

SAMPLE SYLLABUS

Community Learning Center Bridge College Transition Reading –Writing Syllabus Spring 2010

Instructor: Kate Hallen
Class time: Thursdays, 6:15 – 9:15

COURSE DESCRIPTION

The purpose of this course is to help students understand and prepare for the reading and writing demands of college. Students will work on improving vocabulary and reading comprehension, taking effective notes, honing grammar skills, and crafting paragraphs, essays, and a short research project.

The class will include whole group, small group, pair, and individual work. The first part of most classes will be conducted in the computer room. Computers will be used to type paragraphs and essays, conduct research, and do grammar exercises.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Practice effective pre-reading strategies
- Identify the elements of a writing selection, including main idea, supporting details, and signal words and phrases
- Take effective notes on readings and class discussions
- Describe and practice the steps in the writing process
- Form grammatically correct sentences
- Write a well-organized paragraph
- Write a one-paragraph summary of a text
- Write an outline
- Write a well-organized essay
- Write a business letter
- Write and format a professional resume
- Show evidence of critical thinking through questions and analysis
- Complete a short research project using and citing 2-4 references
- Organize their time so that they can complete assignments when they are due

TEXTBOOK

Required: *Groundwork for College Reading with Phonics* by John Langan
Highly recommended: A college-level, paperback dictionary

MATERIALS

Bring the following materials to every class:

- 3-ring binder with section dividers
- 8.5 x 11 lined writing paper
- pencils and pens
- the textbook (provided by the school)
- journal books (provided by the school)

COURSE ASSIGNMENTS

Products

- Weekly journal entry
- Short paragraphs and essays
- Scholarship application essay
- Short Research project with 2-4 works cited
- Business letter
- Reflections on class work

Journal

Journal entries are informal reflective writing pieces. One paragraph is sufficient, although longer pieces are acceptable. The writing is generally personal, describing experiences, concerns, plans, etc. It can be handwritten or typed. If you write it by hand, use the journal notebooks. Write the date at the top of each entry. If you type it, make sure to include your name and date. I will respond briefly to the content of what you write. I may ask a question that you can respond to in your next entry. *I will not correct the grammar and punctuation in your journals.*

Why do we do journal writing? One reason is the importance of regular practice for developing confidence and skill in writing. Another reason is the opportunity to think about yourself and your environment. Writing helps the thinking process.

Journal entries are confidential—unless you choose to share them with the class, I will not discuss the content of your entry with anyone but you.

Writing Assignments

All assignments done outside your journal notebook **should include a heading with name, course, title, name of the assignment, and date at the top. They should be double-spaced.** Typed versions are preferred. If you do not have a computer at home, check the availability of computers at the public library. You may also be able to use computers at the CLC by appointment.

Research Paper

The short research paper will be completed in stages:

- Topic and questions
- Notes on initial readings
- Outline
- First draft with outline and bibliography
- Second draft: at least 1 page double-spaced with outline and bibliography
- Final paper: at least 1.5 pages double-spaced with bibliography
- Oral presentation

Portfolio

Your portfolio will contain items from this class (see Portfolio Master List in your student handbook).

Weekly homework expectations

There will be one - three homework assignments each week, usually due the following class. In addition, you will need to turn in revisions of any assignment that had more than a few minor corrections. Homework should be turned in at the next class or emailed before the class session.

If you miss a class, it is **your responsibility** to find out what the assignments are. This is one of the purposes of having a Study Buddy. **You are expected to turn in the assignment at the next class even if you were absent the week before.**

Bridge Class Plans
Spring Semester 2010

Date	Homework and individual class work	All Students Class Discussions
2/4	<p>Lab:</p> <ul style="list-style-type: none"> • Finish Business ltr • Work on research proposal and sources <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • List of sources for your research paper (2-4 sources, at least 1 should be a book) • Study “Academic Vocabulary _____” 	<p><u>Class Discussion:</u></p> <ol style="list-style-type: none"> 1. Syllabus and class schedule 2. Orient Spring students to: <ul style="list-style-type: none"> • Portfolio • Groundwork for College Reading (GCR) • Teach SQ3R method for reading • Share ideas for time management and class notes 3. Choose Study Buddies
2/11	<p>Lab: Work on any:</p> <ul style="list-style-type: none"> • Resume • Other portfolio items needed <p><i>Note: you should be reading and <u>taking notes</u> on your research on an ongoing basis.</i></p> <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Paragraph – Essay packet • Study “Academic Vocabulary _____” 	<p><u>Class Discussion:</u></p> <p>~ TAKE NOTES! ~</p> <p>Vocabulary Basics</p> <ul style="list-style-type: none"> • Word roots • Prefixes • Suffixes • Relationships between words • Context Clues • Dictionary Use

<p>2/25</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Revisions: Research proposal and sources list • Rutgers and Diana Hacker websites for info on citing sources <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Write first draft of group essay • Study "Academic Vocabulary" 	<p><u>Class Discussion:</u> Steps in the writing process</p> <ul style="list-style-type: none"> • Freewriting (Thinking about purpose and audience) • Listing/mapping • Outlining • First draft • Revising (Using a rubric) <p>(we will go through these steps as far as the outline, working together to begin an opinion essay on a topic to be chosen by the class)</p>
<p>3/4</p>	<p>Bunker Hill Community</p>	<p>College tour</p>
<p>3/11</p>	<p>Lab: Work on</p> <ul style="list-style-type: none"> • Portfolio items • Grammar/writing exercises • (DianaHacker.com or http://www.powa.org) <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Prepare research notes to hand in – <i>neatly written or typed</i> • Study "Academic Vocabulary" 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 3 Steps in the writing process (cont.) Peer editing of drafts using rubrics</p> <p>Avoiding plagiarism Evaluating sources</p>
<p>3/16</p> <p>Note: Class meets on <u>Tuesday</u> this week only</p>	<p>Lab: Work on</p> <ul style="list-style-type: none"> • Portfolio items • Grammar/writing exercises • (DianaHacker.com or http://www.powa.org) <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • GCR ch 7 & 8, pp 339-383 & review tests 1-3 for each chapter • Study "Academic Vocabulary" • Research paper outline 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 4</p> <p><u>SQ</u> GCR ch 7 & 8, pp 339-383</p>

<p>3/25</p>	<p>Check research paper outlines in class</p> <p>Lab: Start research paper 1st draft</p> <p>19R Quiz and Discussion</p> <p>_____</p> <p>Homework:</p> <ul style="list-style-type: none"> • Study “Academic Vocabulary” • Research Paper, 1st draft • Journal entry: What I want to say about myself when applying for a scholarship Outline: Scholarship essay 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 5</p> <p>GCR ch 7 & 8, Signal words</p> <p>Students’ research questions</p> <p>Scholarship Essays—what should we say?</p>
<p>4/1</p>	<p>Lab: Work on:</p> <ul style="list-style-type: none"> • Portfolio items • Research draft • Grammar/writing exercises (DianaHacker.com or http://www.powa.org) <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Study “Academic Vocabulary” • Scholarship essay 1st draft • Read “Tips for Writing Cover Letters, Resumes...” 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 6</p> <p>Peer review—scholarship essay outline and draft</p> <p>“From Paragraph to Essay” pkt, pp 83-90</p> <p>GCR ch 7 & 8, Signal words</p>
<p>4/8</p>	<p>Lab: Work on:</p> <ul style="list-style-type: none"> • Portfolio items • Research draft • Grammar/writing exercises (DianaHacker.com or http://www.powa.org) 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 7</p> <p>RESUMES !</p> <ul style="list-style-type: none"> • What should they say? • How should they be formatted?

	<p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Study “Academic Vocabulary” • Research Paper, 2nd draft • Read Lecture ready, ch 2, pp 12 - 17 	
4/15	<p>Lab:</p> <ul style="list-style-type: none"> • Check Portfolio checklist—what needs to be finished? <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Lecture ready notes with annotations • Scholarship essay 2nd draft 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 8</p> <p>Watch Lecture Ready lecture and TAKE NOTES! <i>(Write fast but neatly, so you can read them later—and so I can read them!)</i></p> <p>Class activities to follow</p>
4/22	~~ Spring Vacation ~~	<u>NO CLASS</u>
4/29	<p>Lab: Work on Portfolio Items</p> <p>19R Quiz and Discussion</p> <p>Homework:</p>	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 9</p> <p>Finish Lecture Ready activities</p>
5/6	<p>Lab: Work on Portfolio Items</p> <p>19R Quiz and Discussion</p> <p>Homework:</p> <ul style="list-style-type: none"> • Scholarship essay final • Research paper final 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 10</p> <p>Oral Presentation prep</p>
5/13	<p>→Last day to turn in research paper</p> <p>Lab: Work on Portfolio Items</p> <p>19R Editing; Questions</p> <p>Homework:</p> <ul style="list-style-type: none"> • Prepare your oral presentation 	<p><u>Class Discussion:</u></p> <p>Quiz: Academic Vocabulary 11</p> <p>Portfolio check with peer</p> <p>Oral Presentation prep</p>
5/20		Research Presentations

5/27		Research Presentations and PARTY!

June 1 & 3 Exit Accuplacer Testing
 June 7-11 End of Semester Conferencing by appt
June 17 CLC Graduation ceremony

