**ENG 096: Introduction to College English**

 **Spring 2019 Syllabus with Lesson Plans for Instructors**

**(**NOTE TO INSTRUCTORS THIS HAS SUGGESTED LESSON PLANS AT THE END – THIS IS NOT A SYLLABUS FOR STUDENTS!)

Instructor: Jennifer Long

Meets: Mondays and Wednesdays 9:30 a.m.-12:15 p.m. in E212

Office Hours: Mondays and Wednesdays from 9:00 a.m.-9:30 p.m. & 12:15-1:15 p.m. and by appointment

Office Location: C252

Phone: (860) 215-9450

E-mail:jlong@trcc.commnet.edu

**Required Texts:**

Hosey, Sara. *Wide Awake: Thinking, Reading and Writing Criticall*y. 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 theTRCC 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.

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|  **College Disabilities Service Provider**  |   |
|   |   |   |
|  Matt Liscum, Counselor(860) 215-9265Room A113   |           Learning Disabilities         ADD/ADHD         Autism Spectrum         Mental Health Disabilities |   |
|  Elizabeth Willcox, Advisor(860) 215-9289Room A113 |           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](http://www.trcc.commnet.edu) or [www.threerivers.edu](http://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](https://www.mail.commnet.edu/owa/redir.aspx?C=d06306601287421fa559ea6af7c3c4ea&URL=http%3a%2f%2fwww.trcc.commnet.edu%2fdiv_it%2feducationaltechnology%2fTutorials%2fmyCommNetAlert%2fMIR3.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**](http://blog.cengage.com/?top_blog=tips-for-students-how-to-let-your-instructor-know-youre-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*](http://www.cengage.com/search/productOverview.do?Ntt=becoming+a+master||13211257361632873286173766928175489700&N=16&Ntk=APG||P_EPI), 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 Spring 2019: Tentative Student Course Outline**

Subject to change by instructor

|  |  |
| --- | --- |
| **Monday** | **Wednesday** |
| 1/28 – Course introduction Hand out syllabus Diagnostic Essay\*Note: Make sure you haveThe Pearson Student Access Code(purchased from the college bookstore)for the online Pearson ToolsTRCC Log in page for Pearson Online tools: **www.pearsoncustom.com/ct/trcc\_eng/** | 1/30 – Syllabus review/course overview Online Tools and Registration: The Writer’s Handbook (online) Pearson Writer and  SmartThinking Tutors & MyWritingLab.com Due:* 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
 |
| 2/4 – 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 (Lesson #1 – 60 minutes)Brainstorm possible sociopolitical topicDue:* Read *Making Reading Relevant* chapter 6, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 1 and take written notes in the “textbook notes” section of your notebook
* Bring login information for TRCC and Pearson Student Access Code
 | 2/6 – MyWritingLab.com  (Lesson #2 – 60 minutes ) Review Wide Awake Ch. 3 **MRR chapter 2 quiz**Due:* Read *Making Reading Relevant* chapter 2, answer all the questions and study for the quiz.
* Read *Wide Awake*: Chapter 3 and take written notes in the “textbook notes” section of your notebook.
 |
| 2/11 - MyWritingLab.com (Lesson #3 - 60 minutes) Review online registration  Sentence to paragraph **Introduce Information Literacy** **Assignment with Research Proposal** review tentative topics **MRR chapter 1 quiz** Due:* Bring a list of 10 tentative topics for Persuasive Essay
* Read *Making Reading Relevant* chapter 1, answer all the questions and study for the quiz
* *Writer’s Handbook*: Chapters 1 and 2 (highlight and take notes online)
 | 2/13 - MyWritingLab.com  (Lesson #4 - 60 minutes) Review Journal 1 Review Wide Awake Ch. 6 Mini-lesson: Summaries and  outlines  **MRR chapter 5 quiz**Due:* Read *Making Reading Relevant* chapter 5, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 6 and take written notes in the “textbook notes” section of your notebook
* **Journal 1:** Wide Awake pp. 222-229 “A Forgotten Child Remembers: Reflections on Education” 1 paragraph summary; Read Critically #1-4; Respond Questions #1 (only a one paragraph response); Connection Questions # 1 (one paragraph with a strong topic sentence)
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| 2/18 – President’s Recess  Classes not in session | 2/20 -- MyWritingLab.com (Lesson #5 - 60 minutes) Lecture: Integrated Reading & Writing **MRR chapter 8**Due:* Read *Making Reading Relevant* chapter 8, answer all the questions
* *Writer’s Handbook*: Chapters 3 and 4 (highlight and take notes online)
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| 2/25 – **Library Lesson** - *Meet in Library (2nd* *floor classroom)* **Information Literacy Assignment** **with Research Proposal** directions Due: * Read *Wide Awake*: Chapter 7 and take written notes in the “textbook notes” section of your notebook.
* *Writer’s Handbook*: Chapters 18 and 19 (highlight and take notes online)
 | 2/27 -MyWritingLab.com  (Lesson #6 - 60 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**Due:* Read *Making Reading Relevant* chapter 3, answer all the questions and study for the quiz
* Find first source, print, staple and annotate the article.
 |
| 3/4 – MyWritingLab.com (Lesson #7 - 60 minutes) Review Writer’s Handbook notes  from chapters 1, 2, 18 and 19 **MRR chapter 4 quiz** Review Wide Awake Ch. 8Due:* Read *Making Reading Relevant* chapter 4, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 8 and take written notes in the “textbook notes” section of your notebook
 | 3/6 – MyWritingLab.com (Lesson #8 - 60 minutes) Review Journal 2Due:* **Journal 2:** *Wide Awake* pp. 274-2281 “Online Learning and Non-Learning” 1 paragraph summary; Read Critically #1 - 4; Respond Questions #1 in 1-paragraph response
 |
| 3/11 – Spring Break Classes not in session | 3/13 – Spring Break  Classes not in session |
| 3/18 – MyWritingLab.com  (Lesson #9 - 60 minutes) Review Writer’s Handbook Ch. 21 Journal workshop - Large and small group Journal work **Mock Reading Test** Due:* Journals 1and 2 due typed and revised for Journal Workshop
* Find second source, print, staple and annotate the article.
* *Writer’s Handbook*: Chapter 21 (highlight and take notes online)
 | 3/20 - MyWritingLab.com  (Lesson #10 - 60 minutes) Review Wide Awake Ch. 2 **Midterm Journal Peer Review** Due:* Journals 1 and 2 due typed and revised for Midterm Journal Peer Review
* Read *Wide Awake*: Chapter 2 and take written notes in the “textbook notes” section of your notebook
 |
| 3/25 – **Midterm**  Lecture: Persuasive Appeals Due:* 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
 | 3/27 – Ideology Profile **Introduce Persuasive Essay**  **Information Literacy Assignment**  **with Research Proposal Drafting** **(Summaries)** Pearson Writer: Submit/edit  Summaries SmartThinking: Submit SummariesDue:* Read *Wide Awake*: Chapter 5 and take written notes in the “textbook notes” section of your notebook
* **Journal 3:** Wide Awake pp. 158-163 “The Biggest Losers & the Lies They Feed Us; Read Critically #1-4; Respond Questions #2
 |
| 4/1 –Review Wide Awake Ch. 5 **Persuasive Essay Library** **Worksheet** **Information Literacy Assignment**  **with Research Proposal Drafting** **(Reflection)**Review Writing Process Pearson Writer: Submit/edit  Reflection Due:* *Writer’s Handbook* (MLA format and in-text citation)
* *Writer’s Handbook*: Chapter 23 (highlight and take notes)
 | 4/3 –  **Information Literacy Assignment**  **with Research Proposal Drafting**  **(Analysis and Proposal)** Midterm Conferences on reading  exam and journals  Review Wide Awake Ch. 4 Pearson Writer: Submit/edit AnalysisDue:* Read *Wide Awake*: Chapter 4 and take written notes in the “textbook notes” section of your notebook
* Finish the Library Lesson Assignment sheet
 |
| 4/8 – **Information Literacy Assignment**  **with Research Proposal:** **Editing and Peer Review** Persuasive Essay presentations  (library worksheet/proposals) Edit thesis statements Midterm Conferences continue  Pearson Writer: Submit/edit  Information Literacy Assignment with Research Proposal  SmartThinking: Submit Information Literacy Assignment with Research  ProposalDue:* Revise Information Literacy Assignment with Research Proposal for peer review – bring typed copy for peer review
 | 4/10 – **Information Literacy Assignment**  **with Research Proposal Final** **Draft Due** Persuasive Essay outlining workshop Persuasive Essay presentations  (library worksheet/proposal) Information Literacy Assignment with Research Proposal Conferences  Edit thesis statement Review Journal 4Due:* **Information Literacy Assignment**

 **with Research Proposal Final**  **Draft** **in folder with annotated**  **articles** |
| 4/15 – Lecture: Reading/Writing Persuasive Essay presentations (library  worksheet/proposal) **Persuasive Essay Outline Peer**  **Review** Due: * Persuasive Essay typed outline due for Peer Review
* **Journal 4:** *Wide Awake* pp. 182-187 “From Al Gore’s Nobel Peace Prize Acceptance Speech” Read Critically #1-4; Respond Questions #1; Connection Questions #2 in 1-page response
 | 4/17- Persuasive Essay Drafting Pearson Writer: Submit/edit Persuasive Essay SmartThinking: Submit Persuasive Essay  Mini lesson: MLA in-text citation Due: Revised Persuasive Essay outline due from Peer Review |
| 4/22 – **Persuasive Essay: Peer Review** **And Editing Workshop**   Due:* Persuasive Essay typed draft due for Peer Review and Editing Workshop
 | 4/24 – **Final Portfolio Directions** **Persuasive Essay Final Draft Due** **Peer Review: Journals**  Due:* 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
 |
| 4/29 –- Final Portfolio Drafting  **Mock Exit Exam**Due: * Revise Journals 1-4 from Peer Review
* Typed Cover Letter, Self Evaluation and tabs due

  | 5/1 – Return Persuasive Essay  Persuasive Essay Revision Workshop Review: Reading/Writing portion of  Exit Exam Informal Final Portfolio Peer Review Due:* Continue revising work for Final Portfolio, including Journals and Persuasive Essay
* Final Portfolio components due typed for Peer Review
 |
| 5/6- **Timed Reading Mastery Test** Final Portfolio Editing WorkshopDue: * Continue revising work for Final Portfolio, including Journals and Persuasive Essay
 | 5/8– **Portfolio Peer Review**Review Timed Reading Mastery Test **Conferences:*** **Review Timed Reading Mastery Test**
* **Final Portfolio Checklist**

 Due: * Final Portfolio for Peer Review
 |
| 5/13 – **Final Portfolios Due (including** **Persuasive Essay rewrite)** **Exit Exam****Instructor’s note: During Exit Exam, review portfolios and complete checklist. Consult with students and initial checklists as the students leave.**Due:* Final Portfolios Due (including Persuasive Essay rewrite)
 | 5/15 – Exit Conferences |

**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 – Spring 2019**

**Lesson #1**

Diagnostic Test

* + **Paragraph Development**
* Paragraphs: Describing
* Paragraphs: Narrating
* Paragraphs: Compare/contrast
* Paragraph: Cause and effect
* Paragraphs: Argument

**Lesson #2**

* **Paragraph Development**
* Recognizing a paragraph
* The topic sentence
* Developing and organizing a paragraph
* Revising a paragraph
* Editing the paragraph

**Lesson #3**

* **Punctuation, Mechanics, and Spelling**
* Spelling
* Apostrophes
* Capitalization
	+ **Sentence Skills**
* Transitions

**Lesson #4**

* **Usage and Style**
* Vocabulary development
* Easily confused words

**Lesson #5**

* **Sentence Skills**
* Sentence structure
* Fragments
* Run-ons

**Lesson #6**

* **Craft of Writing**
* Purpose
* Audience

**Lesson #7**

* **Usage and Style**
* Varying sentence structure
* Using exact language
* Redundancy and wordiness
* Unnecessary shifts

**Lesson #8**

* **Craft of Writing**
* The writing process
* Prewriting
* Drafting
* Revising
* Editing

**Lesson #9**

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

**Lesson #10**

* **Sentence Skills**
* Misplaced or dangling modifiers
* Parallelism
* Combining sentences
* **Punctuation, Mechanics, and Spelling**
* Commas
* Final punctuation
* Quotation marks

**Sample Lesson Plans**

Week by week pacing:

**NOTE: Please attend Pearson Trainings for online products (check your TRCC e-mail for updates).**

TRCC Log in page: [**www.pearsoncustom.com/ct/trcc\_eng/**](http://www.pearsoncustom.com/ct/trcc_eng/)

\*Note: Students should take Pearson diagnostic test. Please, set up your courses to reflect this.

\*Also, instructors review the Overview and Animation for each section before students begin work.

\*Each week students are assigned a set of MyWritingLab.com exercises. Exercises not completed in class must be finished within a week of assigned date. List of assignments are on the last page of the syllabus.

**The Writer’s Handbook is an online text (students who prefer a hard copy can purchase one at the college bookstore) and there is a highlighting and note taking tool for the students to use in the program. The notes are saved in the student’s view and you should check them periodically.**

**Please plan to attend a training session at the start of the Fall semester. Marcel Burch and/or Jennifer Long will send you the schedule of these trainings. Please make sure you are regularly checking your TRCC e-mail account.**

**\*Pearson Writer: Locate Topic listed below (Cover all of the Core Concepts, including quizzes). Throughout the term, please heavily integrate the writing sections under Pearson Writer to meet the course outcomes.**

**1st Class**

TR 1/24

MW 1/28 - Course introduction

 Hand out syllabus

 Diagnostic Essay

**Handouts:** Syllabus (to be reviewed in detail during the second class)

 Diagnostic essay

**Class Activity:** Icebreaker e.g. Getting to Know You Bingo

Course introduction and overview

For the first day, highlight the following information on the syllabus: required materials, instructor’s office hours and contact information, and having the Student Access Card for the Pearson tools.

Youtube Video = Thomas Frank – 8 Habits of Highly Successful Students (11:39)

**Diagnostic Essay** – 50 minutes

Notes:

**2nd Class**

TR 1/29

MW 1/30 – Syllabus review/course overview

 Online Tools and Registration:

 The Writer’s Handbook (online)

 Pearson Writer and

 SmartThinking Tutors

 & MyWritingLab.com

Due:

* 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

**Handouts:**

**Class Activity:**  Icebreaker e.g. What is your Preference?

Comment on Diagnostic Essay:

Elements of an essay? Introduction, thesis, body and conclusion

Be sure to answer prompt directions

**Syllabus and Course overview** – 1 hour

Online Tools and Registration: (40 minutes)

* Show how to navigate tools and instructional video

**Computer Logon Workshop:**

* Bring login information for TRCC and Pearson registration code
* *NOTE: TRCC website has directions for students on how to logon to computers*
* Introduce Pearson Writer (Lesson: Outlining/ Grammar)
* The Writer’s Handbook: Outline Chapters 1 and 2 - highlight and take notes (start in class)
* Pearson SmartThinking Tutors

**MyWritingLab.com**

* Students must take diagnostic test to begin MyWritingLab.com
* Have students logon to Pearson products and MyWritingLab.com

**Persuasive Essay: Brainstorm socio-political topics for Persuasive Essay**

**Social Political issues**

* Show New York Times 600 topics for Argument
* Newspaper articles

Notes:

**3rd Class**

TR 1/31

MW 2/4 – 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 (Lesson #1 - 60 minutes)

 Brainstorm possible sociopolitical topic

Due:

* Read *Making Reading Relevant* chapter 6, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 1 and take written notes in the “textbook notes” section of your notebook
* Bring login information for TRCC and Pearson Student Access Code

**Class Activity:** Icebreaker i.e. Pig Activity (bring plain paper)

**Handouts:** Pig Activity

 Chapter 6 Quiz

 Transitions

**MRR chapter 6 quiz – Patterns of Organization Strategies**

* group work and class discussion
* Review 6 quiz after students take it

**Mini-lesson: Annotating**

* With reading “I am Writing Blindly”
* Also discuss: narration and pathos in reading

**Presentations:** Review Wide Awake Ch. 1 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**Computer Logon Workshop:**

* Bring login information for TRCC and Pearson registration code
* *NOTE: TRCC website has directions for students on how to logon to computers*
* Introduce Pearson Writer (Lesson: Outlining/ Grammar)
* The Writer’s Handbook: Outline Chapters 1 and 2 - highlight and take notes (start in class)
* Pearson SmartThinking Tutors
* Have students logon to Pearson products and MyWritingLab

**Lesson #1**

Diagnostic Test

* + **Paragraph Development**
* Paragraphs: Describing
* Paragraphs: Narrating
* Paragraphs: Compare/contrast
* Paragraph: Cause and effect
* Paragraphs: Argument

Notes:

**4th Class**

TR 2/5

MW 2/6 - MyWritingLab.com (Lesson #2 - 60 minutes )

 Review Wide Awake Ch. 3

 **MRR chapter 2 quiz**

Due:

* Read *Making Reading Relevant* chapter 2, answer all the questions and study for the quiz.
* Read *Wide Awake*: Chapter 3 and take written notes in the “textbook notes” section of your notebook.

**Hand back:** Chapter 6 Quiz

* tell students to note grade/re-collect quizzes

**Handouts:** Chapter 2 Quiz

**Class Activity:** Hidden pictures

Youtube Video = Thomas Frank – How to Study Effectively: 8 Advanced Tips (13:56)

**MRR chapter 2 quiz – Basic Comprehension Strategies**

* group work and class discussion
* Review 2 quiz after students take it

**Presentations:** Review Wide Awake Ch. 3 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**Conference with each student** – for 10 minutes re: Pearson Diagnostic Test

**MyWritingLab.com** – exercises 60 minutes

**Lesson #2**

* **Paragraph Development**
* Recognizing a paragraph
* The topic sentence
* Developing and organizing a paragraph
* Revising a paragraph
* Editing the paragraph

Notes:

**5th Class**

TR 2/7

MW 2/11 - MyWritingLab.com (Lesson #3 - 60 minutes)

 Review online registration

 Sentence to paragraph

 **Introduce Information Literacy Assignment with Research Proposal**

review tentative topics

 **MRR chapter 1 quiz**

Due:

* Bring a list of 10 tentative topics for Persuasive Essay
* Read *Making Reading Relevant* chapter 1, answer all the questions and study for the quiz
* *Writer’s Handbook*: Chapters 1 and 2 (highlight and take notes online)

**Hand back:** Chapter 2 Quiz

* Tell students to note grade/re-collect quiz

**Class Activity:** Procrastination Video

* Ted Talks/ Tim Urban/ Inside the Mind of a Master Procrastinator (14:04 minutes)

**Handouts:** Chapter 1 Quiz

**MRR Chapter 1 quiz – Vocabulary Strategies**

* Group work and class discussion
* Review 1 quiz after students take it

**Information Literacy Assignment with Research Proposal Drafting & Persuasive Essay**

Brainstorm topics for research prewriting

* Due: List of 10 tentative topics for Persuasive Essay

Mini-lesson: Freewriting (refer to *The Writer’s Handbook*/Pearson Writer/MyWritingLab)

Oral presentations on tentative topics – Feedback from audience on description

**Conference with each student** – for 10 minutes re: Pearson Diagnostic Test

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #3**

* **Punctuation, Mechanics, and Spelling**
* Spelling
* Apostrophes
* Capitalization
	+ **Sentence Skills**
* Transitions

Notes:

**6th Class**

TR 2/12

MW 2/13 - MyWritingLab.com (Lesson #4 - 60 minutes)

 Review Journal 1

 Review Wide Awake Ch. 6

 Mini-lesson: Summaries and outlines

 **MRR chapter 5 quiz**

Due:

* Read *Making Reading Relevant* chapter 5, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 6 and take written notes in the “textbook notes” section of your notebook
* **Journal 1:** Wide Awake pp. 222-229 “A Forgotten Child Remembers: Reflections on Education” 1 paragraph summary; Read Critically #1-4; Respond Questions #1 (only a one paragraph response); Connection Questions # 1 (one paragraph with a strong topic sentence)

**Hand back:** Chapter 1 Quiz

* tell students to note grade/re-collect quiz

**Class Activity:** Pictures – find hidden items

**Handouts:** Chapter 5 Quiz

How to write a summary - directions

 Summary sample

**MRR chapter 5 quiz – Figurative Language Strategies**

* group work and class discussion
* Review 5 quiz after students take it

**Mini-lesson**: outlines and summaries

* Outlines – show where to find in T*he Writer’s Handbook and P*earson Writer – Owl Online handout
* Summaries should include the title, author, thesis and major details. The author should be attributed in each line of the summary

**Discuss how to write a Summary** – directions

* Sample summary
* Transitions
* Students draft summary in class

Student practice (Edit on Doc Cam)

* Have students look up summary in handbook, Pearson Writer, and MyWritingLab.com

**Review Journal Reading**

If students have not read, point to each student to read a paragraph.

Review author’s thesis and major details

**Fall:** **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

**Spring: Journal 1:** Wide Awake pp. 222-229 “A Forgotten Child Remembers: Reflections on Education” 1 paragraph summary; Read Critically #1-4; Respond Questions #1 (only a one paragraph response); Connection Questions # 1 (one paragraph with a strong topic sentence)

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #4**

* **Usage and Style**
* Vocabulary development
* Easily confused words

**Presentations:** Review Wide Awake Ch. 6 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

Notes:

**7th Class**

TR 2/14

*MW 2/18 President’s Recess – MW classes not in session*

MW 2/20 - MyWritingLab.com (Lesson #5 - 60 minutes)

 Lecture: Integrated Reading & Writing

 **MRR chapter 8**

Due:

* Read *Making Reading Relevant* chapter 8, answer all the questions
* *Writer’s Handbook*: Chapters 3 and 4 (highlight and take notes online)

**Hand back:** Chapter 5 Quiz

* tell students to note grade/re-collect quiz

**Class Activity:**

**Hand out**:

**MRR chapter 8 – Information Literacy Strategies**

 **(review the chapter, but no quiz for this one)**

* group work and class discussion

Lecture: Integrated Reading & Writing

**Conference with Students: MyWritingLab.com**

* pull up and show each student the instructor view in the gradebook – demonstrating his or her work in the lab and where the student can improve
* Remind the student MyWritinglab.com is 10% of his or her grade

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #5**

* **Sentence Skills**
* Sentence structure
* Fragments
* Run-ons

\*Pearson Writer: Grammar

Notes:

**8th Class**

TR 2/19

MW 2/25 - **Library Lesson** - *Meet in Library*

 **Information Literacy Assignment with Research Proposal directions**

Due:

* Read *Wide Awake*: Chapter 7 and take written notes in the “textbook notes” section of your notebook.
* *Writer’s Handbook*: Chapters 18 and 19 (highlight and take notes online)

**Library Lesson** *Meet in Library (2nd floor classroom)*

**Hand out**: Research Proposal directions

 Research Proposal rubric

 Evaluating sources

**Information Literacy Assignment with Research Proposal**

* give directions
* give rubric and explain expectations
* Assign first article due next class – printed/stapled/annotated
* Review handout – Evaluating sources

**Highlighting:**

* Video on Highlighting
* http://www.tv411.org/reading/studying-test-prep/video-highlighting

Notes:

**9th Class**

TR 2/21

MW 2/27 - MyWritingLab.com (Lesson #6 - 60 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**

Due:

* Read *Making Reading Relevant* chapter 3, answer all the questions and study for the quiz
* Find first source, print, staple and annotate the article.

**Class Activity:**

**Handouts:** Chapter 3 Quiz

 Midterm instructions

**MRR chapter 3 quiz – Textbook Strategies**

* group work and class discussion
* Review 3 quiz after students take it

**Review first annotated article** for the Information Literacy Assignment and Research Proposal

Find first source, print, staple and annotate the article

**Evaluate 1st article and annotation**

* Collect student articles and evaluate on Doc Cam
* review annotating and highlighting – use student articles
* remind discussion in MRR and *Wide Awake,* as well as online tools

**Mid-Term Exam overview**

* Give overview of Midterm
* Review handout on Midterm

**Journal 1 Summary:**

Pearson Writer: submit and edit

SmartThinking: submit

**Presentations:** Review Wide Awake Ch. 7 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #6**

* **Craft of Writing**
* Purpose
* Audience

Notes:

**10th Class**

TR 2/16

MW 3/4 - MyWritingLab.com (Lesson #7 - 60 minutes)

 Review Writer’s Handbook notes

 from chapters 1, 2, 18 and 19

 **MRR chapter 4 quiz**

 Review Wide Awake Ch. 8

Due:

* Read *Making Reading Relevant* chapter 4, answer all the questions and study for the quiz
* Read *Wide Awake*: Chapter 8 and take written notes in the “textbook notes” section of your notebook

**Hand back:**

Chapter 3 Quiz

* tell students to note grade/re-collect quiz

**Handouts:** Chapter 4 Quiz

 Midterm Exam Directions

**MRR chapter 4 quiz – Critical Reading Strategies**

* group work and class discussion
* Review 4 quiz after students take it

**Midterm Exam directions**

* Review directions handout and dicuss expectations

**Presentations:** Review Wide Awake Ch. 8 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #7**

* **Usage and Style**
* Varying sentence structure
* Using exact language
* Redundancy and wordiness
* Unnecessary shifts

\*Pearson Writer: Clear and Effective Sentences

Notes:

**11th Class**

TR 2/28

MW 3/6 - MyWritingLab.com (Lesson #8 - 60 minutes)

 Review Journal 2

Due:

* **Journal 2:** *Wide Awake* pp. 274-2281 “Online Learning and Non-Learning” 1 paragraph summary; Read Critically #1 - 4; Respond Questions #1 in 1-paragraph response

**Hand back:** Chapter 4 Quiz

* tell students to note grade/re-collect quiz

**Class Activity:**

**Review Journal Reading**

If students have not read, point to each student to read a paragraph.

Review author’s thesis and major details

**Review Journal**

**Fall: Journal 2:** *Wide Awake* 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

* Show TedEd video: “The Psychology of Narcissism” (5:09 minutes)

**Spring: Journal 2:** Wide Awake pp. 274-2281 “Online Learning and Non-Learning” 1 paragraph summary; Read Critically #1 - 4; Respond Questions #1 in 1-paragraph response

**Handouts:**

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #8**

* **Craft of Writing**
* The writing process
* Prewriting
* Drafting
* Revising
* Editing

**Journal Workshop**

Put journals on document camera for grammar editing session

Notes:

**12th Class - Catch-up Day**

TR 3/5

*MW 3/11 & 3/13 Spring Break – classes not in session*

MW 3/18 – MyWritingLab.com (Lesson #9 - 60 minutes)

 Review Writer’s Handbook Ch. 21

 Journal workshop - Large and small group Journal work

 **Mock Reading Test**

Due:

* Journals 1and 2 due typed and revised for Journal Workshop
* Find second source, print, staple and annotate the article.
* *Writer’s Handbook*: Chapter 21 (highlight and take notes online)

**Class Activity:**

**Journal workshop**

* Large and small group work
* Journals 1 and 2 due typed and revised for workshop

**Review second annotated article** for Information Literacy Assignment and Research Proposal

* Find second source, print, staple, and annotate the article
* Small and large group work - put on overhead and evaluate for validity

**Mock Reading Exam**

* Have students take test (one reading – 10 questions)
* Small group work reviewing how the student found the answer
* Large group work review answers and how to find them

**In class writing exercise** (20 minutes)

* Write a paragraph on “why my topic is a social political topic in America”
* Must have a topic sentence and major details
* Prewriting is required

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #9**

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

Notes:

**13th Class**

TR 3/7

MW 3/20 - MyWritingLab.com (Lesson #10 - 60 minutes)

 Review Wide Awake Ch. 2

 **Midterm Journal Peer Review**

Due:

* Journals 1 and 2 due typed and revised for Midterm Journal Peer Review
* Read *Wide Awake*: Chapter 2 and take written notes in the “textbook notes” section of your notebook

**Class Activity:**

**Handouts:** Thesis statement

**Mini lesson:** thesis statements (topic, stance and three claims)

* Use handout
* Remind students that this information can be found on the online tools
* Remind students Persuasion Paper thesis statements are due in the next class

**Reading comprehension and critical thinking:**

* Video on
* http://www.tv411.org/reading/understanding-what-you-read/video-campaign-promises

**Midterm Journal Peer Review**

* Journals 1-2 due typed and revised for Midterm Journal Peer Review

**Presentations:** Review Wide Awake Ch. 2 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**MyWritingLab.com** – exercises (60 minutes)

**Lesson #10**

* **Sentence Skills**
* Misplaced or dangling modifiers
* Parallelism
* Combining sentences
* **Punctuation, Mechanics, and Spelling**
* Commas
* Final punctuation
* Quotation marks

Large group discussion on Persuasion Paper

\*Pearson Writer: Common Errors

Notes:

**14th Class**

TR 3/19

*TR 3/11 & 3/13 Spring Break – classes not in session*

MW 3/25 -  **Midterm**

 Lecture: Persuasive Appeals

Due:

* Journals 1 and 2 due typed for Midterm (in a folder)
* Persuasive Paper: tentative 3-part thesis statement
* Find third source, print, staple and annotate the article

**Class Activity:**

**Handouts:** Midterm

 Thesis - peer review worksheet

**Test Taking:**

* Video on test taking
* <http://www.tv411.org/reading/studying-test-prep/video-test-taking>

**Midterm**

* Journals 1 and 2 due typed and stapled for Midterm (final draft only) – collect at start of class
* **Midterm** -The reading portion is a timed exam, not to exceed 1 hour and 15 minutes

**Lecture: Persuasive Appeals**

* Youtube: Mr. Rogers and the Power of Persuasion (23.40 minutes)

**Thesis Statement**

* Due: tentative thesis statement for Persuasive Essay
* Thesis peer review worksheet
* In-class editing

**Review third annotated article** for the Information Literacy Assignment and Research Proposal

* Find third source, print, staple and annotate the article

Notes:

**15th Class**

TR 3/21

MW 3/27 – Ideology Profile

**Introduce Information Literacy Assignment with Research Proposal**

 **Drafting (Summaries)**

 Pearson Writer: Submit/edit Summaries

 SmartThinking: Submit Summaries

Due:

* Read *Wide Awake*: Chapter 5 and take written notes in the “textbook notes” section of your notebook
* **Journal 3:** Wide Awake pp. 158-163 “The Biggest Losers & the Lies They Feed Us; Read Critically #1-4; Respond Questions #2

**Class Activity:**

**Review Midterm Exam and Journals**

* Hand back
* review exam
* discuss journals

**Ideology Profiles:**

Lecture: Intended Audience (generalization/inference)

Lecture: Analysis

Ideology Profiles

Major Assignment: Information Literacy Assignment with Research Proposal

*Note on “Ideology Profile” - Scaffold the following concepts for students:*

*Generalization*

*Inference*

*Topic Selection*

*Research (Student as Reader)*

*Intended Audience (Student as Writer)*

*Worldview – Tentative Thesis statements*

*Then, have the students create profiles in which they describe themselves in terms of the following categories:*

*Age – year born/Gender Identity*

*Type of home they live in/number of roommates/pets*

*Socio-economic background (class)*

*Religion*

*Ethnicity*

*Race*

*Politics*

*Hobbies*

*Charities/Causes*

*Current major/Education level desired*

*Family dynamics (political views/socio-economic background/religion, etc.)*

*Health*

*Psychology*

*What do you spend money on for fun?*

*After students have created their profiles, ask them to write a multi-paragraph response to the following prompt:*

*Paragraph 1: Write a 1-paragraph summary that describes who you are, based on your ideology profile.*

*Paragraph 2: Why would someone with your values, beliefs and assumptions about the world be drawn to that topic and the stance that you hold on the topic.*

*Paragraph 3: What type of person would oppose your viewpoint? This sketch will help you shape who your intended audience will be for Paper 4. How can you be mindful to use appropriate tone and other rhetorical strategies to address this audience in your persuasive essay?*

*Groupwork: Students should get into groups of 4 and each student shares their paragraphs with the group and sustains a 5-minute discussion on their topics.*

**In-class drafting: Information Literacy Assignment with Research Proposal (Summaries)**

Students submit summaries to Pearson Writer and SmartThinking tutors

**Review Reading Journal**

If students have not read, point to each student to read a paragraph.

Review author’s thesis and major details

**Review Journal**

* **Fall: Journal 3:** *Wide Awake* 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
* Show Youtube video: “Obesity in America” Nightline from ABC News (7:55 minutes)
* **Spring: Journal 3:** Wide Awake pp. 158-163 “The Biggest Losers & the Lies They Feed Us; Read Critically #1-4; Respond Questions #2
* Show Youtube video: “Biggest Loser Contestants Open up About Continuing Weight Battles” ABC News (7:46 minutes)

Wide Awake outline: Chapter 5 review

\*Pearson Writer: Common Errors

Writer’s Handbook: Chapters 23 (highlight and take notes)

Notes:

**16th Class**

TR 3/26

MW 4/1 – Review Wide Awake Ch. 5

 **Persuasive Paper Library Worksheet**

 **Information Literacy Assignment with Research Proposal Drafting**

 **(Reflection)**

Review Writing Process

 Pearson Writer: Submit/edit

 Reflection

Due:

* Writer’s Handbook (MLA format and in-text citation)
* *Writer’s Handbook*: Chapter 23 (highlight and take notes)

**In-class drafting: Information Literacy Assignment with Research Proposal (Reflection)**

Students submit reflections to Pearson Writer and SmartThinking tutors

**Presentations:** Review Wide Awake Ch. 5 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

**Library Worksheet: Students spend one hour in the library working on the Library Worksheet**

\*Pearson Writer: Common Errors

Notes:

**17th Class**

TR 3/28

MW 4/3 – **Information Literacy Assignment with Research Proposal Drafting**

 **(Analysis and Proposal)**

 Midterm Conferences on reading exam and journals

 Review Wide Awake Ch. 4

 Pearson Writer: Submit/edit Analysis

Due:

* Read *Wide Awake*: Chapter 4 and take written notes in the “textbook notes” section of your notebook
* Finish the Library Lesson Assignment sheet

**Class Activity:**

**Handouts:** Ethos, pathos, and logos

**Hand back and Review Mid-Term** – **Reading Exam portion**

* Review
* Collect back

**In-class drafting: Information Literacy Assignment with Research Proposal (Analysis and Proposal)**

Students submit analysis to Pearson Writer and SmartThinking tutors

Lecture: Rhetorical Modes (Ethos/Pathos/Logos)

* Ethos, pathos, and logos (and review handout)
* YouTube Video – How to identify ethos, pathos, and logos by Shmoop
* Review graphic art article

Research Workshop

Mini-lesson: Thesis Statements

**Midterm Conferences**

On reading exam and journals

\*Pearson Writer: Common Errors

**Presentations:** Review Wide Awake Ch. 4 (Students work in groups to review their Wide Awake chapter notes and create 2-3 minute presentations on the group’s assigned part of the chapter. Presentations are quick and informal and every student should be assigned a specific task, i.e. group leader, head presenter, note taker, time keeper, etc.)

Notes:

**18th Class**

TR 4/2

MW 4/8 – **Information Literacy Assignment with Research Proposal: Editing and Peer**

 **Review**

 Persuasive Essay presentations (library worksheet/proposal)

 Midterm Conferences (continue)

 Edit thesis statements

 Pearson Writer: Submit/edit

 Information Literacy Assignment with Research Proposal

 SmartThinking: Submit Information Literacy Assignment with Research Proposal

Due:

* Revise Information Literacy Assignment with Research Proposal for peer review – bring typed copy for peer review

**Class Activity:**

**Handouts:**

**Information Literacy Assignment with Research Proposal Peer Review**

* Students work in small groups to revise assignment
* Students submit completed Information Literacy Assignment with Research Proposal assignment to Pearson Writer and SmartThinking tutors

**Persuasion Paper Presentations** (library worksheet/proposal)

**Midterm Conferences**

Continue on reading exams and journals

Revise thesis statements with students

\*Pearson Writer: Punctuation

MyWritingLab.com - exercises

Notes:

**19th Class**

TR 4/4

MW 4/10 – **Information Literacy Assignment with Research Proposal Final**

 **Draft Due**

 Persuasive Essay outlining workshop

 Persuasive Essay presentations (library

 worksheet/proposal)

 Information Literacy Assignment with Research Proposal Conferences

 Edit thesis statement

 Review Journal 4

Due:

* **Information Literacy Assignment with Research Proposal Final Draft** **in folder with annotated articles**

**Class Activity:**

**Handout:** Persuasive Paper Format Outline

**Information Literacy Assignment with Research Proposal Draft Due**

* In a folder with annotated articles

**Information Literacy Assignment with Research Proposal Conferences**

* Review and edit three part thesis statements

**Outline Workshop**

* Use Persuasive Essay Format handout

**Persuasive Essay Presentations** (library worksheet/proposal)

Review Journal 4

**Pearson Writer: Argument/Persuasion (25 minutes) – Important!**

**MyWritingLab.com** – exercises (25 minutes)

* Instructors review the Overview and Animation for each section before students begin work.
* **Punctuation, Mechanics, and Spelling**
* Other punctuation
* Apostrophes
* Abbreviations and numbers
* Capitalization

Notes:

**20th Class**

TR 4/9

MW 4/15 – Lecture: Reading/Writing

 Persuasive Essay presentations (library worksheet/proposal)

 **Persuasive Essay Outline Peer Review**

 Due:

* Persuasive Essay typed outline due for Peer Review

**Journal 4:** *Wide Awake* pp. 182-187 “From Al Gore’s Nobel Peace Prize Acceptance Speech” Read Critically #1-4; Respond Questions #1; Connection Questions #2 in 1-page response

**Class Activity:**

Persuasive Essay outline Peer Review

**Persuasive Essay Presentations** (library worksheet/proposal)

**Review Journal Reading**

If students have not read, point to each student to read a paragraph.

Review author’s thesis and major details

**Review**

**Fall: 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

* Show Youtube video: Plato’s The Allegory of the Cave – Alex Gendler – Ted Ed (4.33)

**Spring: Journal 4:** *Wide Awake* pp. 182-187 “From Al Gore’s Nobel Peace Prize Acceptance Speech” Read Critically #1-4; Respond Questions #1; Connection Questions #2 in 1-page response

* Show Youtube video of Al Gore’s acceptance speech (part 1 and part 2 – 1 leads into 2 automatically- 10:00 + 9:42)

Notes:

**21st Class**

TR 4/11

MW 4/17 – Persuasive Essay Drafting

 Pearson Writer: Submit/edit Persuasive Essay

 SmartThinking: Submit Persuasive Essay

 Mini lesson: MLA in-text citation

Due:

* Revised Persuasive Essay outline due from Peer Review

**Class Activity:**

**Mini Lesson: MLA in-text citation**

Show Youtube video: MLA in text citations (step by step guide) Perdue OWL (10:18 minutes)

**Persuasion Paper drafting**

* Revised Persuasive Essay outline from Peer Review
* Pearson Writer: Submit/edit Persuasive Essay
* SmartThinking: Submit Persuasive Essay

Notes:

**22nd Class**

TR 4/16

MW 4/22- **Persuasive Essay: Peer Review**

 **And Editing Workshop**

Due:

* Persuasive Essay typed draft due for Peer Review and Editing Workshop

**Mini Lesson: Works Cited Page**

Show Youtube video: Works Cited Page (step by step guide) Perdue OWL (8:56 minutes)

**Persuasive Essay Peer Review and Editing Workshop**

Notes:

**23rd Class**

TR 4/18

MW 4/24 – **Final Portfolio Directions**

 **Persuasive Essay Final Draft Due**

 **Peer Review: Journals**

Due:

* 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

**Persuasive Essay Final Draft Due**

* in a folder with pre-writing (including ideology profile and library worksheet/proposal), annotated sources, all drafts and typed formal outline

**Final Portfolio Directions**

* Review directions
* bring sample portfolio from previous semester

**Peer Review: Journals**

* Journals 1-4 typed and edited for Peer Review

**Restating:**

* Restating video
* http://www.tv411.org/reading/understanding-what-you-read/video-restating

Pearson Writer – 30 minutes

Notes:

**24th Class**

TR 4/23

MW 4/29 – Final Portfolio Drafting

 **Mock Exit Exam**

Due:

* Revise Journals 1-4 from Peer Review
* Typed Cover Letter, Self Evaluation and tabs due

**Class Activity:**

**Handouts:**

Final Portfolio Drafting

* Revise Journals 1-4 from Peer Review
* Typed Cover Letter, Self Evaluation and tabs due

**Mini-lesson: Timed writing**

**Mock Exit Exam** (1 ½ hours)

Notes:

**25th Class**

TR 4/25

***\*Important note: MW class combines 25th class and 26th class, both to be taught on 5/1***

MW 5/1 - Informal Final Portfolio Peer Review

Due:

* Final Portfolio components due typed for Peer Review

**Class Activity:**

**Review Mock Exam** – review basic improvements to essay

Informal Final Portfolio Peer Review

Persuasive Essay revising workshop (large class discussion) – Edit with Doc Cam

Journal workshop

Notes:

**26th Class**

TR 4/30

***\*Important note: MW class combines 25th class and 26th class, both to be taught on 5/1***

MW 5/1 – Return Persuasive Essay

 Persuasive Essay Revision Workshop

 Review: Reading/Writing portion of

 Exit Exam

Due:

* Continue revising work for Final Portfolio, including Journals and Persuasive Essay

Persuasive Essay conferences when papers are returned

**Persuasive Essay Revision Workshop**

Review Exit Exam (Q&A)

Notes:

**27th Class**

TR 5/2

MW 5/6 – **Timed Reading Mastery Test**

 Final Portfolio Editing Workshop

Due:

Continue revising work for Final Portfolio, including Journals and Persuasive Essay

**Final Portfolio Editing Workshop**

**Timed Reading Mastery Test**

Give reading test: an hour and 15 minutes

Notes:

**28th Class**

TR 5/7

MW 5/8 – **Portfolio Peer Review**

Review Timed Reading Mastery Test

 **Conferences:**

* **Review Timed Reading Mastery Test**
* **Final Portfolio Checklist**

Due:

* Final Portfolio for Peer Review

**Review Timed Reading Mastery Test**

* Review test in large group discussion

**Final Portfolio Peer Review**

**Conferences: Review Timed Reading Mastery Test and Discuss Final Portfolio Checklist**

Notes:

**29th Class**

***\*TR 5/9 Reading Day – classes not in session***

TR 5/14

MW 5/13 – **Final Portfolios Due (including Persuasive Essay rewrite)**

 **Exit Exam**

**Instructor’s note: During Exit Exam, review portfolios and complete checklist. Consult with students and initial checklists as the students leave.**

Due:

Final Portfolios Due (including Persuasive Essay rewrite)

**Class Activity:** Say good-byes

**Handouts:** Exit Exam prompt

 Exit Exam reading

 Lined paper

**Final Portfolios Due (including Persuasive Essay Final Draft)**

Collect and check

**Exit Exam:**

* Give timed exam: 1 ½ hours

Notes:

**30th Class**

TR 5/16

MW 5/15 – Exit Conferences