

Syllabus
English 100 Reading/Writing Connection CRN 30199 & 30752 Tuesday/Thursday

Instructor: Joyce Back

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Texts: Faigley, *The Brief Penguin Handbook*
Buscemi and Smith, *75 Readings*

Course requirements:

- Completion of all assignments and regular attendance. *Students who miss more than five classes will MOST LIKELY not be given a passing grade.* In the case of serious illness or other situation that makes it impossible for a student to attend class over a period of time, allowances will be made on a case-by-case basis.
- One short (2-3 pages) research paper and one long (8-10 pages) research paper; these will be graded. Practice essays will be assigned also, but these will be ungraded and in some cases will be done in class. The graded papers must be word-processed; they cannot be passed in hand-written. Sources cited from the Internet must be printed and handed in with the papers. This means that students must be prepared to use a computer with a printer and Internet access. This may mean working at school in a computer lab. Lack of a computer cannot be used as an excuse for not completing the course requirements.
- Reading assignments and successful completion of a series of quizzes and worksheets on the readings. Quizzes and worksheets cannot be made up. You can miss two quizzes/worksheets, without your grade being affected; more than two will result in a grade of zero on each subsequent one that is missed.
- Successful completion of a final exam (open book).
- Cooperative participation in all class activities. Students will be working with others in a group setting to complete worksheets and other activities.

Grading:

The final grade will be based on the following:

Short paper:	20 percent
Long paper:	20 percent
Average of quizzes/worksheets:	20 percent
Activity grade:	20 percent *
Final exam (open book):	20 percent

The activity grade is based on attendance and class participation.

Notes: Feel free to contact me if you need to. Please let me know right away if you have any special problems or concerns.

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 successful completion of these courses, students should be able to:

Read and 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 organizational 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 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
- 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
- choose appropriate language for a given context

Demonstrate information literacy

- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their 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 skills

- develop and use academic reading and speaking vocabularies
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- use 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 views 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

Schedule

<u>Class date</u>	<u>TUES, Sept. 2</u>
Assignments due on this day	None.
Activities planned for this day	Discuss the syllabus, this schedule, and the two textbooks.
Group work	Introductory activities assigned by the instructor.
Homework	In your essay book, read <i>Lifeboat Ethics</i> , 303-310; quiz Thursday.
<u>Class date</u>	<u>THURS, Sept. 4</u>
Assignments due on this day	Read <i>Lifeboat Ethics</i> .
Activities planned for this day	Quiz on <i>Lifeboat Ethics</i> . Discussion of <i>Lifeboat Ethics</i> , with emphasis on the morality of taking such an approach to countries in need of assistance.
Group work	As a group, write four statements that express the main concerns of the writer of <i>Lifeboat Ethics</i> .
Homework	Read half of <i>The Details of Life</i> , 310-314.
<u>Class date</u>	<u>TUES, Sept. 9</u>
Assignments due on this day	Read half of <i>The Details of Life</i> , 310-314.
Activities planned for this day	Discussion of the construction of a research paper. Read article on tennis given out by the instructor as an illustration of the research paper style. Make a list of facts that could support an idea presented by the instructor.
Group work	None.
Homework	Read the rest of <i>The Details of Life</i> , 314-318.
<u>Class date</u>	<u>THURS, Sept. 11</u>
Assignments due on this day	Read the rest of <i>The Details of Life</i> .
Activities planned for this day	Discussion of the MLA style of citing sources.
Group work	As a group, write four statements that express the main concerns of the writer of <i>The Details of Life</i> . Present these to the class.
Homework	Review <i>The Details of Life</i> , 310-318, for a quiz Tuesday.
<u>Class date</u>	<u>TUES, Sept. 16</u>
Assignments due on this day	Review <i>The Details of Life</i> , 310-318.
Activities planned for this day	Quiz on <i>The Details of Life</i> .
Group work	Word game, if time.
Homework	Read <i>Two Ways To Belong in America</i> , 181-184.
<u>Class date</u>	<u>THURS, Sept. 18</u>
Assignments due on this day	Read <i>Two Ways To Belong in America</i> , 181-184.
Activities planned for this day	Discussion of the terms ‘thesis’ and ‘thesis statement’ and related terms.
Group work	1. Develop a list of five statements expressing the group’s views of the difficulties encountered by immigrants. Be prepared to read the statements to the class. 2. Read a list of items and decide which are thesis statements and which are not. Write a brief explanation of why or why not for each one.
Homework	Review <i>Two Ways To Belong in America</i> , 181-184, for a quiz Tues.
<u>Class date</u>	<u>TUES, Sept. 23</u>
Assignments due on this day	Review <i>Two Ways To Belong in America</i> .
Activities planned for this day	Quiz on <i>Two Ways To Belong in America</i> .
Group work	Word game.
Homework	Find an article on-line or in a publication and print it to bring to class Thurs. (Choose an article that expresses a point of view and tries to prove it.) NOTE: THE ARTICLES WILL BE COLLECTED. IF YOU DO NOT BRING ONE, IT WILL AFFECT YOUR ACTIVITIES GRADE. THIS WILL BE TRUE THROUGHOUT THE SEMESTER.

<u>Class date</u>	<u>THURS, Sept. 25</u>
Assignments due on this day	Bring an article to class.
Activities planned for this day	Each student will explain what the writer of his/her article is trying to prove and what types of information are set forth to prove it.
Group work	Competitive game, if time.
Homework	None.

<u>Class date</u>	<u>TUES, Sept. 30</u>
Assignments due on this day	None.
Activities planned for this day	Using a handout from the instructor, practice writing thesis statements. By the end of the class, everyone should have written a thesis statement for his/her short essay. The thesis statement must be approved by the instructor. THE SHORT ESSAY FIRST DRAFT IS DUE OCTOBER 7. The instructor will hand out an informational sheet that will help you prepare your essay correctly.
Group work	None.
Homework	Begin gathering information from the Internet and publications for your short essay. You will have to hand in your sources with the paper, so if you find something useful, print or copy it!

<u>Class date</u>	<u>THURS, Oct. 2</u>
Assignments due on this day	Work on your short essay.
Activities planned for this day	Do worksheet on using the MLA style and format. NOTE: ALL WORKSHEETS THROUGHOUT THE SEMESTER ARE GRADED AS QUIZZES.
Group work	Editing practice.
Homework	Finish draft 1 of your short essay.

<u>Class date</u>	<u>TUES, Oct. 7</u>
Assignments due on this day	Short essay and all sources.
Activities planned for this day	Individual conferences.
Group work	Editing practice
Homework	Read pages 27 to the bottom of 35 in <u>The Brief Penguin Handbook</u> . (Open-book quiz Thurs.)

<u>Class date</u>	<u>THURS, Oct. 9</u>
Assignments due on this day	Read pages 27 to the bottom of 35 in <u>The Brief Penguin Handbook</u> .
Activities planned for this day	Short essays returned. Quiz on pages 27 to the bottom of 35 in <u>The Brief Penguin Handbook</u> . Read pages 14-18 and page 26 in <u>The Brief Penguin Handbook</u> .
Group work	Make a list of: five subjects that could be thoroughly explained in only words; five subjects that could be thoroughly explained in only visuals; and five subjects that would require words and visuals.
Homework	Create draft 2 of your short essay, due next Tues.

<u>Class date</u>	<u>TUES, Oct. 14</u>
Assignments due on this day	Draft 2 of your short essay.
Activities planned for this day	Read the article handed out by the instructor and complete the attached worksheet. Hand in the worksheet. Develop a thesis statement for your next essay (DUE NOVEMBER 4 - ONE DRAFT ONLY). The subject must be related in some way to your college major or a special interest.
Group work	None.
Homework	Begin working on your long essay.

<u>Class date</u>	<u>THURS, Oct. 16</u>
Assignments due on this day	Short essays returned.
Activities planned for this day	Discuss the difference between writing in the first person and writing in the third person, especially considering two stories that we read: <i>Two Ways To Live in America</i> and <i>Lifeboat Ethics</i> .
Group work	Considering <i>Two Ways To Live in America</i> and <i>Lifeboat Ethics</i> , explain why first person worked well for one essay and third person for the other. Would either have been as effective if the viewpoints were reversed?
Homework	Work on your long essay.

<u>Class date</u>	<u>TUES, Oct. 21</u>
Assignments due on this day	Work on your long essay.
Activities planned for this day	Editing practice related to first, second, third person.
Group work	Competitive word games.
Homework	Read <i>Grant and Lee: A Study in Contrasts</i> , pp. 152-156. Work on your long essay.

<u>Class date</u>	<u>THURS, Oct. 23</u>
Assignments due on this day	Read <i>Grant and Lee: A Study in Contrasts</i> .
Activities planned for this day	Read pages 36-41 in <u>The Brief Penguin Handbook</u> . Do worksheet. Discussion of <i>Grant and Lee: A Study in Contrasts</i> and comparison essays in general.
Group work	Using a worksheet provided by the instructor, list items that could be effectively compared in an essay.
Homework	Continue working on your long essay.

<u>Class date</u>	<u>TUES, Oct. 28</u>
Assignments due on this day	None.
Activities planned for this day	Discuss parallel construction. Write a brief essay using parallel construction.
Group work	Read pages 43-52 in <u>The Brief Penguin Handbook</u> . Do worksheet with your group.
Homework	Continue working on your long essay.

<u>Class date</u>	<u>THURS, Oct. 30</u>
Assignments due on this day	None.
Activities planned for this day	One-on-one conferences with instructor to discuss progress on the long essay.
Group work	Word puzzles.
Homework	Finish your long essay.

<u>Class date</u>	<u>TUES, Nov. 4</u>
Assignments due on this day	Long essay and all sources.
Group work	Competitive word games.
Homework	None.

<u>Class date</u>	<u>THURS, Nov. 6</u>
Activities planned for this day	Discuss the argument type essay.
Group work	List ten current issues that would be good subjects for an argument type essay.
Homework	Read <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> , pp . 344-352.

<u>Class date</u>	<u>TUES, Nov. 11</u>
Assignments due on this day	Read <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> .
Activities planned for this day	Long essays returned. Pretend you are a paraplegic. Describe what your day would be like. (You can write in first person.) We will read some of these in class.
Group work	None.
Homework	Review <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> and <i>Grant and Lee: A Study in Contrasts</i> for a quiz Thurs.

<u>Class date</u>	<u>THURS, Nov. 13</u>
Assignments due on this day	Review for quiz.
Activities planned for this day	Quiz on <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> and <i>Grant and Lee: A Study in Contrasts</i> .
Group work	Word games, if time.
Homework	None.

<u>Class date</u>	<u>TUES, Nov. 18</u>
Assignments due on this day	None.
Activities planned for this day	Read the article provided by the instructor and write a first-person essay explaining your views on the subject discussed.
Group work	None.
Homework	Find an article on the same or related subject and print it for class Thurs.

<u>Class date</u>	<u>THURS, Nov. 20</u>
Assignments due on this day	Bring in article.
Activities planned for this day	Group work.
Group work	Read each other's articles and list each writer's name with a brief description of that person's point of view of the subject, as expressed in the article. Competitive game, if time.
Homework	None.

<u>Class date</u>	<u>TUES, Dec. 2</u>
Assignments due on this day	None.
Activities planned for this day	Editing practice.
Group work	None.
Homework	Review the MLA format for a quiz Thurs.

<u>Class date</u>	<u>THURS, Dec. 4</u>
Assignments due on this day	Review MLA format.
Activities planned for this day	Quiz on MLA format.
Group work	Team competition.
Homework	Read <i>Women's Beauty: Put Down or Power Source</i> , pp 91-94.

<u>Class date</u>	<u>TUES, Dec. 9</u>
Assignments due on this day	Read <i>Women's Beauty: Put Down or Power Source</i> , pp 91-94.
Activities planned for this day	Women, write a brief story about something silly or funny you have done in the pursuit of beauty. Men, write a brief story about a woman you have known who was physically beautiful and whose beauty affected you in some way. We'll read some stories, and the stories will be collected.
Group work	None.
Homework	Find a cartoon that expresses an opinion. Print it for class Thurs.

<u>Class date</u>	<u>THURS, Dec. 11</u>
Assignments due on this day	Bring a cartoon to class.
Activities planned for this day	Discussion on how cartoonists use humor to make a point.
Group work	Team competition.
Homework	Study for final.

FINAL EXAM DATE TO BE ANNOUNCED