

10437 English K100 - M15: Reading - Writing Connection

Spring 2008
Monday & Wednesday
2:00pm - 3:20pm
Room: MO 300

Instructor: M. Burch
Office hours: M & W 12:30 - 1:30pm
T & R 11:00am - 12:00pm
Room: Shop Wing
E-mail: mburch@trcc.commnet.edu
Phone: (860) 892-5780

Required Readings:

- ◆ Eggers, Philip. *Steps for Writers: Composing Essays*, Volume 2. New York: Pearson/Longman, 2007.
- ◆ Munger, David. *The Brief Pocket Reader*. New York: Addison Wesley Longman, 2000.
- ◆ Faigley, Lester. *The Brief Penguin Handbook*. 2nd ed. New York: Pearson/Longman, 2006.
- ◆ 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.....40%
 - cannot be made up,
 - demonstrates knowledge and critical thinking skills.
 - ◆ Tests.....10%
 - ◆ Essays.....30%
 - ◆ Exit Exam.....passing exam does not effect your grade / failing 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. If a student will be absent, late or have to leave early, she/he must tell me in advance.
- ◆ It is the student's responsibility to find out and do the assignment for any missed class.
- ◆ Quizzes and Reading Responses cannot be made up.

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:

They are eager to help so please contact:
Writing Center call (860) 892-5773 or 892-5769
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.

Course Outline
(Subject to Change)

Week 1 **January 23**
Wed. Introduction and syllabus review.

In Class Writing/ Discussion.

Week 2

January 28

Mon. Reading: *Steps for Writers*, To the Student, pp. xxv-xxix.
Introduction: Visualizing the Essay, pp. 7 - 6.
The Brief Penguin Handbook, Introduction & 1 - 1d: The Rhetorical Situation, pp. 1 - 13.
Small Group Work / Discussion.
Reading Quiz # 1.

January 30

Wed. Reading: *Steps for Writers*, Step One: Developing Your Own Thinking and Writing Process, Chapter 1, pp. 8 - 22.
The Brief Penguin Handbook, Chapter 3: Planning & Drafting, pp. 27 - 35.
Due: Writing Assignment # 1 - Prewriting.

Week 3

February 4

Mon. Reading: *Steps for Writers*, Chapter 2: Making a Point, pp. 23 - 33.
The Penguin Handbook, Write a Working Thesis, pp. 36 - 43.
Large Group Work.
Reading Quiz # 2.

February 6

Wed. Reading: *Steps for Writers*, Chapter 3: Developing Your Body Paragraphs and Making Conclusions, pp. 34 - 50.
The Brief Penguin Handbook, Composing Paragraphs, pp. 43 - 60.
Small Group Work / Discussion.
Due: Writing Assignment #2 - Thesis Statement.

Week 4

February 11

Mon. Reading: *Steps for Writers*, Chapter 4, Global Revising: Doing an Extreme Makeover, pp. 51 - 60.
The Brief Penguin Handbook, Rewriting, Editing, and Proofreading, pp. 60 - 70.
Large Group Work.
Reading Quiz # 3.

Week 4 (con't)

February 13

Wed. Reading: *Steps for Writers*, Chapter 5: Putting on the Final Touches, pp. 61 - 73.
The Brief Penguin Handbook, Write Concisely, pp. 386 - 391.

Small Group Work / Discussion.

**Due: Writing Assignment # 3 - *Brief Pocket Reader*,
“Fish Cheeks” by Amy Tan, pp. 9-10.**

Week 5

February 18

Mon. Reading: *Steps for Writers*, Step Two, Writing Essays Based on Your Own Experience and Perceptions, Chapter 6: Describing a Situation, Person, or Group, pp. 76 - 85.

The Brief Penguin Handbook, Find the Right Words, pp. 389 - 405.

Large Group Work.

Due: Writing Assignment # 4 - *Brief Pocket Reader*

“Time Torture” by Adam Burrell, pp. 27 - 28.

February 20

Wed. Reading: *Steps for Writers*, Chapter 7: Telling a Story to Make a Point, pp. 86 - 98..

The Brief Penguin Handbook, Description & Narration, pp. 46 -47.

Brief Pocket Reader, Narration, pp 2, Description, pp. 18.

Small Group Work / Discussion.

Due: Writing Assignment # 5 - *Brief Pocket Reader*,

“Growing Up” by Russell Baker, pp. 6 - 9.

Week 6

February 25

Mon. Reading: *Steps for Writers*, Chapter 8: Enumerating Examples, pp. 99 - 110.

The Brief Penguin Handbook, Write with Emphasis, pp. 391 - 398.

In Class Writing / Discussion.

Reading Quiz # 4.

February 27

Wed. *The Brief Penguin Handbook*, Writing the Research Project, pp. 235 - 242.

Small Group Work / Discussion.

Due: Peer Draft Workshop.

Week 7

March 3

Mon. Reading: *Steps for Writers*, Review pp. 1 - 110.

Brief Pocket Reader

“An ‘Other’ American” by Lani Kwan Meilgaard, pp. 29 - 39.

Large Group Work.

Due: Essay # 1 - Narration.

March 5

Wed. Reading: *Steps for Writers*, Chapter 9: Defining a Term, pp. 111 - 126.
The Brief Penguin Handbook, Critical Reading and Viewing, pp. 71 - 81.
Due: Writing Assignment # 6 - *Brief Pocket Reader*, Example, pp. 48, "Haven't We Met...?" by Stephanie A. Crockett, pp. 51 - 53.

Week 8

March 10

Mon. Reading: *Steps for Writers*, Step Three: Writing Essays Based On Your Reading and Research, Chapter 10: Making a Comparison, pp. 128 - 151.
The Brief Penguin Handbook, Compare and Contrast
Small Group Work/ Discussion.
Test # 1.
Due: Writing Assignment # 7 - *Brief Pocket Reader*, Compare & Contrast, pp. 66, "Complaining Through College" by Benjamin James, pp. 95 - 96.

March 12

Wed. Reading: *Steps for Writers*, Chapter 11: Explaining a Process or Procedure, pp. 152 - 166.
The Brief Penguin Handbook, Analyzing Verbal and Visual Texts, pp. 81 - 94.
Large Group Work.
Due: Writing Assignment # 8 - *Brief Pocket Reader* Process Analysis, pp. 98, "How to Write with Style" by Kurt Vonnegut, pp. 101 - 104. "Desperation Writing" by Peter Elbow, pp. 104 - 107.

Week 9

March 17

Mon. St. Patrick's Day! Spring Break! No Class!

March 19

Wed. Spring Break! No Class!

Week 10

March 24

Mon. Reading: *Steps for Writers*, Chapter 12: Analyzing Cause and Effect, pp. 167 - 180.

The Brief Penguin Handbook, Writing to Reflect, pp. 94 - 105.

Small Group Work / Discussion.

Reading Quiz # 5.

Due: Writing Assignment # 9 - *Brief Pocket Reader*,

Classification, pp. 116.

“College Pressures” by William Zinsser, pp. 121 - 127,

Cause & Effect, pp. 138.

“Monkey See, Monkey Do” by Susan Scarbek, pp. 145 - 146.

March 26

Wed. Reading: *Steps for Writers*, Chapter 13: Arguing Persuasively, pp. 181 - 196.

The Brief Penguin Handbook, Writing to Persuade, pp. 120 - 138.

Large Group Work / In Class Writing.

Due: Writing Assignment # 10- *Brief Pocket Reader*,

Analogy, pp. 162.

“High Tide in Tucson” by Barbara Kingsolver, pp. 163 - 172.

Week 11

March 31

Mon. Reading: *The Brief Penguin Handbook*, Writing to Inform, pp. 105 - 119.

Small Group Work / Discussion.

Due: Peer Draft Workshop - Essay # 2 - Persuasion.

April 2

Wed. In Class Writing / Discussion.

Reading Quiz # 6.

Due: Essay # 2 - Persuasion.

Week 12

April 7

Mon. Reading: *Brief Pocket Reader*, Argument, pp. 210.

Small Group Work / Discussion.

Due: Writing Assignment # 11 - *Brief Pocket Reader*,

“Shattering the Myth of the Glass Ceiling” by Anita K. Baker, pp. 213 -

215.
"The Glass Ceiling Hurts Business Too"
by Susan Bianchi-Sand, pp. 215 - 217.

April 9

Wed. **Reading:** *Steps for Writers*, Chapter 14: Writing a Research Paper, pp. 197 - 217.
Large Group Discussion.
Test # 2.

Week 13

April 14

Mon. **Reading:** *Steps for Writers*, Chapter 15: Writing About Literature, pp. 218 - 236.
The Brief Penguin Handbook, Write with Power, pp. 379 - 386.
In class Writing / Discussion.
Due: Writing Assignment # 12.

April 16

Wed. **Reading:** *Steps for Writers*, Appendix: Punctuation Handbook, pp. 237 - 248.
The Brief Penguin Handbook, Grammar Basics, pp. 417 - 427.
Reading Quiz # 7.

Week 14

April 21

Mon. **Reading:** *The Brief Penguin Handbook*, Fragments, Run-Ons, and Comma Splices, pp. 428 - 435.
Large Group Discussion.
Due: Peer Draft Review - Essay # 3 - Argument.

April 23

Wed. **Reading:** *The Brief Penguin Handbook*, Subject-Verb Agreement, Verbs, Pronouns, Modifiers, pp. 436 - 468.
In class Writing / Discussion.
Due: Essay # 3 - Argument.

Week 15

April 28

Mon. Small Group Work.
Reading Quiz # 8.

April 30
Wed. Course Review.

Week 16 **May 5**
Mon. Exit Exam.