

Syllabus
English 100 Reading/Writing Connection W 6-8:45 CRN 30393

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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>Sept. 3</u>
Assignments due on this day	None.
Activities planned for this day	
First half:	Discuss the syllabus, this schedule, and the two textbooks. Introductory activities assigned by the instructor.
Second half:	Discussion of the construction of a research paper. Read and discuss articles given out by the instructor and do worksheets given out by the instructor. NOTE: ALL WORKSHEETS THROUGHOUT THE SEMESTER ARE GRADED AS QUIZZES.
Group work	Introductory activities assigned by the instructor.
Homework	To be announced.
<u>Class date</u>	<u>Sept. 10</u>
Assignments due on this day	To be announced.
Activities planned for this day	
First half:	Read essays and find parts and thesis statement. Discussion of the thesis essay.
Second half:	Articles and worksheets; discussion of first essay.
Group work	None.
Homework	Read <i>Lifeboat Ethics</i> , pp. 303-310.
<u>Class date</u>	<u>Sept. 17</u>
Assignments due on this day	Read <i>Lifeboat Ethics</i> , 303-310.
Activities planned for this day	
First half:	Introduction to MLA. NOTE: THE FIRST DRAFT OF YOUR SHORT ESSAY (3-5 pages of text, plus source list) IS DUE OCT 1. YOU MUST HAND IN ALL YOUR SOURCES WITH YOUR DRAFT. THE ESSAY MUST BE IN THE MLA FORMAT.
Second half:	Individual conferences.
Group work	None.
Homework	In your essay book, read <i>Lifeboat Ethics</i> , 303-310, and <i>The Details of Life</i> , 310-318. Quiz on both next week; closed-book quiz on Details and open-book quiz on Lifeboat.
<u>Class date</u>	<u>Sept. 24</u>
Assignments due on this day	Read <i>Lifeboat Ethics</i> and <i>The Details of Life</i> .
Activities planned for this day	
First half:	As a group, write three statements that express the main concerns of the writer of <i>Lifeboat Ethics</i> and three statements that express the main concerns of the writer of <i>The Details of Life</i> .
Second half:	Quiz on <i>Lifeboat Ethics</i> and <i>The Details of Life</i> .
Group work	See First Half.
Homework	Finish your short essay, due next week.
<u>Class date</u>	<u>Oct. 1</u>
Assignments due on this day	Short essay and all sources.
Activities planned for this day	
First half:	Read pages 14-18 and page 26 in <u>The Brief Penguin Handbook</u> . Do group work described below.
Second half:	Read articles given out by the instructor and complete the graded worksheet.
Group work	Make a list of: two subjects that could be thoroughly described in MOSTLY words; two subjects that could be thoroughly described in MOSTLY visuals; and five subjects that would be BEST DESCRIBED using words and visuals.
Homework	Read pages 27 to the bottom of 35 in <u>The Brief Penguin Handbook</u> . (Open-book quiz next week.)

<u>Class date</u>	<u>Oct. 8</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	
First half:	Quiz on pages 27 to the bottom of 35 in <u>The Brief Penguin Handbook</u> . Develop a thesis statement for your next essay (DUE NOVEMBER 5 - ONE DRAFT ONLY – MLA FORMAT). The subject must be related in some way to your college major.
Second half:	Competitive group learning activity.
Group work	Competitive group learning activity.
Homework	Begin work on your long essay.
<u>Class date</u>	<u>Oct. 15</u>
Assignments due on this day	None.
Activities planned for this day	
First half:	Return first draft of short paper. Individual conferences on short paper.
Second half:	Individual conferences on short paper, continued. Read articles given out by the instructor. Make a list of all words (in the essays) with which you are unfamiliar.
Group work	Compare your word lists and share info to create definitions for as many of the words as you can.
Homework	Create draft 2 of your short essay DUE NEXT WEEK. YOU DO NOT NEED TO HAND IN YOUR SOURCES AGAIN UNLESS YOU USED NEW SOURCES WHEN YOU WERE REVISING.
<u>Class date</u>	<u>Oct. 22</u>
Assignments due on this day	Draft 2 of short essay.
Activities planned for this day	
First half:	Group work, described below.
Second half:	Pretend you have just arrived in a foreign country where you don't speak the language, and write a first-person story about trying to report an emergency. You can make your story funny or serious.
Group work	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.
Homework	Read <i>Two Ways To Belong in America</i> , pp. 181-184, for an open-book quiz next week.
<u>Class date</u>	<u>Oct. 29</u>
Activities planned for this day	
First half:	Short essays returned. Open-book quiz on <i>Two Ways To Belong in America</i> .
Second half:	Competitive learning game.
Group work	Competitive learning game.
Homework	Make sure your long paper is ready to be turned in next week.
<u>Class date</u>	<u>Nov. 5</u>
Assignments due on this day	Long paper and all sources.
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	Find an article on-line or in a publication and print it to bring to class next Wed. (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.

<u>Class date</u>	Nov. 12
Assignments due on this day	Bring an article to class.
Activities planned for this day	
First half:	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. (See Group Work.)
Second half:	Long papers returned.
Group work	Make a list of the titles of the articles and for each title, list the point of view and sources used.
Homework	Read <i>Grant and Lee: A Study in Contrasts</i> , pp. 152-156.

<u>Class date</u>	Nov. 19
Assignments due on this day	Read <i>Grant and Lee: A Study in Contrasts</i> .
Activities planned for this day	
First half:	Discussion of <i>Grant and Lee: A Study in Contrasts</i> and comparison essays in general. Using a worksheet provided by the instructor, list items that could be effectively compared in an essay.
Second half:	Editing practice related to first, second, third person.
Group work	None.
Homework	Read <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> , pages 344-352 in the essay book. Read pages 36-41 in <u>The Brief Penguin Handbook</u> .

<u>Class date</u>	Dec. 3
Assignments due on this day	Read <i>Symposium: Should Congress Use Tax Dollars to Fund Therapeutic Cloning?</i> , pages 344-352 in the essay book. Read pages 36-41 in <u>The Brief Penguin Handbook</u> .
Activities planned for this day	
First half:	Discuss pages 36-41 in <u>The Brief Penguin Handbook</u> . Read pages 43-52 in <u>The Brief Penguin Handbook</u> . Do worksheet with your group.
Second half:	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	Worksheet.
Homework	Read <i>Women's Beauty: Put Down or Power Source</i> , pp 91-94.

<u>Class date</u>	Dec. 10
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	None.

FINAL EXAM DATE TO BE ANNOUNCED