

Syllabus – Spring 2013
Reading - Writing Connection
10648 English K100 – T14

Instructor: Ruth

Meets: Friday from 5:30pm – 8:15pm in room E212

Office hours: Friday 5 pm –5:30pm and 8:15pm-8:45pm, and by appointment

Office location: E212

Phone: 860- 917-3584

E-mail: rstewart@trcc.commnet.edu or rstewart04@comcast.net

Required Texts:

Cooley, Thomas. *Back to the Lake*. 2nd ed. New York: Norton, 2012

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

Required Supplements:

MyWritingLab.com with Comp (included with *The Brief Penguin Handbook* 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 MyWritingLab.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

Note:

- ❖ I do not accept assignments by email
- ❖ Late work is not accepted – assignments are used on the date due
- ❖ A missed midterm 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..... 5%

Participation is extremely important because we learn from each other.

Includes:

- Using MyWritingLab.com with Comp.
- 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, and Quizzes.....5%

- ❖ demonstrates knowledge and critical thinking skills

E

Narrative Essay.....10%

Compare and Contrast Essay.....10%

Cause and Effect Essay.....15%

Argument Essay.....15%

Combined Methods Research Essay and Oral Presentation.....20%

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.

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 2013: Tentative Student Course Outline

Subject to change by instructor

Class Work	Homework Due on This Date
<p>1/25</p> <ul style="list-style-type: none"> ❖ Course introduction and syllabus review ❖ Use Penguin Handbook as another resource to guide you. <ul style="list-style-type: none"> ✓ Follow MLA guidelines for all essays - <i>Penguin Handbook</i>, p. 282-296 (sample, p. 283). ✓ Watch MLA Powerpoint ❖ The Writing Process ❖ Prewriting ▶ Conduct Interviews <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 1: Good Writers Are Good Readers, p. 1-11 ➤ Chapter 2: The Writing Process, p. 12-47 <ul style="list-style-type: none"> • <i>Penguin Handbook</i>: Chapter 1 Think as a Writer, p. 1-6 	<ul style="list-style-type: none"> ❖ 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 and in this booklet.
<p>2/1</p> <ul style="list-style-type: none"> ❖ Academic Writing http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills ❖ Narration http://www.slideshare.net/nataliearthur/powerpoint-on-narrative parkrose.orvsd.org/mod/resource/view.php?id=13676 <p>Quotation Review Power Point</p> <ul style="list-style-type: none"> ➤ Write narrative essay in class. <p>Due End of Class:</p> <ul style="list-style-type: none"> ➤ Be prepared to share the start of your narrative with the class ➤ Be prepared to share a section of dialogue from your narrative essay <ul style="list-style-type: none"> ○ About Language, p. 97-98 • <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d) 	<p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 3: Putting in Your Oar: Learning the Basic Moves of Academic Writing, p. 48-61 ➤ Chapter 4: Narration, p. 62-81 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 80 • <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14 <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “The Sanctuary of School” by Lynda Barry, p. 84-89 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 88-89 ➤ “Render Unto Larry’s” by Phil Holland, p. 95-98

	Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking
<p>2/8</p> <ul style="list-style-type: none"> ❖ Description ❖ Example <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Be prepared to share a descriptive paragraph from your narrative with the class ➤ “Little House in the War Zone” by Zainab Salbi, p. 142-14 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 144-145 ➤ “All Seven Deadly Sins Committed at Church Bake Sale” from The Onion, p. 190-193 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 192-193 ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 192-193 	<p>2/8</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Narrative essay draft due – follow guidelines – peer draft workshop – bring copy to share ➤ If you do not bring a typed draft to workshop you cannot get above a “C” on your narrative ➤ Be prepared to share your draft with the class ➤ Chapter 5: Description, p. 121-141 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 138-139 ➤ Chapter 6: Example, p. 173-189 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 186-187
<p>2/15</p> <ul style="list-style-type: none"> ❖ Compare and Contrast Essay <p>http://ergo.slv.vic.gov.au/learn-skills/research-skills</p> <p>Plan and begin to write Compare/Contrast Essay in class.</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 8: Comparison and Contrast, p. 269-287 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p.284 ➤ “The Meaning of Life” by Roger Cohen, p. 291-295 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 294-295 ➤ Be prepared to share an example from your narrative essay with the class 	<p>2/15</p> <p>Due:</p> <ul style="list-style-type: none"> • <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, p. 21-37 (3a-3f) <p>Receive Narrative Essay Drafts back to rewrite for final submission next week.</p>

<p>2/22</p> <ul style="list-style-type: none"> ❖ Process Analysis • <i>Penguin Handbook</i>: Chapter 2, Write a Working Thesis, (2d-2g) p. 14-21 Thesis Power Point Finish Compare/Contrast Essay in Class Turn in for Teacher Review <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 7: Process Analysis, p. 223-241 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 239 ➤ “I Will Survive...Or at Least I’ll Be Delayed” by Dave Barry, p. 246-249 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 248-249 • <i>Penguin Handbook</i>, Chapter 28: Write Concisely, p. 365-371 (28a-28c) 	<p>2/22</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Narrative essay due – follow guidelines (final draft) <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “Ten Tips on Making Writing Work for You” by Michael C. Munger, p. 261-266 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 264-266 ➤ Be prepared to share your compare/contrast rough draft • <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g)
<p>3/1</p>	<p>3/1</p> <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “Food for the Soul” by Nicholas D. Kristof, p. 303-306 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 305-306 ➤ Compare and Contrast Essay draft – peer draft workshop – follow guidelines -bring a copy to share ➤ If you do not bring a typed draft to workshop you cannot get above a “C” on your narrative ➤ Be prepared to share your draft with the class • <i>Penguin Handbook</i>, Chapter 30: Find the Right Words, p. 370-386 (30a-30d)

<p>3/8</p> <ul style="list-style-type: none"> ❖ Classification <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 9: Classification, p. 316-335 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 332 	<p>3/8</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ “Verbed! Not Every Noun Wants to Stay That Way, p. 359-362 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 361-362 ➤ “But What Do You Mean?” by Deborah Tannen, p. 363-370 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 369-370
<p>3/15</p> <ul style="list-style-type: none"> ❖ Midterm Exam <p>➤</p>	<p>Due:</p> <p>Compare and Contrast Essay – follow guidelines</p>
<p>3/22-29</p> <ul style="list-style-type: none"> ❖ Spring Break! ❖ No Class 	<p>3/22-29</p> <ul style="list-style-type: none"> ❖ Spring Break! ❖ No Class
<p>4/5</p> <ul style="list-style-type: none"> ❖ Definition ❖ Cause and Effect <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 10: Definition, p. 374-401 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 198 ➤ Chapter 11: Cause and Effect, p. 451-483 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 480-481 	<p>4/5</p> <p>Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “How to Know If You’re Dead” by Mary Roach, p. 402-409 ➤ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 408-409 ➤ Cause and Effect Essay draft due – follow guidelines – peer draft workshop - bring a copy to share ➤ If you do not bring a typed draft to workshop you cannot get above a “C” on your narrative

	<ul style="list-style-type: none"> ➤ Be prepared to share your draft with the class <ul style="list-style-type: none"> ○ ➤ “Why Are Textbooks So Expensive?” by Henry L Roediger III, p. 488-494 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 493-494 ○
<p>4/12</p> <p>❖ Cause and Effect</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “Analyzing the Marriage Gap” by Hal R. Varian, p. 500-503 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 502-503 	<p>4/12</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Argument/Combined Methods Research Essay – bring ideas to brainstorm – follow guidelines
<p>4/19</p> <p>❖ Argument</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Chapter 12: Argument, p. 513-541 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 538-539 ➤ “A More Perfect Union” by Barack Obama, p. 560-573 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 571-572 <p>Argument/Combined Methods Research Essay – Bring research log and articles (highlighted and annotated). Be prepared to share work in class</p>	<p>4/19</p> <p>❖ Argument</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ “Buy That Little Girl an Ice Cream Cone” by Michael Lewis, p. 578-581 <ul style="list-style-type: none"> ○ Reading Journal = answer Reading Closely, Strategies and Structures, and Thinking About Language, p. 580-581 ➤ Cause and Effect Essay due – follow guidelines ➤ Argument/Combined Research Essay thesis statement – be prepared to share in class.
<p>4/26</p> <p>❖ Argument</p> <p>❖ Debating Intellectual Property</p> <p>Due:</p>	<p>4/26</p> <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Reading Arguments, p. 633 ➤ For Writing, p. 633 # 1

<p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Debating Intellectual Property, p. 614-633 • Sarah Wilensky, "Generation Plagiarism," p. 615 • Trip Gabriel, "Plagiarism Lines Blur for Students in Digital Age," p. 618 • Ellen Goodman, "Who Owns Dr. King's Words?" p. 623 • Lawrence Lessig, "Free Culture," p. 627 	<ul style="list-style-type: none"> • <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g) <p>Argument/Combined Methods Research Essay Draft– bring 2 copies of essay draft</p> <ul style="list-style-type: none"> ➤ If you do not bring a typed draft to workshop you cannot get above a "C" on your narrative ➤ Be prepared to share your draft with the class ➤
<p>5/3</p> <ul style="list-style-type: none"> ❖ Argument ❖ Debating the Effects of Digital Culture ❖ Effective presentations <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Debating the Effects of Digital Culture, p. 634-648 <ul style="list-style-type: none"> • Amy Goldwasser, "What's the Matter with Kids Today?" p. 635 • Steven Pinker, "Mind Over Mass Media," p. 640 • Peggy Orenstein, "I Tweet, Therefore I Am," p. 644 	<p>5/3 Due:</p> <p><i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Reading Arguments, p. 648 ➤ For Writing, # 1, p. 648 <ul style="list-style-type: none"> • <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f)
<p>5/10</p> <ul style="list-style-type: none"> ❖ ❖ Oral Presentations of Argument/Combined Methods Research essay - process and findings <p>Due: <i>Back to the Lake</i></p> <ul style="list-style-type: none"> ➤ Combining Methods, p. 649-659 ➤ "What We Eat," Eric Schlosser, p. 667-674 <ul style="list-style-type: none"> ○ Reading Journal = Reading with an Eye for the Methods, p. 674 ➤ 	<p>5/10</p> <ul style="list-style-type: none"> ➤ Oral Presentations of Research Essay (10 minutes each presentation) – follow guidelines <ul style="list-style-type: none"> ➤ Argument/Combined Methods Research Essay (4-6 pages) – 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)
<p>5/17</p> <ul style="list-style-type: none"> ❖ Exit Exam ❖ Course Reflection & Review – bring questions 	<p>5/17</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