

English 100  
Three Rivers Community College  
Fall 2010

**Instructor:** Susan B. Kietzman  
**Meets:** MWF: D224 9 – 9:50 a.m./D230 10 – 10:50 a.m.  
**Email:** skietzman@trcc.commmnet.edu  
**Office Hours:** MW: 8:30 – 8:55 a.m. (D224)  
11:00 – 11:30 a.m. (D230)

**Required Texts**

- *To The Point: Reading and Writing Short Arguments*. 2<sup>nd</sup> ed. Muller, Gilbert H. and Harvey S. Wiener. New York: Pearson/Longman, 2009.
- *The Brief Penguin Handbook*. 3<sup>rd</sup> ed. Faigley, Lester. New York: Pearson/Longman.
- The Pearson Lab Manual for Developing Writers. Volume C Essays. Linda Copeland. New York: Longman, 2010.
- College dictionary

**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 completion of this course, students should be able to:

**Read and think critically by**

understanding the connections between the reading and writing processes  
recognizing different genres of non-fiction, such as editorials, speeches, and essays  
recognizing common organizational patterns in reading and writing  
comprehending and summarizing college-level reading material to develop their own ideas  
identifying and defending logical inferences based on textual evidence

**Write critically and analytically by**

demonstrating 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  
demonstrating in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery  
applying various writing processes in composing unified, coherent, and fully developed paragraphs and short essays  
using an effective thesis or assertion to develop more complex essays  
demonstrating an understanding of the positive and negative impact of word choice  
choosing appropriate language for a given context

**Demonstrate information literacy by**

evaluating sources for accuracy, validity, and academic relevance  
using information to support and develop their assertions through paraphrasing, quoting, and summarizing  
citing sources using MLA citation style  
learning and employing strategies to avoid plagiarism

**Apply the foundations of strong academic skills by**

developing and using academic reading and speaking vocabularies  
using tools appropriately related to reading and writing, such as dictionaries, thesauruses, and writing handbooks  
using word processing programs, including proofreading software, in the writing process  
producing documents according to MLA formatting conventions  
employing strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English  
collaborating with others in developing points of views and analyzing writing  
employing effective annotation skills  
using writing and reading for inquiring, learning, thinking, and communicating in a college setting  
formulating appropriate questions and hypotheses

**Grading**

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

*Failing the exit/assessment exam can result in failing the course.*

**Evaluation and Grading**

Individual Essays – 70%

Class Debate – 5%

Exit/Assessment Exam – 10%

Participation/In Class Writing Assignments – 15%

(This means you attend classes, participate in class discussions, demonstrate knowledge and critical thinking skills, participate fully in small and large group work and in class reading and writing assignments, and come to class prepared.)

**In class work cannot be made up**

**No extra credit**

**No incompletes**

**No cell phone use in class**

**Attendance**

**Students are expected to attend classes.** If you miss classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur

**Class begins promptly, so don't be late – or leave early.** It will affect your grade.

It is your responsibility to find out and do the assignment for any missed class.

Make up of exit exam must be arranged with instructor.

**Late Work**

Work is due on the dates stated in the syllabus or by the instructor.

Late work (anytime after the end of class) will receive a grade penalty.

Students have 48 HOURS from the due date to submit essays. If you must miss class, e-mail your essay to me. After that time, the grade becomes a zero.

### **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/TASC**

Room C117 (next to the library)  
(860) 892-5713 or (860) 892-5769  
TRWritingcenter@trcc.commnet.edu  
Online tutoring: <http://www.etutoring.org/>

### **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. 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, run the risk of receiving an "F" grade for the course.

### **Weather Cancellations**

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

### **Our Classroom**

Think of this class as a reading/writing workshop - a place where we meet to read and write, talk about reading and writing, and read one another's writing. I urge you to help me create a respectful and encouraging environment, so that we may freely share ideas and learn from one another.

### **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.

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
		August 27: introduction to the class, syllabus review, 1 <sup>st</sup> day survey
August 30 <sup>th</sup> : thesis statements, paragraphs, conclusions, discussion of descriptive essays, lab manual pps. 19-22  Due: handbook chapters 1-3	September 1: share essays  Due: <b>descriptive essay</b> (#1)	September 3: editing and rewriting  In class writing assignment – diagnostic essay Due: handbook chapter 4
September 6 <sup>th</sup>  Labor Day	September 8 <sup>th</sup>  Lab manual exercises  Due: lab manual pps. 23-29	September 10 <sup>th</sup>  Effective writing In class writing assignment  Due: handbook pps. 359-386
September 13 <sup>th</sup>  Peer editing Instructor conferences  Due: 2 copies of narrative draft	September 15 <sup>th</sup>  Share and discuss narrative essays  Due: <b>narrative essay</b> (#2)	September 17 <sup>th</sup>  MLA Style and plagiarism  Due: handbook chapter 21, MLA chapters
September 20 <sup>th</sup>  Library instruction session	September 22 <sup>nd</sup>  Inclusive writing Grammar exercises  Due: handbook chapter 31, grammar basics pps. 393-404	September 24 <sup>th</sup>  Compare and contrast  Due: lab manual pps. 45-47
September 27 <sup>th</sup>  Peer editing Instructor conferences  Due: 2 copies of compare and contrast draft	September 29 <sup>th</sup>  Share compare and contrast essays  Due: <b>compare and contrast essay</b> (#3)	October 1 <sup>st</sup>  Plagiarism  Due: handbook chapter 21
October 4 <sup>th</sup>  Literary analysis “The Story of an Hour”  Due: To The Point chapter 3	October 6 <sup>th</sup>  Literary analysis Handout for essay  Due: handbook chapter 12	October 8 <sup>th</sup>  Peer editing Instructor conferences  Due: 2 copies of literature analysis draft
October 11 <sup>th</sup>  Jon Brammer – Writing Center  Due: impeccable manners	October 13 <sup>th</sup>  Share literary analysis essays  Due: <b>literary analysis essay</b> (#4)	October 15 <sup>th</sup>  Guided arguments – TTP p. 34  Due: TTP pps. 1-35

<p>October 18<sup>th</sup></p> <p>Guided arguments – TTP p. 51</p> <p>Due: TTP “The Fence of Lies” pps. 46-51</p>	<p>October 20<sup>th</sup></p> <p>Analyze “I Want a Wife”</p> <p>Due: TTP chapter 2, pps. 52-69</p>	<p>October 22<sup>nd</sup></p> <p>In class argumentative essay</p> <p>Due: TTP pps. 147-158</p>
<p>October 25<sup>th</sup></p> <p>Peer editing Instructor conferences</p> <p>Due: 2 copies guided argument draft</p>	<p>October 27<sup>th</sup></p> <p>Share argumentative essays in class</p> <p>Due: <b>argumentative essay</b> (#5)</p>	<p>October 29<sup>th</sup></p> <p>Generate ideas for class debate Forms teams</p> <p>Due: TTP pps. 159-170, handbook chapter 9</p>
<p>November 1<sup>st</sup></p> <p>Work on class debate Guided arguments</p>	<p>November 3<sup>rd</sup></p> <p>Class debate</p>	<p>November 5<sup>th</sup></p> <p>Discuss topics for current event/issue argumentative essay</p> <p>Due: TTP pps. 215-237</p>
<p>November 8<sup>th</sup></p> <p>Work on argumentative essays in class</p> <p>Due: working thesis statement, outline, research</p>	<p>November 10<sup>th</sup></p> <p>Peer editing Instructor conferences</p> <p>Due: 2 copies argumentative draft</p>	<p>November 12<sup>th</sup></p> <p>Share argumentative essays in class</p> <p>Due: <b>current event/issue argumentative essay</b> (#6)</p>
<p>November 15<sup>th</sup></p> <p>Discussion of persuasive arguments</p> <p>Due: TTP pps. 311-340, lab manual pps. 54-58</p>	<p>November 17<sup>th</sup></p> <p>In class writing assignment – persuasive essay Choose topic for essay Due: TTP pps. 371-389</p>	<p>November 19<sup>th</sup></p> <p>Work on persuasive essay in class</p> <p>Due: working thesis statement, outline, research, introduction</p>
<p>November 22</p> <p>Peer editing Instructor conferences</p> <p>Due: 2 copies persuasive draft</p>	<p>November 24<sup>th</sup></p> <p>Share persuasive essays in class</p> <p>Due: <b>persuasive essay</b> (#7)</p>	<p>November 26<sup>th</sup></p> <p>Thanksgiving holiday recess</p>
<p>November 29<sup>th</sup></p> <p>Continue sharing persuasive essays in class</p> <p>Due: good post-holiday attitude</p>	<p>December 1<sup>st</sup></p> <p>Grammar exercises</p> <p>Due: handbook pps. 404-413</p>	<p>December 3<sup>rd</sup></p> <p>Discussion: writing an essay exam</p> <p>Due: handbook chapter 11</p>

December 6 <sup>th</sup> Practice essay for exit exam	December 8 <sup>th</sup> Discussion of course, writing improvements, last-minute exit exam questions and preparation	December 10 <sup>th</sup> Exit exam
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This syllabus and course outline is subject to change by the instructor.