking vocabularies
- use clarity and variety in word choice, word order, and sentence structure
- understand the importance of asking questions that reveal their engagement with material being covered
- use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
- 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
- utilize strategies for writing with time constraints

**Required Texts:**

McWhorter, Kathleen T. Efficient & Flexible Reading. 8<sup>th</sup> edition.  
 Faigley, Lester. The Brief Penguin Handbook. 3<sup>rd</sup> edition.  
 A college-level dictionary- paperback might be more convenient.

**Required Supplements:**

McWhorter, Kathleen T. The Longman Reader’s Journal  
 Ingalls, Anna and Moody, Dan. The Pearson Editing Exercises. 2<sup>nd</sup> edition.  
 The Pearson Student Planner.

**Required Other Materials:**

Two folders with pockets (one to keep handouts and one for handing in essay)  
 A notebook with two sections (for class notes and Writing Journal)  
 A method for backing up your work on a computer- flash drive, portable hard drive, etc...

**Attendance and Grading:**

*Attendance*- I will not be checking attendance in every class. **However, we will have graded in-class writings or journal entries every day.** 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 essays and mastery tests are not changeable, 2) no category can be worth less than 50 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.

Out-of-class short essays (4) -----	200	points
Journal entries -----	___	points
Weekly in-class writings -----	___	points
Mastery tests -----	400	points
Class 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 .81x1000=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.comnet.edu](mailto:TRWritingCenter@trcc.comnet.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
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### **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> W 8/26	None	syllabus; grading decisions; first ICW; intro to POS; text exercise; reading tips
<b>Week 2</b> M 8/31	EFR- Chapter 1- pp 1-10	More POS; intro to form and function; focus free-write
W 9/2	EFR- Chapter 1- pp 10-18	ICW #2 five senses; PRO/SURE review; assign essay #1; more POS and form/function
<b>Week 3</b> M 9/7	Labor Day- college Closed	Work on essay #1
W 9/9	Reader's Journal- chapter 1 EFR- pp 19-31	ICW on chapter topics; thesis statement development; intro to information gathering; sensory development Field trip;
<b>Week 4</b> M 9/14	Study for chapter one mastery test	Chapter 1 mastery test; ICW on chapter two topics; timed reading- annotation speed; form/function review
W 9/16	Rough draft of essay #1 EFR- Chapter 2- pp 32-52	how to ask questions; pre-reading; developing Qs proofing strategies; top-down concerns; Penguin handbook chapter 5
<b>Week 5</b> M 9/21	EFR- Chapter 2-pp 52-66 Final draft of essay #1	Review homework; review POS and form/function; work with articles; mapping and planning your writing
W 9/23	Reader's Journal- chapter 2 EFR- Chapter 2- pp 67-73	Assign essay #2; intro to planning research; criteria for drawing conclusions; Penguin handbook chapter 16- pp 165-179