

ENG K100 Reading/Writing Connection

Course Number: 10435 T1

Three Credits

Three Rivers Community College

Tuesday and Thursday: 4:00 to 5:15

Room: D228

Spring, 2011

Instructor: John S. Kania, Ed.D.

Office Hours: Tuesday: 9-10; Thursday: 9-10 and 2-3 and by appointment.

Language Lab Tutoring Hours: Monday: 10-12 and 1-2; Wednesday: 1-3

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Phone: (860) 885-2351

Course Description:

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 this course, 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

Required Texts:

Funk, Robert W. et al. *Short Prose Reader*. 5th ed. Upper Saddle River: Pearson/Longman, 2009.

Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson/Longman, 2009.

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

Copeland, Linda. *The Pearson Lab Manual for Developing Writers*. Vol. C. New York: Pearson, 2010.

College Dictionary.

Required Supplements:

MyWritingLab with Comp. (included with book purchase).

One folder with pockets (for use as a portfolio).

A notebook for class notes.

A USB flash drive for backing up your work on a computer.

- ❖ 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

Course Requirements:

Note: If you are unable to meet the requirements at any time during the semester, please see the instructor to discuss possible options.

Attendance: Because of the set-up of this course, it is expected and required that you are present for every class. **THREE UNEXCUSED ABSENCES** will result in you being referred to student services. Class participation and discussion are an important part of your ability to understand the key ideas presented in the course. Your absence will have a negative impact on your grade and you must make arrangements with the instructor to make up the time missed.

Tardiness: Coming late is disrespectful to your fellow classmates and the instructor and you will miss key instruction at the beginning of class. Your tardiness will have a negative impact on your grade.

Participation: As a community of learners, your opinion is very important. We learn from each other and participation in the class helps you understand what is being discussed and provides the instructor with insight into you as a learner. Participation will be graded (see under grades).

Academic integrity: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic integrity erodes the legitimacy of every degree awarded by the college. In this class and in the course of your academic career, present only your best work and clearly document the sources of the material you use from others and act at all times with honor.

One thing you must guard against is *plagiarism* which is the unacknowledged use of another person's words or ideas in your writing. You will be shown how to acknowledge another person's thoughts or ideas and failure to do so have serious consequences which may include failing the assignment or failing the course.

Students with special learning needs: Students who need accommodations should make an appointment with the Counseling and Advising Center and inform the instructor. All information regarding student needs is confidential.

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.

College withdrawal policy: A student who cannot continue in the class and must withdraw once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar's office and an instructor's signature is required after the deadline has passed. You will receive a "W" if you withdraw correctly but if you simply stop attending classes, you run the risk of failing the class.

Weather Cancellations: Call the main college number (860) 886-0177 or online at www.trcc.commnet.edu for weather information.

Computer use at TRCC: Students will need to be familiar with the computer and use the computer before, during, and after class to complete assignments. You will also need to be familiar with MyCompLab which comes with your text.

Please refer to the computer resources policy found in the academic catalog on the Three Rivers Community College website for additional information on access and proper use of computers on campus.

Technology use: Please turn off all cell phones and pagers. Texting during class is not allowed. There are no exceptions to this policy. Students who abuse this policy will be asked to leave.

Readings: Because this course looks at reading and writing, there will be assigned readings from the text and from articles, excerpts or chapters that you will need to read and understand. Without reading them, you will not be able to actively participate in class discussion or reviews.

Language Lab: The Language Lab can be found in the back of TASC (Tutoring and Academic Support Center) found in C wing next to the library. It has five computers with ESL software dedicated for use by ESL students. Students can make appointments to work with Dr. Kania on Monday and Wednesdays.

Assistance: There are a number of ways that you can get help in this course and some are:

1. From the instructor: If at any time you don't understand what needs to be done for this course, please don't hesitate to ask me in class, e-mail me, or call me and leave a message on my office phone. Telling me of your concerns helps to clear up problems and anxieties later on. I have listed office hours and tutoring hours in the language lab listed above.
2. The Writing Center: The Writing Center is available for any student who needs writing assistance. You can e-mail drafts for advice or contact them at (860) 892-5773 or TRWritingCenter@trcc.commnet.edu. In addition, the Tutoring and Academic Success Center can also help by contacting them at (860) 892-5713.

3. Course on Blackboard Vista: This course will be placed on Blackboard and further details will be provided when it becomes available.
4. From peers: As a community of learners, you can use each other's expertise and abilities to assist each other.

Assignments: Assignments must be handed in when they are due. Larger assignments such as essays can be e-mailed to the instructor as a Word attachment. Any lengthy written assignment can be reviewed by the instructor before it is handed in.

All assignments must be in MLA format and 12 point font, Times New Roman.

Late Work:

Work is due on the dates stated in the course outline or by instructor. After three missed assignments, the student will need to meet with the instructor.

Grading:

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

Students must get a "C" or better pass this course.

Grading is based on:

Class Participation.....	20%
Participation is extremely important because we learn from each other. Participation includes:	
<ul style="list-style-type: none"> ➤ attending all classes ➤ participating in class discussions, ➤ small and large group work, ➤ in class reading and writing, ➤ MyWritingLab with Comp., ➤ coming to class prepared by doing the required reading and assignments on time. 	
Editing Exercises, Lab Manual, Assignments, Test and Quizzes.....	20%
<ul style="list-style-type: none"> ❖ cannot be made up. ❖ demonstrates knowledge and critical thinking skills. 	
Essays.....	40%
Exit Exam.....	20%
<i>Failing exit exam can result in failing the course.</i>	

- 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

Note on Reading and Writing:

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well constructed papers. By working together, we can accomplish our goals.

“The main thing I try to do is write as clearly as I can. Because I have the greatest respect for the reader, and if he’s going to the trouble of reading what I’ve written- I’m a slow reader myself and I guess most people are- why, the least I can do is make it as easy as possible for him to find out what I’m trying to say, trying to get at. I rewrite a good deal to make it clear.”

E.B. White

English 100 Spring 2011: Tentative Course Outline- Student

Tuesday	Thursday
	1/20 Course introduction and syllabus review Introduce Writing Assignment I
1/25 ❖ Chapter 1 -- Active Reading & keeping a journal ❖ Audience & Rhetorical Triangle Reading: <i>Short Prose Reader</i> , p. 1-14 <i>Penguin Handbook</i> : Chapter 1 Think as a Writer, p. 1-6 Due: <i>Pearson Lab Manual</i> , pp. 1-6 Continue review of Writing Assignment I	1/27 ❖ Chapter 2 -- The Reading – Writing Connection ❖ Pre-writing Activities Reading: <i>Short Prose Reader</i> , p. 15-27 <i>Penguin Handbook</i> : Chapter 2 Plan and Draft, p. 6-14 Due: <i>Short Prose Reader</i> , p. 28, # 3 (short essay due) Writing Assignment I due (first draft)
2/1 ❖ Chapter 3 -- Strategies for Conveying Ideas: Narration and Description Reading: <i>Short Prose Reader</i> , p. 29-68 <i>Penguin Handbook</i> : Chapter 2, pp. 14-21 (2d-2g) Due: ➤ <i>Short Prose Reader</i> , p. 38, Considering Content 1-6 & Considering Method 1-7 ➤ P. 38-39 Writing Step by Step (essay due) Follow MLA guidelines for all essays - in <i>Penguin Handbook</i> , pp. 282-296 (sample, pp. 283). ➤ Journal - Responding to the reading, p. 37 ➤ Lab Manual, p. 19-29 Introduce Writing Assignment II	2/3 Professional Day Classes not in session.

Introduce Writing Assignment II	
<p>2/8</p> <p>❖ Chapter 4 -- Strategies for Making a Point: Example and Illustration</p> <p>Reading: <i>Short Prose Reader</i>, p. 69-108 <i>Penguin Handbook</i>: Chapter 3 Compose Paragraphs, pp. 21-37 (3a-3f)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 102-103, Considering Content 1-6 & Considering Method 1-7 & Combining Strategies ➤ P. 103 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 101 	<p>2/10</p> <p>❖ Rewrite, Edit, and Proofread</p> <p>Reading: <i>Penguin Handbook</i>: Chapter 4 Rewrite, Edit, and Proofread, pp. 37-46 (4a-4g)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 11-14 & 30-33 ➤ <i>Editing Exercises</i>, p. 1-2 <p>Writing Assignment II due (first draft)</p>
<p>2/15</p> <p>❖ Chapter 5 -- Strategies for Clarifying: Definition and Explanation</p> <p>Reading: <i>Short Prose Reader</i>, p. 109-143 <i>Penguin Handbook</i>, Chapter 7: Write to Reflect, pp. 68-74 (7a-7d)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 124, Considering Content 1-6 & Considering Method 1-5. ➤ P. 103, Combining Strategies ➤ P. 125 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 123 ➤ Introduce Writing Assignment II 	<p>2/17</p> <p>❖ Peer Editing</p> <p>Reading: <i>Penguin Handbook</i>, Chapter 27: Write with Power, pp. 359-365 (27a-27d)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 48-53 ➤ <i>Editing Exercises</i>, p. 7-8 <p>Writing Assignment III due (first draft)</p>
<p>2/22</p> <p>❖ Chapter 6 -- Strategies for Sorting Ideas: Classification and Division</p> <p>Reading: <i>Short Prose Reader</i>, p. 144-183</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 154-155, Considering Content 1-5 & Considering Method 1-4 & Combining Strategies 	<p>2/24</p> <p>❖ Concise writing/avoiding wordiness</p> <p>Reading: <i>Penguin Handbook</i>, Chapter 28: Write Concisely, pp. 365-371 (28a-28c)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, pp. 34-39. ➤ <i>Editing Exercises</i>, p. 11-12

<ul style="list-style-type: none"> ➤ P. 155 -156 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 154 ➤ Introduce Writing assignment IV 	<p>Writing assignment IV due (first draft)</p>
<p>3/1</p> <ul style="list-style-type: none"> ❖ Chapter 7 -- Strategies for Examining Two Subjects: Comparison and Contrast <p>Reading: <i>Short Prose Reader</i>, p. 184-222</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 199-200, Considering Content 1-6 & Considering Method 1-5 & Combining Strategies ➤ P. 200-202 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 199 ➤ Introduce Writing Assignment V 	<p>3/3</p> <ul style="list-style-type: none"> ❖ Thesis Statement <p>Reading: <i>Penguin Handbook</i>, Chapter 29: Write with Emphasis, pp. 371-378 (29a-29e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 43-47 ➤ <i>Editing Exercises</i>, p. 15-16 <p>Writing Assignment V due (first draft)</p>
<p>3/8</p> <ul style="list-style-type: none"> ❖ Chapter 8 -- Strategies for Explaining How Things Work: Process and Directions <p>Reading: <i>Short Prose Reader</i>, p. 223-253</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 237-238, Considering Content 1-6 & Considering Method 1-4 ➤ P. 238 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 237 ➤ Introduce Writing Assignment VI 	<p>3/10</p> <ul style="list-style-type: none"> ❖ Word Choice <p>Reading: <i>Penguin Handbook</i>, Chapter 30: Find the Right Words, pp. 370-386 (30a-30d)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 40-42 ➤ <i>Editing Exercises</i>, p. 19-20 <p>Writing Assignment VI due (first draft)</p>
<p>3/15 Spring Break – classes not in session</p>	<p>3/17 Spring Break – classes not in session -- St. Patrick's Day</p>
<p>3/22</p> <ul style="list-style-type: none"> ❖ Chapter 9 -- Strategies for Analyzing Why Things Happen: Cause and Effect <p>Reading: <i>Short Prose Reader</i>, p. 254-292 <i>Penguin Handbook</i>, Chapter 32: Grammar Basics, pp. 393-404 (32a-32e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 284-285, 	<p>3/24</p> <ul style="list-style-type: none"> ❖ Paragraph Structure <p>Reading: <i>Penguin Handbook</i>, Chapter 31: Write to be Inclusive, pp. 386-392 (31a-31e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 15-18

<p>Considering Content 1-6 & Considering Method 1-5</p> <ul style="list-style-type: none"> ➤ P. 285-286 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 284 ➤ Introduce Writing Assignment VII 	<p>➤ <i>Editing Exercises</i>, p. 23-24</p> <p>Writing Assignment VII due (first draft)</p>
<p>3/29</p> <ul style="list-style-type: none"> ❖ Chapter 10 -- Strategies for Influencing Others: Argument and Persuasion <p>Reading: <i>Short Prose Reader</i>, p. 293-343</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 311-312, Considering Content 1-6 & Considering Method 1-8 ➤ P. 312 Writing Step by Step (essay due) ➤ Journal - Responding to the reading, p. 311 <p>Introduce Writing Assignment VIII</p>	<p>3/31</p> <ul style="list-style-type: none"> ❖ Internet Sources <p>Reading: <i>Penguin Handbook</i>, Chapter 33: Fragments, Run-ons, and Comma Splices, pp. 404-408 (33a)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Lab Manual</i>, p. 54-58 ➤ <i>Editing Exercises</i>, p. 25-26 <p>Writing Assignment VIII due (first draft)</p>
<p>4/5</p> <ul style="list-style-type: none"> ❖ Chapter 11 – Combing Strategies: Further Readings ❖ Writing with Sources <p>Reading: <i>Short Prose Reader</i>, p. 344-349 & p. 363-384 <i>Penguin Handbook</i>, Chapter 33, pp. 408-413 (33b-33c)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Short Prose Reader</i>, p. 348-349, Considering Content and Method 1-3 	<p>4/7</p> <ul style="list-style-type: none"> ❖ Library Lesson – visit library ❖ Meet in Library – upstairs in computer room <p>Reading: <i>Penguin Handbook</i>, Chapter 34: Subject-Verb Agreement, pp. 413-418 (34a-34f)</p>
<p>4/12</p> <ul style="list-style-type: none"> ❖ Argument & pre-writing review <p>Reading: <i>Penguin Handbook</i>, Chapter 9: Write Arguments, pp. 85-100 (9a-9g)</p>	<p>4/14</p> <ul style="list-style-type: none"> ❖ Effective presentations <p>Reading: <i>Penguin Handbook</i>, Chapter 36: Pronouns, pp. 427-437 (36a-36d)</p>

<p><i>Penguin Handbook</i>, Chapter 35: Verbs, pp. 418-427(35a-35e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay pre-writing ➤ <i>Lab Manual</i>, p. 7-10 	<p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay thesis ➤ <i>Editing Exercises</i>, p. 29-30
<p>4/19</p> <p>❖ Essay Introduction</p> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 37: Modifiers, pp. 437-448 (37a-37e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay introduction ➤ <i>Editing Exercises</i>, p. 33-34 	<p>4/21</p> <p>❖ Essay body</p> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 38: Commas, pp. 449-464 (38a-38i)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay body ➤ <i>Editing Exercises</i>, p. 37-38
<p>4/26</p> <p>❖ Effective conclusions</p> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 39: Semicolons and Colons, pp. 464-469 (39a-39d)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay conclusion ➤ <i>Editing Exercises</i>, p. 41-42 	<p>4/28</p> <p>❖ Argument essay peer draft review</p> <p>Reading:</p> <p><i>Penguin Handbook</i>, Chapter 15: Design Presentations, pp. 158-163 (15a-15c)</p> <p><i>Penguin Handbook</i>, Chapter 43: Quotation Marks, pp. 484-490 (43a-43e)</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ Argument essay ➤ <i>Editing Exercises</i>, p. 45-46
<p>5/3</p> <p>❖ Presentations</p> <p>Due:</p> <ul style="list-style-type: none"> ➤ <i>Editing Exercises</i>, p. 47-48 	<p>5/5</p> <p>❖ Presentations</p>
<p>5/10</p> <p>❖ Course review and Presentations</p>	<p>5/12</p> <p>❖ Exit Exam</p>

Due:

Written Reflection - on how your writing has improved this semester. Use course goals and outcomes from syllabus to demonstrate. MLA format.

This syllabus and course outline is subject to change by the instructor.

