

**Syllabus – Spring 2013**  
**Reading - Writing Connection**  
**English K100**

Instructor: Amy Lynn Reifsnyder

Meets: Monday, Wednesday, & Friday, 11 – 11:50 a.m., Room D 128

Office hours: By appointment

Office location: D 305 E

Phone: 860-377-2481

E-mail: areifsnyder@trcc.commnet.edu

**Required Texts:**

Cooley, Thomas. *Back to the Lake*. 2<sup>nd</sup> ed. New York: Norton, 2012

Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.

**Required Supplements:**

MyWritingLab.com with Comp (included with *The Brief Penguin Handbook* purchase).

College Dictionary.

2 notebooks with removable pages: one for journal responses and one for class notes.

A USB flash drive for backing up your work on a computer.

colored pencils

yellow highlighter

dark blue- or black-ink pens; red-ink pen/pencil

- ❖ Be prepared to share all assignments with the class
- ❖ Make sure each assignment is the best it can be by editing, proofreading, peer draft review, using MyWritingLab.com and going to the Writing Center & TASC.
- ❖ All essays must be typed and in MLA format
- ❖ Log on instructions for MyCompLab are in the beginning of the customized *Brief Penguin Handbook* follow these instructions to log onto MyWritingLabwithComp
- ❖ The Writing Center information is listed in the beginning of the customized *Brief Penguin Handbook* along with “Finding Full-Text Articles” for research

**Note:**

- ❖ I do not accept assignments by email; hard copy will be accepted at the beginning of class
- ❖ Late work is not accepted except under extreme circumstances and must be pre-approved.

**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 to pass this course.**

**Grading is based on:**

Class Participation – ATTENDANCE IS REQUIRED!..... 5%

Participation is extremely important because we learn from each other.

Includes: MyWritingLab.com with Comp.  
Attendance, Class Discussions, Preparedness, Reading Journals,  
Oral Presentation

Assignments, Quizzes.....5%

In-class reading and writing assignments .....20%

E

Narrative Essay.....10%

Compare and Contrast Essay.....10%

Cause and Effect Essay.....10%

Argument Essay.....10%

Combined Methods Research Essay Portfolio.....30%

Exit Exam – Pass/Fail, graded by department faculty

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.
- It is the student's responsibility to find out and do the assignment for any missed class.

- In-class work cannot be made up.
- Make up Test, Midterm, or Exit Exam, must be *pre*-arranged with instructor.

**Late Work:**

- Work is due as assigned. Come to class. Check your email and on Blackboard for regular updates to assignments and deadlines. Syllabus subject to modification.
- Late work is not accepted except under extreme circumstances, and must be pre-approved. Essays may be turned in early.

**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, and possibly dismissal from college.

**Disabilities:**

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.

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

**Writing Center/TASC:**

Room: C117 (next to the Library).

Phone: 860-892-5713 or 860-892-5769.

Email: TRWritingcenter@trcc.commnet.edu.

Online tutoring: <http://www.etutoring.org/>

**Technology:**

Turn off your cell phone or other electronic equipment.

**Weather Cancellations:**

Call 860-886-0177 or go online to: [www.trcc.commnet.edu](http://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 web site. This link should be shared with students.

[http://www.trcc.commnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)

**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.

**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.

**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.

## **The Message**

As a student, you have basic responsibility for your success: my responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

### **Set goals and evaluate them.**

Ask, “Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?” Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

### **Know what it takes to be successful.**

This is what it takes to be successful. Do them consistently!

- Attend class regularly.
- Complete all assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.
- Use college survival skills information.
- Participate in college life outside class.
- Request help when needed.

### **Know where to find help.**

- Your instructor
- Your advisor
- Counseling office
- A peer advisor
- Class study groups

*(What Works by Hunter Boylan)*