

English 100  
Three Rivers Community College  
Spring 2011

**Instructor:** Susan B. Kietzman  
**Meets:** MW: E210, 2 – 3:15 p.m.  
**Email:** skietzman@trcc.commnet.edu  
**Office Hours:** MW: 3:15 – 3:45 p.m. (E 210 or adjunct offices) and by appointment

**Required Texts**

- Funk, Robert W. et al. Short Prose Reader. 5<sup>th</sup> 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. 2<sup>nd</sup> 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 assignments 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 date 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.

**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>
<p><b>January 24:</b> Course introduction, syllabus review, and personal introductions</p>	<p><b>January 26:</b> Chapter 1 – Active Reading/keeping a journal Audience and rhetorical triangle <u>Reading:</u> <i>Short Prose Reader</i>, pp. 1-14 <i>Penguin Handbook</i> Chapter 1: pp. 1-6 <u>Due:</u> Lab Manual, pp. 3 and 5</p>
<p><b>January 31:</b> Chapter 2 – The Reading-Writing Connection/pre-writing activities <u>Reading:</u> <i>Reader</i>, pp. 15-27 <i>Handbook</i> Chapter 2: pp. 6-14 <u>Due:</u> <i>Reader</i>, p. 28, #1 or #2 (*short essay due*) Follow <u>MLA guidelines for all essays</u> - in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283).</p>	<p><b>February 2:</b> Chapter 3 – Strategies for Conveying Ideas: Narration and Description <u>Reading:</u> <i>Reader</i>, pp. 29-68 <i>Handbook</i> Chapter 2: pp. 14-21 (2d-2g) <u>Due:</u> <i>Reader</i>, p. 38, Considering Content 1-6, Considering Method 1-7 pp. 38-39 Writing Step by Step (*essay due*) Journal - Responding to the reading, p. 37 Lab Manual, pp. 19 and 20</p>
<p><b>February 7:</b> Rewrite, Edit, and Proofread <u>Reading:</u> <i>Handbook</i> Chapter 4: pp. 37-46 (4a-4g)  <u>Due:</u> Lab Manual, pp. 11 and 12, 30 and 31 Editing Exercises, pp. 1-2</p>	<p><b>February 9:</b> Chapter 4 – Strategies for Making a Point: Example and Illustration <u>Reading:</u> <i>Reader</i>, pp. 69-108 <i>Handbook</i> Chapter 3: pp. 21-37 (3a-3f) <u>Due:</u> <i>Reader</i>, pp. 102-103, Considering Content 1-6, Considering Method 1-7, Combining Strategies p. 103 Writing Step by Step (*essay due*) Journal - Responding p. 101</p>
<p><b>February 14:</b> Chapter 5 – Strategies for Clarifying: Definition and Explanation <u>Reading:</u> <i>Reader</i>, pp. 109-143 <i>Handbook</i> Chapter 7: pp. 68-74 <u>Due:</u> <i>Reader</i>, p. 124, Content 1-6, Method 1-5, p. 103, Combining Strategies Journal – Responding p. 123</p>	<p><b>February 16</b>  <u>Reading:</u> <i>Penguin Handbook</i> Chapter 27: pp. 359-365  <u>Due:</u> Lab Manual pp. 48-52 (through step #2) Editing Exercises, p. 7-8</p>

<p><b>February 21:</b> Presidents’ Day – classes not in session</p>	<p><b>February 23:</b> Chapter 6 – Strategies for Sorting Ideas: Classification and Division  <u>Reading:</u>  <i>Reader</i>, pp. 144-183  <u>Due:</u>  <i>Reader</i>, pp. 154-155, Content 1-5, Method 1-4, Combining Strategies  p. 155 -156 Writing Step by Step (*<b>essay due</b>*)  Journal - Responding p. 154</p>
<p><b>February 28:</b> Concise writing/avoiding wordiness  <u>Reading:</u>  <i>Penguin Handbook</i>: Chapter 28, Write Concisely, pp. 365-371 (28a-28c)  <u>Due:</u>  Lab Manual, pp. 34-37.  Editing Exercises, pp. 11-12</p>	<p><b>March 2:</b> Chapter 7 – Strategies for Examining Two Subjects: Comparison and Contrast  <u>Reading:</u>  <i>Reader</i>, pp. 184-222  <u>Due:</u>  <i>Reader</i>, pp. 199-200, Content 1-6, Method 1-5, Combining Strategies  p. 202 #4 (*<b>essay due</b>*)  Journal - Responding p. 199</p>
<p><b>March 7:</b> Thesis Statement  <u>Reading:</u>  <i>Penguin Handbook</i> Chapter 29: pp. 371-378 (29a-29e)  <u>Due:</u>  Lab Manual, pp. 43-46  Editing Exercises, pp. 15-16</p>	<p><b>March 9:</b> Chapter 8 – Strategies for Explaining How Things Work: Process and Directions  <u>Reading:</u>  <i>Reader</i>, pp. 223-253  <u>Due:</u>  <i>Reader</i>, pp. 237-238, Content 1-6, Method 1-4  Journal - Responding p. 237</p>
<p>March 14: <b>Spring Break</b> – classes not in session</p>	<p>March 16: <b>Spring Break</b> – classes not in session</p>
<p><b>March 21:</b> Word Choice  <u>Reading:</u>  <i>Penguin Handbook</i> Chapter 30: pp. 370-386 (30a-30d)  <u>Due:</u>  Lab Manual, pp. 40-42 (pp. 41-2 in class)  Editing Exercises, pp. 19-20</p>	<p><b>March 23:</b> Chapter 9 – Strategies for Analyzing Why Things Happen: Cause and Effect  <u>Reading:</u>  <i>Reader</i>, pp. 254-292  <i>Handbook</i> Chapter 32: pp. 393-404 (32a-32e)  <u>Due:</u>  <i>Reader</i>, pp. 284-285, Content 1-6, Method 1-5  pp. 285-286 Writing Step by Step (*<b>essay due</b>*)  Journal - Responding p. 284</p>

<p><b>March 28:</b> Paragraph Structure  <u>Reading:</u>  <i>Handbook</i> Chapter 31: pp. 386-392 (31a-31e)  <u>Due:</u>  Lab Manual, pp. 15-18 (pp. 17-18 in class)  Editing Exercises, pp. 23-24</p>	<p><b>March 30:</b> Chapter 10 – Strategies for Influencing Others: Argument and Persuasion  <u>Reading:</u>  <i>Reader</i>, p. 293-343  <u>Due:</u>  <i>Reader</i>, pp. 311-312, Content 1-6, Method 1-8  p. 312 Writing Step by Step (*<b>essay due</b>*)  Journal - Responding to the reading, p. 311</p>
<p><b>April 4:</b> Internet Sources  <u>Reading:</u>  <i>Handbook</i> Chapter 33: pp. 404-408 (33a)    <u>Due:</u>  Lab Manual, pp. 54-56 p. 56 #3 in class)  Editing Exercises, pp. 25-26</p>	<p><b>April 6:</b> Chapter 11 – Combining Strategies: Further Readings/writing with sources  <u>Reading:</u>  <i>Reader</i>, pp. 344-349, pp. 363-384  <i>Handbook</i>: Chapter 33, pp. 408-413 (33b-33c)  <u>Due:</u>  <i>Reader</i>, pp. 348-349, Considering Content and Method 1-3</p>
<p><b>April 11:</b> Library lesson (in library computer room)  <u>Reading:</u>  <i>Handbook</i> Chapter 34: pp. 413-418 (34a-34f)</p>	<p><b>April 13:</b> Argument and pre-writing review  <u>Reading:</u>  <i>Handbook</i> Chapter 9: pp. 85-100 (9a-9g)  <i>Handbook</i> Chapter 35: pp. 418-427(35a-35e)  <u>Due:</u>  Argument essay pre-writing/Lab Manual pp. 7-10</p>
<p><b>April 18:</b> Effective presentations  <u>Reading:</u>  <i>Handbook</i> Chapter 36: pp. 427-437 (36a-36d)  <u>Due:</u>  Argument essay thesis  Editing Exercises, pp. 29-30</p>	<p><b>April 20:</b> Essay Introduction  <u>Reading:</u>  <i>Handbook</i> Chapter 37: pp. 437-448 (37a-37e)  <u>Due:</u>  Argument essay introduction  Editing Exercises, pp. 33-34</p>
<p><b>April 25:</b> Essay body/Peer reviews  <u>Reading:</u>  <i>Penguin Handbook</i> Chapter 38: pp. 449-464 (38a-38i)  <u>Due:</u>  Argument essay body  Editing Exercises, pp. 37-38</p>	<p><b>April 27:</b> Effective conclusions/  <u>Reading:</u>  <i>Penguin Handbook</i> Chapter 39: pp. 464-469 (39a-39d)    <u>Due:</u>  Argument essay conclusion  Editing Exercises, pp. 41-42</p>

<p><b>May 2: Argument essay due</b></p> <p><u>Reading:</u>  <i>Handbook</i> Chapter 15: pp. 158-163 (15a-15c)  <i>Handbook</i> Chapter 43: pp. 484-490 (43a-43e)</p> <p><u>Due:</u>  <b>Argument essay</b>  Editing Exercises, pp. 45-46</p>	<p><b>May 4:</b> Presentations</p>
<p><b>May 9:</b> Presentations</p>	<p><b>May 11:</b> Exit Exam</p>

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