

English 100
Three Rivers Community College
Spring 2011

Instructor: Susan B. Kietzman
Meets: MWF: D203, 1 – 1:50 p.m.
Email: skietzman@trcc.commnet.edu
Office Hours: MW: 12:30 – 1:00 p.m. (D 203 or adjunct offices) and by appointment

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 in book purchase)
- Notebook for in-class writing assignments and notes
- Journal

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 – 50%

Argument Essay – 20%

Exit/Assessment Exam – 10%

Participation/In Class Writing Assignments/Homework – 20%

(This means you attend classes, participate intelligently in class discussions, participate fully in small and large group work and in class reading and writing assignments, share your work, and come to class prepared.)

In class work and homework cannot be made up

All homework and essays are typed, printed, and handed in on the due date

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 participation 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 is your responsibility to hand in the work when it is due. If you must miss a class, check the syllabus or call a classmate to find out what is due when.

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.

Essays are late the minute class is over and you haven't turned one in.

Students have 48 HOURS from the class time due date to submit essays, with a full grade penalty for each day your work is late. If you must miss class, e-mail your essay to me. After 48 hours, 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.

Monday	Wednesday	Friday
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Weather Cancellations

Call (860) 886-0177 or go online to: 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.

Monday	Wednesday	Friday
		<p>January 21 Course introduction, syllabus review, and personal introductions</p>
<p>January 24 Chapter 1 – Active Reading/keeping a journal Audience and rhetorical triangle <u>Reading:</u> Short Prose Reader, pp. 1-14</p>	<p>January 26 <u>Reading:</u> Penguin Handbook Chapter 1: pp. 1-6 <u>Due:</u> Lab Manual, pp. 3 and 5</p>	<p>January 28 Chapter 2 – The Reading-Writing Connection/pre-writing activities <u>Reading:</u> Reader, pp 15-27 <u>Due:</u> Short essay: Reader, p. 28, #1 or #2 <u>Follow MLA guidelines for all essays – in Penguin Handbook, pp. 282-296 (sample, pp. 283)</u></p>
<p>January 31 Chapter 3 – Strategies for Conveying Ideas: Narration and Description <u>Reading:</u> Reader, pp. 29-68 Penguin Handbook Chapter 2: pp. 6-21 <u>Due:</u> Reader, p. 38, Considering Content 106, Considering Method 107 Journal – Responding, p. 37</p>	<p>February 2 <u>Due:</u> Essay Reader, pp. 38-9 Writing Step by Step Lab Manual, pp. 19 and 20</p>	<p>February 4 Rewrite, Edit, and Proofread <u>Reading:</u> Handbook Chapter 4: pp. 37-46 <u>Due:</u> Lab Manual, pp. 11, 12, 30, and 31 Editing Exercises, pp. 1-2</p>
<p>February 7 Chapter 4 – Strategies for Making a Point: Example and Illustration <u>Reading:</u> Reader, pp. 69-108 Handbook Chapter 3: pp. 21-37 <u>Due:</u> Reader, pp. 102-3, Content 1-6, Method 1-7, Combining Strategies</p>	<p>February 9 <u>Due:</u> Essay Reader, p. 103 Writing Step by Step Journal – Responding, p 101</p>	<p>February 11 Chapter 5 – Strategies for Clarifying: Definition and Explanation <u>Reading:</u> Reader, pp. 109-143 <u>Due:</u> Reader, p. 124, Content 1-6, Method 1-5 p 103, Combining Strategies</p>
<p>February 14 <u>Reading:</u> Handbook Chapter 27: pp. 359-365 <u>Due:</u> Lab Manual pp. 48-52</p>	<p>February 16 <u>Due:</u> Handbook Chapter 7: pp. 68-74 Journal – Responding p. 123</p>	<p>February 18 Chapter 6 – Strategies for Sorting Ideas: Classification and Division <u>Reading:</u> Reader, pp. 144-183 <u>Due:</u></p>

(through step #2) Editing Exercises, p. 7-8		Reader, pp. 154-155, Content 1-5, Method 1-4, Combining Strategies
February 21 Presidents' Day – classes not in session	February 23 <u>Due:</u> Essay Reader, pp. 155-6 Writing Step by Step	February 25 <u>Due:</u> Journal – Responding, p. 154 Lab Manual pp. 34-37
February 28 Chapter 7 – Strategies for Examining Two Subjects: Comparison and Contrast <u>Reading:</u> Reader, pp. 184-222 <u>Due:</u> Reader, pp. 199-200 Content 106, Method 1-5, Combining Strategies	March 2 <u>Reading:</u> Handbook Chapter 28: pp. 365-371 <u>Due:</u> Essay Reader, p. 202 #4	March 4 <u>Due:</u> Journal – Responding, p. 199 Editing Exercises, pp. 11-12
March 7 Thesis Statement <u>Reading:</u> Handbook Chapter 29: pp. 371-378 <u>Due:</u> Lab Manual, pp. 43-46	March 9 Chapter 8 – Strategies for Explaining How Things Work: Process and Directions <u>Reading:</u> Reader, pp. 223-253 <u>Due:</u> Reader, pp. 237-8, Content 1-6, Method 1-4	March 11 <u>Due:</u> Journal – Responding p. 237 Editing Exercises, pp. 15-16
March 14 Spring Break – classes not in session	March 16 Classes not in session	March 18 Classes not in session
March 21 Word Choice <u>Reading:</u> Handbook Chapter 30: pp. 370-387 <u>Due:</u> Lab Manual, pp. 40-42 (pp. 41-2 in class) Editing Exercises, pp. 19-20	March 23 Chapter 9 – Strategies for Analyzing Why Things Happen: Cause and Effect <u>Reading:</u> Reader, pp. 254-292 <u>Due:</u> Essay pp. 285-6 Writing Step by Step	March 25 <u>Reading:</u> Handbook Chapter 32: pp. 393-404 <u>Due:</u> Reader, pp. 284-5, Content 1-6, Method 1-5 Journal – Responding, p. 284
March 28 Chapter 10 – Strategies for Influencing Others: Argument and Persuasion <u>Reading:</u> Reader, pp. 293-343 <u>Due:</u> Reader, pp. 311-12, Content 1-6, Method 1-8 Journal – Responding, p. 311	March 30 <u>Due:</u> Essay p. 312 Writing Step by Step	April 1 <u>Reading:</u> Handbook Chapter 31: pp. 386-392 <u>Due:</u> Lab Manual, pp. 15-18 (pp. 17-18 in class) Editing Exercises, pp. 23-24
April 4 Internet Sources <u>Reading:</u> Handbook Chapter	April 6 Chapter 11 – Combining Strategies: Further	April 8 <u>Reading:</u> Handbook Chapter

<p>33: pp. 404-408 <u>Due:</u> Lab Manual, pp. 54-56 (p. 56 #3 in class)</p>	<p>Readings/writing with sources <u>Reading:</u> Reader, pp. 344-349, pp. 363-384 <u>Due:</u> Reader, pp. 348-9, Content and Method 103</p>	<p>33: pp. 408-13 <u>Due:</u> Editing Exercises, pp. 25-6</p>
<p>April 11 Library orientation (in library computer room) <u>Reading:</u> Handbook Chapter 34: pp. 413-18</p>	<p>April 13 Argument and pre-writing review <u>Reading:</u> Handbook Chapter 9: pp. 85-100, Chapter 35: pp. 418-27</p>	<p>April 15 <u>Due:</u> Argument essay pre- writing Lab Manual pp. 7-10</p>
<p>April 18 Effective Presentations <u>Reading:</u> Handbook Chapter 36: pp. 427-437 <u>Due:</u> Argument essay thesis Editing Exercises, pp. 29-30</p>	<p>April 20 Essay Introduction <u>Reading:</u> Handbook Chapter 37: pp. 437-48 <u>Due:</u> Argument essay introduction Editing Exercises, pp. 33-34</p>	<p>April 22 – Spring recess: Classes not in session</p>
<p>April 25 Essay body <u>Reading:</u> Handbook Chapter 38: pp. 449-64 <u>Due:</u> Rough draft of essay body for peer review in class</p>	<p>April 27 <u>Due:</u> Argument essay body Editing Exercises, pp. 37-38, 41-2</p>	<p>April 29 Effective conclusions <u>Reading:</u> Handbook Chapter 39: pp. 464-69 <u>Due:</u> Argument essay conclusion</p>
<p>May 2 Argument essay due <u>Reading:</u> Handbook Chapter 15: pp. 158-63, Chapter 43: pp. 484-90 <u>Due:</u> Editing Exercises, pp. 45-6</p>	<p>May 4 Presentations</p>	<p>May 6 Presentations</p>
<p>May 9 Presentations</p>	<p>May 11 Exit Exam</p>	