

11/14/19

## **English 100 – College Reading and Writing**

### **Section 7109**

*Emeritus Hall 1614*

*Monday and Wednesday*

*7pm-9pm*

*Instructor: Mike Madigan*

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**January 14, 2019 to May 15, 2019**

#### **Required Texts**

*Me Talk Pretty One Day (Sedaris)*

*I Am Malala (Yousafzai)*

*A Moveable Feast (Hemingway)*

*Black Boy (Wright)*

#### **Needed**

Dictionary and Thesaurus

Journals, one for class, one for you, one for whatever and whenever, wherever

#### **Catalog Description:**

This reading and writing course is designed to develop skills to the level required for success in ENGL 1A and other transfer-level courses. Formerly ENGL 100B.

#### **Prerequisites/Corequisites:**

Completion of ENGL 302 or higher (V8) OR Course Completion of ENGL 306 OR Qualifying Test Score of 109 in ENGL

## **COURSE CONTENT**

### **Student Learning Outcomes:**

1. Analyze readings of various lengths and complexity in terms of rhetorical method of development, style, implications, irony, satire, assumptions and biases.
2. Summarize and synthesize ideas from more than one college-level reading.
3. Compose logically developed and organized analytical and argumentative essays with clear point of view and thesis.
4. Revise, edit, and proofread essays and other writing with particular attention to syntax, sentence structure, grammar, punctuation, and formatting.
5. Read, analyze, and evaluate research source materials and document them in written assignments in MLA style.

### **Objectives:**

#### **READING**

1. Identify the use of stylistic features in readings.
2. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in readings.
3. Summarize readings of various lengths and complexity.
4. Analyze readings for implied meaning, irony, satire, assumptions, and biases.
5. Synthesize meaning, using a variety of comprehension techniques to improve college-level reading skills.

#### **WRITING**

1. Write a minimum of 4,000 words of expository prose, including some writings documented in MLA style.
2. Write analytical essays with clear, complex theses; adequate development and organization; and effective points of view and style.
3. Write essays using an appropriate combination of rhetorical strategies, including but not limited to causal analysis, compare and contrast, and persuasion/argumentation.
4. Link ideas with appropriate transitions.
5. Revise essays and other writings for organization, style, and tone.
6. Proofread and edit, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
7. Write critical analysis papers in response to challenging readings.
8. Consider and refute opposing points of view in essays or other writings.
9. Write essays that effectively incorporate source materials and document them in MLA style.

## INFORMATION COMPETENCY AND RESEARCH

1. Read, analyze, and evaluate research materials and document in MLA style.
2. Refine and narrow a research topic.
3. Create and implement a research plan.
4. Use library and on-line resources to support written documentations.

## Grade Composition

Short Reactions (8) – 30%

In-class Writing – 10%

Essays (3) – 25%

Final, 'Definition of Narrative' Submission – 25%

Attendance and Activity – 10%

Students are expected to attend all sessions. If you miss four meetings, FOR ANY REASON, you CANNOT pass the course.

No laptops or phones during class meetings... Ever.

### **Plagiarism**

Always will result in an F for the course

### **Disabilities**

Please contact Disability Services office, and/or see me!

In College Reading and Writing, we will be reading and relating the reading back to ourselves. The way you become a stronger, more comfortable and confident reader is by using your Human Experience as a lens, as a means of understanding what you're reading. The objective is to understand and discover, formulate new and independent ideas on what you read. Simply reading is NOT reading. When you react and form a relationship with the text and the writer only then can you say you're reading. The understanding will become natural, will be part of your everyday reading practice and habit. With writing, reacting to what you read, you need to be a participatory reader. Talk to the text, let it talk to you. Again, simply reading what's on a page is not reading. Not only is it not denotative or connotative to the reading act, it separates you further, distances you from what's taking place.

Whatever "grade" you want in this class, you're efforts will mirror what you're awarded. Decide what you want, and write your way there. But, I do advise, you look at this as more than a class, and more than some pursuit of some letter [grade]. Consider this examination of reading, writing, narrative, and class discussion as an invitation to know your own abilities and your own Road, better. Have a discussion with you read, especially if you wrote it. Do more than just read, more than explore... LIVE. And live madly. That's when you learn, when you connect with for what you here came.

