

English 100 – Reading/Writing Connection Syllabus
Three Rivers Community College, Spring Semester - 2012
CRN 10439 Mon/Wed 2:00 pm-3:15 pm Room E-223

Instructor: Kevin Amenta
Email: kamenta@mcc.commnet.edu
Office Hours C-136: Mon: 3:30-6pm, Wed 1-2pm

Required Texts:

- Thurman, Susan. *Expanding Horizons: Short Readings and Images from Unusual Topics*. New York: Penguin Academics/Longman, 2007.
- Faigley, Lester. *The Brief Penguin Handbook*. Custom Ed. New York: Pearson/Longman, 2009.
- Ingalls, Anna and Moody, Dan. *The Pearson Editing Exercises*. 2nd Ed. New York, Longman, 2009.
- College Dictionary.

Course Overview/Course Objectives: 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.

Performance Objectives: Upon completion of this course, the student 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:

Students must get a “C” or better to move on from this course.

Failing the exit/assessment exam can result in failing the course.

Evaluation and Grading:

60% - Individual Essays

10% - Exit/Assessment Exam

30% - Participation/In Class Writing Assignments includes:

- ✓ Attending all classes
- ✓ Participating in class discussions
- ✓ Demonstrates knowledge and critical thinking skills
- ✓ Small and large group work,
- ✓ In class reading and writing,
- ✓ Coming to class prepared by completing reading and writing assignments

****Cannot be made up****

- ✓ ***** AS A COURTESY, ONCE DURING THE SEMESTER CAN A STUDENT TAKE AN EXTRA 48 HOURS FROM THE DUE DATE TO SUBMIT AN ESSAY.**
- ✓ **IF A CLASS WILL BE MISSED THE ESSAY CAN BE EMAILED TO THE INSTRUCTOR IN ADVANCE. AFTER THE DUE DATE THE GRADE BECOMES A ZERO.**
- ✓ **THERE ARE NO ACCEPTABLE EXCUSES FOR NOT TURNING IN AN ESSAY!**

****No texting, use of cell phones or emailing will be tolerated during class time. If your phone rings in class, this will result in -1 point from your overall grade****

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 of exit exam must be arranged with instructor in advance of final class.

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 or an F.

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.

Incompletes: Incompletes are only assigned when there are extenuating circumstances such as illness that prevent the student from completing the coursework on time. You have until the last day of class to request an Incomplete but *I am not required to honor the request.* Students may have until the end of the 10th week of the next standard semester to complete the course work if granted.

Disabilities:

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

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/>

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

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 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.

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.