

**English 100: Reading/Writing Connection**  
**Instructor: Dr. Fred L. Ashton**

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**Catalog Description**

This course emphasizes the close relationship between writing and critical reading. Reading assignments will include contemporary and classical writers. Compositions will be assigned in response to the reading. The course is preparation for English 101 and other courses requiring reading, writing, and thinking skills.

**Weekly Format**

Every class will focus upon particular themes expressed in literature and the writing strategies that the authors use to express those themes. A typical class will start with a review of the theme and literary strategy from the previous week, with particular attention to the homework essay due that day. The second half of the class will continue with a new reading selection and theme and a new literary strategy. Students will respond to the new reading and class discussion with in-class writing assignments. Additionally, there may be opportunities for debate, peer editing, and for students to collaborate and work together in literature circles.

**Teacher Expectations for Each Student**

This is not a teacher-centered course. The success of every class, and ultimately how much and how well each student will learn, depends largely upon his/her outside preparation for each session. As a minimum, each week students are expected to critically read and study each assigned passage, to write their reflections in a journal, and to respond thoughtfully to the writing assignment that accompanies that passage. In class, students are expected to participate in discussions about the text and one another's writings, to engage in active listening, and to demonstrate their best efforts on the in-class writing assignments.

**Supplies**

Students should bring the following to each session: the required texts, a notebook, pens and highlighters, a reflective journal, their name card, and a portfolio of all writing assignments.

**Reflective Journal**

Students are expected to write every week in a journal. Journal entries should include reactions and responses to other readings and events that connect to the weekly themes and literary strategies that we study.

## **Grading**

Two thirds of the final grade is based upon essays that will be assigned as homework. The grading for each weekly essay will be broken down into three equal components. The first third of each assignment will measure how well the student understands and demonstrates the particular literary strategy that is being examined each week. The second third will rate how well the student expresses his or her ideas, i.e.- fluency, voice, and style. The final third will assess the student's use of standard English language conventions: grammar, syntax, spelling, and punctuation.

These three criteria will be graded with a rubric. Students are expected to keep all essays in a portfolio. Opportunities for revising and rewriting essays for a higher grade will be provided at the end of the semester and mid-term. Other opportunities may be provided at the teacher's discretion.

The other third of the student's grade will be based upon in class work which is defined according to two criteria. The first criterion has two parts: attendance and evidence of preparation for class. Preparation for class is demonstrated by coming to class early, or at the latest, on time, ready to fulfill the expectations on the previous page. In addition to being prepared with all reading and writing completed, the student must arrive with all the necessary materials in order to be an active reader, writer, and participant. Attendance and preparation will comprise sixteen percent of the in class grade. The remaining seventeen percent will be based upon class participation, which includes active listening and class discussion, best effort on in class writing assignments, taking notes, and coming to class with fresh insights and provocative questions that students have found on their own that are connected to the assignments.

## **Format for Weekly Essays**

Each essay must be typed and double-spaced with 12 or 14 point Times New Roman or Arial font. Use standard margins, headers, and footers and stay within the page guidelines that are given for each particular assignment.

## **Late Assignments**

The grade on a written assignment will be lowered ten percent for each class session that it is late.

## **Absences**

Each student will be allowed one absence without explanation. Additional absences will result in a ten percent reduction of the class performance grade, at the teacher's discretion.

## **Plagiarism**

All written work must be original; if it is not original, it must be cited. Plagiarism is defined as the unacknowledged use of another's words or ideas in your writing and claiming it as your own. Penalties for plagiarism at a minimum are failure on the assignment; the maximum is dismissal from the class with an "F" for the term.

**Required Texts**

Faigley, Lester. The Penguin Handbook, 2'nd Edition. New York: Longman, 2006.

Kirszner, Laurie G & Stephen R. Mandell. Patterns for College Writing. 10'th Edition. New York: Bedford, 2007.

## Weekly Calendar and Topics

- 1: 9/6/08      The Writing Process  
Chapter 1: Reading to Write: How to Use This book  
Chapters 2-5: The Writing Process  
Assignment: Letter to the Teacher
- 2: 9/13/08      Review: Reading to Write; The Writing Process; The Reading/Writing Connection  
Theme: Life Lessons/Literary Strategy: Using Narration  
Introduction to Chapter 6; Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on an Epiphany
- 3: 9/20/008      Review: Narration and 9/13 Essay  
Theme: Relationships/Literary Strategy: Using Description  
Introduction to Chapter 7; Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on a Relationship
- 4: 9/27/08      Review: Description and 9/20 Essay  
Theme: Education/Literary Strategy: Using Exemplification  
Introduction to Chapter 8; Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on Education
- 5: 10/4/08      Review: Exemplification and 9/27 Essay  
Theme: Language and Communication/Literary Strategy: Using Cause and Effect  
Introduction to Chapter 10; Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on Language and Communications
- 6: 10/11/08      Review: Cause and Effect and 10/4 Essay  
Theme: The World of Work/Literary Strategy: Using Process  
Introduction to Chapter 9: Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on a Work Situation
- 7: 10/18/08      Mid-Term: Student/Teacher Conferences  
Essay Revision

- 8: 10/25/08 Theme: Men and Women/Literary Strategy: Using Comparison and Contrast  
Introduction to Chapter 11: Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on Men and Women
- 9: 11/1/08 Review: Cause and Effect and 10/25 Essay  
Theme: Prejudice and Stereotypes/Literary Strategy: Using Classification and Division  
Introduction to Chapter 12: Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on Categories that Limit and Stereotype
- 10: 11/8/08 Review: Classification and 11/1 Essay  
Theme: Perception and Reality/Literary Strategy: Using Definition  
Introduction to Chapter 13: Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay on Deception or Self-Deception
- 11: 11/15/08 Review: Definition and 11/8 Essay  
Theme: Effecting Change/Strategy: Using Argumentation: Introduction, Induction, and Deduction  
Introduction to Chapter 14: Discussion; Selected Reading; Class Activities  
Assignment: Readings/Questions; Essay Arguing for a Change
- 12: 11/22/08 Review: Argumentation and 11/15 Essay  
Theme: National ID Cards/Literary Strategy: Using Argumentation: Dealing with Opposition and Recognizing Fallacies  
Chapter 14: Recognizing Logical Fallacies: Discussion; Selected Readings; Class Activities  
Assignment: Readings/Questions; Essay on Defending a Cause or Position
- 13: 12/6/08 Student/Teacher Conferences  
Essay Revision
- 14: 12/13/08 Review of Themes and Literary Strategies  
Student/Teacher Conferences

