

English 012: Foundations of Writing (CRN: 11982)

Instructor: Amy Lynn Ingalls

Meets: Tuesdays and Thursdays, 10am-11:40am, Room E-227

Office Hours: Tuesdays and Thursdays, 1pm-2pm or by appointment

Office Location: D203B

Phone: (860)-885-2352

Email: aingalls@trcc.commnet.edu

Required texts:

Faigley, Lester. *The Brief Penguin Handbook*, 3rd ed (Custom Ed. TRCC).

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*.

A College Dictionary

Required Supplements:

- Mywritinglab.com (See section on mywritinglab under "Course Expectations")
- 2 folders with pockets (one for class handouts and one for the Exploratory Essay)
- A notebook (This will be your journal) or you may certainly type your entries for their due dates
- A USB Thumb Drive

- ❖ 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, (esp. **the writing journal**)
- 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 (25 points)

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 towards 25 points of your final grade.

Exploratory Essay (20 points)

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, obesity epidemic, 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, on March 8th, a library instructor 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 and record in your Reader's Journal. 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 which detail annotating your sources, reader's journal, essay drafting and peer reviewing will be covered in class.

Exploratory Essay End of Semester "Food in Our Culture" Food Share (Participation)

On **5/10** (date subject to change), the second to last day of class, we will have a "Food in Our Culture" Food Share/End of Semester celebration where you all will have an opportunity to cook or bake your favorite dish and bring to class on that day. In the past, I have had students bring Spanish, Mexican, Chinese, Portuguese and French food. I ask that you label the dish and are cognizant of any food allergies (Contains: milk, soy, wheat, eggs, etc.). There will many pictures, a film or music, and much conversation and you will be expected to tell the class about the dish you made.

Mywritinglab (10 points)

There will be a demonstration/account set-up in a computer classroom sometime in the beginning of February. You must have your mywritinglab access card which should have come packaged with your book. Do not lose it-it is expensive to replace! You must have your student ID and password to access the computer on that day. On that day, you will

take the diagnostic which has three parts and if you finish before the end of class, you may work on any other modules.

I emphasize with mywritinglab that you keep trying-if you don't master something after three tries, I will reset your scores for those parts of the modules. By the last day of class, 5/12/11, mywritinglab is due. At that time, you will be unable to access it to complete any work. You can earn up to 10 points which is determined by mastery, effort and number of attempts.

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 Participation20 pts.

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 in a computer classroom).***
- ***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.***

➤ Participation by bringing a dish to share at the “Food in Our Culture” celebration	
Writer’s Journal.....	25 pts.
Reader’s Journal for Articles.....	10 pts.
Exploratory Essay.....	20 points
Final Exam.....	25 points

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/TASC

Location: Room C-117(First Floor), next to the Library

Phone: (860)-892-5713 or (860)-892-5769

Email: TRWritingCenter@trcc.commnet.edu

Online tutoring: <http://etutoring.org/>

Technology:

Electronics are to be powered off upon entering the classroom.

Bad weather:

On stormy days, please call the school to see if classes are canceled, school is closed, or delayed at **860-885-2300** (Press “1” for school closing announcements or look on the website 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)

Tuesday	Thursday
1/18-No classes (classes start 1/20)	1/20 – First day of class! Course introduction and syllabus review; writing sample/ Homework: Get texts and required materials and finish chapter 1 and 16
1/25 – Classwork: Review Chapter 1/Chapter 16 Groupwork/ Mini-lesson: Annotating. Brainstorm Exploratory Essay topics on “Food in Our Culture” theme and talk about food share/ (<u>Writing for Life</u>); HW Expectations JE #1: 1 para. summary “Spanglish Spoken Here” (34); Chapters 2, 17	1/27 - (<u>Writing for Life</u>) Chapters 1, 16. Groupwork: Discuss tentative Exploratory Essay topics on “Food in Our Culture” theme/ Mini-lesson:”Spanglish Spoken Here” (34). / (<u>Writing for Life</u>) Chapters 2, 17
2/1 – (<u>Writing for Life</u>) Chapters 3, 18	2/3 – No Class (Professional Day) ; HW: Expectations, JE #2 1 para summary “How to Write With Style” (76)
2/8 (<u>Writing for Life</u>) Chapters 3, 18	2/10 – Exploratory Essay topic due ; (<u>Writing for Life</u>) Chapters 4, 19; HW: Expectations, JE #3 1 para. Summary “Why I Worked with La Migra” (handout)

2/15 - (<u>Writing for Life</u>) Chapter 4, 19	2/17 -Analysis Lesson; (<u>Writing for Life</u>) Chapter 5, 20; HW: <i>Expectations</i> , JE #4 1 para analysis of “In the Shadow of Man” (193)
2/22 - (<u>Writing for Life</u>) Chapters 5, 20	2/24 - (<u>Writing for Life</u>) Chapters 6, 21; HW: <i>Expectations</i> , JE #5 1 para analysis of “A Song Flung up from Heaven” (47)
3/1 - (<u>Writing for Life</u>) Chapters 6, 21	3/3 - (<u>Writing for Life</u>) Chapters 7, 22; HW: <i>Expectations</i> , JE #6 1 para analysis of “Managing Time” (168)
3/8 - Library Orientation (9am) ; (<u>Writing for Life</u>) Chapters 7, 22; HW: <i>Expectations</i> JE #7 1 para analysis of “The Ambitious Generation” (274) and B. Critical Thinking, #2 (277)	3/10 — Concept Map/Venn diagram; (<u>Writing for Life</u>) Chapters 8, 24; Find 1 st source “Food in Our Culture” topic
3/15 – No Class (Spring Break) ; Find 2 nd source “Food in Our Culture” topic	3/17 – No Class (Spring Break) ; Find 2 nd source “Food in Our Culture” topic
3/22 — pg. 166-Journal (in class) Pick 1-4 under Letter E; (<u>Writing for Life</u>) Chapters 8, 24; HW <i>Expectations</i> JE #8 1 para analysis of cause and effect “Procrastination and Stress” (162) and one page response to any selection under Letter F (166-67).	3/24 - (<u>Writing for Life</u>) Chapters 9, 27; Find 3 rd source “Food in Our Culture” topic
3/29 - (<u>Writing for Life</u>) Chapters 9, 27	3/31 - (<u>Writing for Life</u>) Chapters 10, 28; Find 4 th source “Food in Our Culture” topic
4/5 - (<u>Writing for Life</u>) Chapters 10, 28; HW <i>Expectations</i> JE #9 1 page analysis “Online Schools Provide New Education Options” (98)	4/7 – (<u>Writing for Life</u>) Chapters 11, 29; Find 5 th source “Food in Our Culture” topic
4/12 - (<u>Writing for Life</u>) Chapters 11, 29; HW <i>Expectations</i> 1 page analysis JE #10 “Wolfman in Farsi?” (134)	4/14 - (<u>Writing for Life</u>); Exploratory Essay Directions; Chapters 12, 30; Find 6 th source “Food in Our Culture” topic
4/19 - Complete Workshop pp. 216-219/ (<u>Writing for Life</u>)Chapters 12, 30	4/21 - Reader’s Journal Due/ (<u>Writing for Life</u>) Chapters 13, 31
4/26 - Mini-lesson: MLA format and citations. Analyze sources for validity/ Exploratory Essay Pre-writing/ (<u>Writing for Life</u>) Chapters 13, 31	4/28 - Exploratory Essay Drafting/ Chapters (<u>Writing for Life</u>) 14, 32
5/3 - Exploratory Essay Editing Draft Due/ Editing Workshop/ (<u>Writing for Life</u>) Chapters 14, 32	5/5 - Exploratory Essay Peer Review/ Final Exam review/ (<u>Writing for Life</u>) Chapters 15, 34
5/10 - Exploratory Essay Due/ Writer’s Journal Due/ Food in Our Culture Celebration; Food share	5/12 - - Final Exam; Mywritinglab due