

English 100
Three Rivers Community College
Spring 2012

Instructor: Susan B. Kietzman
Meets: MWF: 10 – 10:50 a.m. (E206)
11 – 11:50 a.m. (D128)
Email: skietzman@trcc.commnet.edu
Office Hours: M: 12 – 1 p.m. (adjunct offices)
W: 9 – 10 p.m. (adjunct offices)

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

- MyWritingLab with Comp (included in book purchase)
- Notebook for in-class writing assignments and notes
- Journal

Classroom expectations

- All assignments are due on the date specified on the syllabus. I do not accept late work.
- All assignments must be typed and brought to class. I do not accept assignments by email.
- Be prepared to share all writing assignments with the class.
- Make sure each assignment is the best it can be by editing, proofreading, and seeking assistance from the Writing Center.
- All essays must be typed and in MLA format.
- Work ahead – know what is due, when it is due, and plan accordingly.

Where to find help

- 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.
- Go to the Writing Center early and often. Plan ahead so editors have ample time to review your draft.

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 completion of this course, students should be able to:

Read and think critically by

understanding the connections between the reading and writing processes
recognizing different genres of non-fiction, such as editorials, speeches, and essays
recognizing common organizational patterns in reading and writing
comprehending and summarizing college-level reading material to develop their own ideas
identifying and defending logical inferences based on textual evidence

Write critically and analytically by

demonstrating 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
demonstrating in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
applying various writing processes in composing unified, coherent, and fully developed paragraphs and short essays
using an effective thesis or assertion to develop more complex essays
demonstrating an understanding of the positive and negative impact of word choice
choosing appropriate language for a given context

Demonstrate information literacy by

evaluating sources for accuracy, validity, and academic relevance
using information to support and develop their assertions through paraphrasing, quoting, and summarizing
citing sources using MLA citation style
learning and employing strategies to avoid plagiarism

Apply the foundations of strong academic skills by

developing and using academic reading and speaking vocabularies
using tools appropriately related to reading and writing, such as dictionaries, thesauruses, and writing handbooks
using word processing programs, including proofreading software, in the writing process
producing documents according to MLA formatting conventions
employing strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
collaborating with others in developing points of views and analyzing writing
employing effective annotation skills
using writing and reading for inquiring, learning, thinking, and communicating in a college setting
formulating appropriate questions and hypotheses

Grading

Students must get a “C” or better to pass this course.

Failing the exit/assessment exam can result in failing the course.

Evaluation and Grading

Individual Essays – 50%

Research Essay and Oral Presentation – 20%

Exit/Assessment Exam – 20%

Participation/In Class Writing Assignments/Homework – 10%

(This means you attend classes, participate intelligently in class discussions, participate fully in class reading and writing assignments, share your work, and come to class prepared.)

In-class work and homework cannot be made up

All essays are typed, printed, and handed in on the due date

Bring your syllabus to every class

No extra credit

No incompletes

No cell phone use in class

Attendance

Students are expected to attend classes. If you miss classes it will reflect in a lower participation grade, regardless of when these absences occur and the reason(s) for which they occur

Class begins promptly, so don't be late – or leave early.

It is your responsibility to hand in the work when it is due. If you must miss a class, check the syllabus or email a classmate to find out what is due when. Do not email me for assignments. Make up of exit exam must be arranged with instructor.

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/>

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 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.

Weather Cancellations

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

Our Classroom

Think of this class as a reading/writing workshop - a place where we meet to read and write, talk about reading and writing, and read one another's writing. I urge you to help me create a respectful and encouraging environment, so that we may freely share ideas and learn from one another.

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.

Monday	Wednesday	Friday
		January 20 Course introduction, syllabus review, personal introductions, and MyWritingLab introduction
January 23 Chapter 1 – Active Reading <u>Due:</u> Short Prose Reader pgs. 1-15 Diagnostic Essay (30 mins.)	January 25 Essay structure: thesis statement, introduction, body paragraphs (one topic), transitions, conclusion 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)	January 27 Essay structure continued: practice writing thesis statements. MLA format discussion. <u>Due:</u> Penguin Handbook Chapter 1: pgs. 1-6 Discuss first essay due next Wednesday
January 30 Essay structure continued: Practice writing introduction (from thesis written Friday) Chapter 2 – The Reading Writing Connection <u>Due:</u> Short Prose Reader pgs. 16-29	February 1 <u>Due:</u> Essay #1 (3 pages) Short Prose Reader p. 29 – choose #1 or #2 Follow MLA guidelines in Penguin Handbook Share essays in class	February 3 Chapter 3 – Strategies for Conveying Ideas: Narration and Description <u>Reading:</u> Reader, pgs. 30-70 Penguin Handbook Chapter 2: pgs. 6-21 <u>Due:</u> Reader, p. 39, Considering Content 1-6, Considering Method 1-7 Journal – Responding, p. 39 (All homework done in journal) Discuss essay due next Wednesday
February 6 <u>Reading:</u> Handbook Chapter 4: pgs. 37-46 MyWritingLabw/comp (Writing an Essay → Thesis	February 8 <u>Due:</u> Essay #2 (3 pages) Reader, pgs. 39-40 Writing Step by Step Share essays in class	February 10 Chapter 4 – Strategies for Making a Point: Example and Illustration <u>Reading:</u> Reader, pgs. 71-108

<p>Statement) (Sentence Grammar → Subject-Verb Agreement) (Basic Grammar → Verbs) Editing Exercises, pgs. 1-2</p>		<p>Handbook Chapter 3: pgs. 21-37 <u>Due</u>: Reader, pgs. 102-3, Content 1-6, Method 1-7, Combining Strategies Discuss essay due next Wednesday</p>
<p>February 13 <u>Due</u>: Handbook Chapter 27: pgs. 359-365; Chapter 33: pgs. 404-408 MyWritingLabw/comp (Sentence Grammar → Fragments; Run-Ons and Comma Splices)</p>	<p>February 15 <u>Due</u>: Essay #3 (3 pages) Reader, p. 104 Writing Step by Step Share essays in class</p>	<p>February 17 Chapter 5 – Strategies for Clarifying: Definition and Explanation <u>Reading</u>: Reader, pgs. 109-142 <u>Due</u>: Reader, p. 124, Content 1-6, Method 1-5</p>
<p>February 20 No class</p>	<p>February 22 Chapter 6 – Strategies for Sorting Ideas: Classification and Division <u>Reading</u>: Reader, pgs. 143-181 <u>Due</u>: Reader, pgs. 153-154, Content 1-5, Method 1-4, Combining Strategies</p>	<p>February 24 Chapter 6 exercises, brainstorming, and discussion of essay due next Wednesday MyWritingLabw/comp (Research → Finding Sources; Evaluating Sources; Integrating Sources)</p>
<p>February 27 Library Orientation – meet in second floor library computer room</p>	<p>February 29 <u>Due</u>: Essay #4 (3 pages) Reader, pgs. 154-155 Writing Step by Step</p>	<p>March 2 Chapter 7 – Strategies for Examining Two Subjects: Comparison and Contrast <u>Reading</u>: Reader, pgs. 182-221 <u>Due</u>: Reader, pgs. 197-198 Content 1-6, Method 1-5, Combining Strategies</p>
<p>March 5 <u>Reading</u>: Handbook Chapter 7: pgs. 68-74, Chapter 28: pgs. 365-371 <u>Due</u>: Editing Exercises, pgs. 7-8 MyWritingLabw/comp (Writing a Paragraph → Developing and Organizing a</p>	<p>March 7 <u>Due</u>: Essay #5 (3 pages) Reader, pgs. 198-199 Writing Step by Step Share essays in class</p>	<p>March 9 Chapter 8 – Strategies for Explaining How Things Work: Process and Directions <u>Reading</u>: Reader, pgs. 222-249 <u>Due</u>: Reader, pgs. 241, Content 1-4, Method 1-5 Journal – Responding p. 228</p>

Paragraph)		
March 12 Chapter 8 continued In-class writing assignment	March 14 <u>Reading:</u> Handbook Chapter 29: pgs. 371-378 <u>Due:</u> Editing Exercises, pgs. 11-12 (more) MyWritingLabw/comp (Basic Grammar → Commas)	March 16 Chapter 9 – Strategies for Analyzing Why Things Happen: Cause and Effect <u>Reading:</u> Reader, pp. 250-290 <u>Due:</u> Reader, pgs. 274-5, Content 1-6, Method 1-5 Journal – Responding, p. 274 Discuss essay due 3/38
March 19 Spring Break	March 21 Spring Break	March 23 Spring Break
March 26 <u>Due:</u> Editing Exercises, pgs. 15-16 MyWritingLabw/comp (Writing an Essay → Revising the Essay; Editing the Essay) (Sentence Style section)	March 28 <u>Due:</u> Essay #6 (3 pages) pgs. 275-6 Writing Step by Step Share essays in class	March 30 Chapter 10 – Strategies for Influencing Others: Argument and Persuasion <u>Reading:</u> Reader, pp. 293-343 Handbook Chapter 31: pp. 386-392 Discuss essay due next Wednesday
April 2 <u>Due:</u> Reader, pp. 309-10, Content 1-6, Method 1-8 Journal – Responding, p. 309 Editing Exercises pgs. 19-20	April 4 <u>Due:</u> Essay #7 (3 pages) p. 310 Writing Step by Step Share essays in class	April 6 No class
April 9 <u>Reading:</u> Handbook Chapter 32: pp. 393-404 <u>Due:</u> Editing Exercises, pp. 23-24 MyWritingLabw/comp (Basic Grammar → Pronouns) (Sentence Grammar → Pronoun Case; Pronoun Reference and Point of View; Pronoun Antecedent Agreement)	April 11 The Power of Persuasion – the argument essay Handout Start thinking about your essay topic	April 13 Appendix – Writing with Sources <u>Reading:</u> Reader, pp. 343-365 <u>Due:</u> Editing Exercises, pp. 25-6 Research logs and presentations
April 16 Argument essay pre-writing <u>Reading:</u> Handbook Chapter 9: pp. 85-100, Chapter 35: pp.	April 18 Argument essay thesis	April 20 <u>Reading:</u> Handbook Chapter 36: pp. 427-437 <u>Due:</u> Editing Exercises, pp. 29-30

418-27		
April 23 <u>Reading:</u> Handbook Chapter 37: pp. 437-48 <u>Due:</u> Argument essay introduction MyWritingLabw/comp (Basic Grammar → Modifiers) (Sentence Grammar → Misplaced or Dangling Modifiers)	April 25 <u>Due:</u> Essay body <u>Reading:</u> Handbook Chapter 38: pp. 449-64 MyWritingLabw/comp (Modes for Essay Writing → Argument)	April 27 <u>Due:</u> Rough draft of essay body for peer review in class Bring 3 copies of your essay introduction and body (and conclusion, if it's done) to class. This class is mandatory.
April 30 Due: Argument essay conclusion	May 2 Due: Argument essay (4-6 pages) Presentations	May 4 Presentations
May 7 Presentations	May 9 Presentations	May 11 Final exam (part 1)
May 14 Final exam (part 2)		