

**Syllabus – Spring 2012**  
**English 100: Reading/Writing Connection**  
**10435-T1**

**Instructor:** K. Bower

**Meets:** Tues. and Thurs. from 4:00pm – 5:15pm in room **D228**

**Office Hours:** Thursday 12:00-1:00 pm, and by appointment **ONLY**

**Office Location:** (pending location)

**E-mail:** KBower@trcc.commnet.edu

**Required Texts:**

**Title:** Expanding Horizons: Short Readings and Images from Unusual Topics

**Author:** Thurman, Susan

**Publisher and year:** Penguin Academics/Longman, 2007.

**Title:** The Brief Penguin Handbook

**Author:** Faigley, Lester

**Publisher and year:** Pearson/Longman, 2009.

**Title:** The Pearson Editing Exercises, 2nd ed

**Author:** Ingalls, Anna and Moody, Dan.

**Publisher and year:** Longman, 2009.

**Required Supplement:**

- College dictionary
- Folder with binder and pockets (to keep handouts, homework, class notes, returned work, etc.)
- 2 notebooks: one for journal responses and one for class notes.
- MyWritingLab with Comp. (included with book purchase)
- A flash drive / method for backing up your work on a computer. (Very Important!)

**Additional Information:**

- 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/comp.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

**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

## Class Procedure / Protocol / Etiquette:

- **Class begins promptly, so don't be late or leave early**, as it will affect your grade.
- Any student who is late to class (late=after attendance is taken) will have a deduction of **10% in any assignment, quiz, and or exam due that class.**
- **Technology:** Entering the classroom, **cell phones, PDA's, computers, etc., will be turned off immediately! There are no exceptions to this rule.**
- **Food and Drink:** **Snacks** (nothing loud or distracting) and **Drink** (no glass bottles) are allowed. **No Meals of any kind are allowed in room!**
- **Class Etiquette:** You will leave the room clean (You make a mess = You clean it up!) and push in your chairs before leaving.
- **Raise your hand** to ask a question and to answer a question. One voice on the floor at all times. It's simple respect.
- **Speak** clearly and **loud** enough with respect for all to hear and share your thoughts, we all learn from each other.
- **Be Respectful** to **ALL** in this learning environment (faculty, students, classroom, and especially yourself and the work in which you present.)

## 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 15%

Participation is extremely important because we learn from each other Participation includes:

- Reading Journals
- attending all classes
- participating in class discussions
- small and large group work
- in class reading and writing
- coming to class prepared by doing the required reading and assignments on time

### Editing Exercises, Assignments, Tests and Quizzes 20%

- cannot be made up
- demonstrates knowledge and critical thinking skills
- MyWritingLab with Comp

### Research essay and oral presentation 10%

### Essays 40%

### Exit Exam 15%

*Failing exit exam can result in failing the course*

<div><div>A = 93 -100</div><div>A- = 90 – 92</div><div>B+ = 87 – 89</div><div>B = 83 - 86</div><div>B- = 80 – 82</div><div>C+ = 77 – 79</div><div>C = 73 - 76</div></div>	<div>Passing grade</div>	<div><div>C- = 70 - 72</div><div>D+ = 67 - 69</div><div>D = 63 – 66</div><div>D- = 60 – 62</div><div>F = 0 - 59</div></div>	<div>Not passing grade</div>
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### **Attendance:**

**Students are expected to attend all classes.** Work is due on the dates stated in the course outline or by instructor. 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.

- **If student is not able to attend class**, student may send an e-mail with the assignment. Assignment will be considered on time **if e-mail is received before the beginning of the class** 10:00am or 2:00pm.
- **Absentee assignment will ONLY be accepted until 11:59 PM on the due date as late for 20% off the top** before official grading of work.
- **ONLY accepted E-Mail address is [KBower@trcc.commnet.edu](mailto:KBower@trcc.commnet.edu) NOT THROUGH BLACKBOARD.**
- **If a student misses a class**, it is the student's responsibility to find out the Home work, do the Homework and be prepared for the next class. **Missed class work will not be allowed to be made up.**
- **ONLY Tests and Quizzes will be allowed for make up.**
- **Make up Tests and Quizzes** will be taken by appointment only!!!
- **All Make up Tests / Quizzes** must be completed by one week of original Test date (or otherwise instructed due to school closing)
- **It is your responsibility to be aware of test dates and make them up promptly.**
- You must contact Cathy Lewis at **(860) 885 – 2312 in A Wing Room 119.**

Or if you miss a test: you must inform instructor and make an appointment at the Testing Center by calling another number 860-885-2318 or dropping by the Welcome Center (A-105) to make an appointment. Arrive 10 minutes before scheduled appointment. Check in at room A-117. **Bring a photo ID.**

### **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. 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/>

### **Technology:**

- All E-mails to instructor through [KBower@trcc.commnet.edu](mailto:KBower@trcc.commnet.edu) **NOT THROUGH BLACKBOARD.**
- Announcements will be posted in Blackboard.
- **If tech problems occur and they will**, seek assistance with the IT help on campus to answer any questions you may have.

**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](http://www.trcc.commnet.edu).

**Note on Reading:**

Reading is an important means of communication. It helps one to think, write, and communicate better. Just as there are different skill levels in any sport, reading has different skill levels and achievement as well. This course will help you to understand the different kinds of reading, help you to appreciate the importance of improving your reading skills, and show you how to improve your reading. By working together, we can accomplish our goals.

**The Message**

As a student, you have basic responsibility for your success: our 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.**

## English 100 Spring 2012: Tentative Student Course Outline

Tuesday	Thursday
	<p>1/19</p> <ul style="list-style-type: none"> <li>❖ Course introduction and syllabus review</li> <li>❖ Log on instructions for MyCompLab are in the beginning of the customized <i>Brief Penguin Handbook</i> follow these instructions to log onto <b>MyWritingLabwithComp</b></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.</li> </ul>
<p>1/24</p> <ul style="list-style-type: none"> <li>❖ Introduction: An Invitation to the Reader &amp; Chapter 1: Urban Legends, Hoaxes, Superstitions, and Other Fiction</li> <li>❖ Active Reading &amp; keeping a journal</li> </ul> <p>Due:</p> <p><i>Expanding Horizons</i></p> <ul style="list-style-type: none"> <li>➤ Introduction: An Invitation to the Reader, p. xix-xxxii</li> <li>➤ Chapter 1: Urban Legends, Hoaxes, Superstitions, and Other Fiction, p. 2-12 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 4</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>: Appendix A, p. 280-282 (for help on writing a summary)</li> </ul>	<p>1/26</p> <ul style="list-style-type: none"> <li>❖ Chapter 1: Urban Legends, Hoaxes, Superstitions, and Other Fiction</li> <li>❖ Complete the Superstitions</li> <li>❖ Audience &amp; Rhetorical Triangle</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 17-21 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 5</li> <li>✓ Appendix A, p. 284 (for help on writing a Response Journal)</li> </ul> </li> <li>➤ Complete “Superstitions” handout (accompanies “Knock on Wood”)</li> <li>➤ <i>Penguin Handbook</i>: Chapter 1 Think as a Writer, p. 1-6</li> </ul>
<p>1/31</p> <ul style="list-style-type: none"> <li>❖ Chapter 1: Urban Legends, Hoaxes, Superstitions, and Other Fiction</li> <li>❖ Pre-writing Activities</li> <li>❖ MyWritingLabw/comp (Writing a Paragraph → The Writing Process; Prewriting; Developing and Organizing a Paragraph) (Writing an Essay → Essay Organization; Thesis Statement; Essay Introductions, Conclusions, and Titles)</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14</li> <li>➤ <i>Penguin Handbook</i>, Chapter 35: Verbs, p. 418-427(35a-35e)</li> <li>❖ MyWritingLabw/comp (Basic Grammar → Verbs)</li> <li>➤ <i>Pearson Editing Exercises</i>, p. 1-4</li> <li>➤ <i>Penguin Handbook</i>, Chapter 34: Subject-Verb Agreement,</li> </ul>	<p>2/2</p> <ul style="list-style-type: none"> <li>❖ <b>Professional Day</b></li> <li>❖ <b>No Class</b></li> </ul>

<p>p. 413-418 (34a-34f)</p> <ul style="list-style-type: none"> <li>❖ MyWritingLabw/comp (Sentence Grammar → Subject-Verb Agreement)</li> <li>➤ <i>Expanding Horizons</i> : Appendix A, p. 275 (for help on writing a paragraph and thesis)</li> </ul>	
<p>2/7</p> <ul style="list-style-type: none"> <li>❖ Chapter 2: Popular Culture: What's Hip and What's Hopped – And Who Cares</li> <li>❖ Best Movie Quotes</li> <li>❖ Thesis Statement</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 30-38 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 1</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 45-48 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 3</li> </ul> </li> <li>➤ Complete “Best Movie Quotes” handout (accompanies “Go Ahead, Make Her Day”)</li> <li>➤ <i>Penguin Handbook</i>: Chapter 2, Write a Working Thesis, (2d-2g)</li> <li>➤ p. 14-21</li> <li>❖ MyWritingLabw/comp (Writing an Essay → Thesis Statement) <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> </li> <li>❖ MyWritingLabw/comp (Research → Citing Sources Using MLA)</li> </ul>	<p>2/9</p> <ul style="list-style-type: none"> <li>❖ Chapter 2: Popular Culture: What's Hip and What's Hopped – And Who Cares</li> <li>❖ Thesis Statement</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 51-55 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response &amp; Just the Facts</li> </ul> </li> <li>➤ Write a thesis statement addressing one of the Write On! Questions for “Regis Makes Contestants, ABC Rich on ‘Millionaire’”, p.55 <ul style="list-style-type: none"> <li>✓ Bring your pre-writing to show work</li> </ul> </li> <li>➤ <i>Pearson Editing Exercises</i>, p. 5-8</li> <li>➤ <i>Penguin Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, p. 404-408 (33a)</li> <li>❖ MyWritingLabw/comp (Sentence Grammar → Fragments; Run-Ons and Comma Splices)</li> </ul>
<p>2/14</p> <ul style="list-style-type: none"> <li>❖ Chapter 3: Identity: You Are Unique, Just Like Everyone Else</li> <li>❖ Using Nonsexist Language</li> <li>❖ Composing a Paragraph</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 56-62 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response &amp; Just the Facts</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 66-71 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 1</li> </ul> </li> <li>➤ Complete “Using Nonsexist Language” handout (accompanies “What's the Difference Between Boys and Girls?”)</li> <li>➤ <i>Expanding Horizons</i>, p. 72-75 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 1</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>: Appendix A, p. 276 - 278 (for help on writing an essay)</li> </ul>	<p>2/16</p> <ul style="list-style-type: none"> <li>❖ Library Lesson – visit library</li> <li>❖ Meet in Library – upstairs in computer room</li> <li>❖ Internet Sources</li> <li>❖ Research Log</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Pearson Editing Exercises</i>, p. 9-12</li> <li>➤ <i>Penguin Handbook</i>, Chapter 38: Commas, p. 449-464 (38a-38i)</li> <li>❖ MyWritingLabw/comp (Basic Grammar → Commas)</li> <li>➤ <i>Expanding Horizons</i> : Appendix B: Research and Documenting Sources for College Papers, p. 285 - 291</li> <li>➤ <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f)</li> <li>❖ MyWritingLabw/comp (Research → Finding Sources; Evaluating</li> </ul>

<ul style="list-style-type: none"> <li>➤ <i>Penguin Handbook</i>, Chapter 31: Write to be Inclusive, p. 386-392 (31a-31e)</li> <li>➤ <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, p. 21-37 (3a-3f)</li> <li>❖ MyWritingLabw/comp (Writing a Paragraph → Developing and Organizing a Paragraph)</li> </ul>	<p>Sources; Integrating Sources)</p>
<p>2/21</p> <ul style="list-style-type: none"> <li>❖ Chapter 4: Food, Glorious Food</li> <li>❖ Complete the Advertising Jingle or Slogan</li> <li>❖ Essay body</li> <li>❖ Writing an Introduction</li> <li>❖ Writing an essay</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Narrative Essay - Peer Draft Review</b> – bring 2 copies of essay draft</li> <li>➤ <i>Expanding Horizons</i>, p. 76-85 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, &amp; Write On! # 3</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 87-90 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response &amp; Just the Facts</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>: Appendix A, p. 282 - 283 (for help on writing a personal narrative)</li> <li>➤ Complete “Complete the Advertising Jingle or Slogan” handout (accompanies “Food Icons: Immortal in the Eyes of the Television Beholder”)</li> </ul>	<p>2/23</p> <ul style="list-style-type: none"> <li>❖ Chapter 4: Food, Glorious Food</li> <li>❖ Essay Conclusion</li> <li>❖ Reading Journal</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Narrative Essay (3-5 pages)</b> – be prepared to share in class.</li> <li>➤ Reading Journal Review – bring to class</li> <li>➤ <i>Pearson Editing Exercises</i>, p. 13-16</li> <li>➤ Rewrite, Edit, and Proofread <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g)</li> <li>❖ MyWritingLabw/comp (Writing an Essay → Revising the Essay; Editing the Essay)</li> </ul>
<p>2/28</p> <ul style="list-style-type: none"> <li>❖ Chapter 5: Money Matters</li> <li>❖ Popular Idioms</li> <li>❖ Concise writing/avoiding wordiness</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 100-107 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, &amp; Expanding Horizons # 1</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 112-115 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response &amp; Just the Facts</li> </ul> </li> <li>➤ Complete “Popular Idioms” handout (accompanies “History of Money”)</li> <li>➤ <i>Penguin Handbook</i>, Chapter 28: Write Concisely, p. 365-371 (28a-28c)</li> <li>❖ MyWritingLabw/comp (Sentence Style section)</li> </ul>	<p>3/1</p> <ul style="list-style-type: none"> <li>❖ Chapter 5: Money Matters</li> <li>❖ Writing with Sources</li> <li>❖ Research Log Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Bring 6 research articles (printed, highlighted, annotated and evaluated)</b></li> <li>➤ <b>Research Log with 6 entries for peer review</b></li> <li>➤ <i>Pearson Editing Exercises</i>, p. 17-20</li> <li>➤ <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d)</li> </ul>
<p>3/6</p> <ul style="list-style-type: none"> <li>❖ Chapter 6: Employment: Problems and Solutions</li> <li>❖ Effective Peer Review</li> <li>❖ Commonly Misspelled Words</li> </ul>	<p>3/8</p> <ul style="list-style-type: none"> <li>❖ Chapter 6: Employment: Problems and Solutions</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Informative Essay (3-5 pages)</b></li> <li>➤ <i>Pearson Editing Exercises</i>, p. 21-24</li> </ul>



<p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Informative Essay - Peer Draft Review</b> - bring 2 copies of essay draft</li> <li>➤ <i>Expanding Horizons</i>, p. 124-126</li> <li>➤ <i>Expanding Horizons</i>, p. 131-137 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 1, &amp; Write On! # 3</li> </ul> </li> <li>➤ Complete “Mnemonics” handout (accompanies “Resumaina”)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 131-137 Write On! # 3 (p. 137) polished– be prepared to share in class</li> <li>➤ <i>Penguin Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, p. 404-408 (33a – 33c)</li> <li>❖ MyWritingLabw/comp (Sentence Grammar → Fragments; Run-Ons and Comma Splices)</li> </ul>
<p>3/13</p> <ul style="list-style-type: none"> <li>❖ Chapter 7: Simplicity: Is It Too Complicated?</li> <li>❖ Holidays Around the World</li> <li>❖ Word Choice</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 146-153 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts &amp; Expanding Horizons # 5</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 153-161 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 1</li> </ul> </li> <li>➤ Complete “Holidays Around the World” handout (accompanies “Simple Solutions”)</li> <li>➤ <i>Penguin Handbook</i>, Chapter 30: Find the Right Words, p. 370-386 (30a-30d)</li> <li>❖ MyWritingLabw/comp (Sentence Style Section) (Basic Grammar → Easily Confused Words; Spelling)</li> </ul>	<p>3/15</p> <ul style="list-style-type: none"> <li>❖ Chapter 7: Simplicity: Is It Too Complicated?</li> <li>❖ Word Choice</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 162-169 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 3 &amp; 4, &amp; Write On! # 3</li> </ul> </li> <li>➤ <i>Pearson Editing Exercises</i>, p. 25-28</li> <li>➤ <i>Penguin Handbook</i>, Chapter 36: Pronouns, p. 427-437 (36a-36d)</li> <li>❖ MyWritingLabw/comp (Basic Grammar → Pronouns) (Sentence Grammar → Pronoun Case; Pronoun Reference and Point of View; Pronoun Antecedent Agreement)</li> </ul>
<p>3/20</p> <ul style="list-style-type: none"> <li>❖ <b>Spring Break</b></li> <li>❖ <b>No Class</b></li> </ul>	<p>3/22</p> <ul style="list-style-type: none"> <li>❖ <b>Spring Break</b></li> <li>❖ <b>No Class</b></li> </ul>
<p>3/27</p> <ul style="list-style-type: none"> <li>❖ Chapter 8: Friends, Families, and Parenthood</li> <li>❖ International Proverbs</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasive Essay – Peer Draft Review</b> – bring 2 copies of essay draft</li> <li>➤ <i>Expanding Horizons</i>, p. 172-174</li> <li>➤ <i>Expanding Horizons</i>, p. 179-183 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 2</li> </ul> </li> <li>➤ Complete “International Proverbs” handout (accompanies “Three Credits and a Baby”)</li> <li>➤ <i>Expanding Horizons</i>, p. 184-187 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 1, &amp; Write On! # 3 Letter to Manufacturer (p. 187)</li> </ul> </li> </ul>	<p>3/29</p> <ul style="list-style-type: none"> <li>❖ Chapter 8: Friends, Families, and Parenthood</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasive Essay (3-5 pages)</b></li> <li>➤ <i>Expanding Horizons</i>, p. 190-194 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts</li> </ul> </li> <li>➤ <i>Pearson Editing Exercises</i>, p. 29-32</li> <li>➤ <i>Penguin Handbook</i>, Chapter 29: Write with Emphasis, p. 371-378 (29a-29e)</li> </ul>
<p>4/3</p> <ul style="list-style-type: none"> <li>❖ Chapter 9: Ethics, Or “Do The Right Thing”</li> <li>❖ Letter to the Editor – argument</li> </ul>	<p>4/5</p> <ul style="list-style-type: none"> <li>❖ Chapter 9: Ethics, Or “Do The Right Thing”</li> <li>❖ Roots, Prefix and Suffix</li> </ul>

<p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 196-204 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 3</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 210-214 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 2, &amp; Write On! # 2 Letter to the Editor</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>: Appendix A, p. 283 - 284 (for help on writing a letter to the editor)</li> </ul>	<p>Due:</p> <ul style="list-style-type: none"> <li>➤ Complete “Common Prefixes” handout (accompanies “Of Headless Mice...and Men”)</li> <li>➤ <i>Penguin Handbook</i>, Chapter 37: Modifiers, p. 437-448 (37a-37e)</li> <li>➤ <i>Pearson Editing Exercises</i>, p. 33-36</li> <li>❖ MyWritingLabw/comp (Basic Grammar → Modifiers) (Sentence Grammar → Misplaced or Dangling Modifiers)</li> </ul>
<p>4/10</p> <ul style="list-style-type: none"> <li>❖ Chapter 10: Censorship: Say the Right Thing – or Don’t</li> <li>❖ Fact or Opinion</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasive Essay – Peer Draft Review</b> – bring 2 copies of essay draft</li> <li>➤ <i>Expanding Horizons</i>, p. 234-226</li> <li>➤ <i>Expanding Horizons</i>, p. 238-242 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 4</li> </ul> </li> <li>➤ Complete “Fact or Opinion” handout (accompanies “Foul Language Enters Pop Culture Lexicon”)</li> </ul>	<p>4/12</p> <ul style="list-style-type: none"> <li>❖ Chapter 10: Censorship: Say the Right Thing – or Don’t</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Persuasive Essay (3-5 pages)</b></li> <li>➤ <i>Pearson Editing Exercises</i>, p. 37-40</li> <li>➤ <i>Penguin Handbook</i>, Chapter 27: Write with Power, p. 359-365 (27a-27d)</li> </ul>
<p>4/17</p> <ul style="list-style-type: none"> <li>❖ Chapter 11: America: Recovering and Remembering</li> <li>❖ Similes, Metaphors and Personification</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Expanding Horizons</i>, p. 244-251 <ul style="list-style-type: none"> <li>✓ Includes: Journal Response, Just the Facts</li> </ul> </li> <li>➤ <i>Expanding Horizons</i>, p. 267-269 <ul style="list-style-type: none"> <li>✓ You must access this article online – see text for details, p. 268</li> <li>✓ Includes: Journal Response, Just the Facts, Expanding Horizons # 5</li> </ul> </li> <li>➤ Complete “Similes, Metaphors and Personification” handout (accompanies “What It Smells Like”)</li> </ul>	<p>4/19</p> <ul style="list-style-type: none"> <li>❖ Chapter 11: America: Recovering and Remembering</li> <li>❖ Research Essay</li> <li>❖ Brainstorming ideas</li> <li>❖ Research Log</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Research Essay Review – bring all drafts, research log and articles</b> – be prepared to share all work in class</li> <li>➤ <i>Pearson Editing Exercises</i>, p. 41-44</li> <li>➤ <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g)</li> <li>❖ MyWritingLabw/comp (Modes for Essay Writing → Argument)</li> </ul>
<p>4/24</p> <ul style="list-style-type: none"> <li>❖ Research Essay Introduction and Thesis Statement</li> <li>❖ Research articles – choice and annotation</li> <li>❖ Research Log</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Research Essay - Peer Draft Review</b> – bring 2 copies of essay draft</li> </ul>	<p>4/26</p> <ul style="list-style-type: none"> <li>❖ Research Essay Body and Effective Conclusion</li> <li>❖ Peer Draft Workshop</li> <li>❖ Effective presentations</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <i>Pearson Editing Exercises</i>, p. 45-48</li> <li>➤ <i>Penguin Handbook</i>, Chapter 43: Quotation Marks, pp. 484-490 (43a-43e)</li> </ul>

	<ul style="list-style-type: none"> <li>❖ MyWritingLabw/comp (Basic Grammar → Quotation Marks)</li> <li>➤ <i>Penguin Handbook</i>, Chapter 15: Design Presentations, p. 158-163 (15a-15c)</li> </ul>
5/1 ❖ <b>Oral Presentations of Research</b> essay - process and findings ❖ Reading Journal Review Due: ➤ <b>Oral Presentations of Research Essay (10 minutes each presentation)</b> ➤ Reading Journal Review – bring to class ➤ <i>Penguin Handbook</i> , Chapter 39: Semicolons and Colons, p. 464-469 (39a-39d) ❖ MyWritingLabw/comp (Basic Grammar → Semicolons, Colons, Dashes and Parentheses)	5/3 ❖ <b>Oral Presentations of Research</b> essay - process and findings Due: ➤ <b>Final draft of Exploratory/Research Essay (4-6 pages)</b> – must be in 2 pocket folder with all work included (don't forget all drafts, research log and copies of 6 annotated and highlighted articles) ➤ <b>Oral Presentations of Research Essay</b> ➤ <i>Pearson Editing Exercises</i> , p. 49-50
5/8 ❖ <b>Oral Presentations of Research</b> essay - process and findings ❖ Course Reflection & Review Due: ➤ <b>Oral Presentations of Research Essay</b> ➤ <b>Written Course Reflection (2 pages)</b> – use course learning outcomes to guide you	5/10 ❖ <b>Exit Exam</b>

*This syllabus and course outline is subject to change by the instructor*

*Books can be dangerous. The best ones should be labeled "This could change your life." ~Helen Exley*