

**Reading/Writing Connection**  
**ENGL 100**

Spring 2010  
Tuesday Evening: 6:30 p.m. – 9:15 p.m.

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\*Note: in subject line write TRCC student

## English 100 General Information

### ENG 100

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 these courses, 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 Policy

Grades will be based on the following formula:

Class participation:	20%
Homework:	20%
Essays:	30%
Test:	30%

*Class participation* will account for level of engagement with the course, demonstrated in any of many ways. It will also account for absences; hence, more than a very few absences will cause this grade to drop steeply. It is important to note that **four or more absences will result in a failing grade.**

There will be 2 major essays and a final exam. Since these two types of assessment add up to 60% of your final grade, I recommend putting extra effort into performing your best on these tasks.

**Texts to be used:**

- Patterns for College Writing ninth edition
- A Writer's Reference

**Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1992, Three Rivers offers support services and reasonable accommodations on an individual basis to otherwise qualified students with disabilities (both physical disabilities and learning disabilities) within the limits of its resources.

Designated parking, computerized textbooks readers, general classroom assistance, modified equipment and/or classroom furniture, tutoring, modifications in examinations, course substitutions, or other special services may be arranged so that students with disabilities may successfully complete their academic requirements and educational programs.

To become recognized by the College as a disabled student eligible to receive special services, proper documentation must be filed with the Director of Counseling. All students with disabilities are urged to meet with a disability support counselor before registering for their first semester. Planning in advance is essential to secure proper accommodations. A learning specialist is also available to arrange academic accommodations for students with learning disabilities.

**Class Descriptions:**

1/26/10 Intro to class- What do you hope to learn from this course?

What is the Reading/Writing Connection?

The Reading Process

- metacognition (quite a mouthful, eh?)
- connections,
- “I wonder” questions,
- Reading on/between/beyond the lines
- Reading strategies

Responding to Writing- what does it look like? Why do it?

MLA Format –brief introduction for use on responses

**Homework (Graded):**

- A. Read assigned essays: pp. 371, 240
- B. Write a response to one of the essays
- C. Write a split journal on your use of the Reading Strategies **for each essay**
- D. Make a poster of one strategy, to put up in the room

2/2/10 Journal

Review & discussion of homework- what does a **good** response look like?

Writing: what makes a good essay?

Essay vs story

Writing exercise- paragraphing

**Homework (Graded):**

- A. Read assigned essays: pp. 125, 346
- B. Write a response to one of the essays
- C. Split journal on 2 of the articles
- D. Read Ch. 2. pp 37-47 (section on essay structure)

2/9/10 Journal  
Review and discussion of homework  
- response, comprehension of essays  
Response into essay: changing an informal response into a brief essay on a topic  
Discourse conventions/structure- Academic vs “Real World”  
-status marking errors in writing  
Writing practice- writing for different audiences

**Homework (Graded):**

- A. Read assigned essays: pp. 125, 346
- B. Write a response to one of the essays
- C. Split journal on 2 of the articles
- D. Revise a response into a short essay

2/16/10 Journal  
Review and share homework  
- response, comprehension of essays  
- response-into-essay: your process, problems, product  
Basics of argument- good arguments, good claims, grounds, warrants  
Building Arguments- Practice in creating and organizing them  
**Persuasive essay assigned, discussed....essay due 3/23**

**Homework (Graded):**

- A. Read assigned essays: pp. 671, 346
- B. Write a response to one of the essays
- C. For essay on p. 671- **list** the grounds/reasons that support the thesis
- D. Outline 2 possible arguments for your essay

2/23/10 Journal  
Review and share homework  
Checking arguments, making /breaking objections  
Drafting—introductions, conclusions, tricks  
Transitions in writing –what are they and how to use them

**Homework:**

- A. Read assigned essays: pp. 305, 259
- B. Write a response to one of the essays
- C. **Typed draft of essay for next class**

3/2/10 Journal  
Review and share homework  
Peer/Teacher conferencing on drafts  
Grammar – your issues, status marking issues  
Transitions

**Homework (Graded):**

- A. Read assigned essays: pp. 361, 421
- B. Write a response to one of the essays
- C. **Typed 2<sup>nd</sup> draft of essay for next class**

3/9/10 Spring Break\*\*\*\*\*no class

3/16/10 Journal  
Review and share homework  
Peer/Teacher conferencing on drafts  
Reading for information- main idea, major points

- Homework (Graded):
- A. Read assigned essays: pp. 440, 495
  - B. Write a response to one of the essays
  - C. Summarize the content of one essay
  - D. \*\*\*\*Essay due next class\*\*\*\*

3/23/10 **ESSAY DUE**  
Review and share homework  
Reading for information:  
Critical reading- evaluating the essay for ideology, bias  
Rhetoric- aims and appeals  
Focused response: answering long prompts to essays

- Homework (Graded):
- A. Read assigned essays: pp. 377, 637, 643
  - B. Revise a response into a short essay
  - C. List aims, arguments and appeals for the two essays on the draft
  - D. Read Ch 7, pp. 143-159. Pay attention to example

3/30/10 Review and share homework  
Descriptive essays: the dominant impression  
Subjective/objective description  
Figurative language  
**Descriptive Essay assigned.....final version due 5/11**

- Homework (Graded):
- A. Read assigned essay: "On Dumpster Diving"
  - B. Write a 1 page description of something you care about-you must use both subjective and objective description
  - C. List 5-8 possible topics for your descriptive essay

4/6/10 Journal  
Review and share homework descriptions  
Review homework essay  
Analyze homework essay for subjective/objective description, figurative language  
Sharing topics and choosing one for the essay

- Homework (Graded):
- A. Read assigned essay: p. 169
  - B. Choose 3 most effective details and explain how and why they are effective
  - C. Typed 1<sup>st</sup> draft of essay for next class

4/13/10      Journal  
Review and share homework  
Peer/Teacher conferencing on drafts

Homework (Graded):      A.      Read assigned essay: p. 481  
   B.      Answer assigned prompt  
   C.      Revise and type up 2<sup>nd</sup> draft of essay  
   C. \*\*\*\* **Descriptive Essay due 5/11\*\*\*\***

4/20/10      Journal  
Peer/Teacher conferencing on drafts  
Review/Practice making a good arguments

4/27/10      Journal  
Review/Practice rhetoric- making *persuasive* arguments  
Peer/Teacher conferencing on drafts as needed

Homework (Graded):      A. \*\*\*\* **Descriptive Essay due 5/11\*\*\*\***  
   B.      **Prepare for exam!**

5/4/10 Journal  
Course review for exam

Homework (Graded):      A. \*\*\*\* **Descriptive Essay due 5/11\*\*\*\***  
   B.      **Prepare for exam!**

5/11/10      **Final Exam**  
**Descriptive Essay due**