

Syllabus – Spring 2012
Reading - Writing Connection
11619 English K100 – T10

Instructor: Adrienne Amero-Marshall

Meets: Tuesday & Thursday from 9:30a.m. – 10:45a.m. in room D221

Office hours: by appointment

Phone: 860-536-9259

Required Texts:

Funk, Robert W. et al. *Short Prose Reader*. 6th ed. Upper Saddle River: Pearson/Longman, 2011.

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.

Required Supplements:

Two folders with pockets: one for handouts and one for handing in essays.

Two notebooks: One for journal responses and one for class notes.

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

- ❖ 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
- ❖ All essays must be typed and in MLA format

- ❖ **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**
- ❖ **Note: A missed test must be taken within one week of student's return.**

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 pass this course.

Grading is based on:

Class Participation.....10%

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.....10%

- ❖ cannot be made up
- ❖ demonstrates knowledge and critical thinking skills

Research essay and oral presentation.....10%

Essays.....50%

Exit Exam.....20%

Failing exit exam can result in failing the course

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.
- ✓ Editing Exercises, Lab Manual, Quizzes and Writing Assignments cannot be made up.
- ✓ Make up Test (or Exit Exam) must be arranged with instructor.
- ❖ **Note: A missed test must be taken within one week of student's return.**

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.

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.

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:

Turn off your cell phone or other electronic equipment.

Weather Cancellations:

Call (860) 886-0177 or go online to: www.trcc.commnet.edu.

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.

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.

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.

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.

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

(What Works by Hunter Boylan)

English 100 Spring 2012: Tentative Course Outline- Student

Subject to change by instructor

<p>1/19 Course introduction and syllabus review</p> <p>❖ 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.</p>	<p>1/24 Chapter 1 – Active Reading & keeping a journal</p> <p>❖ Audience & Rhetorical Triangle Reading: <i>Short Prose Reader</i>, p. 1-14 <i>Penguin Handbook</i>: Chapter 1 Think as a Writer, p. 1-6</p>
<p>1/26 Chapter 2 – The Reading – Writing Connection</p> <p>❖ Pre-writing Activities</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 15-27 ➤ <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14 <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 28, # 3 (short essay due) ➤ <i>Pearson Editing Exercises</i>, p. 1-4 ➤ <i>Penguin Handbook</i>: Chapter 34: Subject-Verb Agreement, p. 413-418 (34a-34f) and Draft, p. 6-14 ➤ <i>Penguin Handbook</i>: Chapter 35: Verbs, p. 418-427 (35a-35e) 	<p>1/31 Chapter 3 – Strategies for Conveying Ideas: Narration and Description</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 29-68 <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 38, Considering Content 1-6 & Considering Method 1-7 ➤ P. 38-39 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 37
<p>2/2 Chapter 4 – Strategies for Making a Point: Example and Illustration</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 69-108 <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 102-103, Considering Content 1-6 & Considering Method 1-7 & Combining Strategies ➤ P. 103 Writing Step by Step (essay) 	<p>2/7 Thesis Statement</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>: Chapter 2, Write a Working Thesis, (2d-2g) p. 14-21 <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Pearson Editing Exercises</i>, p. 5-8 ➤ <i>Penguin Handbook</i>, Chapter 33:

<p>due) Journal - Responding to the reading, p.101</p> <p>✓ Follow MLA guidelines for all essays - in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283).</p>	<p>Fragments, Run-ons, and Comma Splices, p. 404-408 (33a)</p>
<p>2/9</p> <p>❖ Chapter 5 – Strategies for Clarifying: Definition and Explanation</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 109-143 ➤ <i>Penguin Handbook</i>, Chapter 31: Write to be Inclusive, p. 386-392 (31a-31e) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 124, Considering Content 1-6 & Considering Method 1-5. ➤ P. 103, Combining Strategies ➤ P. 125 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 123 ➤ <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, p. 21-37 (3a-3f) 	<p>2/14</p> <p>❖ Library Lesson – visit library</p> <p>❖ Meet in Library – upstairs in computer room</p> <p>❖ Internet Sources</p> <p>❖ Research Log</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f) <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Pearson Editing Exercises</i>, p. 9-12 ➤ <i>Penguin Handbook</i>, Chapter 38: Commas, p. 449-464 (38a-38i)
<p>2/16</p> <p>❖ Chapter 6 – Strategies for Sorting Ideas: Classification and Division</p> <p>❖ Essay body</p> <p>❖ Writing an Introduction</p> <p>❖ Writing an essay</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 144-183 <p>Due:</p> <ul style="list-style-type: none"> ➤ Narrative Essay - Peer Draft Review – bring 2 copies of essay draft ➤ <i>Short Prose Reader</i>, p. 154-155, 	<p>2/21</p> <p>❖ Essay Conclusion</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Rewrite, Edit, and Proofread <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g) <p>Due:</p> <ul style="list-style-type: none"> ➤ Narrative Essay (3-5 pages) – be prepared to share in class. ➤ Reading Journal Review – bring to class ➤ <i>Pearson Editing Exercises</i>, p. 13-16

<p>Considering Content 1-5 & Considering Method 1-4 & Combining Strategies</p> <p>➤ Journal - Responding to the reading, p. 154</p>	<p>➤ <i>Penguin Handbook</i>, Chapter 28: Write Concisely, pp. 365-371 (28a-28c)</p>
<p>2/23</p> <ul style="list-style-type: none"> ❖ Chapter 7 – Strategies for Examining Two Subjects: Comparison and Contrast ❖ Concise writing/avoiding wordiness <p>Reading:</p> <p>➤ <i>Short Prose Reader</i>, p. 184-222</p> <p>➤ <i>Penguin Handbook</i>, Chapter 28: Write Concisely, p. 365-371 (28a-28c)</p> <p>Due:</p> <p>➤ <i>Short Prose Reader</i>, p. 199-200, Considering Content 1-6 & Considering Method 1-5 & Combining Strategies</p> <p>➤ P. 200-202 Writing Step by Step (essay due)</p> <p>➤ Journal - Responding to the reading, p. 199</p>	<p>2/28</p> <ul style="list-style-type: none"> ❖ Writing with Sources ❖ Research Log Review <p>Reading:</p> <p>➤ <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d)</p> <p>Due:</p> <p>➤ Bring 6 research articles (printed, highlighted, annotated and evaluated)</p> <p>➤ Research Log with 6 entries for peer review</p> <p>➤ <i>Pearson Editing Exercises</i>, p. 17-20</p>
<p>3/1</p> <ul style="list-style-type: none"> ❖ Chapter 8 – Strategies for Explaining How Things Work: Process and Directions ❖ Effective Peer Review ❖ Commonly Misspelled Words <p>Reading:</p> <p>➤ <i>Short Prose Reader</i>, p. 223-253</p> <p>Due:</p> <p>➤ Informative Essay - Peer Draft Review - bring 2 copies of essay draft</p> <p>➤ <i>Short Prose Reader</i>, p. 237-238, Considering Content 1-6 & Considering Method 1-4</p> <p>➤ Journal - Responding to the reading, p.</p>	<p>3/6</p> <ul style="list-style-type: none"> ❖ Word Choice <p>Reading:</p> <p>➤ <i>Penguin Handbook</i>, Chapter 30: Find the Right Words, pp. 370-386 (30a-30d)</p> <p>Due:</p> <p>➤ Informative Essay (3-5 pages)</p> <p>➤ <i>Pearson Editing Exercises</i>, p. 21-24</p> <p>➤ <i>Penguin Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, p. 404-408 (33a – 33c)</p>

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<p>3/8</p> <ul style="list-style-type: none"> ❖ Chapter 9 -- Strategies for Analyzing Why Things Happen: Cause and Effect ❖ Word Choice <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 254-292 <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 284-285, Considering Content 1-6 & Considering Method 1-5 ➤ P. 285-286 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 284 	<p>3/13</p> <ul style="list-style-type: none"> ❖ Paragraph Structure ❖ Word Choice <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Pearson Editing Exercises</i>, p. 25-28 ➤ <i>Penguin Handbook</i>, Chapter 36: Pronouns, p. 427-437 (36a-36d)
<p>3/15</p> <ul style="list-style-type: none"> ❖ Chapter 10 -- Strategies for Influencing Others: Argument and Persuasion <p>Reading:</p> <p><i>Short Prose Reader</i>, p. 293-343</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Essay – Peer Draft Review – bring 2 copies of essay draft ➤ <i>Short Prose Reader</i>, p. 311-312, Considering Content 1-6 & Considering Method 1-8 ➤ P. 312 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 311 	<p>3/27</p> <ul style="list-style-type: none"> ❖ Internet Sources <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>, Chapter 29: Write with Emphasis, p. 371-378 (29a-29e) <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Essay (3-5 pages) ➤ <i>Pearson Editing Exercises</i>, p. 29-32
<p>3/29</p> <ul style="list-style-type: none"> ❖ Chapter 11 -- Combining Strategies: Further Readings ❖ Writing with Sources <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 344-349 & p. 	<p>4/3</p> <ul style="list-style-type: none"> ❖ Roots, Prefix and Suffix <p>Due:</p> <ul style="list-style-type: none"> <i>Pearson Editing Exercises</i>, p. 33-36 ➤ <i>Penguin Handbook</i>, Chapter 37: Modifiers, p. 437-448 (37a-37e)

<p>363-384</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 348-349, Considering Content and Method 1-3 	
<p>4/5</p> <ul style="list-style-type: none"> ❖ Argument & pre-writing review <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Essay – Peer Draft Review – bring 2 copies of essay draft 	<p>4/10</p> <ul style="list-style-type: none"> ❖ Effective presentations <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>, Chapter 27: Write with Power, p. 359-365 (27a-27d) <p>Due:</p> <ul style="list-style-type: none"> ➤ Persuasive Essay (3-5 pages) ➤ <i>Pearson Editing Exercises</i>, p. 37-40
<p>4/12</p> <ul style="list-style-type: none"> ❖ Essay Introduction <p>Due:</p> <ul style="list-style-type: none"> ➤ Prepare for Research Essay Review ➤ <i>Pearson Editing Exercises</i>, p. 41-44 	<p>4/17</p> <ul style="list-style-type: none"> ❖ Research Essay ❖ Brainstorming ideas ❖ Research Log <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g) <p>Due:</p> <ul style="list-style-type: none"> ➤ Research Essay Review – bring all drafts, research log and articles – be prepared to share all work in class
<p>4/19 Research Essay Introduction and Thesis Statement</p> <ul style="list-style-type: none"> ❖ Research articles – choice and annotation ❖ Research Log <p>Due:</p> <ul style="list-style-type: none"> ➤ Research Essay - Peer Draft Review – bring 2 copies of essay draft 	<p>4/24 Research Essay Body and Effective Conclusion</p> <ul style="list-style-type: none"> ❖ Peer Draft Workshop ❖ Effective presentations <p>Reading:</p> <ul style="list-style-type: none"> ➤ <i>Penguin Handbook</i>, Chapter 15: Design Presentations, p. 158-163 (15a-15c)

	<p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Pearson Editing Exercises</i>, p. 45-48 ➤ <i>Penguin Handbook</i>, Chapter 43: Quotation Marks, pp. 484-490 (43a-43e)
<p>4/26 Oral Presentations of Research essay - process and findings</p> <p>❖ Reading Journal Review</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Oral Presentations of Research Essay (10 minutes each presentation) ➤ Reading Journal Review – bring to class ➤ <i>Pearson Editing Exercises</i>, p. 49- ➤ <i>Penguin Handbook</i>, Chapter 39: Semicolons and Colons, p. 464-469 (39a-39d) 	<p>5/1 Oral Presentations of Research essay - process and findings</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Final draft of Exploratory/Research Essay (4-6 pages) – 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) ➤ Oral Presentations of Research Essay
<p>5/3 Oral Presentations of Research essay - process and findings</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Oral Presentations of Research Essay ➤ Written Course Reflection (2 pages) – use course learning outcomes to guide you 	<p>5/8---Course Reflection & Review</p> <p>5/10-----Exit Exam</p>

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

"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."

By Jeffrey A. Carver