

**Syllabus – Fall 2010**  
**English 012: Foundations of Writing – Section: 31567**

Instructor: Jennifer Reilly

Meets: M W 10:00am to 11:40am

Office Hours: before class, after class and by appointment

Adjunct Office Location: D-203A

Faculty Mailbox Office Location: D-207

Phone: (860) 887-5546 (after 8:00am & before 8:00 pm)

E-mail: use Blackboard Vista (tutorial will be given during class)

**Required Texts:**

- Henry, D. J. Writing for Life. 2<sup>th</sup> ed. New York: Pearson Longman, 2010.
  - Ingalls, Anna. Expectations. 2<sup>nd</sup> ed. New York: Pearson Longman, 2006.
  - McWhorter, Kathleen. The Longman Reader's Journal
  - A college dictionary
- ❖ *Your Textbook is a workbook and I will be referring to it as such; you will be writing and annotating and using them thoroughly. Enjoy having texts you can write on! I will be checking texts occasionally to check completed assignments as part of your participation grade. FYI, remedial texts cannot be sold back to the book store.*

**Required Supplements:**

- 2 folders with pockets (one for handouts and one for the Exploratory Essay)
- A notebook with two sections or a binder with dividers (class notes & expectation journal)
- A method for backing up your work on a computer
- Student Handbook can be picked up at the Registrar's Office (A Wing)

**Course Description:**

This intensive course leads students from the sentence to the paragraph to the short essay. Students learn to write short essays based on personal experience, reading and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive and expository essays. Within this context, word, sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization and development of ideas, and information literacy skills are introduced.

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

**Writer's Journal**

In addition to completing exercises in your workbook, you will also complete a series of academic, typed writing assignments. Your Writer's Journal will be a series of responses from readings in Expectations: A Reader for Developing Writers. These typed responses will include a variety of organizational patterns, and will increase in length from paragraphs (in the beginning of the semester) to one-page essays (towards the middle and end of the semester). As a writer, you will be expected to employ a wide range of writing strategies, from pre-writing to drafting and editing. The Writer's Journals will serve as the basis for our in-class writing

workshops, in which you will edit your own work and the work of your classmates. In addition, you are expected to revise your Writer's Journals with a tutor in The Writing Center, before handing in your final drafts at the end of the semester. Your final drafts will count as 25% of your final grade.

### **Exploratory Essay**

This semester, you will write a research paper on a current social issue on the theme of "Food in Our Culture." This major research project will teach you the foundations of picking a topic, critically thinking and researching the topic, reviewing and analyzing the current literature on the issue, and reporting on your process as you begin to see shifts in your thinking. In short, the Exploratory Essay is a first-person, chronological narrative account of your research process. After you select your topic, you will receive a lesson on library research, and will then find a new academically valid source on your topic each week for six weeks. After you have gathered, annotated and tracked your research, you will begin composing your paper according to MLA formatting guidelines. This paper will be based on a research question, not a thesis statement, and you will be required to summarize and directly quote from at least three sources in the body of the essay. Specific directions detailing the Research Log, Reader's Journal, essay drafting, and peer reviewing will be covered in class.

### **LEARNING OUTCOMES**

***Upon successful completion of ENG 012, students should be able to:***

#### ***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
- develop and use writing and speaking vocabularies

#### ***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

### **Grading**

The final grade will be a letter grade, A - F. Students must earn a "C" or better to pass this course.

#### **Grading is based on:**

Class Participation.....25%

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

- completed text assignments
- quizzes
- attending all classes and participating in class discussions

- small and large group work
- in class writing
- coming to class prepared by reading all assigned work and doing assignments on time

<u>Writer's Journals</u> .....	25%
<u>Research Log and Reader's Journal for Articles</u> .....	10%
<u>Exploratory Essay</u> .....	20%
<u>Final exam</u> .....	20%

- 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.

**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 whole 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/TASC**

Room C117 (next to the Library).

(860) 892-5713 or (860) 892-5769  
TRWritingCenter@trcc.commnet.edu  
Online tutoring: <http://www.etutoring.org/>

### **Fall 2010 Writing Center Workshop Schedule**

You are strongly encouraged to attend the following free workshops offered by Writing Center Coordinator, Jon Brammer:

#### **Workshop Topics**

Grammar and Punctuation Survival Skills 1<sup>st</sup> cycle: 9/8, 9/9 2<sup>nd</sup> cycle: 11/3, 11/4  
Using Outlines and Graphic Organizers 1<sup>st</sup> cycle: 9/22, 9/23 2<sup>nd</sup> cycle: 11/17, 11/18  
Introduction to Research Process 1<sup>st</sup> cycle: 10/6, 10/7 2<sup>nd</sup> cycle: 12/1, 12/2  
Integrating Sources Effectively 1<sup>st</sup> cycle: 10/20, 10/21 2<sup>nd</sup> cycle: 12/8, 12/9

#### **Technology:**

Turn off your cell phone or other electronic equipment before class begins. IT Help Desk is available at (860)885-2334 day or 885-2331 at night. You will be assigned an email address through our course shell at Blackboard Vista (tutorial will be given on 1<sup>st</sup> day of class). It is important that you use this address as the primary source of communication between teacher and student. If you need to make any copies, do so at the library or computer lab.

#### **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](http://www.trcc.commnet.edu).

#### ***Our Classroom***

Think of this class as a writing workshop: A place where we meet to write, to talk about 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 in order to understand them. "Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a 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.

### Tentative Course Outline

***This course outline is just an example of work load and will change by the instructor.***

Monday	Wednesday
<p>8/30 - Course introduction and syllabus review/ (<u>Writing for Life</u>) Chapters 1, 16 Homework: Get texts and required course materials. Read pp. 1-13 and complete Practice 1-6. Read pp. 310-323 and complete Practice 1-9 and Academic Learning Log. <b>Instructor notes:</b></p>	<p>9/1 - Mini-lesson: Annotating. Brainstorm Exploratory Essay topics on “Food in Our Culture” theme. Group work – Discuss answers for Practice 6 and complete and discuss Practice 7 &amp; 8. Mini-lesson: summary writing/ (<u>Expectations</u>) – Read Part 1: Strategies for Active Reading pp. 2-9/ (<u>Writing for Life</u>) Chapters 1, 16 Homework: Find two articles on Exploratory Essay topics that interest you. Print and staple the articles. Read and annotate the articles and bring them to class on 9/2. <b>Instructor notes:</b></p>
<p>9/6 - (<u>Writing for Life</u>) Chapters 1, 16. Group work: Discuss tentative Exploratory Essay topics on “Food in Our Culture” theme. Homework: Read pp. 18-51 and complete Practice 1, 2, 5, 7-12, 14-21 and Academic Learning Log. <b>Instructor notes:</b></p>	<p>9/8 - Mini-lesson: Webs (sample topic – the obesity epidemic in America). Narrow topics for Exploratory Essays. (<u>Writing for Life</u>) Chapters 2, 17 Homework:  <ol style="list-style-type: none"> <li>1. Read wkbk pp. 324-339 and complete Practice 1-10 and Academic Learning Log.</li> <li>2. Writer’s Journal #1 (<u>Expectations</u>): 1-paragraph summary of <i>How to Write with Style</i> p. 76.</li> </ol> <b>Instructor notes:</b></p>
<p>9/13 - (<u>Writing for Life</u>) Chapters 2, 17 Homework: Writer’s Journal #2 (<u>Expectations</u>): 1-paragraph summary of <i>Strive to Be Fit, Not Fanatical</i> p. 156. Read</p>	<p>9/15 - (<u>Writing for Life</u>) Chapters 3, 18 Homework: Read pp. 340-359 and complete Practice 1-11 and Academic Learning Log.</p>

<p>pp. 52-71 and complete Practice 1-11 and Academic Learning Log.  <b>Instructor notes:</b></p>	<p><b>Instructor notes:</b></p>
<p>9/20 - (<u>Writing for Life</u>) Chapters 3, 18  Homework: Writer's Journal #3  (<u>Expectations</u>): 1-paragraph summary of <i>Stop!</i> p. 64. Read pp. 72-89 and complete Practice 1-7.  <b>Instructor notes:</b></p>	<p>9/22 - Complete Workshop pp. 84-86.  (<u>Writing for Life</u>) Chapters 4, 19/  Exploratory Essay topic due  Homework: Read pp. 360-373 and complete Practice 1-9 and Academic Learning Log.  <b>Instructor notes:</b></p>
<p>9/27 - (<u>Writing for Life</u>) Chapters 4, 19  Homework: Writer's Journal #4  (<u>Expectations</u>): 1-paragraph analysis of description of <i>A Song Flung Up to Heaven</i> p. 47. Read pp. 90-105 and complete Practice 1-8.  <b>Instructor notes:</b></p>	<p>9/29 - Complete Workshop pp. 100-102.  (<u>Writing for Life</u>) Chapter 5, 20  Homework: Read pp. 374-385 and complete Practice 1-6 and Academic Learning Log.  <b>Instructor notes:</b></p>
<p>10/4 - Hand out Research Logs for Exploratory Essay and complete the first section. Preview Longman's Reader's Journals for Articles with students and review the sample entry at the beginning of the Journal. (<u>Writing for Life</u>) Chapters 5, 20.  Homework: Writer's Journal #5  (<u>Expectations</u>): 1-paragraph analysis of narration of <i>In the Shadow of Man</i> p. 193. Read pp. 106-121 and complete Practice 1-8. Assign Penguin Handbook readings to prepare students for Library Lesson.  <b>Instructor notes:</b></p>	<p>10/6 - Library Lesson/ (<u>Writing for Life</u>) Chapters 6, 21.  Homework: Writer's Journal #6  (<u>Expectations</u>): 1-paragraph analysis of process of <i>Managing Time</i> p. 168. Read pp. 386-401 and complete Practice 1-8 and Academic Learning Log.  <b>Instructor notes:</b></p>

<p>10/11 - Complete Workshop pp. 116-119. (<u>Writing for Life</u>) Chapters 6, 21. Homework: Find 1<sup>st</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class/. Read pp. 122-139 and complete Practice 1-8. Assign additional Penguin Handbook readings on research and MLA format as needed.</p> <p><b>Instructor notes:</b></p>	<p>10/13 - For source 1 on Exploratory Essay topic, complete first Research Log and Reader's Journal for an Article. (<u>Writing for Life</u>) Chapters 7, 22. Homework: Read pp. 402-421 and complete Practice 1-13 and Academic Learning Log.</p> <p><b>Instructor notes:</b></p>
<p>10/18 - Complete Workshop pp. 134-136. (<u>Writing for Life</u>) Chapters 7, 22. Homework: Find 2<sup>nd</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class. Complete second Research Log and Reader's Journal for an Article. Read pp. 140-155 and complete Practice 1-8.</p> <p><b>Instructor notes:</b></p>	<p>10/20 - Complete Workshop pp. 152-155. (<u>Writing for Life</u>) Chapters 8, 24. Homework: Read pp. 432-451 and complete Practice 1-15 and Academic Learning Log.</p> <p><b>Instructor notes:</b></p>
<p>10/25 - (<u>Writing for Life</u>) Chapters 8, 24. Homework: Find 3<sup>rd</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class. Complete third Research Log and Reader's Journal for an Article. Read pp. 158-173 and complete Practice 1-7.</p> <p><b>Instructor notes:</b></p>	<p>10/27 - Complete Workshop pp. 168-171. (<u>Writing for Life</u>) Chapters 9, 27. Homework: Writer's Journal #7 (<u>Expectations</u>): 1-paragraph analysis of comparison and contrast of <i>The Ambitious Generation</i> p. 274 and 1-page response to any selection under F on p. 279. Read pp. 480-501 and complete Practice 1-11 and Academic Learning Log.</p> <p><b>Instructor notes:</b></p>
<p>11/1 - (<u>Writing for Life</u>) Chapters 9, 27. Homework: Find 4<sup>th</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class. Complete fourth Research Log and Reader's Journal for an Article. Read pp. 174-187 and complete Practice 1-7.</p> <p><b>Instructor notes:</b></p>	<p>11/3 - Complete Workshop pp. 184-187. (<u>Writing for Life</u>) Chapters 10, 28 Homework: Read pp. 502-517 and complete Practice 1-10 and Academic Learning Log.</p> <p><b>Instructor notes:</b></p>

<p>11/8 - (<u>Writing for Life</u>) Chapters 10, 28. Homework: Find 5<sup>th</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class. Complete fifth Research Log and Reader's Journal for an Article. Read pp. 190-203 and complete Practice 1-7.</p> <p><b>Instructor notes:</b></p>	<p>11/10 - Complete Workshop pp. 200-202. (<u>Writing for Life</u>) Chapters 11, 29. Homework: Writer's Journal #8 (<u>Expectations</u>): 1-paragraph analysis of cause and effect of <i>Procrastination and Stress</i> p. 162 and 1-page response to any selection under F on pp. 166-167. Read pp. 518-537 and complete Practice 1-10 and Academic Learning Log. Note, since there is no class on 11/11, also assign the following, due 11/16: Find 6<sup>th</sup> source on "Food in Our Culture Topic." Print, staple, read and annotate the source and bring it to class. Complete sixth Research Log and Reader's Journal for an Article. Read pp. 206-219 and complete Practice 1-7.</p> <p><b>Instructor notes:</b></p>
<p>11/15 - Complete Workshop pp. 216-219. (<u>Writing for Life</u>) Chapters 12, 30. Homework: Writer's Journal #9 (<u>Expectations</u>): 1-page analysis of persuasion of <i>Breaking the Habit</i> p. 120 and 1-page response to any selection under F on p. 127. Read pp. 538-549 and complete Practice 1-7 and Academic Learning Log. 6 annotated sources, Research Log and Reader's Journal Due on 11/18.</p> <p><b>Instructor notes:</b></p>	<p>11/17 - Research Log and Reader's Journal Due/ (<u>Writing for Life</u>) Chapters 12, 30 Homework (<b>Due 11/30</b>): (<u>Writing for Life</u>) Chapters 13, 31/ Writer's Journal #10 (<u>Expectations</u>): 1-page analysis of persuasion of <i>Do Tell and Beware of Gossip That Knows No Bounds</i> p. 256 and 1-page response to any selection under F on p. 263. Read pp. 222-247 and complete Practice 1-9. Read pp. 248-257 and complete Practice 1-4.</p> <p><b>Instructor notes:</b></p>
<p>11/22 - Mini-lesson: MLA format and citations. Analyze sources for validity/</p>	<p>11/24 - <b>Classes not in session</b></p>



<p>Exploratory Essay Directions/ Exploratory Essay Pre-writing/ (<u>Writing for Life</u>) Chapters 13, 31.  Homework: Read pp. 550-563 and complete Practice 1-8 and Academic Learning Log.  <b>Instructor notes:</b></p>	
<p>11/29 - Exploratory Essay Drafting/ Chapters (<u>Writing for Life</u>) 14, 32.  Homework: Read pp. 565-575 and complete Practice 1-5 and Academic Learning Log. Typed Exploratory Essay due 12/7, with 6 annotated sources, completed Research Log and Reader's Journal for and Article, in-text citations and works cited page.  <b>Instructor notes:</b></p>	<p>12/1 - Exploratory Essay Editing Draft Due/ Editing Workshop/ (<u>Writing for Life</u>) Chapters 14, 32.  Homework: Read pp. 590-603 and complete Practice 1-7 and Academic Learning Log.  <b>Instructor notes:</b></p>
<p>12/6 - Exploratory Essay Peer Review Draft Due/ Exploratory Essay Peer Review/ Final Exam review/ (<u>Writing for Life</u>) Chapters 15, 34  Homework: Read pp. 258-309 and complete Practice 1-11 and Review on p. 309.  <b>Instructor notes:</b></p>	<p>12/8 - <b>Exploratory Essay Due/ Writer's Journal Due/</b> (<u>Writing for Life</u>) Chapters 15, 34  Homework: Study for Final Exam.  <b>Instructor notes:</b></p>
<p>12/13 – Make up session</p>	<p>12/15 - <b>Final Exam</b></p>