

**Syllabus – Spring 2010**  
**Reading - Writing Connection**  
**10568 English K100 – TC3**

Instructor: Marcel Burch  
Meets: Tuesday & Thursday from 2:30pm – 3:45pm in room D126  
Office hours: MW 1:30 – 2:30, T 1:00 – 2:00 and by appointment  
Office location: E256  
Phone: (860) 892-5780  
E-mail: mburch@trcc.commnet.edu

**Required Texts:**

Muller, Gilbert H. and Harvey S. Wiener. *To The Point: Reading and Writing Short Arguments*. 2<sup>nd</sup> ed. New York: Pearson/Longman, 2009.  
Faigley, Lester. *The Brief Penguin Handbook*. 3<sup>rd</sup> ed. New York: Pearson/Longman, 2009.  
Exercises to accompany *The Brief Penguin Handbook*.  
Copeland, Linda. *The Pearson Lab Manual for Developing Writers*. Vol. C. New York: Pearson, 2010.  
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.

- ❖ 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,
- coming to class prepared by doing the required reading and assignments on time.

Writing Exercises and Assignments, Lab Manual, Quizzes.....20%

- ❖ cannot be made up.
- ❖ demonstrates knowledge and critical thinking skills.

Essays.....40%

Exit/Assessment Exam.....20%

*Failing exit/assessment 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.
- ✓ 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](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
	1/21 Course introduction and syllabus review
1/26 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 1, 4-5 (not #3)</li> <li>➤ Handbook: Chapter 1 Think as a Writer, pp. 1-6 &amp; Exercises 1.1 – 1.4</li> <li>➤ Handout: Analyzing a Narrative Paragraph</li> </ul> ❖ Discuss and practice: Audience & Rhetorical Triangle	1/28 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 7 – 10, 13-14</li> <li>➤ Handbook: Chapter 2 Plan and Draft, pp. 6-14 &amp; Exercises 2.1 &amp; 2.2</li> <li>➤ Handout: Building a Narrative Paragraph- use Narrative Essay topic from Lab Manual, pp. 26</li> </ul> ❖ Discuss and practice: Pre-writing Activities
2/2 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 15 – 18</li> <li>➤ The <b>Cause and Effect Essay</b> final draft should be typed and follow MLA guidelines in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283). Be prepared to share in class</li> <li>➤ Handbook: Chapter 2, pp. 14-21 (2d-2g) &amp; Exercises 2.3 – 2.5</li> </ul> ❖ Discuss and practice: Thesis Statement & precise language	2/4 <b>Classes not in session.</b>
2/9 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 19 – 22</li> <li>➤ <b>Description Essay</b> final draft – typed, MLA, will share</li> <li>➤ Handbook: Chapter 3 Compose Paragraphs, pp. 21-37 (3a-3f) &amp; Exercises 3.1, 3.2 &amp; 3.4</li> </ul> ❖ Discuss and practice: Paragraph Structure	2/11 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 23 – 25</li> <li>➤ Handbook: Chapter 4 Rewrite, Edit, and Proofread, pp. 37-46 (4a-4g)</li> </ul> ❖ Discuss and practice: Rewrite, Edit, and Proofread
2/16 Due: <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 26 – 29</li> <li>➤ Bring 2 copies of Narrative Essay final draft for Peer Draft Workshop</li> <li>➤ Handbook Exercises, pp. 16, 4.1 use for peer draft workshop</li> <li>➤ Handbook Chapter 7: Write to Reflect, pp. 68-74 (7a-7d)</li> </ul> ❖ Discuss and practice: Peer Editing	2/18 Due: <ul style="list-style-type: none"> <li>➤ Final revised <b>Narrative Essay</b> – must hand in all work done on this paper in a 2 pocket folder</li> <li>➤ Lab Manual, pp. 30 – 32 (step # 3) Bring rough draft of Illustration Essay to class for peer draft workshop</li> <li>➤ Handbook Chapter 27: Write with Power, pp. 359-365 (27a-27d) &amp; Exercises 27.1-27.3</li> </ul>

<p>2/23 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 32 (step # 4 on) – 33.</li> <li>➤ Final draft of <b>Illustration Essay</b> – all work must be handed in</li> <li>➤ Lab Manual, pp. 34 – 35, will use revised Classification Essay in class</li> <li>➤ Handbook Chapter 28: Write Concisely, pp. 365-371 (28a-28c) &amp; Exercises 28.1-28.2</li> </ul> <p>❖ Discuss and practice: Concise writing/avoiding wordiness</p>	<p>2/25 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 36 – 39. Peer draft workshop</li> <li>➤ Handbook Chapter 28 Exercises 28.3-28.4</li> </ul>
<p>3/2 Due:</p> <ul style="list-style-type: none"> <li>➤ Final draft of <b>Classification Essay</b> – all work must be handed in</li> <li>➤ Lab Manual, pp. 40 – 42. Will use Process Essay revised draft in class</li> <li>➤ Handbook Chapter 29: Write with Emphasis, pp. 371-378 (29a-29e) &amp; Exercises 29.1</li> </ul>	<p>3/4 Due:</p> <ul style="list-style-type: none"> <li>➤ Final draft of <b>Process Essay</b> – all work must be handed in</li> <li>➤ Lab Manual, pp. 43 – 44</li> <li>➤ Handbook Chapter 29 Exercises 29.2-29.3</li> </ul>
<p>3/9 <b>Spring Break</b> – classes not in session</p>	<p>3/11 <b>Spring Break</b> – classes not in session</p>
<p>3/16 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 45 – 47</li> <li>➤ Final draft of <b>Comparison/Contrast Essay</b></li> <li>➤ Handbook Chapter 30: Find the Right Words, pp. 370-386 (30a-30d) &amp; Exercises 30.1-30.7</li> </ul> <p>❖ Discuss and practice: Word Choice</p>	<p>3/18 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 48 – 50</li> <li>➤ Handbook Chapter 31: Write to be Inclusive, pp. 386-392 (31a-31e) &amp; Exercises 31.1-31.3</li> </ul>
<p>3/23 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 51 – 53</li> <li>➤ Final draft of <b>Definition Essay</b></li> <li>➤ Handbook Chapter 32: Grammar Basics, pp. 393-404 (32a-32e) &amp; Exercises 32.1-32.3</li> </ul>	<p>3/25 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 54-55 (not step #2)</li> <li>➤ Handbook Chapter 9: Write Arguments, pp. 85-100 (9a-9g) &amp; Exercises 9.1-9.3</li> <li>➤ Handbook Exercises 32.4-32.7</li> </ul>



<p>3/30 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 55-56 (step #2)</li> <li>➤ Handbook Exercises 32.8-32.12</li> <li>➤ <i>To the Point</i>: Reading and Understanding Arguments, pp. 3-11</li> </ul> <p>❖ Discuss and practice: Argument</p>	<p>4/1 Due:</p> <ul style="list-style-type: none"> <li>➤ Lab Manual, pp. 57-58.</li> <li>➤ Peer draft workshop</li> <li>➤ Handbook Chapter 33: Fragments, Run-ons, and Comma Splices, pp. 404-408 (33a) &amp; Exercises 33.1-33.2</li> <li>➤ <i>To the Point</i>: Reading and Understanding Arguments, pp. 14-30</li> </ul> <p>❖ Discuss and practice: sentence structure</p>
<p>4/6 Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasion Letter</b> Essay.</li> <li>➤ Handbook Chapter 33, pp. 408-413 (33b-33c) &amp; Exercises 33.3-33.4</li> <li>➤ <i>To the Point</i>: Writing Arguments, pp. 53-67</li> </ul>	<p>4/8 Due:</p> <ul style="list-style-type: none"> <li>➤ <i>To the Point</i>: “One Nation, Indivisible? Wanna Bet?” by Anna Quindlen, pp. 41-43, pp. 44-45 Ideas for Writing Arguments, pre-writing &amp; writing a guided argument</li> <li>➤ Handbook Chapter 34: Subject-Verb Agreement, pp. 413-418 (34a-34f) &amp; Exercises 34.1-34.4</li> </ul>
<p>4/13 Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Guided Argument Essay</b></li> <li>➤ <i>To the Point</i>: Part Two: Contemporary Debates, pp. 133-212 – pick one essay and follow “Ideas for Writing Arguments” to write an argument essay.</li> <li>➤ Handbook Chapter 35: Verbs, pp. 418-427(35a-35e) &amp; Exercises 35.1-35.5</li> </ul>	<p>4/15 Due:</p> <ul style="list-style-type: none"> <li>➤ Contemporary Debate Essay peer draft workshop</li> <li>➤ Handbook Chapter 36: Pronouns, pp. 427-437 (36a-36d) &amp; Exercises 36.1-36.6</li> </ul>
<p>4/20 Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Contemporary Debate Essay</b></li> <li>➤ <i>To the Point</i>: Part Three: Perspectives on Critical Issues, pp. 215-239 The Internet: How Do We Relate to Each Other in Cyberspace? Read each essay in section.</li> <li>➤ Handbook Chapter 37: Modifiers, pp. 437-448 (37a-37e) &amp; Exercises 37.1-37.8</li> </ul> <p>❖ Discuss the Internet and possible topics</p>	<p>4/22 Due:</p> <ul style="list-style-type: none"> <li>➤ Rough draft and thesis of Internet Argument Essay – peer draft workshop</li> <li>➤ Handbook Chapter 38: Commas, pp. 449-464 (38a-38i) &amp; Exercises 38.1-38.8</li> </ul>

<p>4/27 Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Internet Argument Essay</b></li> <li>➤ Handbook Chapter 39: Semicolons and Colons, pp. 464-469 (39a-39d) &amp; Exercises 39.1-39.2</li> <li>➤ Read <i>To the Point</i>: “The Fat Tax: A Modest Proposal” by Jonathan Rauch, pp. 444-446 &amp; “A Modest Proposal” by Jonathan Swift, pp. 396-403.</li> </ul>	<p>4/29 Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Written Reflection</b> - on how writing has improved this semester. Use course goals and outcomes from syllabus.</li> <li>➤ Handbook Chapter 43: Quotation Marks, pp. 484-490 (43a-43e) &amp; Exercises 43.1-43.2</li> </ul>
<p>5/4 Due:</p> <ul style="list-style-type: none"> <li>➤ Presentations – pick one essay written this semester to present to class (5 minutes each student)</li> <li>➤ Handbook Chapter 15: Design Presentations, pp. 158-163 (15a-15c) &amp; Exercises 15.1</li> <li>❖ Discuss and practice: effective presentations</li> </ul>	<p>5/6 Due:</p> <ul style="list-style-type: none"> <li>➤ Presentations</li> </ul>
<p>5/11 Course review and Presentations</p>	<p>5/13 <b>Exit Exam</b></p>

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