

English 012: Foundations of Writing – Spring 2011

Instructor: Phillip J. Fox

Class Time: Mondays and Wednesdays, 10 to 11:40AM

Class Location: D230

Instructor Office and Hours: By appointment – e-mail preferred

Instructor E-mail: pfox@trcc.commnet.edu

Required Texts:

*Henry, D. J. Writing for Life. 2nd ed. New York: Pearson Longman, 2010.

Ingalls, Anna. Expectations. 2nd ed. New York: Pearson Longman, 2006.

McWhorter, Kathleen. The Longman Reader's Journal

Faigley, Lester. Penguin Handbook

*Note: Your textbook is a workbook. I will need to check assignments, and you will need to keep the book to do assignments. Please plan accordingly.

Additional Material:

1. A regular, weekly or bi-weekly publication—that is, a newspaper or magazine. For example, the New York Times, Cosmopolitan, Sports Illustrated, etc. Many of these publications are free of charge on the internet.
2. A college dictionary/thesaurus
3. A separate writing folder for loose paper handbacks, etc.
4. A writing journal and notebook with two sections (grammar and writing)
5. Mywritinglab.com
6. A method for backing up your work on a computer.

Course Description:

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn to write short essays based on personal experience, reading, and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting, and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive, and expository essays. Within this context, word, sentence, and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas, and information literacy skills are introduced.

LEARNING OUTCOMES

Upon successful completion of ENG 012, students should be able to:

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
- develop an awareness of their role as authors in the process of writing
- write responses both in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions
- develop proficiency in expressing ideas in correct, complete sentences and in unified, coherent paragraphs
- recognize and fix common grammatical and sentence-level errors
- develop and use writing and speaking vocabularies

Demonstrate information literacy

- understand how and why outside sources are utilized in academic writing
- develop an understanding that information should be evaluated for accuracy and validity
- learn and employ strategies for avoiding plagiarism

Course Policies

Grading includes the following:

Class participation – 25%

Completed assignments; mywritinglab.com; attending and participating in **all** classes, group work, and assigned writings; arriving on time and prepared. Please arrive **on time and prepared** for class. College is similar to a job, professional appointment, or duty, all of which require dedication to schedule and attention to detail.

Writer's Journals – 25%

Your Writer's Journal will be a series of responses from readings in Expectations: A Reader for Developing Writers and other sources. The Writer's Journals will serve as the basis for our in-class writing workshops. In addition, you are expected to revise your Writer's Journals with a tutor in The Writing Center, before handing in your final drafts at the end of the semester.

Final Research Project – 30%

This semester, you will write a research paper on a current issue and/or problem in American culture. This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue, and reporting on your process as you begin to see shifts in your thinking. After you select your topic, you will receive a lesson on library research, and will then find a new academically valid source on your topic each week for six weeks. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. Specific directions detailing the Research Log, Reader's Journal, essay drafting, and peer reviewing will be covered in class.

Final Exam – 20%

The final examination is both comprehensive and reflective. Specific instructions and review for the final examination will be covered in class.

Additional Grading – Students must earn a “C” or better to pass this course and continue on to ENG 100.

Assessment / Test Make-Up Policy - If you miss a test, you must inform me and make an appointment at the Testing Center by calling 860-885-2318 or dropping by the Welcome Center (A-105) to make an appointment. Arrive 10 minutes before scheduled appointment. Check in at room A-117. Bring a photo ID.

Special Needs and Learning 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/>

You are strongly encouraged to work with tutors at the Writing Center, including Jon Brammer, the Writing Center Coordinator

Technology:

Turn off your cell phone, please. Please do not access Facebook while working on computer assignments in class.

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 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, receive an "F" grade for the course.

Weather Cancellations:

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

Late Work:

Work is due on the dates stated in the course outline or by instructor. Late work (anytime after the end of class) will receive a grade penalty to be determined by the 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.

Course Schedule

Please understand there are some things over which I have no control. This schedule is tentative and subject to change at the instructor's discretion.

Major Due Dates: 2/14, 2/28, 3/2, 3/21, 4/4, 4/18, 4/25, 5/11, 5/16, 5/18

1/24 – 1/26	Due -	In-class
Monday (24)	1. 1 st Day of Class.	1. Course Syllabus Review 2. Student Survey Sheet 3. Meet and Greet 4. How do you feel about writing? 5. Current Events assignment overview 6. Reading Strategies 7. Notes about the textbook
Wednesday (26)	1. Purchase all required texts 2. Verify ability to log on to Blackboard and mycommnet. 3. Read <u>Writing for Life</u> – Chapters 1, 16. 4. Complete Practice Four (page 8) 5. Complete Academic Learning Log (page 323) 6. Review the SQ3R diagram (page 12).	1. Peer Groups – Practice 6 and 7 (page 11 and 13). 2. SQ3R practice AND text annotating. 3. Discussion of Simple Sentences 4. Current Events assignment schedule 5. Final Research Project Review 6. Vocabulary

1/31 – 2/2	Due -	In-class
Monday (31)	1. Read <u>Writing for Life</u> - Chapters 2, 17 2. Review Writing Process Diagram (page 28-29) 3. Complete Academic Learning Log 1-10 (page 50) 4. Complete Practice 10 (page 337).	1. SQ3R and annotation on Writing Process Diagram (page 28-29) 2. Simple, Compound, and Complex Sentences 3. Writing Prompt – The Role of Music in My Life 4. Correcting the writing prompt.
Wednesday (2)	1. Study for quiz	1. Quiz on compound,

	<ol style="list-style-type: none"> Review Chapter 17 Complete Academic Learning Log 1-5 (page 339). 	<p>complex sentences.</p> <ol style="list-style-type: none"> Compound sentence review. Introductory clause. Writing Prompt – applying sentence variety to your writing
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2/7 – 2/9	Due -	In-class
Monday (7)	<ol style="list-style-type: none"> Read <u>Writing for Life</u> - Chapters 3, 18. Write one paragraph about <u>An Important Lesson Everyone Should Learn</u>. Remember to be specific (details!). Find two articles on Final Research Project topic that interest you. Annotate the articles. 	<ol style="list-style-type: none"> Further discussion of sentence variety, including comma usage What's the point of a paragraph? Practice 11 (page 69) – Peer groups Class workshops – revise HW paragraph. Complete Academic Learning Log (page 71).
Wednesday (9)	<ol style="list-style-type: none"> Read <u>Writing for Life</u> – Chapters 4, 19. Complete Practice 1 (page 74-75, including bluebox prewriting activity). Complete Practice 2 (page 363). Complete Practice 4 (page 365). Complete Practice 6 (page 369). 	<ol style="list-style-type: none"> Sentence Clarity (Academic Log, page 373). What is a Descriptive paragraph? Writing workshop – The Descriptive Paragraph and postcard assignment (page 85 – 88).

2/14 – 2/16	Due -	In-class
Monday (14)	<ol style="list-style-type: none"> Writing assignment (page 89). Read <u>Writing for Life</u> – Chapters 5, 20. Complete Pre-writing activity (page 91). Complete Practice 6 (page 382). Select Final Research Project Topic 	<ol style="list-style-type: none"> Parallelism What is a Narrative paragraph? Writing workshop – The Narrative Paragraph (page 100 - 101).

Wednesday (16)	<ol style="list-style-type: none"> 1. Writing assignment (page 105) 2. Read <u>Writing for Life</u> – Chapters 6, 21 3. Complete Pre-writing activity (page 108) 4. Complete Practice 4 (page 392) 	<ol style="list-style-type: none"> 1. Run-on Sentence 2. What is a Process Paragraph? 3. Writing workshop – The Process Paragraph (page 116).
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2/21 – 2/23	Due -	In-class
Monday (21)	<ol style="list-style-type: none"> 1. No Class – President's Day 	<ol style="list-style-type: none"> 1. No Class – President's Day
Wednesday (23)	<ol style="list-style-type: none"> 1. Writing assignment (page 121) 2. 3 review questions for test on Monday 3. Final Research Project – research log/questions 	<ol style="list-style-type: none"> 1. Library Lesson – Final Research Project 2. Review for Test

2/28 – 3/2	Due -	In-class
Monday (28)	1. Test	1. Test
Wednesday (2)	<ol style="list-style-type: none"> 1. Read <u>Writing for Life</u> – Chapters 7, 22 2. Complete Pre-writing activity (page 123) 3. Complete Practice 13 (page 419) 4. Research Log – 1st source on Final Research Project 	<ol style="list-style-type: none"> 1. Sentence Fragments 2. What is an Example Paragraph? 3. Writing workshop – The Example Paragraph (page 134-135)

3/7 – 3/9	Due -	In-class
Monday (7)	<ol style="list-style-type: none"> 1. Writing assignment (page 139). 2. Read <u>Writing for Life</u> – Chapters 8, 23 3. Complete Pre-writing activity (page 142) 4. Complete Practice 4 (page 428) 5. Research Log – 2nd source on Final Research Project 	<ol style="list-style-type: none"> 1. Modifiers 2. What is a Classification Paragraph? 3. Writing workshop – The Classification Paragraph (page 154-155) 4.
Wednesday (9)	<ol style="list-style-type: none"> 1. Writing assignment (page 157). 	<ol style="list-style-type: none"> 1. Subject – Verb Agreement

	<ol style="list-style-type: none"> 2. Read <u>Writing for Life</u> – Chapters 9, 24 3. Complete Pre-writing activity (160) 4. Complete Practice 15 (page 448) 5. Research Log –3rd source on Final Research Project 	<ol style="list-style-type: none"> 2. What is a Compare Contrast paragraph? 3. Writing workshop – The Compare and Contrast Paragraph (page 168-169)
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3/14 – 3/16	Due -	In-class
Monday (14)	1. Spring Break	1. Spring Break
Wednesday (16)	1. Spring Break	1. Spring Break

3/21 – 3/23	Due -	In-class
Monday (21)	<ol style="list-style-type: none"> 1. Writing Assignment (page 173) 2. Research Log – 3 additional sources on Final Research Project (total of six sources) 3. Complete two parts of research log 4. Read <u>Writing for Life</u> – Chapters 10, 25 5. Complete Pre-writing activity (page 176) 6. Complete Academic Log (page 463) 	<ol style="list-style-type: none"> 1. Past Tense of Verbs 2. What is the Definition Paragraph? 3. Writing workshop – The Definition Paragraph (page 184 – 185)
Wednesday (23)	<ol style="list-style-type: none"> 1. Writing Assignment (page 189) 2. Read <u>Writing for Life</u> – Chapters 11, 26 3. Complete Pre-writing activity (page 192) 4. Complete Practice 13 (page 477) 	<ol style="list-style-type: none"> 1. The Past Participle 2. What is the Cause and Effect Paragraph? 3. Writing workshop – The Cause and Effect Paragraph (page 200 – 201)

3/28 -3/30	Due -	In-class
Monday (28)	<ol style="list-style-type: none"> 1. Writing Assignment (page 205) 2. Read <u>Writing for Life</u> – Chapters 12, 27 3. Complete Pre-writing 	<ol style="list-style-type: none"> 1. Pronoun agreement 2. What is the Persuasive Paragraph? 3. Writing workshop – The Persuasive Paragraph

	activity (page 208) 4. Complete Practice 9 (page 497)	(page 216 – 217)
Wednesday (30)	1. Writing Assignment (page 221). 2. 3 questions review for Test	1. Review for Test

4/4 – 4/6	Due -	In-class
Monday (4)	1. Test 2	1. Test 2
Wednesday (6)	1. Read <u>Writing for Life</u> Chapters 13, 28 2. Review Page 242-243 3. Complete Practice 9 and 10 (page 515)	1. Adjectives – Adverbs 2. What is the point of an Essay? 3. Final Research Project as an essay 4. Essay scoring rubric 5. Thesis statement

4/11 – 4/13	Due -	In-class
Monday (11)	1. Read <u>Writing for Life</u> Chapters 14, 29 2. Creative an effective working title for Final Research Project 3. Complete Writing for Working Life (page 536)	1. The comma (4 main usages of comma) 2. Tying the essay and final research project together 3.
Wednesday (13)	1. Read <u>Writing for Life</u> Chapters 15, 30 2. Read pages 283 – 287 thoroughly	1. Apostrophe 2. The Compare and Contrast Essay (pages 283 – 287)

4/18 – 4/20	Due -	In-class
Monday (18)	1. Read <u>Writing for Life</u> Chapters 15, 31 2. The Compare and Contrast Essay	1. Quotation Marks
Wednesday (20)	1. Read <u>Writing for Life</u> Chapters 15, 32 2. Read pages 298 – 302 thoroughly	1. Period and Question Mark 2. The Persuasive Essay (pages 298 – 302)

4/25 – 4/27	Due -	In-class
Monday (25)	<ol style="list-style-type: none"> 1. Read <u>Writing for Life</u> Chapters 15, 33 2. The Persuasive Essay 	<ol style="list-style-type: none"> 1. Capitalization
Wednesday (27)	<ol style="list-style-type: none"> 1. Read <u>Writing for Life</u> Chapters 15, 34 	<ol style="list-style-type: none"> 1. Revising and Expressing 2. Final Research Project as larger persuasive essay

5/2 – 5/4	Due -	In-class
Monday (2)	<ol style="list-style-type: none"> 1. Read <u>Writing for Life</u> Chapters 15, 35 2. Final Research Project Draft 	<ol style="list-style-type: none"> 1. Spelling 2. Final Research Project Draft
Wednesday (4)	<ol style="list-style-type: none"> 1. Creative Writing workshop 	<ol style="list-style-type: none"> 1. Creative writing workshop

5/9 – 5/11	Due -	In-class
Monday (9)	<ol style="list-style-type: none"> 1. Final Research Project Additional Draft/Peer Review 	<ol style="list-style-type: none"> 1. How to be an effective peer editor 2. Scoring Rubric
Wednesday (11)	<ol style="list-style-type: none"> 1. Final Creative writing piece 2. Self-Reflective Essay 	<ol style="list-style-type: none"> 1. Final Creative writing piece 2. Self-Reflective Essay

5/16 – 5/18	Due -	In-class
Monday (16)	<ol style="list-style-type: none"> 1. Final Research Project Final Draft 2. Questions about final exam 	<ol style="list-style-type: none"> 1. Final Exam Preparation
Wednesday (18)	<ol style="list-style-type: none"> 1. Final Exam 	<ol style="list-style-type: none"> 1. Final Exam

Best wishes in future endeavors.