

ENG 096: Introduction to College English
Fall 2018 Syllabus CRN#33144 T11

Instructor: **Ruth Stewart-Curley**

Meets: Tuesdays and Thursdays 3:30 a.m.-6:15 p.m. in **B229**

Office Hours: Tuesdays and Thursdays from 6:15 p.m.-7:30 p.m. and by appointment

Office Location: B229 or adjunct offices

Phone: (860) 917-3584

E-mail: rstewart@trcc.commnet.edu

Required Texts:

Hosey, Sara. *Wide Awake: Thinking, Reading and Writing Critically*. Pearson, 2014.

Quick, Terry. *Making Reading Relevant: The Art of Connecting*. 4th edition. Pearson

Faigley, Lester. *The Writer's Handbook 6th Ed.* (Online edition with supplements: Pearson Writer, Pearson Smart Thinking Tutors, and MyWritingLab.com)

Required Supplements:

- A college-level dictionary
- Three folders with pockets (one for handouts, one for Information Literacy Assignment with Research Proposal and one for handing in essays and rewrites).
- **1 ½ inch three-ring binder with 4 dividers for notes and assignments, labeled:** 1. *Wide Awake* textbook notes, 2. Class notes (classwork and prewriting), 3. Essay pre-writing, and 4. the Reading Journals
- A USB flash drive for backing up your work on a computer (this is important!)
- 1 ½ inch three-ring binder and 6 dividers for your Final Portfolio (to be purchased after Midterm)
- A planner with a calendar

- ❖ Be prepared to share all assignments with the class.
- ❖ Make sure each assignment is effective by editing, proofreading, peer draft reviewing. Also, go to The Writing Center and use SmartThinking for help with your work.
- ❖ All formal essays must be typed in MLA format.

Note:

- Assignments may not be submitted via e-mail.
- Late work is not accepted for credit.
- All make-up Midterm Exams must be completed within 3 weeks of the date listed on the syllabus, otherwise students earn a zero on the exam.
- Late papers lose one letter grade for each class that they are late.

Course Description:

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading

and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Respond to Rhetorical Situations

- Use appropriate language, analysis of texts, and development of ideas to demonstrate an awareness of audience and purpose

Use Texts

- Read expository and argumentative whole texts
- Employ effective annotation skills
- Accurately identify the main idea and supporting points of a text
- Use the reading process to differentiate between supporting points, evidence, and reasoning in a text
- Formulate a close response to the author's main idea
- Read with accurate comprehension
- Write accurate summaries and paraphrases
- Evaluate information in texts for accuracy, validity, and relevance
- Integrate summaries, paraphrases, and direct quotes into essays to achieve rhetorical purpose

Craft Logical Arguments

- Compose unified, coherent, and fully developed paragraphs to support a thesis in an essay
- Present an argument that uses basic organizational and transitional strategies

Apply Language Conventions

- Use language that demonstrates reasonable control of Standard English and language conventions
- Use basic MLA citation style
- Employ strategies to avoid plagiarism

Formulate Effective Writing Strategies

- By the end of the semester, write at least one thesis-driven, text-based 900-1200 word essay (beyond the 5-paragraph model)
- Write expository and persuasive essays relevant to the assignment
- Use the writing process to develop, organize, and refine ideas
- Develop thesis-driven essays with a clear, single focus and supporting points

Grading:

The final grade will be a letter grade, A - F.

Students must get a "C" or better pass this course.

Grading is based on:

Class Participation.....20%

Includes:

- Participating in peer reviews, class discussions and group work. Coming to class prepared by doing the required reading and assignments on time.
- Completing *Wide Awake* chapter outlines and fully participating in chapter presentations.
- Submitting assignments to online tutors/editing assignments on Pearson Writer. Attending tutoring sessions at the TRCC Writing Center.

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- MyWritingLab.com (including post-test for each section)
- **50% of Class Participation grade includes Pearson Online Tools**

Making Reading Relevant Quizzes.....10%

Information Literacy Assignment with Research Proposal.....10%

Midterm: Reading Journals to date (5%) and Timed Reading Exam (5%)10%

Timed Reading Mastery Test.....10%

Persuasive Essay (must include a typed formal academic outline).....10%

Final Portfolio (Reader's Journals count as half of the portfolio grade).....10%

Exit Exam.....20%

Note: A failing Exit Exam can result in a student needing to repeat the course, if the student's final average falls below a C.

Attendance:

- Students are expected to attend all classes. If a student misses classes it will reflect in a lower participation grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- Class begins on time; please avoid being late or leaving early.
- It is the student's responsibility to do the assignments for any missed classes.
- All make-up Midterm Exams must be completed within 3 weeks of the date listed on the syllabus, otherwise students earn a zero on the exam. Make-up Reading Mastery Tests must be completed by the date of the Exit Exam.
- Exit Exams cannot be made up after the last day of classes.

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.

The Writing Center/TASC:

Room: C113 (located next to the Library, in the C wing).

Phone: 860-215-9082.

Email: TRWritingCenter@trcc.commnet.edu.

Hours: Monday- Thursday 8:00 a.m. to 8:00 p.m. and Friday 8:00 a.m. to 4:00 p.m.

Disabilities:

- ❖ If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum• Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disability

Technology:

During class, turn off your cell phone or other electronic equipment. Students should not text or answer phone calls during class time. Please go to the hall if you need to use your phone for emergency purposes. Cell phone use in class is a disruption and it is disrespectful to our learning environment.

Weather Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to: www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, *TRCC sends messages when the college is delayed or closed due to weather.*

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the web site:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Computer Labs

Room: E112 48 computers for student use

Open: Monday - Thursday 8:00 am – 9:30 p.m.

Friday – 8:00 am – 8:30 p.m.

The Library (C119) has 40 computers for student and general public use during library hours.

Library hours: Monday -Thursday 8:30 a.m. – 8:00 p.m. & Friday 8:30 a.m. – 3:00 p.m.

Computer Logon - Net ID

For students logging onto computers for the first time at the college:

- Net ID = student ID without the “@” followed by @student.commnet.edu
- Password = First 3 letters of birth month + & + last 4 digits of SSN (Oct&6789)
- Log onto = STARS

If student has been locked out, there is a 15 minute wait before their account is unlocked. The seven student stations located in the hallway on the first floor of the A wing have shortcuts to reset passwords.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact the Diversity Officer and Title IX Coordinator:

Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255

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 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, run the risk of receiving an "UF" grade for the course.

Note on Reading and 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. 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.

Our Classroom

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/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.

Papers and Exams

Note: All papers and assignments must be submitted typed and in proper MLA formatting, including a heading, title and page numbers. Pre-writing is required in the folder with all final drafts and all research must be submitted and fully annotated.

Explanation of “Grade Caps”

Major assignments and papers are due within the first 15 minutes of class, and a late paper results in the loss of a letter grade (by means of a “grade cap”) for every class in which the paper is late. The loss of a letter grade serves as a “grade cap,” and is not necessarily punitive. For example, if a student hands a paper in two classes late, then they receive a “grade cap” of a C, which means that they cannot earn higher than a C on that essay. This does not mean that two letter grades are subtracted from the student’s final paper grade. So, if a student earns a C on a paper, that is two classes late, the student does not lose two letter grades off of the C. Instead, the student would earn the C, because that is the “grade cap” for that paper. In this scenario, if a student earned an A on the late paper, they could still not receive a grade higher than a C, due to the lateness of submitting the essay.

Paper Rewrite Policy

Revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended timeframe. Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: The Information Literacy Assignment with Research Proposal, and Persuasive Essay are eligible for rewriting, as long as the final drafts of these assignments are handed in on time and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any final drafts that are submitted late are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the final draft, the student has one week to submit a revised version of the draft. The student must work with a TRCC or SmartThinking tutor, and must hand in the original final draft folder, with the rewrite on top and labeled. **The rewrite must be highlighted to showcase all of the changes that the student made from the final draft to the rewrite draft.** If plagiarism is present in the rewrite, the draft will not be accepted. **NOTE: Students must revise the entire assignment in order to submit a rewrite, and the revisions should be extensive. If a student submits a rewrite that is not extensively edited AND highlighted with the changes, it will be returned, and the student will not be able to rewrite the draft again until the Final Portfolio.**

Reading Journals

Your Reading Journal is an academic journal in which you respond to a series of readings, from your textbook, in both short answer and essay format. Journal entries are assigned regularly and are due for homework at the next class meeting. Your instructor will check off that your homework is completed, and this will factor into your class participation grade. Then you have

until the Midterm to type and revise your journal entries to date for your Midterm Exam. In the weeks following the Midterm, you will be assigned additional journal entries. All of your journals, from the entire semester, must be typed and handed in with your Final Portfolio. **Please note: It is important that you schedule time to work with a tutor on your Reading Journals throughout the semester.** You are expected to have typed, polished entries for submission for your Midterm and your Final Portfolio. Class time will not be used for drafting Reading Journals, so please manage your time appropriately, to allow for revising and editing these assignments.

Information Literacy Assignment with Research Proposal

During week 2 of the semester, students will be asked to brainstorm possible topics for their persuasive essay. This essay must be written on a current socio-political issue in America, and the students will spend the duration of the course moving from a novice on the subject to a critical thinker on the issue. By the close of the course, students will be asked to take a stance on the topic and to write a thesis-driven persuasive essay that is more complex than the standard 5-paragraph genre. By week 4 of the semester, students will have attended a library lesson, in which they learn strategies for finding academic sources for their essays. From weeks 5-7 students will research their socio-political topics and collect artifacts for their persuasive essays. Please note that we will consider “research” in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these 3 weeks, students will find a total of 3 valid sources, and will print, staple and annotate each article fully. Then, they will draft the Information Literacy Assignment with Research Proposal which will include MLA citations, and academic paragraphs comprised of summary, analysis and reflection. At the end of each entry, students will type a statement of how each source may or may not assist them in drafting the Persuasive Essay. In addition, students will type a 150 word research proposal to be approved by the instructor prior to drafting.

Persuasive Essay

The goal of argument as process, is truth seeking. Truth seeking makes you an informed and judicious employee and citizen who delays decisions until a full range of evidence and alternative views are aired and examined. The goal of argument as a product, is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to address a social or political issue of interest you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world. As noted above, for this Persuasive Essay, you will begin researching a current socio-political issue for your Information Literacy Assignment and Research Proposal and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 900-1,200 words and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and

include in-text citations and a Works Cited Page. A formal academic outline must accompany the final draft.

Midterm Exam

The Midterm Exam will consist of two parts: Part A is the take-home portion of the exam and will include your Reading Journals, to date, which will consist of 50% of your Midterm grade. For each journal entry, you will also include a typed response to a set of reflection questions. Part B is the in-class, timed Reading Comprehension Exam, which will count as 50% of your Midterm grade. The Midterm Exam date is listed on the syllabus, below, and is strictly enforced. If you miss the exam, you must schedule a make-up exam (by contacting your instructor), as soon as you return to class from your absence. All make-up Midterm Exams must be completed within 3 weeks of the date listed on the syllabus, otherwise students earn a zero on the exam.

Final Portfolio

Note: All of your course material must be retained and organized, throughout the term, to submit in the Final Portfolio. Please stay organized and keep track of your pre-writing.

The Final Portfolio will include a binder with 6 tabbed sections: Tab 1 will include a Final Portfolio Checklist, Tab 2 will include a cover letter, Tab 3 will include a self-evaluation, Tab 4 will include all of your pre-writing and drafts of the Information Literacy Assignment with Research Proposal, Tab 5 will include the final, typed drafts of your Reader's Journals for the entire term, and Tab 6 will include a folder with all of the prewriting and drafts for the Persuasion Paper (including the final draft). Every part of the Final Portfolio must be included in order to submit the binder. In addition, all of the components of the Final Portfolio must be typed, except for pre-writing from your papers and some of your early drafts.

Note: You will receive a separate letter grade for the Persuasion Paper, which will count as 10% of your final grade. The Persuasive Essay does not count towards the letter grade for your Final Portfolio, but you cannot submit the portfolio without submitting Persuasive Essay. You should revise the Information Literacy Assignment with Research Proposal and Persuasive Essay for your Final Portfolio, and you can earn additional credit for your portfolio if these assignments are improved upon. This is separate additional credit than for the Rewrite Policy listed above. Students who were not eligible to submit rewrites are still allowed to revise the Information Literacy Assignment with Research Proposal and the Persuasive Essay for the Final Portfolio. A direction sheet and the grading criteria for the Final Portfolio will be provided to students toward the end of the term. Late portfolios will lose a letter grade for each section (overall portfolio grade, Reading Journals and Persuasive Essay).

Online Tools (MyWritingLab.com, *The Writer's Handbook*, Pearson Writer, and Pearson Smart Thinking Tutors)

TRCC Log in page: www.pearsoncustom.com/ct/trcc_eng/

In-class computer work is not collaborative, so please do not talk with other students during these sessions. If you are disruptive during this time, it will impact your class participation grade.

Digication Statement:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

Tips for Students: How to Let Your Instructor Know You’re Struggling

If you’re struggling and looking for some extra help in your courses, don’t overlook the resource (sometimes literally) right in front of you. Your instructors are your best resource if you require extra help in the classroom. Utilize these tips, adapted from Dave Ellis’ [*Becoming a Master Student, 14th Edition*](#), to help you express your struggles to your instructors. Once you let them know you’re having difficulty, they will be able to help you get back on the path toward success in their course.

- **Start by Building a Relationship with your Professor** – At the beginning of the term, be sure to introduce yourself to your instructor. Speaking with your instructor can help you learn his or her teaching style and preferred method of communication, which will be useful if you need additional help in the course. Additionally, maintain the relationships that you’ve built with instructors, as they can be a great help throughout college and beyond.
- **Don’t Wait Until it’s Too Late** – If you recognize that you need additional help in a class, it’s better to seek help from your instructor before it’s too late. Your struggles will only increase as additional class work is assigned and the topics in the class become more in-depth, so get ahead of the situation.
- **Visit During Office Hours** – Instructors set aside this time for a reason, so put it to good use! Show up with questions or knowing what you need help with. For example, if you’re struggling with exams, bring an old exam and discuss it with your professor, or if you’re having trouble with writing papers, bring an outline or rough draft to review.
- **Ask Questions** – Ask questions during office hours or during class discussion. Instructors will be able to improve your understanding of course content if they know where you’re getting confused. Additionally, asking questions shows interest in class discussions.
- **Show Interest in Class** – Show the instructor that you’re trying. If you’re struggling in class, the worst things you can do are to miss class or appear disinterested while you’re there. Respond to questions, participate in class discussions, and appear interested. Your instructor will be more willing to provide you with extra help if they think you’re putting in maximum effort. (pp. 21-22)

The Message

As a student, you have a basic responsibility for your success. Our responsibility is to assist you in meeting your educational goals. The message below will help you take responsibility for your own academic success.

Set goals and evaluate them.

Ask, “Why am I here? What do I want to do? Where do I see myself in two years? What are my long-term goals?” Have a clear understanding of where you are. Have a reasonable plan involving realistic goals and a realistic time frame.

Know what it takes to be successful.

This is what it takes to be successful. Do them consistently!

- Attend class regularly.
- Complete all assignments by the due date.
- Participate fully in class.
- Schedule regular outside study time.
- Use college survival skills information.
- Participate in college life outside class.
- Request help when needed.

Know where to find help.

- Your instructor
- Your advisor
- Counseling office
- A peer advisor & Class study groups (*What Works* by Hunter Boylan)

English 096 Fall 2018: Tentative Student Course Outline
 Subject to change by instructor

Tuesday	Thursday
<p>8/28 - Course introduction Hand out syllabus Diagnostic Essay</p> <p style="text-align: center;">*Note: Make sure you have The Pearson Student Access Code (purchased from the college bookstore) for the online Pearson Tools</p> <p>TRCC Log in page for Pearson Online tools: www.pearsoncustom.com/ct/trcc_eng/</p>	<p>8/30 – Syllabus review/course overview Online Tools and Registration: The Writer’s Handbook (online) Pearson Writer and SmartThinking Tutors & MyWritingLab.com (30 minutes)</p> <p>Due:</p> <ul style="list-style-type: none"> ● Purchase texts and required materials ● Obtain student ID # ● Set up TRCC e-mail account ● Sign up for mycommnetalert ● Bring login information for TRCC and Pearson Student Access Code
<p>9/4 – Mini-lesson: Annotating Review Wide Awake Ch. 1 MRR chapter 6 quiz Online Tools and Registration: The Writer’s Handbook (online) Pearson Writer and SmartThinking Tutors & MyWritingLab.com (75 minutes)</p> <p>Due:</p> <ul style="list-style-type: none"> ● Read <i>Making Reading Relevant</i> chapter 6, answer all the questions and study for the quiz ● Read <i>Wide Awake</i>: Chapter 1 and take written notes in the “textbook notes” section of your notebook 	<p>9/6 – (MyWritingLab.com 90 minutes) Review Wide Awake Ch. 3 MRR chapter 2 quiz</p> <p>Due:</p> <ul style="list-style-type: none"> ● Read <i>Making Reading Relevant</i> chapter 2, answer all the questions and study for the quiz. ● Read <i>Wide Awake</i>: Chapter 3 and take written notes in the “textbook notes” section of your notebook.

<ul style="list-style-type: none"> Bring login information for TRCC and Pearson Student Access Code 	
<p>9/11 - (MyWritingLab.com 75 minutes) Review online registration Sentence to paragraph Introduce Information Literacy Assignment with Research Proposal review tentative topics MRR chapter 1 quiz</p> <p>Due:</p> <ul style="list-style-type: none"> Bring a list of 10 tentative topics for Persuasive Essay Read <i>Making Reading Relevant</i> chapter 1, answer all the questions and study for the quiz <i>Writer's Handbook</i>: Chapters 1 and 2 (highlight and take notes online) 	<p>9/13 - (MyWritingLab.com 75 minutes) Review Journal 1 Review Wide Awake Ch. 6 Mini-lessons: Summaries and outlines</p> <p>MRR chapter 5 quiz</p> <p>Due:</p> <ul style="list-style-type: none"> Read <i>Making Reading Relevant</i> chapter 5, answer all the questions and study for the quiz Read <i>Wide Awake</i>: Chapter 6 and take written notes in the "textbook notes" section of your notebook Journal 1: Wide Awake pp. 236-241 "Finding Our Way: The Experience of Education" 1 paragraph summary; Read Critically #1-4; Respond Questions #1-2
<p>9/18 –(MyWritingLab.com 75 minutes) Lecture: Integrated Reading & Writing MRR chapter 8</p> <p>Due:</p> <ul style="list-style-type: none"> Read <i>Making Reading Relevant</i> chapter 8, answer all the questions <i>Writer's Handbook</i>: Chapters 3 and 4 (highlight and take notes online) 	<p>9/20 -- Library Lesson - Meet in Library (2nd floor classroom) Information Literacy Assignment with Research Proposal directions</p> <p>Due:</p> <ul style="list-style-type: none"> Read <i>Wide Awake</i>: Chapter 7 and take written notes in the "textbook notes" section of your notebook. <i>Writer's Handbook</i>: Chapters 18 and 19 (highlight and take notes online)
<p>9/25 – (MyWritingLab.com 75 minutes) Pearson Writer: Submit/Edit Journal 1 Summary SmartThinking: Submit Journal 1 Summary Review first source and annotations Review Wide Awake Ch. 7 MRR chapter 3 quiz</p>	<p>9/27 - (MyWritingLab.com 75 minutes) Review Writer's Handbook notes from chapters 1, 2, 18 and 19 MRR chapter 4 quiz Review Wide Awake Ch. 8</p> <ul style="list-style-type: none"> Read <i>Making Reading Relevant</i> chapter 4, answer all the questions and study for the quiz

<ul style="list-style-type: none"> • Read <i>Making Reading Relevant</i> chapter 3, answer all the questions and study for the quiz • Find first source, print, staple and annotate the article. 	<ul style="list-style-type: none"> • Read <i>Wide Awake</i>: Chapter 8 and take written notes in the “textbook notes” section of your notebook
<p>10/2 – (MyWritingLab.com 75 minutes) Review Journal 2</p> <p>Due:</p> <ul style="list-style-type: none"> • Journal 2: <i>Wide Awake</i> pp. 252-255 “Facebook’s ‘Dark’ Side: Study Finds Like to Socially Aggressive Narcissism” 1 paragraph summary; Read Critically #1&4; Respond Questions #1, Connections Questions # 1 in 1 paragraph response 	<p>10/4 – (MyWritingLab.com 75 minutes) Review Writer’s Handbook Ch. 21 Journal workshop - Large and small group Journal work Mock Reading Test</p> <ul style="list-style-type: none"> • Journals 1 and 2 due typed and revised for Journal Workshop • Find second source, print, staple and annotate the article. • <i>Writer’s Handbook</i>: Chapter 21 (highlight and take notes online)
<p>10/9 – (MyWritingLab.com 75 minutes) Review <i>Wide Awake</i> Ch. 2 Midterm Journal Peer Review</p> <ul style="list-style-type: none"> • Journals 1 and 2 due typed and revised for Midterm Journal Peer Review • Read <i>Wide Awake</i>: Chapter 2 and take written notes in the “textbook notes” section of your notebook 	<p>10/11 - Midterm Lecture: Persuasive Appeals</p> <p>Due:</p> <ul style="list-style-type: none"> • Journals 1 and 2 due typed for Midterm (in a folder) • Persuasive Essay: tentative 3-part thesis statement • Find third source, print, staple and annotate the article
<p>10/16 – Ideology Profile Introduce Persuasive Essay Information Literacy Assignment with Research Proposal Drafting (Summaries) Pearson Writer: Submit/edit Summaries SmartThinking: Submit Summaries</p> <p>Due:</p> <ul style="list-style-type: none"> • Read <i>Wide Awake</i>: Chapter 5 and take written notes in the “textbook notes” section of your notebook 	<p>10/18 – Review <i>Wide Awake</i> Ch. 5 Persuasive Essay Library Worksheet Information Literacy Assignment with Research Proposal Drafting (Reflection) Review Writing Process Pearson Writer: Submit/edit Reflections</p> <p>Due:</p> <ul style="list-style-type: none"> • <i>Writer’s Handbook</i> (MLA) • <i>Writer’s Handbook</i>: Chapter 23 (highlight and take notes)

<ul style="list-style-type: none"> ● Journal 3: <i>Wide Awake</i> pp. 136-141 “Food Fight: The Inside Story of the Food Industry, America’s Obesity Crisis, and What We Can do About It”; Read Critically #1-4; Respond Questions #2 	
<p>10/23 – Information Literacy Assignment with Research Proposal Drafting (Analysis and Proposal) Midterm Conferences on reading exam and journals Review <i>Wide Awake</i> Ch. 4 Pearson Writer: Submit/edit Analysis</p> <p>Due:</p> <ul style="list-style-type: none"> ● Read <i>Wide Awake</i>: Chapter 4 and take written notes in the “textbook notes” section of your notebook ● Finish the Library Lesson Assignment sheet 	<p>10/25 – Reading Day – No Class</p> <p>Due:</p> <ul style="list-style-type: none"> ● Work on Final Draft of Information Literacy Assignment with Research Proposal Make sure you have a typed draft for Editing and Peer Review Workshop on Tuesday (10/30)
<p>10/30 – Information Literacy Assignment with Research Proposal: Editing and Peer Review Persuasive Essay presentations (library worksheet/proposals) Edit thesis statements Midterm Conferences</p> <p>Pearson Writer: Submit/edit Information Literacy Assignment with Research Proposal SmartThinking: Submit Information Literacy Assignment with Research Proposal</p> <p>Due:</p> <ul style="list-style-type: none"> ● Revise Information Literacy Assignment with Research Proposal for peer review – bring typed copy for peer review 	<p>11/1 – Information Literacy Assignment with Research Proposal Final Draft Due Persuasive Essay outlining workshop Persuasive Essay presentations (library worksheet/proposals) Information Literacy Assignment with Research Proposal Conferences Review Journal 4</p> <p>Due:</p> <ul style="list-style-type: none"> ● Information Literacy Assignment with Research Proposal Final Draft in folder with annotated articles
<p>11/6 – Lecture: Reading/Writing Persuasive Essay presentations (library worksheet/proposal) Persuasive Essay Outline Peer Review</p> <p>Due:</p>	<p>11/8- Persuasive Essay Drafting Pearson Writer: Submit/edit Persuasive Essay Smart Thinking: Submit Persuasive Essay</p> <p>Due:</p>

<ul style="list-style-type: none"> ● Persuasive Essay typed outline due for Peer Review ● Journal 4: Wide Awake pp. 199-205 “The Allegory of the Cave” Read Critically #1-4; Respond Questions #2; Connection Questions #2 in 1-page response 	<ul style="list-style-type: none"> ● Revised Persuasive Essay outline due from Peer Review
<p>11/13 – Persuasive Essay: Peer Review And Editing Workshop</p> <p>Due:</p> <ul style="list-style-type: none"> ● Persuasive Essay typed draft due for Peer Review and Editing Workshop 	<p>11/15 – Final Portfolio Directions Persuasive Essay Final Draft Due Peer Review: Journals</p> <p>Due:</p> <ul style="list-style-type: none"> ● Persuasive Essay Final Draft in a folder with pre-writing (including ideology profile and Library worksheet/proposal), annotated sources, all drafts and typed formal outline ● Journals 1-4 typed and edited for Peer Review
<p>11/20 – Final Portfolio Drafting Mock Exit Exam</p> <p>Due:</p> <ul style="list-style-type: none"> ● Revise Journals 1-4 from Peer Review ● Typed Cover Letter, Self Evaluation and tabs due 	<p>11/22 -- Thanksgiving Break! No Class</p>
<p>11/27 – Informal Final Portfolio Peer Review</p> <p>Due:</p> <ul style="list-style-type: none"> ● Final Portfolio components due typed for Peer Review 	<p>11/29 – Return Persuasive Essay Persuasive Essay Revision Workshop Review: Reading/Writing portion of Exit Exam</p> <p>Due:</p> <ul style="list-style-type: none"> ● Continue revising work for Final Portfolio, including Journals and Persuasive Essay
<p>12/4 – Timed Reading Mastery Test Final Portfolio Editing Workshop</p>	<p>12/6 – Portfolio Peer Review Review Timed Reading Mastery Test</p>

<p>Due: Continue revising work for Final Portfolio, including Journals and Persuasive Essay</p>	<p>Conferences:</p> <ul style="list-style-type: none"> ● Review Timed Reading Mastery Test ● Final Portfolio Checklist <p>Due:</p> <ul style="list-style-type: none"> ● Final Portfolio for Peer Review
<p>12/11 -- Final Portfolios Due (including Persuasive Essay rewrite) Exit Exam</p> <p>Instructor’s note: During Exit Exam, review portfolios and complete checklist. Consult with students and initial checklists as the students leave.</p> <p>Due: Final Portfolios Due (including Persuasive Essay rewrite)</p>	<p>12/13 – Exit Conferences</p>

This syllabus and course outline is subject to change by the instructor.

“Practice, practice, practice writing. Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistakes and then seeing where you went wrong.”

Jeffrey A. Carver

Pearson MyWritingLab.com Assignments

Date Assigned: 9/5

Date Due: 9/12

Diagnostic Test

➤ **Study Skills**

- Time Management
- Coping with stress and anxiety

Date Assigned: 9/10

Date Due: 9/17

➤ **Sentence Skills** – transitions

➤ **Paragraph Development**

- Paragraphs: Describing
- Paragraphs: Narrating
- Paragraphs: Process
- Paragraphs: compare/contrast
- Paragraphs: Division/ Classification

- Cause and effect

Date Assigned: 9/12

Date Due: 9/19

➤ **Study Skills**

- Concentrating when you read and study
- Getting the most from your reading
- Rehearsal strategies
- Effective note taking

➤ **Paragraph Development**

- Recognizing a paragraph
- The topic sentence
- Developing and organizing a paragraph
- Revising a paragraph
- Editing the paragraph
- Paragraphs: Illustrating
- Paragraphs: Argument.

Date Assigned: 9/17

Date Due: 9/24

➤ **Usage and Style**

- Vocabulary development
- Standard and non-standard English
- Easily confused words
- Biased and sexist language

➤ **Punctuation, Mechanics, and Spelling**

- Spelling

Date Assigned: 9/19

Date Due: 9/26

➤ **Craft of Writing**

- Summary writing

➤ **Sentence Skills**

- Sentence structure
- Fragments
- Run-ons

Date Assigned: 9/24

Date Due: 10/1

➤ **Craft of Writing**

- Getting Started
- Purpose
- Audience
- Genre

Date Assigned: 10/1

Date Due: 10/8

➤ **Study Skills**

- Studying smarter: studying in the disciplines
- Preparing for and taking exams

Date Assigned: 10/3

Date Due: 10/10

➤ **Usage and Style**

- Varying sentence structure
- Using exact language
- Redundancy and wordiness
- Unnecessary shifts

Date Assigned: 10/8

Date Due: 10/15

➤ **Craft of Writing**

- The writing process
- Prewriting
- Drafting
- Revising
- Editing

➤ **Punctuation, Mechanics, and Spelling**

- Quotation marks

Date Assigned: 10/10

Date Due: 10/17

➤ **Sentence Skills**

- Subject verb agreement
- Consistent verb tense and active voice
- Pronoun case
- Pronoun reference and Point of view
- Pronoun-antecedent agreement

Date Assigned: 10/15

Date Due: 10/22

➤ **Sentence Skills**

- Misplaced or dangling modifiers
- Parallelism
- Combining sentences

➤ **Punctuation, Mechanics, and Spelling**

- Commas
- Final punctuation

Date Assigned: 11/5

Date Due: 11/14

➤ **Punctuation, Mechanics, and Spelling**

- Other punctuation
- Apostrophes
- Abbreviations and numbers
- Capitalization