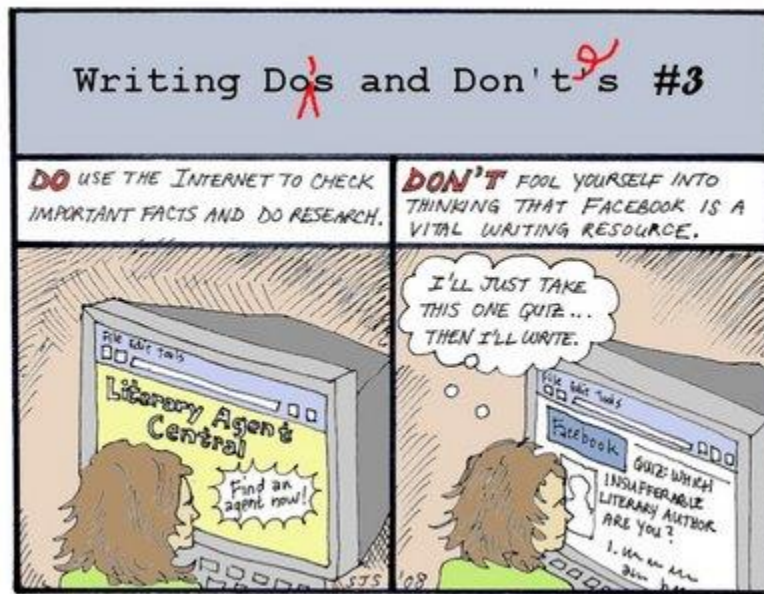


ENG 100: The Reading/Writing Connection

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 offers preparation for ENG 101 and other college-level courses. Students must get a "C" or better in order to pass this course.



Required Texts:

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

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

www.mycomplab.com (online resource, included with purchase of textbooks)

Mandatory Requirements:

- ✓ All homework assignments must be submitted on time. No exceptions!
- ✓ Students must attend each and every scheduled class meeting, arriving on time.
- ✓ 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

Suggested Supplements:

- ✓ A folder and/or a binder with pockets to keep all your handouts and drafts (etc.) organized
- ✓ A notebook for class notes.
- ✓ A USB flash drive for backing up your work on a computer.

Course Objectives: Upon successful completion of this course you 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 your 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, choosing appropriate language for given contexts

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 and produce documents according to MLA formatting conventions
- ✓ 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
- ✓ 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

Writing Center Tutoring

In addition to using available resources for help with revising, editing, and proofreading (instructor, textbooks, classmates, friends, family, etc.), you are strongly encouraged to make appointments at the Writing Center to help you with all stages in the writing process. The TRCC Writing Center is located in Room C117 (next to the Library). Their phone # is (860) 892-5713 or (860) 892-5769. You can also reach them on the web at TRWritingcenter@trcc.commnet.edu. You may also find help with online tutoring by going to the following website: <http://www.etutoring.org/>

General Classroom Policies:

Rules of Courtesy:

- ✓ Please turn off all disruptive electronic devices (cell phones, blackberries, iPods, etc.)
- ✓ Please be sure to use respectful language at all times in the classroom.
- ✓ Please raise your hand if you wish to speak, and do not interrupt others who are speaking.

You should see our classroom as a place where we can work together as classmates and peers in a collaborative learning environment. We will have many opportunities in class for workshopping papers, engaging in group work, and sharing ideas. The way that this will be most successful is if the attitude and tone in class is always one of mutual respect and willingness to help ourselves and others achieve our learning goals. Our classroom experience is as good as we all make it together, and we all share responsibility in making that experience a good one. Our combined positive effort and attitude will help us all to achieve the success we desire.

GRADING SCALE AND FINAL GRADE DISTRIBUTION:

Everything you do for this class, including attendance, participation, in-class writing, drafts, revision activities, and homework assignments, will help you to earn “experience points” toward your overall grade, up to the maximum number of points listed below at the right side of the page. At the end of the course, you will take a mandatory final exit exam in the form of an in-class essay that will help you to earn additional points. This exam will be scored by the English Dept. as well as by the instructor, and your performance may impact whether or not you may continue to a higher-level writing course. The overall number of points you receive for the semester will be translated into an overall course grade in the form of a letter grade, A - F, based on the scale offered at the below left. If at any time during the semester you have a question about your grade, do not hesitate to ask!

A	93+	Active Class Participation/Positive Effort/Good Citizenship.....	10 pts.
A-	90		
B+	87	In-class work, Homework, and Invention/Workshop/Revision Activities.....	10 pts.
B	83		
B-	80	Final Drafts of Essays (First 3 projects @ 10 pts each, Project 4 @20 pts.).....	50 pts.
C+	77		
C	73	Oral Presentation.....	10 pts.
C-	70		
D+	67	Exit/Assessment Exam	20 pts.
D	63		
F	≤59	Total.....	100 pts.

Attendance:

- ✓ Students are expected to attend all classes. While absences may be excused due to illness, etc, any and all absences may reflect in a lower final grade, as you may miss necessary work and discussion.
- ✓ Class begins promptly, so don't be late or leave early without prior approval, as it will affect your grade.
- ✓ It is the student's responsibility to find out and do the assignment for any missed class. In the case of a missed class you should arrange to get notes from a classmate (do not send me an email asking what you missed).
- ✓ Quizzes and Writing Assignments cannot be made up, unless specific arrangements have been made.
- ✓ Make up Tests (or exit exam) must be arranged with instructor.

Class Cancellations:

In case of weather-related school cancellations, call (860) 886-0177 or go online to: www.trcc.commnet.edu. In all other cases, I will send out an email to the class as far in advance as possible if class must be cancelled for some other emergency reason. We may also try to set up a phone tree for these situations.

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:

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 (860-892-5751/Room A-119) generally works with students who have Learning Disabilities, Attention Deficit Disorder, or Asperger's Syndrome (Chris's position is part-time). Kathleen Gray (860-885-2328/Room A-119) generally works with students who have physical, visual, hearing, medical, mobility, or psychiatric disabilities.

- *Please note that an instructor cannot provide disability accommodations until a student provides the necessary paperwork from the college's Office of Disability Services to the instructor. Also, accommodations take effect when the instructor receives the paperwork from a student- accommodations cannot be provided retroactively.*

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 stop attending classes without obtaining an official withdrawal run the risk of receiving a grade of “F” for the course.

English 100 (Class #1: CRN 11619) Spring 2012: Tentative Student Course Outline

Practice, practice, practice writing. Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistakes and then seeing where you went wrong.

--Jeffrey A. Carver

Tuesday	Thursday
<p>#1 tip for a successful semester: USE AVAILABLE RESOURCES!</p> <ul style="list-style-type: none"> ❖ <i>Back to the Lake</i> ❖ <i>Penguin Handbook</i> ❖ <i>MyCompLab (online component of Penguin Handbook)</i> ❖ Follow MLA guidelines for all essays - <i>Penguin Handbook</i>, p. 282-296 (sample, p. 283). ❖ Use <i>Writer'sHelp.com</i> and other websites dedicated to improving student writing ❖ The Writing Center (information is listed in the beginning of the customized <i>Brief Penguin Handbook</i> along with "Finding Full-Text Articles" for research and in your syllabus) ❖ Your instructor ❖ Your peers 	<p>1/24</p> <ul style="list-style-type: none"> ❖ Writing samples/surveys ❖ Course Introductions, Syllabus
<p>1/29</p> <ul style="list-style-type: none"> ❖ Active Reading vs. Passive Reading ❖ Introduction to Project #1: Descriptive Narrative <p>Due:</p> <ul style="list-style-type: none"> ➤ Read syllabus carefully and bring any questions or concerns to class ➤ Purchase textbooks, if you have not already done so. ➤ Read and take notes on Karen Springen's "Why We Tuned Out." Write a brief paragraph comparing her opinions with your own experiences. Then identify at least 3 reasons why children should not watch television, based on this article. We will be using these for our in-class essays. ➤ Check your email. You should be receiving a "welcome" email from me by today. If you do not receive an email, please send me an email at the address listed in your syllabus. 	<p>1/31</p> <ul style="list-style-type: none"> ❖ Active vs. Passive Reading (cont.) ❖ Entrance Exam/In-Class Essay <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 1: "Good Writers are Good Readers," pp. 1-11 ➤ Answer questions to "Reading Closely," p. 9 <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 5a & b: "Read and View with a Critical Eye," pp. 47-49
<p>2/5</p> <ul style="list-style-type: none"> ❖ Introduction to the Writing Process ❖ Introduction to MyCompLab <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 2: "The Writing Process," pp. 12-47. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 2: "Plan and Draft," pp. 6-19. ➤ Ch. 4: "Rewrite, Edit, and Proofread," pp. 37-46. 	<p>2/7</p> <p style="text-align: center;">ALL COLLEGE PROFESSIONAL DAY NO CLASSES IN SESSION</p>

<p>2/12</p> <ul style="list-style-type: none"> ❖ Narration ❖ Discussion: Dillard <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 4: "Narration," pp. 62-79. ➤ Annie Dillard, "An American Childhood," pp. 90-93. ➤ Answer questions for "Reading Closely" and "Strategies and Structures," pp. 93-4. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ "Narration or Process," p. 25 	<p>2/14</p> <ul style="list-style-type: none"> ❖ Description ❖ Showing Vs. Telling ❖ Discussion: White ❖ Guidelines for Peer Review ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Descriptive Narrative draft due – follow guidelines – peer draft workshop – bring copy to share <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 5: "Description," pp. 121-138. ➤ E. B. White, "Once More to the Lake," pp. 163-8. ➤ Answer questions for "Reading Closely" and "Thinking about Language," pp. 168-9. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ "Description," p. 24.
<p>2/19</p> <ul style="list-style-type: none"> ❖ Sharing of Descriptive Narratives ❖ Reflective Post Writes ❖ Introduction to Project #2: Compare and Contrast Essay <p>Due:</p> <ul style="list-style-type: none"> ➤ Descriptive Narrative due – follow guidelines 	<p>2/21</p> <ul style="list-style-type: none"> ❖ Classification ❖ Discussion: Ericsson ❖ Strategies for Composing Body Paragraphs <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 9: "Classification," pp. 316-7 ➤ Stephanie Ericsson, "The Ways We Lie," pp. 336-43. ➤ Answer questions for "Reading Closely" and "Thinking about Language," pp. 343-4. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 3a-e, "Compose Paragraphs," pp. 21-3, 31-3. "Classification and Division," p. 30.
<p>2/26</p> <ul style="list-style-type: none"> ❖ Definition ❖ Discussion: Mason ❖ Composing Body Paragraphs (cont.) <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 10: "Definition," pp. 374-6. ➤ Bobbie Ann Mason, "Being Country," pp. 422-30. ➤ Answer questions for "Reading Closely," p 430. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ "Definition," p. 27. 	<p>2/28</p> <ul style="list-style-type: none"> ❖ Comparing and Contrasting ❖ Discussion: Sedaris ❖ Composing Introductory Paragraphs <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 8: "Comparison and Contrast," pp. 269-283. ➤ Answer questions for "Reading Closely," p. 284. ➤ David Sedaris, "Remembering My Childhood on the Continent of Africa," pp. 296-301 ➤ Answer questions for "Strategies and Structures," p. 301. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ "Comparison and Contrast," p. 26 ➤ Ch. 3f: "Write Effective Beginning and Ending Paragraphs," pp. 33-35.

<p>3/5</p> <ul style="list-style-type: none"> ❖ Grammar/Syntax Review ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Compare and Contrast Essay draft due – peer draft workshop – follow guidelines -bring a copy to share 	<p>3/7</p> <ul style="list-style-type: none"> ❖ Comparing and Contrasting (cont.) ❖ Discussion: Catton ❖ Composing Concluding Paragraphs <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Bruce Catton, “Grant and Lee,” pp. 307-11. ➤ Answer questions for “Reading Closely,” p. 311. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 3f: “Write Effective Beginning and Ending Paragraphs,” pp. 35-7.
<p>3/12</p> <ul style="list-style-type: none"> ❖ Sharing of Compare and Contrast Essays ❖ Reflective Post Writes ❖ Introduction to Project #3: Process Analysis <p>Due:</p> <ul style="list-style-type: none"> ➤ Compare and Contrast Essay due – follow guidelines 	<p>3/14</p> <ul style="list-style-type: none"> ❖ Process Analysis/Writing to Inform <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 7: “Process Analysis,” pp. 223-241. ➤ Answer questions for “Strategies and Structures,” p. 239. ➤ Piven, Borgenicht, and Worick, “How to Pull an All-Nighter,” pp. 242-244. ➤ Answer questions for “Strategies and Structures,” p. 245. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 8: “Writing to Inform,” pp. 75-84.
<p>3/19</p> <p style="text-align: center;">SPRING BREAK—CLASSES NOT IN SESSION</p>	<p>3/21</p> <p style="text-align: center;">SPRING BREAK—CLASSES NOT IN SESSION</p>
<p>3/26</p> <ul style="list-style-type: none"> ❖ Process Analysis/Writing to Inform ❖ Discussion: Piven, Borgenicht, and Worick <p>Due:</p> <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 27: “Write with Power,” pp. 359-65. 	<p>3/28</p> <ul style="list-style-type: none"> ❖ Grammar/Syntax Review ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Process Analysis draft due—follow guidelines—peer draft workshop—bring a copy to share
<p>4/2</p> <ul style="list-style-type: none"> ❖ Improving Clarity and Concision ❖ Discussion: White and Strunk <p>Due:</p> <ul style="list-style-type: none"> ➤ Read “Omit Needless Words,” taken from White and Strunk’s <i>Elements of Style</i>-- please refer to the following website: http://www.bartleby.com/141/strunk5.html#13 <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 28: “Write Concisely,” pp. 365-71. 	<p>4/4</p> <ul style="list-style-type: none"> ❖ Sharing of Descriptive Narratives ❖ Reflective Post Writes ❖ Introduction to Project #4: Argument <p>Due:</p> <ul style="list-style-type: none"> ➤ Process Analysis due – follow guidelines
<p>4/9</p> <ul style="list-style-type: none"> ❖ Introduction to Research and Library Resources ❖ Exemplification <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 6: “Exemplification,” pp. 173-89. ➤ Answer q. 5 on “Strategies and Structures,” p. 187. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 16, “Plan Your Research,” pp. 165-79. 	<p>4/11</p> <ul style="list-style-type: none"> ❖ Argument ❖ Research (cont.) <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Ch. 12: “Argument,” pp. 513-538. ➤ Answer questions for “Strategies and Structures,” pp. 538-9. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 17-19, pp. 180-206.

<p>4/16</p> <ul style="list-style-type: none"> ❖ Argument and Research (cont.) ❖ Ethos, Pathos, and Logos <p>Due:</p> <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 1 “Think as a Writer,” pp. 1-6. 	<p>4/18</p> <ul style="list-style-type: none"> ❖ Argument and Research (cont.) ❖ Avoiding Fallacies ❖ Discussion: Hitt <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Research Essay – bring ideas to brainstorm – follow guidelines <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Hitt, “The Battle of the Binge,” pp. 587-9. ➤ Answer question 1 for “Thinking About Language,” p. 590. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 5c, “Recognize Verbal Fallacies,” pp. 49-51.
<p>4/23</p> <ul style="list-style-type: none"> ❖ Argument and Research (cont.) ❖ Avoiding Fallacies (cont.) ❖ Using an Appropriate Tone <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Research Essay – Research Log ➤ Persuasive Research Essay Thesis Statement – be prepared to share in class. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 30 “Find the Right Words,” 379-384. 	<p>4/25</p> <ul style="list-style-type: none"> ❖ Avoiding Plagiarism/MLA Citation Style ❖ Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Research Essay - Peer Draft Review – bring 2 copies of essay draft <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Gabriel, “Plagiarism Lines Blur for Students in Digital Age,” pp. 618-21 ➤ Answer questions for “Reading Closely” on p. 621. <p><i>Penguin Handbook</i></p> <ul style="list-style-type: none"> ➤ Ch. 21, “Incorporate Sources and Avoid Plagiarism,” pp. 213-4.
<p>4/30</p> <ul style="list-style-type: none"> ❖ TBA <p>Due:</p> <ul style="list-style-type: none"> ➤ Continue revising Persuasive Research Essay as well as previously submitted essays 	<p>5/2</p> <ul style="list-style-type: none"> ❖ TBA <p>Due:</p> <ul style="list-style-type: none"> ➤ Continue revising Persuasive Research Essay as well as previously submitted essays
<p>5/7</p> <ul style="list-style-type: none"> ❖ Oral Presentations of Persuasive Research Essay - process and findings <p>Due:</p> <ul style="list-style-type: none"> ➤ Oral Presentations of Persuasive Research Essay (10 minutes each presentation) –follow guidelines 	<p>5/9</p> <ul style="list-style-type: none"> ❖ Oral Presentations of Persuasive Research Essay - process and findings <p>Due:</p> <ul style="list-style-type: none"> ➤ Final draft of Persuasive Research Essay (4-6 pages)
<p>5/14</p> <ul style="list-style-type: none"> ❖ Oral Presentations of Persuasive Research Essay - process and findings ❖ Course Reflection & Review – bring questions 	<p>5/16</p> <ul style="list-style-type: none"> ❖ Exit Exam