

**Syllabus – Spring 2008**  
**10514 English 100: Reading/Writing Connection**

Instructor: Jennifer L. Seelhorst

Meets in MOH 309 – Wednesdays 6:30-9:15 p.m.

Office Hours: Mondays 12:50-1:50 (my office in the Swing space)/Tuesdays 4:00-5:30 (THAM – by appointment in the cafeteria)/Wednesdays 9:15-9:45 (MOH 309)/And by appointment

Office Location: Swing space Phone: (860) 892-5719

**Required Texts**

*The Sundance Reader*

*The Penguin Handbook*

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 journals with vocabulary lists)

An organizer/calendar, for writing down homework assignments

**ENG 100**

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 these courses, 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

### **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 and Withdrawal Policies**

- 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 **THREE** 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.
- Quizzed and tests cannot be made up unless previously arranged with me.
- If you plan to withdrawal from the course, it is your responsibility to complete the proper paperwork.

### **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. Papers are not accepted via e-mail, because pre-writing and sources are required to be submitted in the folder with the final draft.

### **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 Journals**

One of the most effective ways to learn how to write well is to read the work of accomplished writers. Throughout this course, you will be required to read and respond to what you've read, in your journal. As you read, you will want to fully annotate each piece with highlighting (or underlining) and marginal notes.

"I never travel without my journal. One should always have something sensational to read."

**-Oscar Wilde**

### **Writing**

Writing assignments for this course will include four major papers. The papers will involve (1) narrating a remembered event, (2) journaling and presenting on two sources, which includes summary, commentary, and statement of validity, (3) exploring a topic (using compare and contrast), and (4) researching and presenting information to persuade an audience. Each 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 each paper will be distributed and discussed in class. In addition to the formal papers, reading journal entries, descriptive paragraphs, in-class writing, and exercises in style, grammar, and mechanics will be required.

### **Rewrite Policy**

You will be permitted to rewrite your final drafts of Papers One through Three, **one time** for each assignment. The rewrite must be submitted within one week of receiving your final draft grade. Your rewrite grade will replace your final draft grade. Rewrites will only be accepted under the following guidelines:

- Students must FULLY address every suggested revision that the instructor notes on the final draft and highlight all the revisions made on the rewritten draft.
- Students must hand in the rewrite in a folder with the original final draft and all other paperwork that was required for that assignment.

## Grading

All essays will be evaluated on five major areas: focus, content, organization, style, and conventions. Your final grade will be based on the following:

- 5% Paper One
- 10% Paper Two
- 5% Research Logs
- 10% Paper Three
- 15% Paper Four
- 15% Reading Journal
- 15% Participation – Homework/Peer Reviews/Class Discussions
- 25% Exit Exam

## Tentative Schedule

<b>Wednesday</b>
1/23 – Introductions/Syllabus Review
1/30– Descriptive Paragraph/Introduce Paper 1
2/6 – Paper 1 workshop
2/13 – – <b>Paper 1 Peer Review Draft due</b>
2/20– <b>Paper 1 Final Draft due</b> / Introduce Research Logs/Introduce Paper 2
2/27 – <b>Paper 2 workshop drafts due</b>
3/5 – <b>Paper 2 Peer Review</b>
3/12 – Paper 2 presentations/ <b>Paper 2 final drafts due</b> / Introduce Paper 3
3/19 – Spring Break – no class
3/26 – <b>Research Logs due</b>
4/2 – <b>Paper 3 Peer Review Draft due</b>
4/9 – <b>Paper 3 Final Draft due</b> / Introduce Paper 4
4/16 – <b>Paper 4 Editing Workshop Draft due</b>
4/23 – <b>Paper 4 Peer Review Draft due</b>
4/30 - <b>Paper 4 Final Draft due/Exit Exam</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.**