

English 012: Foundations of Writing (Spring 2013)
Three Rivers Community College

Instructor: Michelle Huston, M.S.

Meets: Mondays and Wednesdays 8:00-9:40, D124 (11980) 10:00-11:40, D230 (11978)

Office Hours: By appointment

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Required Texts:

- Henry, D. J. *Writing for Life*. 2th ed. New York: Pearson Longman, 2010. Print.
- Faigley, Lester. *The Brief Penguin Handbook*. New York: Pearson Longman, 2010. Print.
- Ingalls, Anna. *Expectations*. 2nd ed. New York: Pearson Longman, 2006. Print.
- A college dictionary or access to www.dictionary.com

Required Supplements:

- mywritinglab.com (save the card that comes with The Brief Penguin Handbook)
- A notebook with two sections (for class notes and workshops)
- A method for backing up your work on a computer

Your textbook is a workbook; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write on! I will be spot checking texts regularly for completed assignments as part of your participation grade.

- Be prepared to share all writing assignments with the class.
- Make sure each assignment is the best it can be by editing, proofreading, peer draft review and going to the Writing Center.
- If you are absent you must ask instructor for any handouts missed at the next class period.

Course Description:

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn to write short essays based on personal experience, reading and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive and expository essays. Within this context, word, sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas, and information literacy skills are introduced.

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

Writer's Journal

In addition to completing exercises in your workbook, you will also complete a series of academic, typed writing assignments. Your Writer's Journal will be a series of responses from readings in *Expectations: A Reader for Developing Writers*. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs (in the beginning of the semester) to one-page essays (towards the middle and end of the semester). As a writer, you will be expected to employ a wide range of writing strategies, from pre-writing to drafting and editing. Your writer's journal entries are to be typed and handed in on the specified due dates. You are expected to revise your work with a tutor in the Writing Center and re-submit any entries that fall below a B-.

Exploratory Essay

This semester, you will write a research paper on a current social issue on the theme of "Food in Our Culture." This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue, and reporting on your process as you begin to see shifts in your thinking. In short, the Exploratory Essay is a first-person, chronological narrative account of your research process. After you select your topic, you will receive a lesson on library research, and will then find six academically valid sources on your topic. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. This paper will be based on a research question, not a thesis statement, and you will be required to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the Research Log, essay drafting, and peer reviewing will be covered in class.

LEARNING OUTCOMES

Upon successful completion of ENG 012, students should be able to:

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
- Develop and use writing and speaking vocabularies

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

Grading:

The final grade will be a letter grade, A - F.

❖ **Students must earn a “C” or better to pass this course.**

Grading is based on:

Class Participation	10%
Participation is extremely important because we learn from each other. Participation is very difficult if you have not done the work due on that day. Your participation grade includes:	
<ul style="list-style-type: none"> • <i>Writing for Life</i> spot checks (every class) • MyWritingLab.com (due May 20th) 	
Writer’s Journal	20%
Paragraph Workshops	20%
Research Log	10%
Exploratory Essay	20%
Final Exam	20%

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, so don't be late or leave early, as it will affect your grade.
- ✓ If a student misses a class, it is the student's responsibility to find out any missed assignment(s), do the class work and be prepared for the next class. Spot checks cannot be made up.
- ✓ If you are asked to leave class, you do not get any credit for work due or done that day.

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 of at least 10 points per day the assignment is late.

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 offense. Consequences for plagiarism can range from failing the assignment to failing the course.

Disability:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum(860) 383-5240	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 892-5751	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

The Writing Center/TASC

Room C117 (next to the Library).
 (860) 892-5713 or (860) 892-5769
 TRWritingCenter@trcc.commnet.edu
 Online tutoring: <http://www.etutoring.org/>

Technology:

Turn off your cell phone and any other electronic equipment. Put them away in a purse, backpack, or pocket. If your phone is out (on the desk, in your lap, in your hand, or any other visible place) you may be asked to leave the classroom regardless of whether or not you are using it.

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 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, receive an "F" grade for the course.

Weather Cancellations:

Call (860) 886-0177 or go online to: www.trcc.commnet.edu.

Sign up for MyCommNet Alert!

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the website:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Our Classroom

Think of this class as a writing workshop: A place where we meet to write, to talk about 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.

Course Schedule (The items listed in each box are homework due on that day)

Monday	Wednesday
1/28– No assignments due today.	1/30– WL Chapter 1: Read pg. 1-13. Complete practice 1, 4, 5, and Academic Learning Log 1-5 Expectations: Read “Strategies for Active Reading” pg. 2-9.
2/4– WL Chapter 2: Read pg. 18-51. Complete practice 1, 3, 4, 5, 7, 15, 16, 17, 19 and Academic Learning Log (entire log) WL Chapter 16: Read pg. 310-323. Complete practice 1 and Academic Learning Log #1-4 Expectations: Read “How to Write With Style” pg. 76 and write a 1 paragraph summary for your Writer’s Journal.	2/6– Expectations: “How to Write With Style” summary revision WL Chapter 17: Read pg. 324-339. Complete practice 1, 2, 4, 6, 8, 9 and Academic Learning Log 1-5 WL Chapter 18: Read pg. 340-359. Complete practice 1, 2, 3, 5, 9 and Academic Learning Log 1-4
2/11– WL Chapter 3: Read pg. 52-71. Complete practice 1, 2, 3, 4, 11, and Academic Learning Log (entire log) WL Chapter 19: Read pg. 360-373. Complete practice 1, 2, 4, 6, 9 and Academic Learning Log 1-2 Exploratory Essay: Find two articles on the essay topic that interests you. Print, staple, read, annotate, and bring to class.	2/13– WL Chapter 4: Read pg. 72-89. Complete practice 1, 3, and 5 WL Chapter 20: Read pg. 374-385. Complete practice 1-7 and Academic Learning Log 1-3 Expectations: Read “Managing Time” pg. 168 and write a 1 paragraph summary for your Writer’s Journal.
2/18– President’s Day. No class.	2/20– Descriptive Paragraph Due WL Chapter 5: Read pg. 90-105. Complete practice 1, 3, 4, 6, and 8 WL Chapter 21: Read pg. 386-401. Complete practice 1-7 and Academic Learning Log 1-3

<p>2/25– Narrative Paragraph Due Exploratory Essay: Decide on your exploratory essay topic. Write it down at the top of a blank sheet of paper and bring it to our next class. Be prepared to discuss your topic with your classmates. WL Chapter 22: Read pg. 402-421. Complete practice 1, 2, 12 and Academic Learning Log 1-7</p>	<p>2/27– Meet in the library today. Do not go to our regular classroom. 8:00 class – meet in the library at <u>8:30</u> 10:00 class – meet in the library at 10:00</p>
<p>3/4– Expectations: Read “Strive to Be Fit, Not Fanatical” pg. 156. Write a 1 paragraph summary for your Writer’s Journal. WL Chapter 6: Read pg. 106-121. Complete practice 1, 3, 6, 8 Exploratory Essay: Research log #1</p>	<p>3/6– Process Paragraph Due WL Chapter 23: Read pg. 422-431. Complete practice 1-4 and Academic Learning Log 1-4</p>
<p>3/11– WL Chapter 7: Read pg. 122-139. Complete practice 1, 3, 4, 6, and 8 Exploratory Essay: Research log #2</p>	<p>3/13– Example Paragraph Due Exploratory Essay: Bring in one of your sources for an MLA lesson</p>
<p>3/18– Spring Break. No class.</p>	<p>3/20– Spring Break. No class.</p>
<p>3/25– WL Chapter 8: Read pg. 140-155. Complete practice 1, 3, 5, 6, and 8 Exploratory Essay: Research log #3</p>	<p>3/27– Classification Paragraph Due WL Chapter 24: Read pg. 432-451. Complete practice 1-15 only. No Academic Learning Log required.</p>
<p>4/1– Expectations: Read “A Song Flung Up to Heaven” pg. 47 and write a 1 paragraph analysis for your Writer’s Journal. WL Chapter 9: Read pg. 158-172. Complete practice 1, 3, 5, 6, and 7 Exploratory Essay: Research log #4</p>	<p>4/3– Compare/Contrast Paragraph Due WL Chapter 27: Read pg. 480-501. Complete practice 1, 2, 5, 7, 10 and Academic Learning Log 1-12</p>
<p>4/8– WL Chapter 10: Read pg. 174-187. Complete practice 1, 3, 5, and 7 Exploratory Essay: Research log #5</p>	<p>4/10– Definition Paragraph Due WL Chapter 28: Read pg. 502-517. Complete practice 1-4, 6-9 and Academic Learning Log 1-10</p>
<p>4/15– WL Chapter 11: Read pg. 190-203. Complete practice 1, 3, 5, and 7 Expectations: Read “Procrastination and Stress” pg. 162 and write a 1 paragraph analysis. Exploratory Essay: Research log #6</p>	<p>4/17– WL Chapter 29: Read pg. 518-537. Complete practice 1-10 and Academic Learning Log 1-10 Exploratory Essay: Bring your completed research log to class with all of your sources</p>

4/22– WL Chapter 12: Read pg. 206-219. Complete practice 1, 3, 5, and 7 Expectations: Read “One Man’s Kids” and write a 1 paragraph analysis.	4/24– Persuasive Paragraph Due WL Chapter 13: Read pg. 222-247. Complete practice 1, 2, 5, and 8 Exploratory Essay: Bring your completed research log to class along with the three sources you plan on using for your essay
4/29– WL Chapter 14: Read pg. 248-257. Complete practice 1-4 Expectations: Read “Breaking the Habit” pg. 120 and write a 1 paragraph analysis.	5/1– WL Chapter 30: Read pg. 538-549. Complete practice 1-7 and Academic Learning Log 1-2
5/6– Exploratory Essay: Continue working on your first draft. It must be finished by 5/8.	5/8– Exploratory Essay: Print out two copies of your <u>completed</u> first draft. Bring them to class for a peer review session.
5/13– WL Chapter 34: Read pg. 590-620. Complete practice 1-7 and Academic Learning Log 1-10 Exploratory Essay: Revise your essay based on the feedback you received on peer review day. Bring one printed copy of your revised essay to class.	5/15 – Exploratory Essay Due
5/20 – Final exam.	

“You are not entitled to your opinion. You are entitled to your informed opinion. No one is entitled to be ignorant.” - *Harlan Ellison*

The syllabus is subject to change based on instructor discretion and class needs. The most recent version will always be posted on Blackboard.