

English 100: Fall 2010
Three Rivers Community College
Course Syllabus

Instructor: Kate Stephenson
Class time & location: Fridays 2:00 – 4:45pm, D222
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Phone: (860) 235-5773
Office hours: By appointment
Course #: ENG K100 T19

Required Texts:

- Muller, Gilbert H. & Harvey S. Wiener. *To The Point: Reading & Writing Short Arguments*. 2nd edition. New York: Pearson/Longman, 2009.
- Faigley, Lester. *The Brief Penguin Handbook*. 3rd edition. New York: Pearson/Longman, 2009.
- College Dictionary
- Handouts provided by instructor

Course Overview/Course Objectives: 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 ENG101 and other college level courses.

Learning Objectives: *Upon successful completion of this course, students should be able to...*

Read & 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 organization 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 & 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 and choose appropriate language for a given context

Demonstrate Information Literacy

- Evaluate sources for accuracy, validity and academic relevance
- Use information to support and develop 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 Success

- 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 view 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

Grading: The final grade for this course will be a letter grade: A – F. Students must get a “C” or better to pass this course. Grades for this course will be based on the following:

Class Participation & Attendance	20%
Writing Exercises & Assignments	20%
Essays	40%
Assessment Exam	20%

Please note: Participation in this course is extremely important. Participation includes: attending all classes, active contribution to class discussions, small and large group work and in class reading and writing.

Attendance: Students are expected to attend all classes. Because this class only meets once a week, it is very important that students are present to class, are on time and are ready to work. Missed classes will affect the final grade and excessive absences will result in a failing grade.

Late Work: Work is due on the dates stated in the course outline or provided by the instructor. Late work (anytime after the end of class) will receive a 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 (860-892-5751) generally works with students who have learning disabilities or

attention deficit disorder. Kathleen Grey (860-892-2328) generally works with students who have physical, visual, hearing medical, mobility or psychiatric disabilities. Matt Liscum (860-383-5240) also works with students who have disabilities.

The Writing Center/TASC: Students are encouraged to take advantage of the assistance provided by The Writing Center. The Center is located in Room C117 (next to the library).
(860) 892-5713 or (860) 892-5769
TRWritingcenter@trcc.commnet.edu
Online tutoring assistance: www.etutoring.org

Technology: Please turn off your cell phones! Texting, emailing, etc. during the class are not permitted. You may bring your laptop to class to assist with assignments.

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. Non-punitive "W" grades are assigned to withdrawal request. 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 visit www.trcc.commnet.edu

Our Classroom: Think of this class as a reading/writing workshop: a place where we meet to read/write and to talk about reading/writing, and to read on another's writing. I urge you to help me create a kind and encouraging environment so that we can share ideas and learn from one another. We will be reading and discussing controversial topics. I propose we do our best to avoid debating issues and instead try to enter into points of view in order to understand them. Debate 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 instead of highlighting their richness. This does not mean that we will always agree with one another. However, we should try to disagree in ways that do not assume fixed and absolute perspectives. In addition, we should not forget that thoughtful questions are as valuable as conclusive statements. I urge you to come to each class with a respectful and open-minded attitude.

Notes on Reading & 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.

Please note: If you have questions about this class, if you are confused about assignments or if you are having problems with the work – please see me right away. I want you to succeed in this class and I am happy to provide assistance and resources. ☺

ASSIGNMENT SCHEDULE

Please note: Changes may be made to this syllabus at any time. Make sure to keep copies of all of your work throughout the semester. Expect to have a written assignment due each time we meet. In addition, there will occasionally be in class writing assignments – both individually and as small groups. There will be at least two opportunities for extra credit over the course of the semester. I encourage you to take advantage of these assignments.

Materials guide: PH: The Brief Penguin Handbook & TTP: To The Point

WEEK 1: 8/27

Course Introduction & Syllabus Review

WEEK 2: 9/3

Assignments due: PH: Read chapters 1 (p. 1 – 6) & 5 (p. 47 – 55) – be prepared to discuss
TTP: Read pages 1-12 – be prepared to discuss
TTP: Read “All Go Down Together” by James Traub (p. 35 – 37) & “One Nation, Indivisible? Wanna Bet?” by Anna Quindlen (p. 41 – 43). Prepare a 1 page letter following the instructions under the *Writing a Guided Argument* section on p. 39. You will turn your letter in for a grade.

WEEK 3: 9/10

Assignments due: Descriptive Essay Draft Due (1-2 pages)
PH: Read chapters 2 (p. 6 – 21) & 6 (p. 55 – 67) – be prepared to discuss
TTP: Read pages 14 – 30 – pay careful attention to the cartoons/images – be prepared to discuss

WEEK 4: 9/17

Assignments due: PH: Read chapter 3 & 4 (p. 21 – 46) – be prepared to discuss
TTP: Read “I Want a Wife” by Judy Brady & type up short answers to questions 1-4 in the *Exploring the Writer’s Argument Section* on p. 70 – be prepared to discuss in class
TTP: Read “Love and Race” by Nicolas Kristof & answer #2 in the *More Writing Ideas* section on p. 77

Please note: You will turn in your short answer responses to the articles by Brady & Kristof for a grade.

*First extra credit opportunity due

WEEK 5: 9/24

Assignments due: TTP: Read the following: Rap Culture Introduction (p. 133)
TTP: Read “Rap Fans Desire a More Positive Product” by Greg Jones (p. 134 – 135) & type up short answers to questions 1-6 in the *Exploring the Writer’s Argument Section* on p. 137 – be prepared to discuss in class.

TTP: Read “Ice-T: The Issue is Creative Freedom” by Barbara Ehrenreich (p. 139 – 142) & type up short answers to questions 1-4 in the *Exploring the Writer’s Argument* on p. 144 – be prepared to discuss in class.

Please note: You will turn in your short answer responses to the articles by Jones & Ehrenreich for a grade.

WEEK 6: 10/1

Assignment due: Descriptive Essay Final Due (1-2 pages)

WEEK 7: 10/8

Assignments due: Narrative Essay Draft Due (1-2 pages) – be prepared to share.
PH: Read Chapters 27 – 31 (p.359 – 392) – be prepared to discuss.

WEEK 8: 10/15

Assignments due: TTP: Read the “Campus Violence” introduction (p. 241 – 242), “Feeling Safe Isn’t Safe” by Michael Barone (p. 242 – 244), “Why It’s OK to Rat on Other Students” by Warren Goldstein (p. 247 – 252), “How Safe Are America’s Campuses” by Jodi S. Cohen & Rex W. Huppke (p. 255 – 258) and “Shootings” by Adam Gopnik (p. 261 – 264). Be prepared to discuss all of these essays in class.

After reading all four essays, answer question #1 under *More Writing Ideas* on p. 261. Think about all of the points the authors have made as you consider your response. You will turn in your 1-2 page response for a grade.

WEEK 9: 10/22

Assignments due: Narrative Essay Final Due (1-2 pages)
PH: Read Chapter 16 (p. 165 – 179)
TTP: Read “Part 6: Constructing a Brief Argumentative Research Paper” (p. 468 – 498). Pay specific attention to the sample paper. Be prepared to discuss in class.

WEEK 10: 10/29

Assignments due: PH: Read Chapter 9 (p. 85 – 100) – be prepared to discuss
TTP: Read “The Death Penalty” introduction (p.197)
TTP: Read “Wrongly Convicted” by Terry Golway (p. 198 – 200) & prepare a short essay in response to the question posed in the *Prewriting* section of p. 202.
TTP: Read “What Do Murderers Deserve” by David Gelernter (p. 203 - 209) & prepare a short essay in response to question #3 under *Exploring the Writer’s Argument* on p. 211

Please note: You will turn in your short answer responses to the articles by Golway & Gelernter for a grade.

WEEK 11: 11/5

Assignments due: Persuasive Essay Draft Due (2-3 pages)
TTP: Read the introduction to “Terrorism: How Should We Meet the Challenge” (p. 371) and “You People Did This” by Reshma Memon Yaqub (p. 371 – 374)
Answer questions 1-5 under *Understanding the Writer’s Argument* on p. 374. Be prepared to discuss in class.

Please note: You will turn in your short answer responses to the article by Yaqub for a grade.

WEEK 12: 11/12

Assignments due: TTP: Read “I Have a Dream” by Martin Luther King Jr. (p. 417 – 421) & prepare a short essay (1 page) to question #2 under *Responding in Writing* on p. 421 – 422. Be prepared to discuss in class.

Please note: You will turn in your short essay for a grade.

WEEK 13: 11/19

Assignments due: Persuasive Essay Final Due (2-3 pages)

*Second extra credit opportunity due

WEEK 14: 11/26

Happy Thanksgiving – No Class

WEEK 15: 12/3

Assignments due: Student presentations – more information to follow
Reflection paper due – more information to follow

WEEK 16: 12/10

Last class and exit exam – more information to follow