

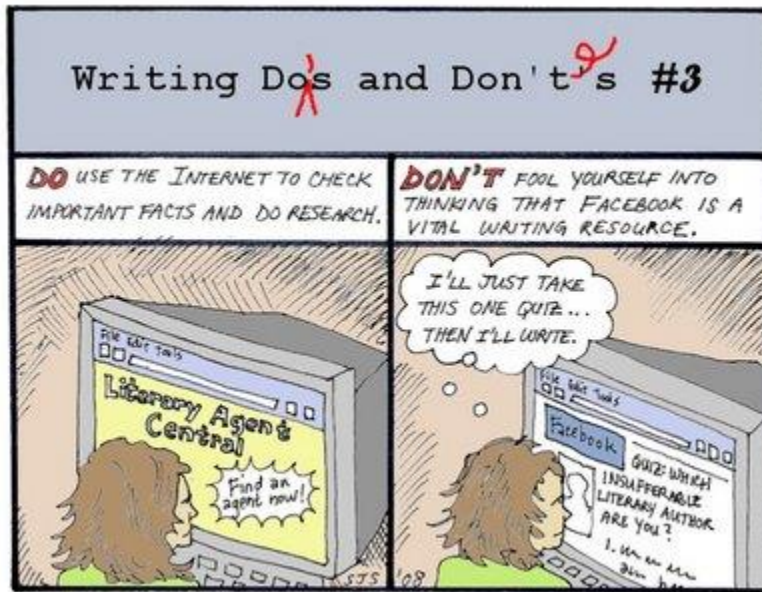
English 100  
TRCC Spring 2012  
Class #1: Rm. D 222 M W F 1:00 - 1:50 PM  
Class #2: Rm. E 206 M W 3:30 - 4:45 PM

Instructor: James Patrick Gorham  
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email: jamespatrickgorham@gmail.com  
Office Hours: by appt.

## 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:

Thurman, Susan S. *Expanding Horizons*. New York: Pearson/Longman, 2007.

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

Ingalls, Anna and Dan Moody. *The Pearson Editing Exercises, 2<sup>nd</sup> ed.* Pearson/Longman, 2009.

[www.mywritinglab.com](http://www.mywritinglab.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](mailto: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.....	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](http://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 (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.

**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 Spring 2012: Course Calendar (subject to further revision)

James Gorham: Class #2 M W 3:30 – 4:45

*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

Monday	Wednesday
<ul style="list-style-type: none"><li>❖ Use Writer'sHelp.com</li><li>❖ Use Penguin Handbook as another resource to guide you.</li><li>❖ <b>The Writing Center</b> information is listed in the beginning of the customized <i>Brief Penguin Handbook</i> along with "<b>Finding Full-Text Articles</b>" for research and in this booklet.</li></ul>	<ul style="list-style-type: none"><li>✓ <b>Follow MLA guidelines for all essays</b> - <i>Penguin Handbook</i>, p. 282-296 (sample, p. 283).</li></ul>
<p>1/23</p> <ul style="list-style-type: none"><li>❖ Student Surveys</li><li>❖ Letters of Introduction</li><li>❖ Course Introductions</li><li>❖ Syllabus Review</li></ul>	<p>1/25</p> <ul style="list-style-type: none"><li>❖ Syllabus Review (cont.)</li><li>❖ Introduction to Entrance Exam</li><li>❖ In-class reading/discussion: "Why We Tuned Out," by Karen Springen</li><li>❖ Entrance Exam (practice for Exit Exam at the end of the course)</li></ul> <p>Due:</p> <ul style="list-style-type: none"><li>➤ Purchase required texts</li><li>➤ Print out and read syllabus (emailed to you) and bring to class with questions.</li></ul>
<p>1/30</p> <ul style="list-style-type: none"><li>❖ Introduction to Paper #1 (Brief Argument)</li><li>❖ Active vs. Passive Reading</li><li>❖ Journals</li><li>❖ Dorfman</li><li>❖ Discussion: Food Icons</li></ul> <p>Due:</p> <ul style="list-style-type: none"><li>➤ <i>Expanding Horizons</i>: Dorfman, "Food Icons: Immortal in the Eyes of the Television Beholder," pp. 87-9</li><li>➤ Read assigned webpages (links will be emailed to you)</li><li>➤ Journal Entry #1</li></ul>	<p>2/1</p> <ul style="list-style-type: none"><li>❖ <b>Professional Day</b></li><li>❖ <b>No Class</b></li></ul> <p>Due:</p> <ul style="list-style-type: none"><li>➤ <i>Penguin Handbook</i>: "Read and View with a Critical Eye," pp. 47-8, and Sample MLA paper, pp. 283-93. NOTE: For the Sample MLA Paper, I am only interested in having you read to understand the way your words should appear on the page (paper format)—not what the words mean (paper content).</li><li>➤ Work on Paper #1 (see 2/6)</li></ul>
<p>2/6</p> <ul style="list-style-type: none"><li>❖ <i>Expanding Horizons</i>, Write On!, #1, p. 91.</li><li>❖ Introduction to Paper #2 (Persuasive Letter)</li><li>❖ Introduction to MyCompLab/MyWritingLab</li></ul> <p>Due:</p> <ul style="list-style-type: none"><li>➤ <b>Paper #1 (Brief Argument) due: Write a 2 page typed, double-spaced paper in which you argue on the question of whether or not Land O Lakes should continue to use the Indian Maiden in their advertising. Defend that position, offering specific reasons why they should or should not do so. No research is necessary for this paper.</b></li></ul>	<p>2/8</p> <ul style="list-style-type: none"><li>➤ Ethos/Pathos/Logos</li><li>➤ Discussion: Schlosser</li><li>➤ Peer Review Guidelines</li><li>➤ Peer Review</li></ul> <p>Due:</p> <ul style="list-style-type: none"><li>➤ <i>Expanding Horizons</i>: Schlosser, "Throughput," pp. 94-7</li><li>➤ <i>Penguin Handbook</i>, pp. 1-6, "Think as a Writer"</li><li>➤ Journal Entry #2</li><li>➤ <b>Draft of Paper #2 (Persuasive Letter)</b></li></ul> <p><b>Due</b> – peer draft workshop – follow guidelines -bring a copy to share.</p>

<p>2/13</p> <ul style="list-style-type: none"> <li>❖ Verbal Fallacies</li> <li>❖ Analysis of Sample Letters</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, pp. 48-51.</li> <li>➤ Try logging into MyCompLab/My Writing Lab and begin Diagnostic Exams that are assigned</li> <li>➤ Continue revision of Paper #2.</li> </ul>	<p>2/15</p> <ul style="list-style-type: none"> <li>❖ Self-Assessment: Paper #2</li> <li>❖ In-class Writing: Life Changing Event</li> <li>❖ Intro. to Paper #3</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Paper #2 (Persuasive Letter) Due</b> – follow guidelines</li> </ul>
<p>2/20</p> <ul style="list-style-type: none"> <li>❖</li> <li>❖</li> </ul> <p style="text-align: center;"><b>President's Day No Class</b></p>	<p>2/22</p> <ul style="list-style-type: none"> <li>❖ Introduction to the Writing Center</li> <li>❖ The Writing Process: Revising, Editing, Proofreading</li> <li>❖ Grading Rubric/Expectations</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, pp. 37-46</li> <li>➤ Read Grading Rubric (emailed to everyone) and bring questions to class.</li> </ul>
<p>2/27</p> <ul style="list-style-type: none"> <li>❖ Making Use of Available Resources</li> <li>❖ Discussion: Gary</li> <li>❖ Tips for Development and Avoiding Writer's Block</li> <li>❖ Creating Interest and Using Effective Figurative Language</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, Gary, "Reactionary," pp. 184-6.</li> <li>➤ Journal Entry #4</li> <li>➤ Read feedback on Paper #1 and begin work on specified areas listed there</li> <li>➤ <i>Penguin Handbook</i>, p. 19, 138, 385</li> </ul>	<p>2/29</p> <ul style="list-style-type: none"> <li>❖ In-class work: Pearson Editing Exercises</li> <li>❖ Peer Review</li> <li>❖ Reading Journal Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Narrative essay draft</b> due – follow guidelines – <b>peer draft workshop</b> – bring copy to share</li> <li>➤ Be sure to bring your reading journal today for review.</li> </ul>
<p>3/5</p> <ul style="list-style-type: none"> <li>❖ Narrative and Vivid Sensory Imagery, (cont.)</li> <li>❖ Discussion: Levin</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, Levin, "What It Smells Like," pp. 268 (please refer to the link and read the article at <a href="http://www.slate.com/id/2125926">www.slate.com/id/2125926</a>)</li> <li>➤ Journal Entry #5</li> </ul>	<p>3/7</p> <ul style="list-style-type: none"> <li>❖ Self-Assessment</li> <li>❖ In-Class Writing Assignment</li> <li>❖ Intro to Paper #4 (Informative Essay)</li> <li>❖ Sharing of Essays</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Narrative essay due</b> – follow guidelines</li> </ul>
<p>3/12</p> <ul style="list-style-type: none"> <li>❖ Writing to Inform</li> <li>❖ Research/MLA Format</li> <li>❖ Intro to Research Log</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Topic Due for Paper #4</li> </ul>	<p>3/14</p> <ul style="list-style-type: none"> <li>❖ Analysis of Article on "Champ" (in-class handout)</li> <li>❖ Planning and Drafting</li> <li>❖ Idea Maps/Cluster Diagrams</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, "Plan and Draft," pp. 6-13.</li> <li>➤ Continue Research/Writing of Paper #4</li> </ul>

<p>3/19</p> <p style="text-align: center;">❖ <b>Spring Break!</b> ❖ <b>No Class</b></p>	<p>3/21</p> <p style="text-align: center;">❖ <b>Spring Break!</b> ❖ <b>No Class</b></p>
<p>3/26</p> <ul style="list-style-type: none"> <li>❖ In-Class Writing Assignment</li> <li>❖ Discussion: Bear</li> <li>❖ MLA Format (cont.)</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Continue Working on Paper #4</li> </ul>	<p>3/28</p> <ul style="list-style-type: none"> <li>❖ Making Use of Available Resources</li> <li>❖ Peer Review</li> <li>❖ Journal Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Informative essay draft</b> due – follow guidelines – peer draft workshop - bring a copy to share</li> <li>➤ Bring your journals in for today's journal review</li> </ul>
<p>4/2</p> <ul style="list-style-type: none"> <li>❖ Discussion: Singletary</li> <li>❖ Informing vs. Persuading</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, "On Spring Break, with Their Heads in the Sand," pp. 108-111.</li> <li>➤ Journal Entry #8</li> </ul>	<p>4/4</p> <ul style="list-style-type: none"> <li>❖ Self-Assessment</li> <li>❖ In-Class Writing Assignment</li> <li>❖ Intro to Paper #5: Persuasive Research Essay</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Informative essay due</b>--follow guidelines</li> </ul>
<p>4/9</p> <ul style="list-style-type: none"> <li>❖ Discussion: Hornstein</li> <li>❖ Informing vs. Persuading (cont.)</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Topic for Paper #5</li> <li>➤ <i>Expanding Horizons</i>, Hornstein, "The Question We Should Be Asking," pp. 259-61.</li> <li>➤ Journal Entry #9</li> <li>➤ <i>Penguin Handbook</i>, "Write Arguments," pp. 85-100.</li> </ul>	<p>4/11</p> <ul style="list-style-type: none"> <li>❖ Developing Topics into Theses</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Thesis Statement for Paper #5</li> <li>➤ <i>Penguin Handbook</i>, pp. 14-18</li> <li>➤ Begin Research for Paper #5, if you have not already done so.</li> </ul>
<p>4/16</p> <ul style="list-style-type: none"> <li>➤ Improving Concision</li> <li>➤ Discussion: Trout</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Research Log: Paper #5</li> <li>➤ <i>Expanding Horizons</i>, Trout, "Complex Language. It Can Cloud People's Minds," pp. 163-7.</li> <li>➤ Journal Entry #10</li> </ul>	<p>4/18</p> <ul style="list-style-type: none"> <li>❖ Improving Flow and Focus</li> <li>❖ Strategies for Improving Paragraphs</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, pp. 21-3, 31-3.</li> </ul>
<p>4/23</p> <ul style="list-style-type: none"> <li>❖ Strategies for Improving Thesis Statements &amp; Introductions</li> <li>❖ Review for Exit Exam</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, p. 163, pp. 34-5.</li> </ul>	<p>4/25</p> <ul style="list-style-type: none"> <li>❖ Research Essay Body and Effective Conclusion</li> <li>❖ Peer Review</li> <li>❖ Journal Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasive Research Essay - Peer Draft Review</b> – bring 2 copies of essay draft</li> <li>➤ Bring in journals for today's journal review.</li> <li>➤ <i>Penguin Handbook</i>, pp. 35-7.</li> <li>➤</li> </ul>

<p>4/30</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Argument Research</b> essay - process and findings</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Oral Presentations of Research Essay (10 minutes each presentation)</b> –follow guidelines</li> </ul>	<p>5/2</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research</b> essay - process and findings</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Final draft of Argument Research Essay (4-6 pages)</b></li> <li>➤ <b>Oral Presentations</b></li> </ul>
<p>5/7</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations</b></li> <li>❖ <b>Course Reflection &amp; Review</b> – bring questions</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>❖ <b>Written Course Reflection (1 page)</b> – follow guidelines and use course learning outcomes to guide you</li> <li>❖ <b>Oral Presentations</b></li> </ul>	<p>5/9</p> <ul style="list-style-type: none"> <li>❖ <b>Exit Exam</b></li> </ul>