

## **English 012: Foundations of Writing (CRN: 31552)**

Instructor: Amy Lynn Ingalls

Meets: Tuesdays and Thursdays, 8AM-9:40AM, Room D-228

Office Hours: Tuesdays and Thursdays (2:30-3:30pm) or by appointment

Office Location: D203B

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### **Required texts:**

Henry, D.J. *Writing for Life*. 2<sup>nd</sup> Ed. New York: Pearson Longman, 2010.

Ingalls, Anna. *Expectations*. 2<sup>nd</sup> Ed. New York: Pearson Longman, 2006.

McWhorter, Kathleen. *The Longman Reader's Journal*.

*A College Dictionary*

### **Required Supplements:**

- Mywritinglab.com (Please keep the Mywriting Lab Registration code and have your Login Banner ID and password by 9/7/2010 for Mywritinglab demonstration).
- 2 folders with pockets (one for class handouts and one for the Exploratory Essay)
- A notebook with two sections
- A USB Thumb Drive or Windows Live SkyDrive (To Be Discussed Further in Class)
  
- ❖ Your textbook is your workbook; please write and annotate in it thoroughly (no need for extra notebook pages!) Expect me to check completed assignments occasionally as part of your participation grade. .
  
- 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.
- If you are absent, you must ask me for any handouts missed at the next class period that you attend.

### **Course Description:**

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn how 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.

COURSE DOES NOT COUNT TOWARDS CREDIT REQUIREMENTS FOR GRADUATION.

## **Course Expectations:**

### **Writer's Journal**

In addition to completing exercises in your workbook, you will also complete a series of academic, **typed** writing assignments. Your Writer's Journal will be a series of responses from readings in *Expectations: A Reader for Developing Writers*. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs (in the beginning of the semester) to one-page essays (towards the middle and end of the semester). As a writer, you will be expected to employ a wide range of writing strategies that you learn about from **The Writing Process**. The Writer's Journals will serve as a basis for our in-class writing workshops, in which you will edit your own work and the work of your classmates. In addition, you are expected to revise your Writer's Journals with a tutor in the Writing Center (See the Writing Center section of this syllabus), before handing in your final drafts at the end of the semester. Your final drafts will count as 25% of your final grade.

**Note: Specific directions on the Reader's Journal will be provided on a separate handout.**

### **Exploratory Essay**

An exploratory essay is a first-person, chronological narrative account of your research process. This paper will be based on a research question not a thesis statement. This semester, you will be exposed to library research through the help of a library instructor and you will write a research paper on a current social issue (such as organic farming, food allergies, etc.) on the theme of "Food in Our Culture". This major research project will teach you the foundations of choosing a topic, critically thinking and reading on the issue, reviewing and analyzing current literature on the issue and reporting on your process as you begin to see multiple perspectives on your issue. After you choose your topic, Robert Walsh will present a library research lesson in which you will be exposed to academic library databases to search for scholarly journal articles. You will then find an academically credible source on your topic each week for six weeks. The process of gathering and evaluating your sources is called annotating (To Be Discussed further in class). After you consult the Brief Penguin handbook and class handouts, you will begin composing an accurately formatted research paper. You will be expected to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the research log, annotating your sources, reader's journal, essay drafting and peer reviewing will be covered in class.

## **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

## ***Grading***

The final grade will be a letter grade of A-F.

Students who earn a “C” will pass this course.

Grading is based on:

***Class Participation .....25%***

***Participation is extremely important because we learn from each other.***

***Participation includes:***

- ***Completed text assignments (even those I don't check!)***
- ***Mywriting lab.com (To Be Explained Further With Demonstration and Lesson During Class Time).***
- ***Attending all classes and participating in class discussions***
- ***Small and large group work***
- ***In-class writing***
- ***Coming to class prepared by reading all assigned work and doing assignments on time.***

***Writer's Journal.....25%***

***Research log and Reader's Journal for Articles.....10%***

***Exploratory Essay.....20%***

***Final Exam.....20%***

## ***Grading (continued):***

**A=93-100**

**A-=90-92**

**B+=87-89**

**B=83-86**

**B-=80-82**

**C+=77-79**

**C=73-76**

**C-=70-72**

**D+=67-69**

**D=63-66**

**D-=60-62**

## ***Attendance***

- ✓ Students are expected to attend ALL classes. Absences will affect your grade negatively regardless of the reason, including illness.
- ✓ Class begins promptly, so don't be late or leave early, as it will affect your grade negatively.
- ✓ If a student misses a class, it is the **student's responsibility** to find out any missed assignment(s), do the class work and be prepared for the next class.

## ***Late Work:***

Work is due on the dates stated in the course outline. This policy applies towards any absent students from the class before. Late work will be penalized.

## ***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 or give credit to that person. Whether conscious or unconscious, plagiarism is a serious academic offense. 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/GASC**

Location: Room C-117(First Floor), next to the Library  
Phone: (860)-892-5713 or (860)-892-5769  
Email: [TRWritingCenter@trcc.commnet.edu](mailto:TRWritingCenter@trcc.commnet.edu)  
Online tutoring: <http://etutoring.org/>

## **Fall 2010 Writing Center Workshop Schedule**

**You are strongly encouraged to attend the following FREE workshops offered by the Writing Center Coordinator, Jon Brammer.**

**Note: All workshops are offered from 12pm-12:45pm in B214.**

### **Workshop Topics**

Grammar and Punctuation Survival Skills, 1<sup>st</sup> cycle: 9/8, 9/9, 2<sup>nd</sup> cycle: 11/3, 11/4  
Using Outlines and Graphic Organizers, 1<sup>st</sup> cycle: 9/22, 9/23, 2<sup>nd</sup> cycle: 11/17, 11/18  
Introduction to Research Process, 1<sup>st</sup> cycle: 10/6, 10/7, 2<sup>nd</sup> cycle: 12/1, 12/2  
Integrating Sources Effectively 1<sup>st</sup> cycle 10/20, 10/21, 2<sup>nd</sup> cycle: 12/8, 12/9

### **Technology:**

Turn off your cell phone or other electronic equipment.

### **Bad weather:**

On stormy days, please call the school to see if classes are canceled, school is closed, or delayed at 860-886-0177 or look on the website [www.trcc.commnet.edu/Gen\\_Info/TRCCWeatherProcedures.htm](http://www.trcc.commnet.edu/Gen_Info/TRCCWeatherProcedures.htm)). I commute from a short distance, so if classes are on, I will be here! ☺

### **Our Classroom**

This class will work well if we work together. Ask questions. Make comments or raise insights. Don't be afraid to be creative or debate, TASTEFULLY, RESPECTFULLY, and with others' feelings in mind. Try to be open-minded when discussing controversial topics and strive to enter into points of view in order to understand them. This is a **critical** reading and writing class \*

## **Course Outline (Subject to Change at My Discretion)**

<b>Tuesday</b>	<b>Thursday</b>
	8/26-Course introduction and syllabus review, diagnostic/ <b>HW:</b> (Writing for Life) Ch. 1, 16
8/31: Discuss diagnostic, Active Reading, Mini-lesson (What is Summary Writing?), Writing Process cluster/ <b>HW:</b> (Expectations)-Read Part 1: Strategies for Active Reading (pp. 2-9)	9/2-Writer's Journal #1: 1-paragraph summary of (Expectations) "How to Write With Style" (p. 76)/ <b>HW:</b> Continue with Chapters 1 and 16
9/7-Ch. 1 and 16 (review)/ <b>HW:</b> Ch. 2 and 17	9/9-Ch. 2 and Ch. 17 (cont.)/ <b>HW:</b> (Expectations) Writer's Journal #2 "Strive to Be Fit, Not Fanatical" p. 156
9/14-Ch. 3, 18	9/16-Ch. 3, 16/ <b>HW:</b> Writer's Journal #3: 1 paragraph summary of "Stop!", pg. 64
9/21-Ch. 4, 19, <b>Exploratory Essay Topic Due</b>	9/23-Ch. 4 and 19/ <b>HW:</b> Writer's Journal#4: 1 paragraph analysis of description of "A Song Flung Up From Heaven"
9/28-Ch. 5, 20	9/30-Ch. 5, 20/ <b>HW:</b> Writer's Journal #5: 1 paragraph analysis of narration of "In the Shadow of a Man", pg. 193
10/5- <b>Library lesson/</b> Ch. 6 and 21/ <b>HW:</b> Writer's Journal #6: 1 paragraph analysis of "Managing Time", pg. 168	10/7-Find 1 <sup>st</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Chapters 6 and 21
10/12-Ch. 7 and 22	10/14-Find 2 <sup>nd</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Ch. 7 and 22
10/19-Ch. 8 and 24	10/21-Find 3 <sup>rd</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Continue Ch. 8 and 24
10/26-Ch. 9 and 27/ <b>HW:</b> Writer's Journal #7: 1-paragraph analysis of comparison and contrast of "The Ambitious Generation", p. 274 AND 1-page response to any selection under F on pg. 279	10/28-Find 4 <sup>th</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Ch. 9 and 27
11/2-Ch. 10 and 28	11/4: Find 5 <sup>th</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Ch. 10 and 28
11/9-(Expectations) p. 166-Journal (in class)-Pick 1-4 under Letter E/ <b>HW:</b> Writer's Journal #8:1-paragraph analysis of cause and effect of "Procrastination and Stress", pg. 162 AND 1-page response to any selection under Letter F on pp. 166-67	11/11-No classes (Veteran's Day Observed) Find 6 <sup>th</sup> source on "Food in Our Culture" topic/ <b>HW:</b> Ch. 11 and 29
11/16-Ch. 12 and 30/ <b>HW:</b> Writer's Journal #9: 1-page analysis of "Breaking the Habit", pg. 120 AND 1-page response to any selection	

Under Letter F on pg. 127	1/18- <b>Research Log and Reader's Journal due/HW:</b> Ch. 12 and 30
11/23- <b>Classes Do Not Meet-HW due 11/30/HW:</b> Ch. 13 and 31, <b>Writer's Journal #10: 1-page analysis of "Do Tell" and "Beware of Gossip That Knows No Bounds" pg. 256 and 1-page response to any selection under Letter F, pg. 263</b>	11/25- <b>Classes Do Not Meet</b>
11/30-Analyze sources for validity/Exploratory Essay directions/HW: Ch. 13 and 31	12/2-Ch. 14 and 32
12/7-Exploratory Essay Editing Draft due/HW: Ch. 14 and 32	12/9-Exploratory Essay Peer Review Draft due/Final Exam Review/HW: Ch. 15 and 34`
12/14- <b>Exploratory Essay due/Writer's Journal Due/HW:</b> Ch. 15 and 34	12/16-Final Exam