

English 012: Foundations of Writing (CRN: 11978)

Instructor: Amy Lynn Ingalls-Gurtz

Meets: Mondays and Wednesdays, 10am-11:40am,

Room: D-230

Office Hours: By appointment

Office Location: Adjunct Offices, D-203B

Email (preferred method of communication): aingalls-gurtz@trcc.commnet.edu

Phone: (860)-373-0572 (Secondary method of communication-use only in emergencies!)

Required texts:

Henry, D. J. *Writing for Life*, 2nd ed. New York: Pearson Longman, 2010.

Ingalls, Anna. *Expectations*, 2nd ed. New York: Pearson Longman, 2006.

A college dictionary

Required Supplements:

- 2 folders with pockets (one for class handouts and one for the essays)
- A journal (any one subject style you prefer for handwritten journal entry drafts)
- A notebook for class notes
- A USB Thumb Drive
- Internet access (Mywritinglab)

ADDITIONAL (SUGGESTED) SUPPLEMENTS:

- Mywritinglab.com (Create an account login name and password and then the rest is To-Be-Determined)
- Faigley, Lester. *The Brief Penguin Handbook*, 3rd ed,
- An electronic folder on your flash drive (for saving and editing all written work)
Students have shared with me it is good to have a backup!!
- ❖ Your textbook is your workbook; please write and annotate in it thoroughly (no need for extra notebook pages!) Expect me to check completed assignments *occasionally* as part of your participation grade.

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, and information literacy skills are introduced.

COURSE DOES NOT COUNT TOWARDS CREDIT REQUIREMENTS FOR GRADUATION.

Our Classroom

This class will work well if we work together. Bring your required textbooks and required supplemental materials to class each time; you never know when you will need them. Ask questions. Make comments or raise insights. Don't be afraid to be creative or debate, TASTEFULLY, RESPECTFULLY, and with others' feelings in mind. Try to be open-minded when discussing controversial topics. This is a **critical** reading and writing class.

Course Expectations:

Writer's Journal (10 points)

- Your Writer's Journal will be a series of responses from readings in *Expectations: A Reader for Developing Writers*. (Note: It is perfectly fine to handwrite your journal entries and type them for the midterm portfolio and final writer's journal submissions or you may want to type them to save to an electronic folder on your USB drive.) More to come.

Midterm Portfolio (15 points)

- By the mid-point of the semester, you will showcase your work to date, to get your midterm grade for the course. In this portfolio, you will include: Class Performance Self-Assessment short answer questions, Writer's Journal reflection short answer questions, and Writer's Journal entries to date.

Research Narrative (15 points):

This semester, you will write a **research narrative** on a current social issue on the theme of "Food in Our Culture." This 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 Research narrative 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 Research Log, Reader's Journal, essay drafting, and peer reviewing will be covered in class. Essay should be a minimum of three pages. As part of the 15 points, you are required to meet with a writing tutor in the Writing Center. Therefore you will lose 5 out of 15 points if you choose not to use this student support service.

Argumentative Essay (15 points)

Argumentative/persuasive essays are a common pattern of organization in any expected college writing. You will be expected to use the Writing Process tools to write a short 3-4 page paper developing an argument and then considering both sides through a pro and con position paper. More to come. **(Note: I will discuss Chapters 12 and 15 as part of the semester's course outline and these are chapters which will be of help to you as you write this essay).**

Online Components:**Mywritinglab-Additional suggested supplement**

There will be a demonstration/account set-up in a computer classroom sometime in February. You must have your Mywritinglab access card which should have come packaged with your book. Do not lose it-it is expensive to replace! You must have your student ID and password to access the TRCC computers on that day. On that day, you will start the diagnostic and it is due the next time we meet (so, if you see the demonstration on a Tuesday, the diagnostic will be due on that Thursday, etc.)

Note: While Mywritinglab is not required, if I feel you are struggling with a particular concept, it will serve as extra practice for you. You are more than welcome to work on any part of Mywritinglab as extra practice on your own.

This is your course ID to join my course: [Ingalls551518W](#)

LEARNING OUTCOMES/OBJECTIVES

Upon successful completion of ENG 012, students 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 (To Be Explained.)
- 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

Grading

The final grade will be a letter grade of A-F.

Students who earn a “C” or more will pass this course.

Grading is based on:

Class Participation25 points

Participation includes:

- ***Attending all classes and participating in class discussions***
- ***Completing all Writing for Life textbook exercises (There will be random HW checks!)***
- ***Bringing all required textbooks and required materials to class each time.***
- ***Daily Free writing and “Word of the Day” activities***
- ***Small and large group work***
- ***In-class writing and sharing of writing with others***
- ***Coming to class prepared by reading all assigned work and doing assignments on time.***

Writer’s Journal (10 entries)..... 20 points

Argumentative Essay..... 15 points

Research Narrative Essay.....15 points

Midterm Portfolio.....15 points

Final Exam.....10 points

Total= 100 points

Grading (continued):

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.
- ✓ Class begins promptly, so don't be late or leave early, as it will affect your grade negatively.
- If a student misses a class, it is the **student's responsibility** to find out any missed assignment(s), do the class work and be prepared for the next class.
- It is your responsibility to let me know ahead of time (through email) that you will be missing class. More than two classes missed will result in an automatic 5 points off your grade.

Late Work:

Work is due on the dates stated in the course outline, regardless of absence. In other words, if you are not in class on a due date for an assignment, it will receive the same 5 point late penalty as if you had attended class and not completed the work.

- Remember that when you pass in late work, you will miss the chance for meaningful feedback from me and from peers.

Plagiarism/Academic Integrity:

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 or give credit to that person. Whether conscious or unconscious, plagiarism is a serious academic offense. 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

Location: Room C-117(First Floor), next to the Library

Phone: (860)-892-5713 or (860)-892-5769

Email: TRWritingCenter@trcc.commnet.edu

Online tutoring: <http://etutoring.org/>

It is **required** that you visit the Writing Center, make an appointment and have a member of the Writing Center staff (Professional or student tutor) review your research narrative and argumentative essays. Appointments usually run ½ hour. Tutors WILL

NOT rewrite your paper for you; you are responsible to take the feedback and revise your work. This is called taking the role of author in the process of writing.

Technology:

Electronics are to be powered off upon entering the classroom. IF it is crucial you have to be available by cell phone, a word to me before class starts is appreciated. In these cases, you may put your cell phone on “vibrate.” Please do your best not to disturb the class.

Bad weather:

It is that time of year where we may experience stormy days.

Check before you leave.

Call: (860)-886-0177; Press “1” for college closing announcements.

Visit the TRCC website at www.trcc.commnet.edu and this information is available on the home page under: Building/Weather Updates.

Also, I recommend signing up for text messages to be sent to your phone about bad weather delays/cancelations. Sign up at: <http://www.mir3.com/mycommnet/> . Register with a valid email address and create a PW to receive texts to your mobile device.

Tentative Schedule

(How to read the schedule- When HW is assigned, it is due in the following class. For example, if HW is assigned on 1/30, it is due on 2/1)

| Monday | Wednesday |
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| 1/23 – Welcome! Course introduction and syllabus review; In-class writing. HW (due 1/25): Get texts and required materials; <i>Writing for Life</i> , Ch. 1 | 1/25– Classwork: Free write/”Word of the Day”; Review <i>Writing for Life</i> , Ch. 1/Chapter 16 HW (due 1/30): <i>Expectations</i> “Strategies for Active Reading” (pp. 2-9), <i>Writing for Life</i> , Ch. 2&17 |
| 1/30– Classwork: <i>Writing for Life</i> , Ch. 2&17, Mini-lesson: Annotating. Brainstorm Research narrative topics on “Food in Our Culture” theme. HW (due 2/1): <i>Expectations</i> reading “Dressing Down” (pp. 147-151) and 1 paragraph summary on the reading | 2/1- Classwork: Summaries; Research narrative topics HW (due 2/6): <i>Writing for Life</i> , Ch. 3&18 |

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| 2/6- Classwork: <i>Writing for Life</i> , Ch. 3&18 HW: | 2/8– Classwork: Mywritinglab ; Mini- lesson: Concept Maps/ Narrow topics for Research narratives HW: <i>Writing for Life</i> , Ch. 4&19 |
| 2/13– <i>Writing for Life</i> , Ch. 4&19. HW: <i>Expectations</i> “American Fish”-pp. 12-18 and write one-paragraph summary | 2/15–Classwork: Analysis journal response (lecture/activity); <i>Writing for Life</i> 4&19 HW: <i>Writing for Life</i> , Ch. 5&20. |
| 2/20– No Classes (President’s Day) HW: <i>Writing for Life</i> , Ch. 5&20 and <i>Expectations</i> “Possible Lives”-pp. 84-89 and write one-paragraph analysis | 2/22– Classwork: Review Ch. 5&20 HW: <i>Writing for Life</i> , Ch. 6&21. |
| 2/27- Classwork: <i>Writing for Life</i> , Ch. 6&21 Expectations reading More discussion to follow. | 2/29– <i>Writing for Life</i> , Ch. 7&22 |
| 3/5– <i>Writing for Life</i> Ch. 8&23; HW: <i>Expectations</i> , “A Song Flung Up to Heaven”-pp. 47-52 and one paragraph analysis, <i>Writing for Life</i> , Ch.7&22 | 3/7– Library Lesson (Library classroom, 2 nd floor); Research Logs for Research narrative and complete the first section. HW: <i>Writing for Life</i> , Ch. 8& 24 |
| 3/12–. <i>Writing for Life</i> , Ch. 8&24 HW: (<i>Expectations</i>) “Online Schools Provide New Education Options”—pp. 98-101 and write one page analysis Find 1 st source for research narrative essay | 3/14– Midterm Portfolios Due. Complete Workshop pp. 152-155. <i>Writing for Life</i> Ch. 9&27 Practice analysis (one page) with “A Song Flung Up to Heaven” (discuss/small groups) HW: Read “Why I Worked with La Migra” (handout) and write one-page analysis, <i>Writing for Life</i> , Ch. 9&27 |
| 3/19-No classes (Spring Recess) HW: Find 2 nd source for research narrative essay; <i>Writing for Life</i> , Ch. 9&27 | 3/21-No classes (Spring Recess) |
| 3/26– Complete Workshop pp. 168-171. <i>Writing for Life</i> , Ch. 10&28 HW: (<i>Expectations</i>) Read “Computer Addiction is Coming Online”—pp. 173- 177 and write one-page analysis, <i>Writing for Life</i> , Ch. 10&28 | 3/28- <i>Writing for Life</i> Ch. 10&28 |

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| 4/2– Complete Workshop pp. 184-187. <i>Writing for Life</i> Ch. 11&29 HW: <i>Expectations</i> : Read “Spanglish Spoken one-page analysis, <i>Writing for Life</i> , Ch. 11&29 | 4/4– <i>Writing for Life</i> Ch. 11&29. HW: Find 5 th source for research narrative essay (tentative) |
| 4/9– Classwork: The Argumentative/Persuasive Essay <i>Writing for Life</i> Ch. 12&30 HW: <i>Expectations</i> , Read “How to Win the College Game”—pp. 105-110 and write one-page analysis. | 4/11– The Argumentative/Persuasive Essay. <i>Writing for Life</i> , Ch. 12&30 HW: <i>Writing for Life</i> , Ch. 12&30; drafting Find 6 th source for research narrative (tentative) |
| 4/16- The Argumentative/Persuasive Essay (Peer review) HW: <i>Writing for Life</i> , Ch. 13&31 | 4/18- The Argumentative Persuasive Essay HW: <i>Writing for Life</i> , Ch. 14&32 |
| 4/23-Mini-lesson: MLA format and citations/Analyze sources for validity/Research narrative pre-writing HW: TBD | 4/25-Research narrative drafting HW: <i>Writing for Life</i> ; Ch. 14&32 |
| 4/30- Research Narrative Editing Draft due/Editing Workshop HW: <i>Writing for Life</i> , Ch. 14&32 | 5/2- Research Narrative Essay Peer Review ; <i>Writing for Life</i> , Ch. 15&34 |
| 5/7– <i>Writing for Life</i> , Ch. 15&34 | 5/9– Research Narrative and Library Research Log due |
| 5/14- Writer’s Journal Due; Final Exam | |

Other calendar dates:

Feb. 2-No classes (Professional Day)

April 6-8: College closed

May 7th-Last day to withdraw from classes and receive a “W”.

May 23-Student Grades available on MyCommnet