

Reading/Writing Connection
ENGL 100

Spring 2011
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

English 100 General Information

Grading Policy

Grades will be based on the following formula:

Class participation:	10%
Homework:	10%
Essays:	30%
Exit Exam	20%
Final Exam	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, 2 minor essays, a Final Exam and a TRCC Exit Exam. Since these two types of assessment add up to 80% of your final grade, I recommend putting extra effort into performing your best on these tasks.

Note regarding homework: Homework is due in class the next class meeting, except where noted in the syllabus. I no longer accept homework by e-mail. Late homework will drop by ½ grade per class session.

Note regarding cellphones: **“Texting” in class is not allowed during class session.** It is certainly allowed before class and during break and in the case of emergency.

Texts to be used:

- Patterns for College Writing 11th edition

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:

(NOTE: You must read all assigned essays, even though you are usually writing about only one. Should I find people not reading all essays, I will begin giving comprehension quizzes covering all the assigned essays.)

1/25/11

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:
 - “The Myth of the Latin Woman: I Just met a Girl Named Maria”
 - “Just Walk On By: A Black Man Ponders His Power to Alter Public Space
- 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

2/1/11

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:
 - “Shooting an Elephant”
 - “A Peaceful Woman Explains Why She Carries a Gun”
 - “Who Killed Benny Paret?”
- B. Write a response to one of the essays
- C. Split journal on 2 of the articles
- D. Write a one page essay arguing which of these you think is the “best” essay

2/8/11

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:
 - “Guns and Grief”
 - “Ban the Things. Ban Them All”
 - “The Power of Words in Wartime”
- 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- **DUE 2/15**

2/15/11

Journal

Review and share homework- **Response Essay Due**

- 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 3/15

Homework (Graded):

- A. Read assigned essays:
 - “Sizing up the Effects”
 - “The Case for Torture”
- B. Write a response to one of the essays
- C. For “The Case for Torture”- **list** the grounds/ and warrants that support the author’s main idea
- D. **Outline** 2 possible arguments for your essay ***Checked in for a grade**

2/22/11

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
 - “Torture’s Terrible Toll”
 - “The Human Cost of an Illiterate Society”
- B. Write a response to one of the essays
- C. Copy at least 10 transitions used in each article
- D. **Typed draft of essay for next class**

3/1/11 Journal
Review and share homework
Peer/Teacher conferencing on drafts
Grammar – your issues, status marking issues
Transitions

Homework (Graded):

- A. Read assigned essays:
 - “The Declaration of Independence”
 - “American Dreams, Foreign Flags”
- B. Locate and copy 10 transitions/transitional phrases, and describe briefly why the author might have used each
- C. **Typed 2nd draft of essay for next class **Checked in for a grade**

3/8/11 Journal
Review and share homework
Peer/Teacher conferencing on drafts
Reading for information- main idea, major points, indicator phrases, types of informational essays

Homework (Graded):

- A. Read assigned essays:
 - “Sex, Lies and Conversation”
 - “The Embalming of Mr. Jones”
- B. Write a response to one of the essays
- C. Write a 1+ page summary on the content of the other essay
- D. ******Persuasive Essay due next class******

3/15/11 *******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:
 - “The Time to Act is Now”
 - “Ignore the Noose Makers”
- B. List the aims, arguments and appeals for the two essays
- C. Revise a response into a short essay- **DUE 3/29**

3/22/11 *******Spring Break – Classes not in Session*******

3/29/11

Review and share homework- **Response Essay Due**

Descriptive essays: the dominant impression

Subjective/objective description

Diction, Figurative language

Descriptive Essay assigned.....final version due 5/10

Homework (Graded):

- A. Read assigned essays
 - "On Dumpster Diving"
 - "Tortillas"
 - "Words Left Unspoken"
- B. For each essay, copy 3 examples of objective description and 3 examples of subjective description, and explain how each assists in building the dominant impression
- C. Write a 1+ page description of something -you **must use both subjective and objective description AND have a dominant impression**
- D. List 5-8 possible topics for your descriptive essay

4/5/11

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 story:
"The Lottery"
- B. Choose **10** most effective pieces of description and briefly **explain in writing** how and why they help build the dominant impression (in this case, the mood of the story)
- C. **Typed 1st draft** of essay for next class

4/12/11

Journal

Review and share homework

Peer/Teacher conferencing on drafts

Homework (Graded):

- A. Reread : "The Power of Words in Wartime"
- B. In the words that surround you during your days, choose 10 that you felt were "powerful," and **in writing** describe what made/makes that word "*puissant*" ;)
- C. Revise and type up 2nd draft of essay
- D. **** **Descriptive Essay due 5/10******

4/19/11

Journal

Review and share homework

Writing to a prompt-

- parsing,
- identifying the real question/prompt,
- structuring the answer

Peer/Teacher conferencing on drafts

Homework (Graded):

- **** **Descriptive Essay due 5/10******
- Answer prompt distributed by Mr. Flagge**

4/26/11

Journal

Review and share homework

Review/Practice making good, logical arguments

Review/Practice rhetoric- making *persuasive* arguments

Peer/Teacher conferencing on drafts as needed

Homework (Graded):

- **** **Descriptive Essay due 5/10******
- Draft a 1+ page logical and persuasive argument.**

5/3/11

Journal

Review and share homework

Course review for exam

Homework (Graded):

- **** **Descriptive Essay due 5/10******
- Prepare for exam!**

5/10/11

TRCC Exit Exam

Course Final Exam

****** Descriptive Essay due ******