

10569 English K100: Reading - Writing Connection

Spring 2007
Tuesday & Thursday
2:00pm - 3:20pm
Room: MO 109

Instructor: M.Roychoudhuri
Office hours: TBA
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Required Readings:

- *Patterns for College Writing: A Rhetorical Reader and Guide*, Kirsznner and Mandell. 10th Ed.
- *A Writer's Reference*, Diana Hacker.
- *Tuesdays with Morrie*, Mitch Albom.
- Dictionary.

Course Description:

English 100 emphasizes the close relationship between writing and critical reading. Reading assignments will include contemporary and classical writers. Compositions will be assigned in response to the reading. This course is preparation for English 101 and other courses requiring critical reading, writing, and thinking skills. The larger goal is for the student to be able to transfer the learned reading and writing skills to future college work and real world concepts, issues and career.

Objectives:

By the end of the course students will be able:

- Recognize types of essays.
- Recognize and use common thought patterns in reading and writing.
- Formulate logical inferences.
- Recognize and use figurative language.
- Use prior knowledge to defend the student's interpretations of an author's purpose and intended audience.
- Recognize how words can make positive or negative impressions on the reader and use this tool in the student's own writing.
- Summarize written material.
- Extend the student's reading and writing vocabularies.
- Use reading and writing strategies.
- Recognize the connection between the reading and writing processes.
- Defend the student's assessments of the accuracy and value of what is being read.
- Employ effective revision strategies.

Grading:

- ◆ Class Participation.....20%.
Participation is extremely important because we learn from each other. Participation includes:
 - attending all classes
 - participating in class discussions,
 - small and large group work,
 - in class reading and writing,
 - coming to class prepared by doing the required reading and assignments on time.
- ◆ Quizzes.....5%.
 - Cannot be made up.
- ◆ Reading Responses and Informal Writing Assignments.....20%.
 - Cannot be made up.
 - Demonstrate ability to summarize and use critical thinking skills.
- ◆ Oral Presentations.....5%.
- ◆ Tests.....10%.
- ◆ Formal Writing Assignments.....40%
 - A = 93 -100
 - A - = 90 - 92
 - B + = 87 - 89
 - B = 83 - 86
 - B - = 80 - 82
 - C + = 77 - 79
 - C = 73 - 76
 - C - = 70 - 72
 - D + = 67 - 69
 - D = 63 - 66
 - D - = 60 - 62

Attendance:

- ◆ Students are expected to attend all classes. If a student misses classes it will reflect in a lower final grade, regardless of when these absences occur and the reason(s) for which they occur, including illness.
- ◆ Class begins promptly, don't be late or leave early, it will affect your grade.
If a student will be absent, late or have to leave early, she/he must tell me in advance.
- ◆ It is the student's responsibility to find out and do the assignment for any missed class.
- ◆ Quizzes and Reading Responses cannot be made up.

Late Work:

Work is due on the dates stated in the course outline or by instructor.

Late work (anytime after the end of class) will receive a grade penalty.

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.

Disabilities:

To receive accommodations in class a student must make an appointment with the Learning Disability Specialists, Mr. Chris Scarborough (office in Mohegan library) or Judy Hilburger (office in the Registrar's office) who will justify the special modifications that are needed to facilitate learning for the student. I will be glad to speak with a student regarding this or any special medical needs.

Tutoring/Writing Center:

Tutoring Academic Success Center (TASC) call (860)892-5745.

Writing Center call (860) 892-5773 or 892-5769

or e-mail TRWritingcenter@trcc.commnet.edu.

Technology:

Turn off your cell phone, pager, or other electronic equipment.

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 in both the campuses and at the office at the Sub-base. 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 "F" grade for the course.

Weather Cancellations:

Call (860) 886-0177 or go online to: www.trcc.commnet.edu.

TV Channels 3 & 8.

Radio Stations: WCTY,Q105, WICH, WNLC.

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 and achievement as well. 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.

Reading and Writing Connection 10569 - K100 – M08 and 10473 Eng K100 M01

Tuesday/Thursday 11 - 12:20 Mo Room 305 & Room 302

Instructor: Minati Roychoudhuri

Office: Room 19, Mohegan Campus Annex

Office Hours : TBA in class

Phone # 892 – 5712

E-mail: mroychoudhuri@trcc.commnet.edu

Course Description

This course is designed to encourage higher level of thinking, while connecting reading, writing, and the thinking process. Emphasis is placed on critical reading skills which then allows students to recognize and connect “themes and patterns” in the writing. Students are required to participate in **prepared discussions** in class. Therefore, students enrolled in this course can expect regular reading and writing assignments as well as take home quizzes.

Prerequisite

Minimum “C” grade in Eng 094 is required. In other extenuating circumstances the permission of the instructor or Dept. Chair is needed.

Learning Outcomes

Recognize types of essays

- Recognize thought patterns in reading and writing
- Formulate logical inferences
- Recognize and use figurative language
- Explain the author’s purpose through their own interpretation (keeping the audience in mind) with concrete support
- The positive and the negative usage of words and its impact
- Summarize written material
- Using reading and writing connection strategies
- Employing effective revision strategies

Instructional Materials

Patterns for College Writing, Kirsznner and Mandell

A Writer's Reference, Hacker

Tuesdays with Morrie

Dictionary (optional)

Note book and a folder (for keeping all writing assignments together)

Evaluation Procedures

- Complete **all** reading and writing assignments on time
- Regular class discussion / Participation = 10 or 10%
- **10 Quizzes** – 5 multiple choice **inferential** questions and **one** short writing 1 point each = 10 or 10%
- **2 Exams** – 10 points each = 20 or 20%
- **5 Short Papers** – 6 points each = 30 or 30%
- **2 Essays** – 15 points each = 30 or 30%

The grades will be calculated from a total of 100 points.

The two papers will deal with the novel Tuesdays with Morrie. All assignments and. grades will be posted on the VISTA web site. Students can monitor their progress through out the semester with their student banner ID numbers.

Explanation of Evaluation Criteria

The following is the numerical / letter equivalent for the grades

93-100	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	0-59	F

Late writing assignments will be accepted only up to **one class** after the original due date with valid reasons only. However, the work will be marked down one letter grade. Tests can be made up only after discussion with the instructor. **There is no make up for missed Quizzes.**

It is the student's responsibility to find out the missed work/assignments from a friend, going online on VISTA or by emailing the instructor. Email is the quickest way to contact the instructor.

Students must complete all major papers and both tests to receive a passing grade.

Homework assignments are given to facilitate the student's mastery of important concepts and it is an integral part of this course.

Class Discussion

Class discussion is an integral part of this course, therefore, participation is expected. Students are expected to prepare and come to class to maximize their participation as 10 points are designated for this purpose. If you are not present in class you are unable to participate in group discussions. As a result, **you will lose class discussion points that are designated for this purpose.**

Attendance

Attending class is necessary in order to participate in class discussion. Students with 5 absences often get "F". **It is important to keep the instructor informed of any unusual and unforeseen circumstances.**

Cell phones

Cell phones are wonderful. However, letting it ring in the classroom can be disruptive. Before you come to class, please turn off the ringer or engage it in vibrate mode. If you are expecting an important call let the instructor know before hand, so that you can quietly walk out to take the call. Thanks for your understanding!

Tardiness

Attendance will be taken at the beginning of class. If you are late, you will be marked absent. Tardiness also causes disruption in the classroom. In case you are late, please take a seat closest to the door rather than walking through the classroom, creating further disruption. Thanks for your cooperation.

Plagiarism

Plagiarism is the use of another writer's or person's words or ideas used in your writing without due acknowledgement given to that person. Whether it is conscious or unconscious, **plagiarism is a serious academic crime. Resorting to plagiarism will result in failure.** Writing in this class is expected to be the product of your thinking.

Disabilities Statement

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 383 – 5240. To avoid any delay in receiving these accommodations, you should contact the counselors Mr. Chris Scarborough or Ms. Judy Hilburger as soon as possible. Any delay in this matter may affect individual student performance **Please note that the instructors cannot provide accommodations based upon disability until they have received an accommodation letter from either of the Disabilities Counselor.** Your cooperation is appreciated.

Revisions to Syllabus

The information contained in this syllabus is **tentative** – it is subject to revision at the instructor's discretion. Students will be notified of any changes.

College Withdrawal Policy

A student who finds it necessary to discontinue a course once class has met must provide written notice to the Registrar. Withdrawal forms are available at the Registrars office on both campuses and the office at the Sub-base. Non punitive “W” grades are assigned to any withdrawal deadlines listed in the calendars published in front of each session's course listings. Withdrawal requests received after these deadlines must bear instructor's signature. **No withdrawals are permitted after the last class preceding the final exams.** Student's who do not obtain an official withdrawal, but simply stop attending classes will get “F” grade for the course.

Service Learning

Students have different learning styles. I am introducing a **service learning component in this class with the hope that this will give some students the chance of learning through rendering service to community through good citizenship.** This is an option for two or three responsible students who will be selected on how they perform in class, as well as their own interest in learning through rendering service. An example of service learning being: if the selected student works in a senior center they can help the senior members in number of ways. Due to arthritis if the senior member cannot write a letter or a card or cannot drive, the student will help the senior member. After the required service time the student will either write two or three short paragraphs or an essay reflecting on the value of the service that has been rendered and what it meant for the student's personal growth. If the student decides to take this option, they will be exempted from attending some classes and some class work. The students need to keep the instructor informed of the progress they are making from time to time. The placement of the student will be determined by the instructor in collaboration with the organization concerned and the student will keep the instructor apprised of the progress. This is an excellent opportunity for self motivated and disciplined students who learn well outside of the classroom.

Course Outline

(Tentative Schedule - Subject to Change)

Week 1

January 23

Tue. Introduction and syllabus review.
In Class Writing/ Discussion.

January 25

Thur. Reading: *Patterns for College Writing*,
Chapter 1 - Reading to Write: How to Use This Book, pp. 1 - 12.
Small Group Work / Discussion.

Week 2

January 30

Tue. Reading: *Patterns for College Writing*,
Part One: The Writing Process, pp. 13 - 14,
Chapter 2: Invention, pp. 15 - 35.
A Writer's Reference, MLA 1, pp. 329 - 330.
Large Group Work.
Reading Quiz #1.

Thur. Reading: *Patterns for College Writing*,
Chapter 3: Arrangement pp. 37 - 49.
"Only Daughter" by Sandra Cisnerros, pp. 96 - 99.
A Writer's Reference, C1, pp. 3 - 12.
Small Group Work / Discussion.
Writing Assignment #1 Due - Thesis Statement.

Week 3

February 6

Tue. Reading: *Patterns for College Writing*,
Chapter 4: Drafting and Revising, pp. 51 - 65.
Large Group Work.
Reading Quiz # 2.

Thur. Reading: *Patterns for College Writing*,
Chapter 5: Editing and Proofreading, pp. 67 - 79.
A Writer's Reference, C 2 &3, pp. 13 - 23.

“My Mother Never Worked” by Bonnie Smith-Yackel, pp. 108 - 113.
Small Group Work / Discussion.

Writing Assignment # 2 Due - Prewriting.

Week 4

February 13

Tue. Reading: *Patterns for College Writing*,
Part Two: Readings for Writers, pp. 81 - 82.
Chapter 6: Narration, pp. 83 - 95.
Large Group Work.
Reading Quiz # 3.

Thur. Reading: *Patterns for College Writing*,
Chapter 6 pp. 96 - 119.
A Writer's Reference, G 6, pp. 200 - 206.
Small Group Work / Discussion.
Reading Response # 3 Due - Narration.

Week 5

February 20

Tue. Reading: *Patterns for College Writing*,
Chapter 7: Description, pp. 143 - 161.
In Class Writing / Discussion.
Peer Draft Workshop - Bring 2 copies of Narration Essay.

Thur. Reading: *Patterns for College Writing*,
Chapter 7, pp. 162 - 179.
A Writer's Reference, S 3, pp. 88 - 94.
Small Group Work / Discussion.
Narration Essay Due.

Week 6

February 27

Tue. Reading: *Patterns for College Writing*,
Chapter 8: Exemplification, pp. 203 - 219.
A Writer's Reference, MLA 3. Pp. 334 - 340.
Large Group Work.
Reading Test # 1.

Thur. Reading: *Patterns for College Writing*,
Chapter 8, pp. 220 - 239, pp 262 - 266 .
A Writer's Reference, P 1 & 2, pp. 235 - 250.
Small Group Work/ Discussion.

Week 7 **Reading Response # 4 Due - Exemplification.**
March 1

Tue. Reading: *Patterns for College Writing*,
Chapter 9: Process, pp. 267 - 284.
Large Group Work.
Reading Quiz # 4.

Thur. Reading: *Patterns for College Writing*,
Chapter 9, pp. 285 - 304.
A Writer's Reference, S 4, pp. 94 - 97
Small Group Work / Discussion.
Reading Response # 5 Due - Process.

Week 8 **March 8**

Tue. Reading: *Patterns for College Writing*,
Chapter 10: Cause and Effect, pp. 327 - 345.
Large Group Work / In Class Writing.
Reading Quiz # 5.

Thurs. Reading: *Patterns for College Writing*,
Chapter 10, pp. 351 - 370, 377 - 381.
A Writer's Reference, W 1, pp. 111 - 124.
Small Group Work / Discussion.
Reading Response # 6 - Cause and Effect.

Week 9 **March 15**

Thur. Reading: *Patterns for College Writing*,
Chapter 11: Comparison and Contrast, pp 387 - 408.
In Class Writing / Discussion.
Collaborative Essay Due.

March 19 – 23 SPRING BREAK

Tue. Reading: *Patterns for College Writing*,
Chapter 11, pp 415 - 448.
A Writer's Reference, S 1, pp. 81 - 84.
Small Group Work / Discussion.
Reading Response # 7 - Comparison and Contrast.

Week 10

March 27

Tue. Reading: *Patterns for College Writing*,
Chapter 12: Classification and Division, pp. 451 - 465.
Large Group Discussion.
Reading Quiz # 6.

Thur. Reading: *Patterns for College Writing*,
Chapter 12, pp. 466 - 504.
A Writer's Reference, P 4, pp. 254 - 256.
In class Writing / Discussion.
Reading Response # 8 - Classification and Division.

Week 11

April 3

Tue. Reading: *Patterns for College Writing*,
Chapter 13: Definition, pp. 509 - 523.
Small Group Work / Discussion.
Reading Test # 2.

Thur. Reading: *Patterns for College Writing*,
Chapter 13, pp. 524 - 549.
A Writer's Reference, C 4, pp. 26 - 31.
Large Group Discussion.
Reading Response # 9 - Definition.

Week 12

April 10

Tue. Reading: *Patterns for College Writing*,
Chapter 14: Argumentation, pp. 555 - 583.
In class Writing / Discussion.
Pick a debate and read corresponding essays, pp. 613 - 701.
Reading Response # 10 - Argumentation.

Thur. Reading: *Patterns for College Writing*,
Chapter 14, pp. 584 - 589, 650 - 668.
A Writer's Reference, B 1, pp. 453 - 454.
Peer Draft Workshop - Argument Essay.

Week 13

April 17

Tue. Reading: *Patterns for College Writing*,
Chapter 15: Combining the Patterns, pp. 703 - 727.
In class Writing / Discussion.
A Writer's Reference, G 3, pp. 175 - 188.
Argument Essay Due.

Thur. Reading: *Tuesdays with Morrie*
Pp. 1 - 68.
Small Group Work / Discussion.
Reading Response # 11 - *Tuesdays with Morrie*.

Week 14

April 24

Tue. Reading: *Tuesdays with Morrie*
Pp. 69 - 108.
Large Group Discussion.
Oral Presentations.

Thur. Reading: *Tuesdays with Morrie*
Pp. 109 - 151.
Watch *Lessons on Living* (Interviews with Ted Koppel - DVD).
Oral Presentations.

Week 15

May 1

Tue. Reading: *Tuesdays with Morrie*
Pp. 152 - 192.
Large Group Discussion.
Peer Draft Workshop - Bring 2 copies of Final Essay.

Thur. Final Essay Due.