

**English 100: Spring 2012**  
**Three Rivers Community College**  
**Course Syllabus**

**Instructor:** Kate Stephenson McDonald  
**Class time & location:** Fridays 2:00 – 4:45pm, D122  
**Email:** kmcdonald@trcc.commnet.edu  
**Phone:** (860) 235-5773  
**Office hours:** By appointment  
**Course #:** 10443 – Reading/Writing Connection ENG K100 T3

**Required Texts:**

- Thurman, Susan. *Expanding Horizons: Short Readings and Images from Unusual Topics*. New York: Penguin Academics/Longman, 2007.
- Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.
- Ingalls, Anna and Moody, Dan. *The Pearson Editing Exercises*. 2<sup>nd</sup> ed. New York, Longman, 2009.

**Required Supplements:**

- College Dictionary
- My WritingLab with Comp. (included with book purchase)
- Two-pocket folder
- 2 Notebooks (one for journal responses and one for class notes)

**Course Overview/Course Objectives:** 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 ENG101 and other college level courses.

**Learning Objectives:** *Upon successful completion of this course, students should be able to...*

**Read & 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 organization 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 & Analytically**

- Demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing, 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 and choose appropriate language for a given context

**Demonstrate Information Literacy**

- Evaluate sources for accuracy, validity and academic relevance
- Use information to support and develop 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 view 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 for this course will be a letter grade: A – F. Students must get a “C” or better to pass this course. Grades for this course will be based on the following:

Class Participation & Attendance	20%
Writing Exercises & Assignments	20%
Essays	40%
Assessment Exit Exam	20%*

*\*Failing the exit exam may result in failing the course.*

A = 93 -100	B - = 80 - 82	D + = 67 - 69
A - = 90 - 92	C + = 77 - 79	D = 63 - 66
B + = 87 - 89	C = 73 - 76	D - = 60 - 62
B = 83 - 86	C - = 70 - 72	

**Please note:** Participation in this course is extremely important. Participation includes: reading journals, attending all classes, active contribution to class discussions, small and large group work and in class reading and writing.

**Attendance:** Students are expected to attend all classes. Because this class only meets once a week, it is very important that students are present to class, are on time and are ready to work. Missed classes will affect the final grade and excessive absences will result in a failing grade. Classes begin promptly – if you

arrive late or leave early it will affect your grade. If you need to miss a class you must notify your instructor.

**Late Work:** Work is due on the dates stated in the course outline or provided by the instructor. Late work (anytime after the end of class) will receive a grade penalty. ***Work is not accepted by email.***

**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:** Students are encouraged to take advantage of the assistance provided by The Writing Center. The Center is located in Room C117 (next to the library).  
(860) 892-5713 or (860) 892-5769  
TRWritingcenter@trcc.commnet.edu  
Online tutoring assistance: [www.etutoring.org](http://www.etutoring.org)

**Technology:** Please turn off your cell phones! Texting, emailing, etc. during the class are not permitted. You may bring your laptop to class to assist with assignments.

**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. Non-punitive "W" grades are assigned to withdrawal request. 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.

**Weather Cancellations:** Call (860) 886-0177 or visit [www.trcc.commnet.edu](http://www.trcc.commnet.edu)

**Notes on Reading & 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 and to talk about reading/writing, and to read on another's writing. I urge you to help me create a kind

and encouraging environment so that we can share ideas and learn from one another. We will be reading and discussing controversial topics. I propose we do our best to avoid debating issues and instead try to enter into points of view in order to understand them. Debate 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 instead of highlighting their richness. This does not mean that we will always agree with one another. However, we should try to disagree in ways that do not assume fixed and absolute perspectives. In addition, we should not forget that thoughtful questions are as valuable as conclusive statements. I urge you to come to each class with a respectful and open-minded attitude.

## **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)*

Please note: If you have questions about this class, if you are confused about assignments or if you are having problems with the work – please see me right away. I want you to succeed in this class and I am happy to provide assistance and resources. ☺

## **ASSIGNMENT SCHEDULE**

Please note: Changes may be made to this syllabus at any time. Make sure to keep copies of all of your work throughout the semester. Expect to have a written journal assignment due each time we meet. In addition, there will occasionally be in class writing assignments – both individually and as small groups. There may also be opportunities for extra credit over the course of the semester. I encourage you to take advantage of these assignments.

**NOTE: This is a preliminary outline for this course. Additions will be made to this syllabus regularly including in class writing prompts, supplemental exercises (both in and out of the classroom) and MyComblab assignments.**

### **WEEK 1: 1/20**

Course Introduction & Syllabus Review

### **WEEK 2: 1/24**

EH: Read Introduction – An Invitation to the Reader p. xix – xxxii  
Read Chapter 1: Urban Legends, Hoaxes, Superstitions & Other Fictions p. 2-12.  
Complete Journal Response, Just the Facts & Expanding Horizons #1.  
Read Appendix A p. 280-282 (Writing a Summary)

### **WEEK 3: 2/3**

EH: Read Chapter 1: Urban Legends, Hoaxes, Superstitions & Other Fictions p. 17-21  
Complete Journal Response, Just the Facts & Expanding Horizons #5  
Read Appendix A p. 284 (Writing a Response Journal)

PH: Read Chapter 1: Think As A Writer p. 1-6 & Chapter 2: Plan & Draft p. 6-14  
Read Chapter 34: Subject-Verb Agreement p. 413-418  
Read Chapter 35: Verbs p.418-427

### **WEEK 4: 2/10**

**Narrative Essay Draft Due** – Peer Review Workshop – *BRING 2 COPIES OF DRAFT*

EH: Read Chapter 2: Popular Culture: What's Hip and What's Hopped - And Who Cares? p. 30-38  
Complete Journal Response, Just the Facts & Write On! #2 & 3  
Read Chapter 2: Popular Culture, What's Hip and What's Hopped – And Who Cares? p. 45-48  
Complete Journal Response, Just the Facts & Expanding Horizons #3

PH: Read Chapter 2: Write a Working Thesis p. 14-21

### **WEEK 5: 2/17**

PH: Read Chapter 3: Compose Paragraphs p. 21-37  
Read Chapter 31: Write to Be Inclusive p. 386-392

*Journal Review #1 – you MUST bring your completed journal to class.*

## **WEEK 6: 2/24**

### **Narrative Essay Final Due (3-4 pages)**

- EH: Read Chapter 3: You are Unique, Just Like Everyone Else p. 56-62  
Complete Journal Response & Just the Facts  
Read Chapter 3: You are Unique, Just Like Everyone Else p. 66-71  
Complete Journal Response, Just the Facts & Expanding Horizons #1  
Read Chapter 3: You are Unique, Just Like Everyone Else p. 72-75  
Complete Journal Response, Just the Facts & Expanding Horizons #1  
Read Appendix A p. 276-278 (Help Writing an Essay)

## **WEEK 7: 3/2**

- EH: Read Appendix A p. 282-283 (Help Writing a Personal Narrative)  
Read Chapter 5: Money Matters p. 100-107  
Complete Journal Response, Just the Facts & Write On! #1  
Read Chapter 5: Money Matters p. 108-111  
Complete Journal Response, Just the Facts & Write On! #1
- PH: Read Chapter 4; Rewrite, Edit & Proofread p. 37-46

## **WEEK 8: 3/9**

### **Informative Essay Draft Due (3-4 pages)**

- EH: Read Chapter 6: Employment: Problems & Solutions p.124-126  
Read Chapter 6: Employment: Problems & Solutions p.131-137  
Complete Journal Response, Just the Facts, Expanding Horizons #1 & Write On! #3
- PH: Read Chapter 7: Write to Reflect p. 68-74

## **WEEK 9: 3/16**

- EH: Read Chapter 7: Simplicity: Is it Too Complicated? p.156-161  
Complete Journal Response, Just the Facts & Expanding Horizons #1  
Read Chapter 7: Simplicity: Is it Too Complicated? p.162-169  
Complete Journal Response, Just the Facts, Expanding Horizons #3 and #4 & Write On! #3
- PH: Read Chapter 30: Find the Right Words p.370-386  
Read Chapter 36: Pronouns p.427-437

*Journal Review #2 – you MUST bring your completed journal to class.*

## **WEEK 10: 3/23      *Spring Break – No Class***

**WEEK 11:** 3/30

**Informative Essay Final Due** (3-4 pages)

*Class visit to library services for assistance with final paper. By the end of class your research essay needs to be approved.*

EH: Chapter 8: Friends, Families & Parenthood p.172-174  
Chapter 8: Friends, Families & Parenthood p.179-183  
Complete Journal Response, Just the Facts & Expanding Horizons #2 & #3  
Chapter 8: Friends Families & Parenthood p.184-187  
Complete Journal Response, Just the Facts & Write On! #3

**WEEK 12:** 4/6      *Spring Recess – No Class*

**WEEK 13:** 4/13

**Research Essay Draft Due**

Writing Workshop: You need to bring in all of your sources and information for your research essay.

EH: Chapter 9: Ethics, Or “Do the Right Thing” p.196-204  
Complete Journal Response, Just the Facts, Expanding Horizons #3  
Chapter 9: Ethics, Or “Do The Right Thing” p.210-214  
Complete Journal Response, Just the Facts & Write On! #2  
Read Appendix A p.283-284 for help with writing a letter to the editor

**WEEK 14:** 4/20

EH: Chapter 10: Censorship: Say the Right Thing – or Don’t p. 234-236  
Chapter 10: Censorship: Say the Right Thing – or Don’t p. 228-232  
Complete Journal Response, Just the Facts & Expanding Horizons #4

PH: Read Chapter 27: Write with Power p. 359-365

**WEEK 15:** 4/27

EH: Chapter 11: America: Recovering & Remembering p.245-247  
Chapter 11: America: Recovering & Remembering p. 248 – 252  
Complete Journal Response, Just the Facts & Write On! #1 & 3  
Chapter 11: America: Recovering & Remembering p.259-263  
Complete Journal Response, Just the Facts & Write On! #3

*Final Journal Review – you MUST bring your completed journal to class.*

**WEEK 16:** 5/4

**Research Essay Final Draft Due & Presentations**

**WEEK 17:** 5/11      Last class and exit exam – more information to follow