

Syllabus

Spring, 2008

English 100: The Reading- Writing
Connection

Three Rivers Community College
Mohegan Campus
Norwich, Connecticut

Rena Cadro, Instructor

Office Hours: By Appointment

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English 100

3. Semester Hours

Prerequisites

Consent of the instructor is required for enrollment in this course. Consent is usually given if students have completed ENG 075 or 085 or ENG 085 or have achieved a satisfactory placement test score in both of those areas. Students who have successfully passed ENG 111 are not given consent.

Course Description

This course explores the close relationship between reading and writing. Designed to encourage higher level thinking, the course combines the reading, writing, and thinking processes on essays and articles written by noteworthy authors. Emphasis is placed on critical reading skills. Students enrolled in this course can expect regular reading and writing assignments.

Learning Outcomes

Upon successful completion of ENG 100, 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

Instructional Materials

Text: Models for Writing, Rosa and Eschholz

A dictionary

A loose leaf notebook and paper

Evaluation Procedures

Achievement of **all** of the following criteria is required:

- 1) Complete all reading and writing assignments on time.
- 2) Contribute regularly to class discussion.
- 3) Maintain a notebook as instructed.

Explanation of Criteria for Evaluation

Reading and Writing Assignments

Reading assignments should be completed before the class for which they are assigned.

Effective class discussion is not possible unless the reading has been completed.

Likewise, writing assignments should be completed by the due date.

If the student has sufficient reason, late writing assignments will be accepted up to one class after the original due date. However, they will be marked down one letter grade.

Likewise, tests and quizzes that must be made up will have an automatic 5 point penalty deducted from the score.

Homework assignments are given to aid the student in mastering important concepts.

Homework assignments will not be accepted after the date that they are due. If absent, the student should return to class with all assignments complete. **There is no excuse for not knowing what occurred in the class.**

Class Discussion

Frequent, thoughtful participation is expected of all students. In general, a student should plan to spend a minimum of one hour in preparation for each class hour, and to attend each class, so that participation is maximized.

Notebook

A notebook will be maintained by each student for the purpose of recording in-class summaries, answers to questions proposed in class, and other writing activities assigned by the instructor. The notebook will be brought to each class.

Grade Computation

The following is a general breakdown of the final grade:

3 tests; Quizzes
8 formal pieces of writing
Class participation, attitude
Written in-class and at home assignments

*** Disabilities Statement***

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough, who is coordinating services to students with disabilities, or the Disabled Student Counselor.

Grading System

A, A-, B+, B, B-, C+, C, C=, D+, D, D-, F

Numerical Components

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
F	0-59

Plagiarism

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Whether it be conscious or unconscious, plagiarism is a serious academic crime. Your writing for this course is expected to be original, the product of your own thinking. Plagiarism will result in your failing the course.

Revisions to Syllabus

The information contained in this syllabus is subject to revision at the discretion of the instructor. Students will be notified of any changes that will be made.

College Withdrawal Policy

A 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 both campuses and the office at the Sub-Base. Non-punitive "W" grades are assigned to any withdrawal requested before the various unrestricted withdrawal deadlines listed in the calendars published in front of each session's course listings. Withdrawal requests received after these deadlines must bear instructor signatures. 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.

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Date	Class Work	Homework
January 28	<p>Introductions Syllabus Overview Reading: Discussion of Poem Writing Sample Begin Journal/Vocabulary List</p>	<p>Review Syllabus Read (MFW) Pages 1-40 and 90-108 Read "The Most Important Day" (MFW) pages 74-79 Read "Intelligence" pages 43-49 Read "Salvation" pp. 220-224 And pp. 182-187 "I Just Want to Be Average"</p>
February 4	<p>Rhetorical Strategy: The Writing Process, Effective Sentences, and five paragraph essay; the thesis as a controlling idea; Creating a Title; Unity Editing and Revising Reading Strategy: Getting the Most Out of Reading- Active Reading-Reading for Meaning; Annotating , SQ3R-Identifying Main idea and Details</p>	<p>W.A.#1-My Most Important Educational Experience due 2/11 Read (MFW) Pages 114-118 "A View from the Bridge" Read pp 157-63 "The Unforgettable Miss Bessie" pp. 140-145 "Of My Friend Hector and My Achilles Heel"</p>
February 11	<p>Peer editing W.A.#1 Reading Strategies: Outlining and Summarizing (In-class Writing Assignment-WA#2) 3 Types of Comprehension Bloom's Taxonomy Rhetorical Strategy: Organization/Beginnings and Endings Review for Exam</p>	<p>Study for Exam #1 Prepare Portfolio with Assignments 1 and 2- due 2/18</p>
February 18	<p>Exam #1</p>	<p>Read pp.192-198 "On Being 17, Bright, and Unable to Read" Read pp. 330-336 "How I Got Smart" Read 337-345 " Momma, the Dentist and Me" and Read "The Story of an Hour" pp. 346-350</p>
February 25	<p>WA #3 Rhetorical Strategy: Paragraphing. Transitions; Narrative Writing , Timelines, Point of View</p>	<p>Read pp. 417-24 "Friends, Good Friends..." Read pp. 403-406 "The Company Man" Read 279-284 "The Jacket" Read 245-250 "Shame" WA#3 Narrative –Due 3/3</p>

March 3	Peer Edit WA #3 Rhetorical Strategy: Definition, Classification; Figurative Language; Diction and Tone	Read "Grammy Rewards" (Hand out) "Mac or PC" pp. 443- 450 "Battle of Cultures" pp. 451-455 W.A. #4: Definition
March 10	Peer Editing WA#4 Reading Strategy: Compare and Contrast (WA #5)	WA # 5: Compare and Contrast Read pp. 476-479 "Mom Quixote" and "One Idea" pp 480- 483
March 24	Peer Editing WA#5 Rhetorical Strategy: Cause and Effect Review for Exam #2	Study for Exam # 2
March 31	Exam #2	Read "A Crime of Compassion" pp. 299-305. and "Can I Get You Some Manners with That?" pp.316- 320
April 7	Rhetorical Strategy; Illustration Reading Strategy: Fact and Opinion Writing Assignment # 6	Writing Assignment #6 Read "My Favorite Teacher" pp. 365- 369
April 14	Peer Editing WA#6 Description Writing Assignment # 7	Read "In Praise of the F Word" pp. 510-514 and "As They Say Drugs Kill" pp 505-509 Writing Assignment #7
April 21	Peer Editing WA #7 Rhetorical Strategy: Argumentation; Scoring rubrics WA# 8: Argumentation	Revise WA #8
April 28	Continue Argumentation Anchor Sets Peer Editing WA#8	Complete Portfolio for Submission on May 5 Complete ALL Revisions.
May 5	Individual Portfolio Review	Study for Exam
May 12	Final Exam	