

Three Rivers Community College

English K094: Read Discuss Writing

Instructor: Amy Lynn Ingalls

Meets: Mondays and Wednesdays from 8am-9:40am

Classroom Location: D-203

Office Hours: Mondays and Wednesdays from 9:45am-10:45am (or by appointment)

Office Location: D-205 (Adjunct Offices)

Mailbox Location: D-207

Phone: (860)-859-3853 (in emergencies only!)

E-mail: aingalls@mxcc.commnet.edu

Required Texts:

McWhorter, Kathleen T. Efficient & Flexible Reading. 8th ed. New York: Pearson Longman, 2008.

Faigley, Lester. The Brief Penguin Handbook. 3rd ed. New York, Pearson Longman, 2009.

College Dictionary.

Required Supplements:

McWhorter, Kathleen T. The Longman Reader's Journal. New York: Pearson Longman, 2001.

Ingalls, Anna and Moody, Dan. The Pearson Editing Exercises. 2nd ed. New York: Pearson Longman, 2009.

The Pearson Student Planner.

Two folders with pockets (one to keep handouts and one for handing in essay)

A notebook with two sections (for class notes and Writing Journal)

Myreadinglab (TBD)

A USB (thumb) drive

- ❖ *Your Textbook is a workbook; you will be writing and annotating and using it thoroughly. Enjoy having a text you can write on! I will be checking texts occasionally to check completed assignments as part of your participation grade.*

- ❖ **Students must get a "C" or better to pass this course.**

Course Description:

This is a fundamental course in understanding the ideas of others as well as expressing one's own. This course provides instruction in reading, discussing, and writing skills, which develop thinking and ideas. Through participating in the three processes, students will come to understand how one supports the other, and how clear and directed thinking relates to academic work. This course is preparation for ENG 100, ENG 101, and other college credit courses that require critical thinking and the communication of ideas.

*COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.

LEARNING OUTCOMES

Upon successful completion of ENG 094, students should be able to:

Read and think critically

- understand the connection between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches, and essays
- comprehend and summarize college-level reading material to develop their own ideas

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

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

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies
- use clarity and variety in word choice, word order, and sentence structure
- understand the importance of asking questions that reveal their engagement and understanding of the material being covered
- 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
- utilize strategies for writing with time constraints

Grading:

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

❖ **Students must get a “C” or better to pass this course.**

Grading is based on: (100%)

Class Participation.....25%

Participation is extremely important because we learn from each other. Participation includes:

- Completed text assignments and reading journal for textbook,
- Consistent use of student planner,
- Presentations,
- Attending all classes and participating in class discussions,
- Small and large group work,
- In class writing,
- Attending class and prepared by reading all assigned work and doing assignments on time.

Writing Journal.....10%

Exploratory Essay.....10%

Journal Entry for Articles & Research Log.....5%

Mastery tests (will drop the lowest grade of one test).....40%

Final exam.....10%

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.** If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- ✓ **Class begins promptly, so don't be late or leave early,** as it will affect your grade.
- ✓ 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.
- ✓ Make up Tests must be arranged with me.

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.

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.

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

Room C – 117 (next to the Library).

(860) 892-5713

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

Technology:

Turn off your cell phone or other electronic equipment. No text messaging during 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. Note: I live close to campus so if the school is open, I will be here.

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view and be open-minded in order to understand them.

"Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

Note on Reading:

Reading is an important means of communication. It helps one to think, write, and communicate better. Just as there are different skill levels in any sport, reading has different skill levels and achievement as well. This course will help you to understand the different kinds of reading, help you to appreciate the importance of improving your reading skills, and show you how to improve your reading. By working together, we can accomplish our goals.

The Message

As a student, you have basic responsibility for your success: our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

Set goals and evaluate them.

Ask, "Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?" Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

Know what it takes to be successful.

This is what it takes to be successful. Do them consistently!

- Attend class regularly.
- Complete all assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.
- Use college survival skills information.
- Participate in college life outside class.
- Request help when needed.

Know where to find help.

- Your instructor
- Your advisor
- Counseling office
- A peer advisor
- Class study groups

(What Works by Hunter Boylan, 2002)

English 094: Spring 2010 -- Student Course Outline

(Subject to change by instructor-Come to class!)

Monday	Wednesday
<p>1/25 In-class: Course introduction and syllabus review</p> <p>Student survey</p> <p>First-day student writing sample</p>	<p>1/27 Chapter 1: Developing Your Efficiency and Flexibility In-class: Assessing Difficulty (p. 11)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 1: Developing Your Efficiency and Flexibility, pp. 1- 16 Remember your text is a workbook so you must read and do the exercises in each chapter.
<p>2/1 Chapter 1</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 1: Developing Your Efficiency and Flexibility, pp. 17-25 ➤ Writing About Reading Selection #1 ➤ Read Run-ons review handout and do Practice-run-ons handout 	<p>2/3 Chapter 1 Test</p> <ul style="list-style-type: none"> ❖ Review Chapter 1 <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Ch. 1 Test ➤ Complete Reader's Journal for textbook Chapter 1 ➤ Editing Exercise p. 2
<p>2/8 Chapter 2: Active Reading and Learning</p> <ul style="list-style-type: none"> ❖ In-class: Active reading skills activity <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 2 pp. 32-52 ➤ Penguin Handbook Chapter 5 (Read and View with a Critical Eye) pp. 47-55 ➤ Editing Exercise p.3 ➤ Analyzing a Narrative Essay 	<p>2/10 Chapter 2</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 2 pp. 52-73 ➤ For exercise 2-13 (pp.56) use Reading Selection #3 ➤ Writing About Reading Selection #3 ➤ Narrative Essay Step # 1 (Brainstorming & Free-writing) Final draft should be typed and follow MLA guidelines in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283). Be prepared to share essay drafts in class
<p>2/15 President's Day – No Class</p>	<p>2/17– Chapter 2 Test</p> <ul style="list-style-type: none"> ❖ Review Chapter 2 <p>Due:</p> <ul style="list-style-type: none"> ➤ Complete Reader's Journal for

	<p>textbook Chapter 2</p> <ul style="list-style-type: none"> ➤ Study for Chapter 2 Test ➤ Appendix A: A Guide to Taking Exit Exams pp. 573-581 ➤ Editing Exercise p.5
<p>2/22 Chapter 3: Strengthening Your Word Power</p> <ul style="list-style-type: none"> ❖ Share Narrative Essay draft <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 3, pp. 74-87 ➤ Narrative Essay Step # 2 (Compose Thesis & Organize Support) ➤ Editing Exercise p. 7 	<p>2/24 Chapter 3</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 3, pp. 87-104 ➤ Complete Reader's Journal for Chapter 3 ➤ Reading Selection #6, pp. 109-115 ➤ Writing About Reading Selection #6
<p>3/1 Chapter 3 Test</p> <ul style="list-style-type: none"> ❖ Review Chapter 3 <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Chapter 3 Test ➤ Editing Exercise p.9 	<p>3/3 Chapter 4: Main Ideas and Paragraph Structure</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Part 1: Academic Scenario, pp. 117-118 ➤ Chapter 4 pp. 119-138
<p>3/8– Spring Break – No Class</p>	<p>3/10 Spring Break – No Class</p>
<p>3/15–Chapter 4</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 4 pp. 138-165 ➤ Writing About Reading Selection #7 ➤ Editing Exercise p. 11 ➤ Narrative Essay Step # 3 (First Draft) Be prepared to share drafts ➤ The Brief Penguin Handbook Chapter 1 (Think as a Writer) pp. 1-6 and Chapter 3 (Compose Paragraphs) pp. 21-37 	<p>3/17 Chapter 4 Test</p> <ul style="list-style-type: none"> ❖ Paragraph summary review ❖ Chapter 4 review <p>Due:</p> <ul style="list-style-type: none"> ➤ Complete Reader's Journal for Chapter 4 ➤ Writing Journal #1: Write a 1 paragraph summary on the Reading <i>The Appreciation of Humor</i> by Mary J. Gander and Harry W. Gardiner on pp. 162-163 ➤ Study for Chapter 4 Test
<p>3/22 Chapter 5 Patterns: Relationships Among Ideas</p> <p>Due:</p>	<p>3/24 Chapter 5</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 5, pp. 203-211

<ul style="list-style-type: none"> ➤ Chapter 5, pp. 172-203 ➤ Editing Exercise p.16 	<ul style="list-style-type: none"> ➤ Reading Selection # 10, pp. 216-222 ➤ Writing About Reading Selection # 10
<p>3/29 Chapter 5 Test</p> <ul style="list-style-type: none"> ❖ Chapter 5 review <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Chapter 5 Test ➤ Complete Reader's Journal for Chapter 5 ➤ Writing Journal #2: Write a 1 paragraph summary on the Reading How Students Get Lost in Cyberspace by Steven R. Knowlton on pp. 216- 222 ➤ Editing Exercise p.19 	<p>3/31 Chapter 6: Reading Essays and Articles</p> <ul style="list-style-type: none"> ❖ Review thesis statement and essay structure ❖ Discuss effective peer review ❖ Narrative Essay Peer Draft Workshop <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 6 pp. 224-250 ➤ Narrative Essay Step 4 (Revision)
<p>4/5 Chapter 6 Test</p> <ul style="list-style-type: none"> ❖ Chapter 6 review ❖ Discuss essay introduction, drafting, & MLA Format <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Chapter 6 Test ➤ Complete Reader's Journal for Chapter 6 ➤ Writing About Reading Selection # 11 ➤ Part 2: Academic Scenario, pp. 257-258 ➤ Revise Narrative Essay 	<p>4/7 Chapter 7: Techniques for Learning Textbook Material</p> <ul style="list-style-type: none"> ❖ Review Outlining <p>Due:</p> <ul style="list-style-type: none"> ➤ Ch. 7 pp. 259-277 ➤ Editing Exercise p.22 ➤ Outline of Narrative Essay
<p>4/12 Chapter 7</p> <ul style="list-style-type: none"> ❖ Review Mapping & Summary <p>Due:</p> <ul style="list-style-type: none"> ➤ Ch. 7 pp. 277-289 ➤ Writing About Reading Selection # 13 ➤ Writing Journal #3: Write a 1 paragraph summary on the 	<p>4/14 Chapter 7 Test</p> <ul style="list-style-type: none"> ❖ Chapter 7 review <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Chapter 7 Test ➤ Complete Reader's Journal for Chapter 7 ➤ Type Narrative Essay Rough Draft ➤ Editing Exercise p. 24

<p>Reading <i>Plagiarism</i> by John Vivian on pp. 285-288</p> <ul style="list-style-type: none"> ➤ Summary of Narrative Essay 	
<p>4/19 Chapter 8: Learning and Retention Strategies</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 8 pp. 297-332 ➤ Writing About Reading Selection # 15 ➤ Part 3: Academic Scenario, pp. 379 (using Reading Selection # 15, pp. 322) ➤ Editing Exercise p. 28 	<p>4/21 Chapter 8 Test</p> <ul style="list-style-type: none"> ❖ Chapter 8 review <p>Due:</p> <ul style="list-style-type: none"> ➤ Study for Chapter 8 Test ➤ Complete Reader's Journal for Chapter 8 ➤ 3 Typed Writing Journal Summaries (in two pocket folder – must hand in all drafts)
<p>4/26 Chapter 10: Critical Analysis</p> <ul style="list-style-type: none"> ❖ Complete Peer Review <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 10 pp. 380-420 ➤ Writing About Reading Selection # 19 ➤ Editing Exercise p. 33 ➤ Narrative Essay Typed Peer Draft Workshop 	<p>4/28 Chapter 10 Test</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Complete Reader's Journal for Chapter 10 ➤ Revise Peer Review Draft
<p>5/3 Chapter 11: Evaluating Arguments and Persuasive Writing</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 11 pp. 429-455 ➤ Editing Exercise p. 35 ➤ Writing About Reading Selection # 21 ➤ Narrative Essay Typed Edited Draft 	<p>5/5 Chapter 11 Test</p> <ul style="list-style-type: none"> ❖ Narrative Essay Presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ Complete Reader's Journal for Chapter 11 ➤ Part 4: Academic Scenario, pp. 499-500 ➤ Typed Narrative Essay Final Draft (in a two pocket folder with all work)
<p>5/10 Chapter 13: Skimming and Scanning</p> <ul style="list-style-type: none"> ❖ Narrative Essay Presentations <p>Due:</p> <ul style="list-style-type: none"> ➤ Chapter 13 pp. 501-527 ➤ Complete Reader's Journal for 	<p>5/12 Chapter 14: Techniques for Reading Faster</p> <ul style="list-style-type: none"> ❖ Narrative Essay Presentations ❖ Final Exam Review <p>Due:</p>

Chapter 13 ➤ Editing Exercise p. 41	➤ Chapter 14, pp. 535-564 ➤ Part 5: Academic Scenario, pp. 572 ➤ Reader's Journal
5/17- Final Exam ➤ Study for Final Exam	