

**Syllabus – Fall 2009**  
**English K094: Read Discuss Writing**

Instructor: Jennifer L. Seelhorst            E-Mail: jseelhorst@trcc.commnet.edu  
Meets in MOH 302 – Tuesdays/Thursdays 4:30-6:20 p.m.  
Office Hours: Wednesday from 5:20-6:20 p.m. in my office (Swing Space); Tuesdays and  
Thursdays from 3:50-4:20 p.m. and 8:20-8:50 p.m. in MOH 306; or by appointment  
Office Location: Swing space Phone: (860) 892-5719

**Required Texts**

*A Community of Readers: A Thematic Approach to Reading*, 4<sup>th</sup> Ed. Alexander and Lombardi  
*The Brief Penguin Handbook* 2<sup>nd</sup>. Ed. Faigley  
A college dictionary

**Required Supplemental Materials**

A stapler and a box of paper clips  
A method for backing up your work on a computer (i.e. zip disks, 3.5" disks, memory sticks, etc.)  
Three folders with pockets (one to keep handouts and two for handing in essays)  
A notebook with two sections (notes and reading responses with vocabulary lists)  
An organizer/calendar, for writing down homework assignments

**ENG 094**

This is a fundamental course in understanding the ideas of others as well as expressing one's own. This course provides instruction in reading, discussing, 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 relates to academic work. This course is preparation for ENG 100, ENG 101, and other college credit courses that require critical thinking and the communication of ideas.

*\*COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.*

**LEARNING OUTCOMES**

*Upon successful completion of ENG 094, students 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 academic 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 and understanding of the material being covered
- 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
- utilize strategies for writing with time constraints

### **Grading**

Students must get a “C” or better to pass this course. Final grades will be based on the following:

- 20% Class Participation (Participation includes: attending all classes and participating in class discussion, group work, in-class writing, peer reviews, homework, and coming to class prepared by doing the required reading and assignments on time).
- 20% Reading Responses
- 20% Mastery Tests
- 10% Midterm
- 10% Research Project with Term Paper
- 20% Final Exam

### **Methods of Instruction**

In this class, you can expect to:

- Read every day.
- Write every day, in a variety of formats: responding to readings, doing pre-writing activities for essay drafting or revising formal papers.
- Spend class time in writing workshops, practicing various rhetorical strategies.
- Analyze the techniques and strategies of other people’s writing.
- Look closely at your own strengths and challenges as a writer through individual conferences.
- Learn new stylistic options in a number of ways: through lecture, as well as by analysis of readings, your own writing, and writing done by your peers.
- Work in small groups to discuss your own and peers’ writings.

### **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.

### **Attendance Policy**

- 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. After six absences, a student may not be able to successfully complete the course.
- This class begins on time, and I appreciate when students are ready to begin on time.
- If a student will be absent, late or have to leave early, she/he must tell me in advance. For every three times that a student arrives late or leaves early, it will count as an absence.
- It is the student's responsibility to find out and do the assignment for any missed class.
- Quizzes and tests cannot be made up unless previously arranged with me.

### **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 "NC" grade for the course.

### **Weather Cancellations:**

Call (860) 866-0177 or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu).

TV Channels 3 & 8.

Radio Stations: WCTY, Q105, WICH, WNLC.

### **Late Work**

All assignments are due at the beginning of class. Work submitted later will receive a penalty of one full letter grade for each class period the assignment is late.

### **Academic Dishonesty/Plagiarism**

*All work submitted must be original.* 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. Any student who willfully presents another person's work as his or her own will be subject to discipline. Penalties that may be imposed are failure for a particular assignment or course and/or dismissal from this course.

### **Students with Disabilities**

To receive accommodations in class a student must make an appointment with the Learning Disability Specialists, Mr. Chris Scarborough (office in Mohegan library) or Judy Hilburger (office in the Registrar's office) who will justify the special modifications that are needed to facilitate learning for the student. I will be glad to speak with a student regarding this or any special medical needs.

### **Course Guidelines and Grading**

#### **Reading Responses**

There are eight chapters in your English 094 text, and this semester, we will cover each of them. You will respond to text-based material and class discussion topics in the Reading Response section of your notebook. These will be checked throughout the semester as part of your participation grade, and will be evaluated at the end of the semester for a letter grade.

#### **Writing**

The main writing assignment for this course will include a research project and a term paper. The paper will involve honing your information literacy skills by keeping a detailed research log, which you will turn into an essay on your research exploration. The paper will be typed in MLA format and will involve topic selection, prewriting, drafting, revision, and the production of a final copy.

Specific information concerning format and guidelines for paper will be distributed and discussed in class. In addition to the formal paper, reading responses, in-class writing, and exercises in style, grammar, and mechanics will be required.

**Note of Reading:**

Reading is an important means of communication. It helps one to think, write, and communicate better. Just as there are different skill levels in any sport, reading has different skill levels and achievement as well. This course will help you to understand the different kinds of reading, help you to appreciate the importance of improving your reading skills, and show you how to improve your reading. By working together, we can accomplish our goals.

**The Writing Center:**

They are eager to help so please contact the tutors.  
 Writing Center: e-mail [TRWritingcenter@trcc.commnet.edu](mailto:TRWritingcenter@trcc.commnet.edu)

**Technology:**

Turn off your cell phone, pager, or other electronic equipment.

**Tentative Schedule**

<b>Tuesday</b>	<b>Thursday</b>
9/2 - Course introduction and syllabus review	9/4 – Chapter 1
9/9 – Grant survey/ Online tools presentation	9/11 – Topics Discussion
9/16 – <b>Chapter 1 Test</b>	9/18 – Chapter 2
9/23 – Chapter 2	9/25 – Chapter 2
9/30 – <b>Chapter 2 Test</b>	10/2 – Chapter 3

10/7 – Chapter 3	10/9 – <b>Chapter 3 Test</b>
10/14 – Chapter 4	10/16 – Chapter 4
10/21 – Chapter 5	10/23– Chapter 5
10/28 – <b>Classes Not in Session</b>	10/30 – <b>Classes Not in Session</b>
11/4 – <b>Chapter 5 Test</b>	11/6 - Chapter 6
11/11 – Chapter 6	11/13 – <b>Midterm</b>
11/18 – Chapter 7	11/20 – Chapter 7/– <b>Paper Draft Due for Editing Workshop</b>
11/25 – <b>Classes Not in Session</b>	11/27 – <b>Classes Not in Session</b>

12/2 – <b>Chapter 7 Test</b>	12/4 - Chapter 8/– <b>Paper Draft Due for Peer Review Workshop</b>
12/9 – Chapter 8/ <b>Paper Peer Review</b>	12/11 - <b>Chapter 8 Test</b>
12/16 - <b>Paper Final Draft Due/ Reading Responses Due</b>	12/18 - <b>Final Exam/ Information Literacy mini-presentations</b>

“Our lives begin to end the day we become silent about things that matter.”  
**-Dr. Martin Luther King Jr.**

**This syllabus is subject to change by the instructor.**