

Reading - Writing Connection
10439 English K100 - T05

Spring 2009
Monday & Wednesday
12:00pm - 1:15pm
Room: D230

Instructor: M. Burch
Office hours: M & W 10:50 - 11:50pm
T & R 11:00am - 12:15pm
And by appointment
Room: D203A-4
E-mail: mburch@trcc.commnet.edu
Phone: (860) 892-5780

Required Readings:

Gary Goshgarian and Kathleen Krueger. *Dialogues: An Argument Rhetoric and Reader*. 6th ed. New York: Pearson/Longman, 2009.
Faigley, Lester. *The Brief Penguin Handbook*. 3rd ed. New York: Pearson/Longman, 2009.
Dictionary.

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

And pass an Exit Exam to 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,	
➤ coming to class prepared by doing the required reading and assignments on time.	
Quizzes & Writing Assignments.....	15%
➤ cannot be made up.	
➤ demonstrates knowledge and critical thinking skills.	
Tests.....	10%
Essays.....	40%
Midterm & Exit Exam.....	15%
<i>Failing exit exam can result in failing the course.</i>	

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:

To receive accommodations in class a student must make an appointment with the Counseling and Advising Center (860) 383-5217. I will be glad to speak with a student regarding this or any special medical needs.

Tutoring/Writing Center:

Tutoring Academic Success Center (860) 892-5713.
Writing Center call (860) 892-5773
or e-mail TRWritingcenter@trcc.commnet.edu.

Technology:

Turn off your cell phone, pager, 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.
TV Channels 3 & 8.
Radio Stations: WCTY, Q105, WICH, WNLC.

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)

Course Outline
(Subject to Change)

Week 1

January 21

Wed. Introduction and syllabus review.

Week 2

January 26

Mon. Reading: *Dialogues*, Preface, pp. xxv-xxviii.

Chapter 3: Finding Arguments, Thinking Like a Writer, pp. 61 – 71.

The Brief Penguin Handbook, Chapter 1: Think as a Writer, pp. 1 -

6 & Chapter 2: Plan and Draft, pp. 6 – 14.

Reading Quiz # 1 – Prewriting activities.

Writing Assignment # 1 - Prewriting activity - Essay # 1: Narrative (A Defining Moment).

January 28

Wed. Reading: *The Brief Penguin Handbook*, Chapter 30: Find the Right Words, pp. 379 – 386.

Dialogues, Chapter 4: Choosing Your Words, pp. 109-121

(pp. 120-121, do exercises # 5,6, & 7).

Word Choice – Handout

Should I Use “I” - Handout

Reading Quiz # 2 – word choice.

Writing Assignment # 2 – Essay # 1: Introduction.

Week 3

February 3

Mon. Reading: *The Brief Penguin Handbook*, Chapter 3: Compose Paragraphs, pp. 21 – 37 & Chapter 43: Quotation Marks, pp. 484 – 490.

Revising Drafts– Handout.

Getting Feedback – Handout.

Peer Draft Workshop – bring 3 copies of essay (one for instructor).

Writing Assignment # 3 – First draft of Essay # 1.

February 5

Wed. Reading: *The Brief Penguin Handbook*, Chapter 4: Rewrite, Edit and Proofread, pp. 37 – 46 & Chapter 45: Write with Accurate Spelling, pp. 500 – 501.

In class conferences and appointment conferences for Essay # 1.

Week 4

February 9

Mon. Reading: *The Brief Penguin Handbook*, Chapter 9: Write Arguments, pp. 85 – 100.

Reading to Write – Handout.

Essay # 1: Narrative – hand in folder with all drafts, peer draft workshop questions, and work.

Test # 1 – paragraph structure.

February 11

Wed. Reading: *Dialogues*, Chapter 1: Understanding Persuasion, pp. 3-16.

“With These Words, I Can Sell You Anything” by William Lutz, pp.386-399.

College Writing – Handout.

Thesis Statements – Handout.

MyCompLab.

Week 5

February 16

Mon. President’s Day – No Class!

February 18

Wed. Reading: *Dialogues*, Chapter 1: Understanding Persuasion, pp. 16-27 (**pp. 21 - do exercises # 1,2,3 & 4; pp.26-27 do exercises 1 & 4).**

The Brief Penguin Handbook, Chapter 5: Read and View with a Critical Eye, pp. 47- 55 &Chapter 27: Write with Power, pp. 359 - 365.

Writing Assignment # 4 – prewriting and thesis statement for Essay # 2: Argument – Product Advertising.

Week 6

February 23

Mon. Reading: *Dialogues*, Chapter 2: Reading Arguments, pp. 28-45. Argument – Handout

The Brief Penguin Handbook, Chapter 28: Write Concisely, pp. 365 - 371.

Evidence – Handout.

Writing Assignment # 5 – introduction for Essay # 2.

February 25

Wed. Peer Draft Workshop – bring 3 copies of essay # 2 draft (one for instructor).

Week 7

March 2

Mon. Reading: *Dialogues*, Chapter 2: Reading Arguments, pp. 45-60
(pp. 60 - do exercises # 1& 2).

The Brief Penguin Handbook, Chapter 29: Write with Emphasis, pp.
371 - 378.

In class conferences and appointment conferences for Essay # 2.

Reading Quiz # 3 – conciseness.

Revised Essay # 1 – Last day to email Narrative (Essay # 1) to
instructor for publication.

March 4

Wed. Reading: *The Brief Penguin Handbook*, Chapter 22: Write and
Revise the Research Project, pp. 225 - 236.

Writing Assignment # 6 – 2nd draft of Essay # 2.

Test # 2 –the writing process.

Week 8

March 9

Mon. Reading: *Dialogues*, Chapter 4: Addressing Audiences,
pp. 84-108.

“How to Get a College Education” by Jeffery Hart, pp. 644-649.

Essay # 2: Argument – Product Advertising – in folder with all
drafts, peer draft workshop questions, and work.

Essay Exams – Handout.

Reading Quiz # 4 – thesis statements.

MyCompLab.

March 11

Wed. Midterm Exam

Week 9

March 16

Mon. Spring Break - No Classes!

March 18

Wed. Spring Break - No Classes!

- Week 10**
- March 23**
Mon. Reading: *Dialogues*, Chapter 3: Finding Arguments, pp. 71-83.
“Five Non-Religious Arguments for Marriage: by Dennis Prager, pp. 683-685 & “On Not Saying, “I Do” by Dorian Solot, pp. 686-689.
The Brief Penguin Handbook, Chapter 21: Incorporate Sources and Avoid Plagiarism, pp. 213 - 224.
- March 25**
Wed. Reading: *Dialogues*, Chapter 5: Shaping Arguments, pp. 122-160.
The Brief Penguin Handbook, Chapter 33, Fragments, Run-ons, and Comma Splices, pp. 404-213.
Reading Quiz # 5 – argument.
- Week 11**
- March 30**
Mon. Reading: *Dialogues*, Chapter 6: Using Evidence, pp. 169-181.
Student Choice – pick two essays (same topic) from *Dialogues*,
The Readings: Part Two, pp. 329-771 to use for Essay # 3 –
Argument.
The Brief Penguin Handbook, Chapter 38: Commas, pp. 449- 464.
Writing Assignment # 7 – prewriting, thesis, and introduction for
Essay # 3 – Argument.
- April 1**
Wed. Reading: *Dialogues*, Chapter 6: Using Evidence, pp. 182-193.
Reading Quiz # 6 – evidence.
Writing Assignment # 8 – revised thesis statement for Essay # 3.
- Week 12**
- April 6**
Mon. Reading: *Dialogues*, Chapter 7: Establishing Claims, pp. 194-218.
Writing Assignment # 9 – introduction for Essay # 3.
MyCompLab.
- April 8**
Wed. Reading: *Dialogues*, Chapter 8: Using Visual Arguments, pp. 219-
237.
Reading Quiz # 7 – conclusion.
Writing Assignment # 10 – body and conclusion for Essay # 3.

Week 13

April 13

Mon. Reading: *Dialogues*, Chapter 8: Using Visual Arguments, pp. 238-263.

Peer Draft Workshop – bring 3 copies of essay (one for instructor).

Writing Assignment # 11 – 1st draft of Essay # 3.

April 15

Wed. In class conferences & appointment conferences for Essay # 3.

Writing Assignment # 12 – revised 1st draft of Essay # 3.

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Week 14

April 20

Mon. Reading: *Dialogues*, Chapter 9: Researching Arguments, pp. 264-290.

Peer Draft Workshop - bring 3 copies (one for instructor).

Writing Assignment # 13 – 2nd draft of Essay # 3.

April 22

Wed. Reading: *Dialogues*, Documentation Guide: MLA style, pp. 291-315.

In class conferences & appointment conferences for Essay # 3.

Reading Quiz # 8 – revising drafts.

Week 15

April 27

Mon. Reading Quiz # 9 – MLA format.

Essay # 3 – Argument in folder with all drafts, peer draft workshop questions, and work.

MyCompLab

April 29

Wed. Test # 3 – argument essay.

Week 16 **May 4**
Mon. Writing Assignment # 14 – Bring revised Essay to review in class.

May 6
Wed. Portfolio – including all revised essays and assignments.
MyCompLab.

Week 17 **May 11**
Mon. Reading: *Dialogues*, Reading the Visual, “NASULGC/Anheuser-Busch Spring Break Ad,” pp. 663-664.

May 13
Wed. Review writing process.
MyCompLab.

Week 18 **May 18**
Mon. Exit Exam.