

**Syllabus – Spring 2012**  
**Reading - Writing Connection**  
**10568 English K100 – T11**

Instructor: Marcel Burch

Meets: Tuesday & Thursday from 2:30pm – 3:45pm in room D222

Office hours: MW 2:45 – 3:45pm, T 12:00 – 1:00pm and by appointment

Office location: D256

Phone: 860- 892-5780

E-mail: mburch@trcc.commnet.edu

**Required Texts:**

Eschholz, Paul and Alfred Rosa. *Models for Writers: Short Essays for Composition*.  
New York: Bedford/St. Martin, 2012

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

**Required Supplements:**

Writer's Help – Online Handbook (included with book purchase).

College Dictionary.

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

2 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 assignments with the class
- ❖ Make sure each assignment is the best it can be by editing, proofreading, peer draft review, using Writer'sHelp.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 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
- ❖ Late work is not accepted – assignments are used on the date due
- ❖ 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.

Includes:

- Using Writer’s Help
- 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

Assignments, Midterm, Quiz, and Oral Presentation.....30%

- ❖ demonstrates knowledge and critical thinking skills

Essays.....40%

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, Quizzes and Writing Assignments cannot be made up.
- Make up Test, Midterm, or Exit Exam, must be arranged with instructor.

**Note:**

- ❖ A missed test or exam must be taken within one week of student’s return.
- ❖ I do not accept emailed work.
- ❖ If you are absent you must ask instructor for any handouts missed at the next class.

**Late Work:**

- Work is due on the dates stated in the course outline or by instructor.
- Late work is not accepted – assignments are used on the date due.

**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).

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

Email: TRWritingcenter@trcc.commnet.edu.

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

**Technology:**

Turn off your cell phone or other electronic equipment.

**Weather Cancellations:**

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

**College Withdrawal Policy:**

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office in both the campuses and at the office at the Sub-base. Non punitive "W" grades are assigned to withdrawal requests. An instructor's signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an "F" grade for the course.

**Note on Reading and Writing:**

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well constructed papers. By working together, we can accomplish our goals.

## **Our Classroom**

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them. "Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

## **The Message**

As a student, you have basic responsibility for your success: 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 Student Course Outline

Subject to change by instructor

Tuesday	Thursday
<ul style="list-style-type: none"> <li>❖ <b>Models for Writers</b> <b>Glossary of Useful Terms</b> p. 678-690</li> <li>❖ Use Writer'sHelp.com <ul style="list-style-type: none"> <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> </li> </ul>	<p>1/19</p> <ul style="list-style-type: none"> <li>❖ Course introduction and syllabus review</li> <li>❖ Use Penguin Handbook as another resource to guide you. <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> </ul>
<p>1/24</p> <ul style="list-style-type: none"> <li>❖ Part One: On Reading and Writing Well</li> <li>❖ The Writing Process</li> <li>❖ Prewriting</li> <li>❖ Narration</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Introduction for Students, p. 1-4</li> <li>➤ Chapter1:The Writing Process, p. 7-42</li> <li>• <i>Penguin Handbook</i>: Chapter 1 Think as a Writer, p. 1-6</li> </ul>	<p>1/26</p> <ul style="list-style-type: none"> <li>❖ Chapter 2: From Reading to Writing</li> <li>❖ Getting the Most Out of Your Reading</li> <li>❖ Using Your Reading in the Writing Process <ul style="list-style-type: none"> <li>❖ Narration</li> <li>❖ Classroom Activity Using Narration, p.352-353</li> </ul> </li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 2: From Reading to Writing, p. 43-77</li> <li>➤ Chapter 14: Narration, p. 372-375</li> <li>➤ "White Lies" by Erin Murphy, p. 381-385</li> <li>➤ Thinking Critically about This Reading, p.383</li> <li>➤ Questions for Study and Discussion, p. 383-384, #1-7</li> <li>• <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14</li> </ul>
<p>1/31</p> <ul style="list-style-type: none"> <li>❖ Part Two: The Elements of the Essay</li> <li>❖ Thesis Statement</li> <li>❖ Classroom Activity Using Illustration, p. 97-98</li> <li>❖ Narrative Rough draft workshop</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 3: Thesis, p. 81-83</li> <li>➤ "Be Specific" by Natalie Goldberg, p. 90-93</li> <li>➤ Thinking Critically about This Reading, p.92</li> <li>➤ Questions for Study and Discussion, p. 92, #1-6</li> <li>➤ Suggested Writing Assignments, p. 93, #2</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> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>: Chapter 2, Write a Working Thesis, (2d-2g) p. 14-21</li> </ul>

<p>2/7</p> <ul style="list-style-type: none"> <li>❖ Unity</li> <li>❖ Classroom Activity Using Unity, p. 111-112</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 4: Unity, p. 99-102</li> <li>➤ “My Name” by Sandra Cisneros, p. 109-112</li> <li>➤ Thinking Critically about This Reading, p.110</li> <li>➤ Questions for Study and Discussion, p. 110-111, #1-6</li> <li>➤ Suggested Writing Assignments, p. 112, #2</li> </ul> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>, Chapter 28: Write Concisely, p. 365-371 (28a-28c)</li> </ul>	<p>2/9</p> <ul style="list-style-type: none"> <li>❖ Organization</li> <li>❖ Classroom Activity Using Organization, p.143</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 5: Organization, p. 119-123</li> <li>➤ “Buying a House” by Sean Prentiss, p. 137-144</li> <li>➤ Thinking Critically about This Reading, p.142</li> <li>➤ Questions for Study and Discussion, p. 142-143, #1-6</li> <li>➤ <b>Narrative essay draft</b> due – follow guidelines – <b>peer draft workshop</b> – bring copy to share</li> </ul>
<p>2/14</p> <ul style="list-style-type: none"> <li>❖ Beginnings and Endings</li> <li>❖ Classroom Activity Using Beginnings and Endings, p.164</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 6: Beginnings and Endings, p. 145-153</li> <li>➤ “The Case for Short Words” by Richard Lederer, p. 160-165</li> <li>➤ Thinking Critically about This Reading, p.163</li> <li>➤ Questions for Study and Discussion, p. 163-164, #1-6</li> <li>➤ Suggested Writing Assignments, p. 165, #1</li> </ul> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>, Chapter 30: Find the Right Words, p. 370-386 (30a-30d)</li> </ul>	<p>2/16</p> <ul style="list-style-type: none"> <li>❖ Paragraphs</li> <li>❖ Classroom Activity Using Paragraphs, p.180-182</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 7: Paragraphs, p. 172-175</li> <li>➤ “Simplicity” by William Zinsser, p. 176-182</li> <li>➤ Thinking Critically about This Reading, p.179</li> <li>➤ Questions for Study and Discussion, p. 180, #1-6</li> <li>➤ Suggested Writing Assignments, p. 182, #1 – bring in article for discussion – do not write an essay.</li> <li>➤ <b>Narrative essay due</b> – follow guidelines</li> </ul> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, p. 21-37 (3a-3f)</li> </ul>

<p>2/21</p> <ul style="list-style-type: none"> <li>❖ Transitions</li> <li>❖ Classroom Activity Using Transitions, p.207</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 8: Transitions, p. 193-196</li> <li>➤ “Becoming a Writer” by Russell Baker, p. 203-207</li> <li>➤ Thinking Critically about This Reading, p.206</li> <li>➤ Questions for Study and Discussion, p. 206-207, #1-6</li> <li>➤ Suggested Writing Assignments, p. 207-208, #1</li> </ul>	<p>2/23</p> <ul style="list-style-type: none"> <li>❖ Effective Sentences</li> <li>❖ Classroom Activity Using Effective Sentences, p.236, #1-6</li> </ul> <p>❖ Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 9: Effective Sentences, p. 217-221</li> <li>➤ “Volar” by Judith Ortiz Cofer, p. 233-237</li> <li>➤ Thinking Critically about This Reading, p.235</li> <li>➤ Questions for Study and Discussion, p. 235-236, #1-6</li> <li>➤ Suggested Writing Assignments, p. 236-237, #1 – be prepared to share this essay in class.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g)</li> </ul>
<p>2/28</p> <ul style="list-style-type: none"> <li>❖ Writing with Sources</li> <li>❖ Classroom Activity Using Writing with Sources, p.143</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 10: Writing with Sources, p. 238-254</li> <li>➤ “The English-Only Movement: Can America Proscribe Language with a Clear Conscience?” by Jake Jamieson, p. 261-268</li> <li>➤ Thinking Critically about This Reading, p.266</li> <li>➤ Questions for Study and Discussion, p. 266-267, #1-6</li> <li>➤ Suggested Writing Assignments, p. 268, #1,#2 or #3</li> </ul>	<p>3/1</p> <ul style="list-style-type: none"> <li>❖ Part Three: The Language of the Essay</li> <li>❖ Diction and Tone</li> <li>❖ Classroom Activity Using Diction and Tone, p.312-313</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 11: Diction and Tone, p. 283-287</li> <li>➤ “Irreconcilable Dissonance” by Brian Doyle, p. 308-313</li> <li>➤ Thinking Critically about This Reading, p.311</li> <li>➤ Questions for Study and Discussion, p. 311-312, #1-6</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>Persuasive letter draft</b> – peer draft workshop – follow guidelines -bring a copy to share</li> </ul>



<p>3/6</p> <ul style="list-style-type: none"> <li>❖ Figurative Language</li> <li>❖ Similes and Metaphors</li> <li>❖ Classroom Activity Using Figurative Language, p.327-328</li> </ul> <p>Due: <i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 12: Figurative Language, p. 314-315</li> <li>➤ “Polaroids” by Anne Lamott, p. 323-328</li> <li>➤ Thinking Critically about This Reading, p.326</li> <li>➤ Questions for Study and Discussion, p. 326, #1-5</li> <li>➤ Suggested Writing Assignments, p. 328, #2 – be prepared to share your essay in class.</li> </ul>	<p>3/8</p> <ul style="list-style-type: none"> <li>❖ Part Four: Types of Essays</li> <li>❖ Illustration</li> <li>❖ Classroom Activity Using Illustration, p.352-353</li> </ul> <p>Due: <i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 13: Illustration, p. 339-342</li> <li>➤ “Let’s Think Outside the Box of Bad Clichés” by Gregory Pence, p. 349-354</li> <li>➤ Thinking Critically about This Reading, p.351</li> <li>➤ Questions for Study and Discussion, p. 351-352, #1-6</li> <li>➤ Suggested Writing Assignments, p.353, #1 or #2 – do not write an essay but bring an article, advertisement, or cartoon to illustrate clichés, empty or inaccurate phrases.</li> <li>➤ <b>Persuasive letter due</b> – follow guidelines</li> </ul>
<p>3/13</p> <ul style="list-style-type: none"> <li>• <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d)</li> </ul>	<p>3/15</p> <ul style="list-style-type: none"> <li>❖ <b>Midterm Exam</b></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>❖ Description</li> <li>❖ Classroom Activity Using Description, p.411</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 15: Description, p. 400-401</li> <li>➤ “And the Orchestra Played On” by Joanne Lipman, p. 407-411</li> <li>➤ Thinking Critically about This Reading, p.410</li> <li>➤ Questions for Study and Discussion, p.410, #1-7</li> <li>➤ Suggested Writing Assignments, p.411, #2 – be prepared to share your letters with the class.</li> </ul>	<p>3/29</p> <ul style="list-style-type: none"> <li>❖ Process Analysis</li> <li>❖ Classroom Activity Using Description, p.432</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 16: Process Analysis, p. 423-426</li> <li>➤ “The Principles of Poor Writing” by Paul W. Merrill, p. 427-432</li> <li>➤ Thinking Critically about This Reading, p.431</li> <li>➤ Questions for Study and Discussion, p.431-432, #1-6</li> <li>➤ Suggested Writing Assignments, p.432, #1 – be prepared to share your ironic steps short essay/paragraph with the class.</li> <li>➤ <b>Persuasive essay draft</b> due – follow guidelines – peer draft workshop - bring a copy to share</li> </ul>
<p>4/3</p> <ul style="list-style-type: none"> <li>❖ Definition</li> <li>❖ Classroom Activity Using Definition, p.460</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 17: Definition, p. 444-446</li> <li>➤ “What Happiness Is” by Eduardo Porter, p. 456-460</li> <li>➤ Thinking Critically about This Reading, p.459</li> <li>➤ Questions for Study and Discussion, p.459, #1-5</li> <li>➤ Suggested Writing Assignments, p.460, #1 – be prepared to share your definition in class.</li> </ul>	<p>4/5</p> <ul style="list-style-type: none"> <li>❖ Division and Classification</li> <li>❖ Classroom Activity Using Division and Classification, p.474</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 18: Division and Classification, p.461-464</li> <li>➤ “What Are Friends For?” by Marion Winik, p. 470-476</li> <li>➤ Thinking Critically about This Reading, p.473</li> <li>➤ Questions for Study and Discussion, p.473-474, #1-6</li> <li>➤ Suggested Writing Assignments, p.474, #3 –do not write an essay but write your favorite type of music and at least 3 subcategories – be prepared to explain the characteristics to the class and name 2 or 3 artists and their songs as examples.</li> <li>➤ <b>Persuasive essay due</b> – follow guidelines</li> </ul>

<p>4/10</p> <ul style="list-style-type: none"> <li>❖ Comparison and Contrast</li> <li>❖ Classroom Activity Using Compare and Contrast, p.502-503</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 19: Comparison and Contrast, p. 483-487</li> <li>➤ “That Lean and Hungry Look” by Suzanne Britt, p. 499-504</li> <li>➤ Thinking Critically about This Reading, p.502</li> <li>➤ Questions for Study and Discussion, p.502, #1-6</li> <li>➤ Suggested Writing Assignments, p.503-504, #1 or #2 – be prepared to share your short essay with the class.</li> </ul>	<p>4/12</p> <ul style="list-style-type: none"> <li>❖ Cause and Effect</li> <li>❖ Classroom Activity Using Cause and Effect, p.528-529</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 20: Cause and Effect, p. 517-520</li> <li>➤ “Why We Crave Horror Movies” by Stephen King, p. 524-530</li> <li>➤ Thinking Critically about This Reading, p.527</li> <li>➤ Questions for Study and Discussion, p.527-528, #1-6</li> <li>➤ Suggested Writing Assignments, p.529, #2 – only write a paragraph and be prepared to share with the class.</li> </ul>
<p>4/17</p> <ul style="list-style-type: none"> <li>❖ Argument</li> <li>❖ Classroom Activity Using Argument, p.567-568</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 21: Argument, p. 539-546</li> <li>➤ “In Praise of the F Word” by Mary Sherry, p. 564-568</li> <li>➤ Thinking Critically about This Reading, p.566</li> <li>➤ Questions for Study and Discussion, p.567, #1-5</li> <li>➤ Suggested Writing Assignments, p.568, #1 – be prepared to share your short essay with the class.</li> <li>➤ <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g)</li> </ul>	<p>4/19</p> <ul style="list-style-type: none"> <li>❖ A Brief Guide to Writing a Research Paper</li> <li>❖ MLA Citation Quiz</li> </ul> <p>Due:</p> <p><i>Models for Writers</i></p> <ul style="list-style-type: none"> <li>➤ Chapter 22: A Brief Guide to Writing a Research Paper, p. 642-677</li> <li>➤ MLA Style -In Text Citation/Citation, p.655-667</li> <li>➤ An Annotated Student Research Paper, p. 667-677</li> <li>➤ <b>Argument Research Essay</b> – bring ideas to brainstorm – follow guidelines</li> <li>• <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f)</li> </ul>
<p>4/24</p> <ul style="list-style-type: none"> <li>❖ Research Essay</li> <li>❖ Thesis Statement &amp; Introduction</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ <b>Argument Research Essay</b> –Bring research log and articles (highlighted and annotated). Be prepared to share work in class</li> <li>➤ Argument Research Essay thesis statement – be prepared to share in class.</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> <p><b>Research Essay - Peer Draft Review</b> – bring 2 copies of essay draft</p>

<p>5/1</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>5/3</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> – follow guidelines - must be in 2 pocket folder with all work included (don't forget prewriting, all drafts, research log and copies of 6 annotated and highlighted articles)</li> <li>➤ <b>Oral Presentations</b></li> </ul>
<p>5/8</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research</b> essay - process and findings</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>5/10</p> <ul style="list-style-type: none"> <li>❖ <b>Exit Exam</b></li> </ul>

**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