

**Syllabus – Fall 2011**  
**Reading - Writing Connection**  
**30452 English K100 – T15**

Instructor: Karen Sweeney

Meets: Monday, Wednesday and Friday from 1 – 1:50 p.m. In D

Office hours: by appointment

E-mail: ksweeney@trcc.commnet.edu

kssweeney@comcast.net

**Required Texts:**

River: Funk, Robert W. et al. *Short Prose Reader*. 6<sup>th</sup> ed. Upper Saddle  
Pearson/Longman, 2011.  
York: Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New  
Pearson/Longman, 2009.  
Ingalls, Anna and Moody, Dan. *The Pearson Editing Exercises*.  
2<sup>nd</sup> ed. New York, Longman, 2009.  
College Dictionary.

**Required Supplements:**

MyWritingLab with Comp. (included with book purchase).

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
- ❖ 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**
- ❖ **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:

<b>1. Attendance:</b> .....	<b>100 points</b>
✓ Students are expected to attend <u>all</u> 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.	
<b>2. Class Participation</b> .....	<b>100 points</b>
✓ Participation is extremely important because we learn from each other. Participation includes:	
✓ 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	
✓ Peer Editing. Peer editing is an essential part of this course. When a peer review session is planned, you need to arrive with three copies of your rough draft, and be prepared to review and fill out review sheets on your peers' work. If you arrive without your draft(s), you will be considered absent and your essay grade will drop to a "C" at best.	
<b>3. Editing Exercises, Journals, Assignments, Quizzes</b> .....	<b>100 points</b>
❖ cannot be made up	
❖ demonstrates knowledge and critical thinking skills	
<b>4. Narrative Essay</b> .....	<b>100 points</b>
<b>5. Informative Essay</b> .....	<b>100 points</b>
<b>6. Persuasive Essay</b> .....	<b>100 points</b>
<b>7. Final Project</b> , including an Argumentative essay and presentation with visuals.....	<b>200 points</b>
<b>8. Exit Exam</b> .....	<b>200 points</b>
<i>Failing exit exam can result in failing the course</i>	
	<b>= 1000</b>
<b>points total</b>	

Your letter grade is based upon your point total:

A	=	930 -1000 points
A -	=	900 – 920 points
B +	=	870 – 890 points
B	=	830 – 860 points
B -	=	800 – 820 points
C +	=	770 – 790 points
C	=	730 – 760 points
C -	=	700 – 720 points
D +	=	670 – 690 points
D	=	630 – 660 points
D -	=	600 – 620 points

### **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](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.

**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

Monday	Wednesday	Friday
<p>1/16 Martin Luther King DayNo class</p>	<p>01/18/12 No class</p>	<p>1/20</p> <ul style="list-style-type: none"> <li>❖ Course introduction and syllabus review</li> <li>❖ Log on instructions for MyCompLab are in the beginning of the customized <i>Brief Penguin Handbook</i></li> <li>❖ <b>The Writing Center</b> information is listed in the beginning of the customi <i>Brief Penguin Handbook</i> along with “Finding Full-Text Articles”</li> </ul>
<p>1/23 Preface and Chapter 1, Active Reading, pg. 1-15</p> <ul style="list-style-type: none"> <li>➤ The Reading Process – Preview, read, re-read, make inferences and write</li> <li>➤ Audience &amp; Rhetorical Triangle</li> <li>❖ Due: <i>Short Prose Reader</i> p. 1-15</li> <li>➤ Complete a summary of the Bob Greene essay on pages 8-11. Refer to page 13-14 for into on writing a summary.</li> </ul>	<p>1/25</p> <ul style="list-style-type: none"> <li>❖ Chapter 2 – The Reading – Writing Connection</li> <li>❖ Reading:</li> <li>❖ <i>Short Prose Reader</i>, p. 16-27</li> <li>❖ <i>Penguin Handbook</i>: Chapter 2 Plan and Draft, p. 6-14</li> <li>❖ Due:</li> <li>❖ Read and mark Steven King essay, p. 255-259. Write a summary, using proper summary writing techniques</li> </ul>	<p>01/27/12</p> <ul style="list-style-type: none"> <li>❖ <i>Pen guin Handbook</i>: Chapter 34: Subject-Verb Agreement, p. 413-418 (34a-34f)</li> <li>❖ and Draft, p. 6-14</li> <li>❖ <i>Pen guin Handbook</i>: Chapter 35: Verbs, p. 418-427 (35a-35e)</li> <li>❖ Due:</li> <li>❖ Brin g in a newspaper or magazine article that addresses a specific audience. Describe in one or two paragraphs</li> </ul>

❖ <i>Penguin Handbook</i> : Chapter 1 Think as a Writer, p. 1-6	❖ <i>Pearson Editing Exercises</i> , p. 1-4	the kinds of readers that make up the intended audience and the writer's strategy in writing to this audience.
1/30 ❖ Chapter 3 -- Strategies for Conveying Ideas: Narration and Description ❖ Reading: ❖ <i>Short Prose Reader</i> , p. 30-68 ❖ Due: ❖ <i>Short Prose Reader</i> , Journal - Responding to the reading, p. 39 ❖ MyWritingLabw/comp ❖ (Writing a Paragraph □ The Writing Process; Prewriting; Developing and Organizing a Paragraph) (Writing an Essay □ plus ❖ MyWritingLabw/Comp : (Sentence Grammar – Subject/verb agreement)	2/1 ❖ Chapter 4 -- Strategies for Making a Point: Example and Illustration ❖ Reading: ❖ <i>Short Prose Reader</i> , p. 69-108 ❖ Due: ❖ <i>Short Prose Reader</i> , p. 102-103, Considering Content 1-6 & Considering Method 1-7 & Combining Strategies ❖ Journal - Responding to the reading, p.102 ❖ MyWritingLabw/comp ❖ (Writing an Essay → Thesis Statement) ❖ Organization; Thesis Statement; Essay Introductions, Conclusions, and Titles) ❖ (Basic Grammar → Verbs)	02/03/12 MLA Formatting ❖ <b>Follow MLA guidelines for all essays</b> - in <i>Penguin Handbook</i> , pp. 282-296 (sample, pp. 283). Due: P. 104 Writing Step by Step (essay due) <i>Short Prose Reader</i> , p. 64 Writing Step-by-Step, page 64 ❖ MyWritingLabw/comp ❖ (Research → Citing Sources Using MLA)
2/6 ❖ Thesis Statement ❖ Reading: ❖ <i>Penguin Handbook</i> : Chapter 2, Write a Working Thesis, (2d-2g) ❖ p. 14-21 ❖ Due: ❖ <i>Pearson Editing Exercises</i> , p. 5-8 ❖ <i>Penguin</i>	2/8 ❖ Chapter 5 -- Strategies for Clarifying: Definition and Explanation ❖ Reading: ❖ <i>Short Prose Reader</i> , p. 109-143 ❖ <i>Penguin Handbook</i> , Chapter 31: Write to be Inclusive, p. 386-392 (31a-31e) ❖ Due: ❖ <i>Short</i>	02/10/12 Organizing your writing – Outlines Due: ❖ P. 125 Writing Step by Step (essay due) ❖ Work on your narrative essay ❖ MyWritingLabw/comp ❖ (Writing a Paragraph



<p><i>Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, p. 404-408 (33a)</p> <p>❖ MyWriting Labw/comp</p> <p>❖ (Sentence Grammar → Fragments; Run-Ons and Comma Splices)</p>	<p><i>Prose Reader</i>, p. 124, Considering Content 1-6 &amp; Considering Method 1-5. P. 103,</p> <p>❖ Combining Strategies</p> <p>❖ Journal - Responding to the reading, p. 123</p> <p>❖ <i>Penguin Handbook</i>: Chapter 3 Compose</p> <p>❖ Paragraphs, p. 21-37 (3a-3f)</p>	<p>→ Developing and Organizing a Paragraph)</p>
<p>2/13/ 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> <p>➤ <i>Short Prose Reader</i>, p. 144-183</p> <p>Due:</p> <p>➤ - Peer <b>Draft Review</b> – bring 3 copies of essay draft</p> <p>➤ <i>Short Prose Reader</i>, p. 154-155, Considering Content 1-5 &amp; Considering Method 1-4 &amp; Combining Strategies</p>	<p>2/15</p> <p>❖ Essay Conclusion</p> <p>❖ Reading: Rewrite, Edit, and Proofread</p> <p>❖ <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, p. 37-46 (4a-4g)</p> <p>❖ Due:</p> <p>❖ Journal - Responding to the reading, p. 154</p> <p>❖ <i>Penguin Handbook</i>, Chapter 38: Commas, p. 449-464 (38a-38i)</p> <p>❖ MyWriting Labw/comp</p> <p>❖ (Writing an Essay → Revising the Essay; Editing the Essay) Combining Strategies</p> <p>❖ P. 200-202 Writing Step by Step (essay due)</p> <p>❖ Journal - Responding to the reading, p. 199</p>	<p>02/17/12</p> <p>❖ Narative essay due</p> <p>❖ Pen guin Handbook, Chapter 28 Writing Concisely, pp</p> <p>❖ Due</p> <p>❖ : Narrative Essay (3-5 pages) – be prepared to share in class.</p> <p>❖ Pea rson Editing Exercises, p. 9-12</p>

<p>2/20 <b>President's Day – No class</b></p>	<p>2/22</p> <ul style="list-style-type: none"> <li>❖ <b>Library Lesson</b> – visit library , Room C225, but enter through main floor</li> <li>❖ Meet in Library – upstairs in computer room</li> <li>❖ Internet Sources</li> <li>❖ Research Log</li> <li>❖ Reading: <i>Penguin Handbook</i>, Researching, p. 165-236 (16a-22f)</li> <li>❖ Due: <i>Pearson Editing Exercises</i>, p. 13-16</li> <li>❖ MyWritingLabw/comp</li> <li>❖ (Sentence Style section)</li> <li>❖ (Research → Finding Sources; Evaluating Sources; Integrating Sources)</li> </ul>	<p>02/24/12</p> <ul style="list-style-type: none"> <li>❖ Chapter 7 -- Strategies for Examining Two Subjects: Comparison and Contrast</li> <li>❖ Concise writing/avoiding wordiness</li> <li>❖ Reading: <i>Short Prose Reader</i>, p. 184-222</li> <li>❖ <i>Penguin Handbook</i>, Chapter 28: Write Concisely, p. 365-371 (28a-28c)</li> <li>❖ Due: <i>Short Prose Reader</i>, p. 199-200, Considering Content 1-6 &amp; Considering Method 1-5</li> </ul>
<p>2/27</p> <ul style="list-style-type: none"> <li>❖ Writing with Sources</li> <li>❖ Research Log Review</li> <li>❖ Reading: <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, p. 68-74 (7a-7d)</li> <li>❖ Due: <b>Bring 6 research articles (printed, highlighted, annotated and evaluated)</b></li> </ul>	<p>2/29</p> <ul style="list-style-type: none"> <li>❖ Chapter 8 -- Strategies for Explaining How Things Work: Process and Directions</li> <li>❖ Effective Peer Review</li> <li>❖ Commonly Misspelled Words</li> <li>❖ Reading: <i>Short Prose Reader</i>, p. 223-253</li> <li>❖ <i>Short Prose Reader</i>, p. 237-238, Considering Content 1-6 &amp;</li> </ul>	<p>03/02/12</p> <ul style="list-style-type: none"> <li>❖ Due: <b>Informative Essay - Peer Draft Review -</b> bring 2 copies of essay draft</li> </ul>

❖ ❖ <b>Research Log with 6 entries for peer review</b> ❖ ❖ <i>Pearson Editing Exercises</i> , p. 17-20 ❖	❖ Considering Method 1-4 Journal - Responding to the reading, p. 237	
3/5 <b>Informative Essay due, 3-5 pages</b> ❖ Word Choice ❖ ❖ ❖ Reading: <i>Penguin Handbook</i> , Chapter 30: Find the Right Words, pp. 370-386 (30a-30d) ❖ ❖ Due: ❖ <b>Informative Essay (3-5 pages). Be prepared to share in class.</b> ❖ ❖ <i>Pearson Editing Exercises</i> , p. 21-24	3/7 ❖ Chapter 9 -- Strategies for Analyzing Why Things Happen: Cause and Effect ❖ Word Choice ❖ ❖ Reading: <i>Short Prose Reader</i> , p. 254-292 ❖ ❖ Due: <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	03/09/12 Comma Splices and Run-On sentences Due: <i>work on persuasive essayPenguin Handbook</i> , Chapter 33: Fragments, Run-ons, and Comma Splices, p. 404-408 (33a – 33c) ❖ My WritingLabw/comp (Sentence Grammar → Fragments; Run-Ons and Comma Splices) MyWritingLabw/comp (Sentence Style Section) (Basic Grammar □ Easily Confused Words; Spelling)
3/12 ❖ Paragraph Structure ❖ Word Choice ❖ ❖ ❖ Due: ❖ <i>Pearson Editing Exercises</i> , p. 25-28	3/14 ❖ Chapter 10 -- Strategies for Influencing Others: Argument and Persuasion ❖ ❖ Reading: <i>Short Prose Reader</i> , p. 293-343 ❖ ❖ Due:	03/16/12 ❖ Due: ❖

❖ <i>Penguin Handbook</i> , Chapter 36: Pronouns, p. 427-437 (36a-36d) ❖ ❖ MyWritingLabw/comp ❖ (Basic Grammar → Pronouns) (Sentence Grammar → Pronoun Case; Pronoun Reference and Point of View; Pronoun Antecedent Agreement) ❖ ❖	❖ ❖ <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	
Spring Break, March 19-23	Enjoy!	
3/26 ❖ Internet Sources ❖ ❖ Reading: ❖ <i>Penguin Handbook</i> , Chapter 29: Write with Emphasis, p. 371-378 (29a-29e) ❖ ❖ Due ❖ ❖ <i>Pearson Editing Exercises</i> , p. 29-32	3/28 ❖ Chapter 11 – Combining Strategies: Further ❖ Readings ❖ Writing with Sources ❖ ❖ Reading: ❖ <i>Short Prose Reader</i> , p. 344-349 & p. 363-384 ❖ ❖ Due: ❖ <i>Short Prose Reader</i> , p. 348-349, Considering Content and Method 1-3	03/30/12

<p>4/2</p> <ul style="list-style-type: none"> <li>❖ Roots, Prefix and Suffix</li> <li>❖ Due:</li> <li>❖ <i>Pearson Editing Exercises</i>, p. 33-36</li> <li>❖ <i>Penguin Handbook</i>, Chapter 37: Modifiers, p. 437-448 (37a-37e)</li> <li>❖</li> <li>❖ MyWritingLabw/comp</li> <li>❖ (Basic Grammar → Modifiers) (Sentence Grammar → Misplaced or Dangling Modifiers)</li> </ul>	<p>4/4</p> <ul style="list-style-type: none"> <li>❖ Argument &amp; pre-writing review</li> <li>❖ Due:</li> <li>❖ <b>Persuasive Essay – Peer Draft Review</b> – bring 2 copies of essay draft</li> </ul>	<p>04/06/12</p> <p><b>Spring Recess – No Class</b></p>
<p>4/9</p> <ul style="list-style-type: none"> <li>❖ Effective presentations</li> <li>❖ Reading:</li> <li>❖ <i>Penguin Handbook</i>, Chapter 27: Write with Power, p. 359-365 (27a-27d)</li> <li>❖ Due:</li> <li>❖ <b>Persuasive Essay (3-5 pages)</b> Be prepared to share in class.</li> <li>❖ <i>Pearson Editing Exercises</i>, p. 37-40</li> </ul>	<p>4/11</p> <ul style="list-style-type: none"> <li>❖ Essay Introduction</li> <li>❖</li> <li>❖</li> <li>❖</li> <li>❖</li> <li>❖ Due:</li> <li>❖ Prepare for Research Essay Review</li> <li>❖ <i>Pearson Editing Exercises</i>, p. 41-44</li> <li>❖</li> </ul>	<p>04/13/12</p>
<p>4/16</p> <ul style="list-style-type: none"> <li>❖</li> </ul>	<p>4/18</p> <ul style="list-style-type: none"> <li>❖</li> </ul>	<p>04/20/12</p>
<p>4/23</p> <ul style="list-style-type: none"> <li>❖ Research Essay</li> <li>❖ Brainstorming ideas</li> </ul>	<p>4/25</p> <ul style="list-style-type: none"> <li>❖ Research Essay Introduction and Thesis Statement</li> <li>❖ Research</li> </ul>	<p>04/27/12</p>

<ul style="list-style-type: none"> <li>❖ Research Log</li> <li>❖ Reading: <i>Penguin Handbook</i>, Chapter 9: Write Arguments, p. 85-100 (9a-9g)</li> <li>❖ Due: <b>Research Essay Review – bring all drafts, research log and articles</b> – be prepared to share all work in class</li> <li>❖ MyWritingLabw/comp</li> <li>❖ (Modes for Essay Writing → Argument)</li> <li>❖</li> <li>❖</li> <li>❖</li> </ul>	<ul style="list-style-type: none"> <li>articles – choice and annotation</li> <li>❖ Research Log</li> <li>❖ Due: <b>Research Essay - Peer Draft Review</b> – bring 2 copies of essay draft</li> <li>❖</li> <li>❖</li> </ul>	
<p>4/30</p> <ul style="list-style-type: none"> <li>❖ Research Essay Body and Effective Conclusion</li> <li>❖ Peer Draft Workshop</li> <li>❖ Effective presentations</li> <li>❖ Reading: <i>Penguin Handbook</i>, Chapter 15: Design Presentations, p. 158-163 (15a-15c)</li> <li>❖ Due: <i>Pearson Editing Exercises</i>, p. 45-48</li> <li>❖ <i>Penguin Handbook</i>, Chapter 43: Quotation Marks, pp. 484-490 (43a-43e)</li> </ul>	<p>5/2</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research essay</b> - process and findings</li> <li>❖ Reading Journal Review</li> <li>❖ Due: <b>Oral Presentations of Research Essay (7-8 minutes each presentation)</b></li> <li>❖ Reading Journal Review – bring to class</li> <li>❖ <i>Pearson Editing Exercises</i>, p. 49-</li> <li>❖ <i>Penguin Handbook</i>, Chapter 39:</li> </ul>	<p>5/7</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research essay</b> - process and findings</li> <li>❖ Due: <b>Final draft of Exploratory/Research Essay (4-6 pages)</b> – 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)</li> </ul>

<ul style="list-style-type: none"> <li>❖</li> <li>❖ MyWriting Labw/comp</li> <li>❖ <b>Grammar → Quotation Marks) (Basic)</b></li> </ul>	<p>Semicolons and Colons, p. 464-469 (39a-39d)</p> <ul style="list-style-type: none"> <li>❖ MyWriting Labw/comp</li> <li>❖ <b>Grammar → Semicolons, Colons, Dashes and Parentheses) (Basic)</b></li> </ul>	<ul style="list-style-type: none"> <li>❖</li> <li>❖ <b>Oral Presentations of Research Essay</b></li> </ul>
<p>5/7</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research essay</b> - process and findings</li> <li>❖</li> <li>❖</li> <li>❖ Due:</li> <li>❖ <b>Final draft of Exploratory/Research Essay (4-6 pages)</b> – 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)</li> <li>❖</li> <li>❖ <b>Oral Presentations of Research Essay</b></li> <li>❖ Course Reflection &amp; Review</li> <li>➤ <b>Written Course Reflection (2 pages)</b> – use course learning outcomes to guide you</li> </ul>	<p>5/7</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research essay</b> - process and findings</li> <li>❖</li> <li>❖</li> <li>❖ Due:</li> <li>❖ <b>Final draft of Exploratory/Research Essay (4-6 pages)</b> – 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)</li> <li>❖</li> <li>❖ <b>Oral Presentations of Research Essay</b></li> <li>❖ Course Reflection &amp; Review</li> <li>➤ <b>Written Course Reflection (2 pages)</b> – use course learning outcomes to guide you</li> </ul>	<p>5/7</p> <ul style="list-style-type: none"> <li>❖ <b>Oral Presentations of Research essay</b> - process and findings</li> <li>❖</li> <li>❖</li> <li>❖ Due:</li> <li>❖ <b>Final draft of Exploratory/Research Essay (4-6 pages)</b> – 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)</li> <li>❖</li> <li>❖ <b>Oral Presentations of Research Essay</b></li> <li>❖ Course Reflection &amp; Review</li> <li>➤ <b>Written Course Reflection (2 pages)</b> – use course learning outcomes to guide you</li> </ul>

		<b>ten Course Reflection (2 pages)</b> – use course learning outcomes to guide you
05/14/12 <b>Exit Exam</b>	05/16/12	05/18/12

**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***