

Reading, Discussing, and Writing
10855 English K 094 - T09

Spring 2009
Tuesday & Thursday
12:30am - 2:10am
Room: D124

Instructor: M. Burch
Office hours: T & R 11:00am - 12:15pm
M & W 10:50am - 11:50am.
And by appointment
Room: D203A-4
E-mail: mburch@trcc.commnet.edu
Phone: (860) 892-5780

Required Readings:

A Community of Readers: A Thematic Approach to Reading.
4th Ed. Alexander and Lombardi.
The Brief Penguin Handbook, Faigley.
Dictionary.

Course Description:

This is a fundamental course in understanding the ideas of others as well as expressing one's own. This course provides instruction in reading, discussing, and writing skills, which develop thinking and ideas. Through participating in the three processes, students will come to understand how one supports the other, and how clear and directed thinking relates to academic work. This course is preparation for ENG 100, ENG 101, and other college credit courses that require critical thinking and the communication of ideas.

*COURSE DOES NOT COUNT TOWARDS THE CREDIT REQUIREMENTS FOR GRADUATION.

LEARNING OUTCOMES

Upon successful completion of ENG 094, students should be able to:

Read and think critically

- understand the connection between the reading and writing processes
- recognize different genres of non-fiction, such as editorials, speeches, and essays
- comprehend and summarize college-level reading material to develop their own ideas

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- develop an awareness of their role as authors in the process of writing
- write responses both in paragraph and short essay format based on ideas developed from assigned academic readings and in-class discussions
- develop proficiency in expressing ideas in correct, complete sentences and in unified, coherent paragraphs
- recognize and fix common grammatical and sentence-level errors

Demonstrate information literacy

- understand how and why outside sources are utilized in academic writing
- develop an understanding that information should be evaluated for accuracy and validity
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use academic reading and speaking vocabularies
- use clarity and variety in word choice, word order, and sentence structure
- understand the importance of asking questions that reveal their engagement and understanding of the material being covered
- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- utilize strategies for writing with time constraints

Grading:

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

Students must get a “C” or better

and pass an Exit Exam to pass this course.

Grading is based on:

Class Participation.....20%.

Participation is extremely important because we learn from each other.

Participation includes:

- MyReadingLab & Reading Journals
- Completed text assignments,
- attending all classes and participating in class discussions,
- small and large group work,
- in class writing,
- coming to class prepared by reading all assigned work and doing assignments on time.

Quizzes, Writing Assignments & Portfolio.....20%.

- Cannot be made up
- Learning new vocabulary and using in appropriate context.
- Demonstrate ability to summarize and use critical thinking skills.

Mastery tests (will drop the lowest grade of one test).....40%.

Midterm exam & Exit exam.....20%.

- 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 misses a class, it is the student's responsibility to find out any missed assignment(s), do the class work and be prepared for the next class.
- ✓ Make up Tests (or exit exam) must be arranged with instructor.

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 Counseling and Advising Center (860) 383-5217. I will be glad to speak with a student regarding this or any special medical needs.

Tutoring/Writing Center:

Tutoring Academic Success Center (860) 892-5713

Writing Center call (860) 892-5773

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 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, receive 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:

Reading is an important means of communication. It helps one to think, write, and communicate better. Just as there are different skill levels in any sport, reading has different skill levels and achievement as well. This course will help you to understand the different kinds of reading, help you to appreciate the importance of improving your reading skills, and show you how to improve your reading. By working together, we can accomplish our goals.

- ❖ *Your Textbook is a workbook, you will be writing, annotating, highlighting and using it thoroughly. Enjoy having a text you can write on! I will be collecting texts occasionally to check completed assignments.*

The Message

As a student, you have 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)

Course Outline
(Subject to Change)

Week 1 **January 22**
Thur. Introduction and syllabus review.

Week 2 **January 27**
Tue. *A Community of Readers*, Introduction
Welcome to *A Community of Readers*,
Why Is Reading So Important? pp. xxxiii - xxxv.
Chapter 1, The Reading Process: Joining a Community of Readers
pp. 3 -14.
Meet in Room E119 to log onto **MyReadingLab**
Bring Your Access Code from *The Brief Penguin Handbook!*

January 29
Thur. *A Community of Readers*,
Chapter 1: The Reading Process, pp. 15 - 34.
Writing Tips for Readers, pp. 549
& Reader Response Journals, pp. 550 – 551.
The Brief Penguin Handbook, Chapter 1: Think as a Writer, pp. 1-6.
Writing Assignment #1 on:
“How We Learn” by Ricki Linksman, pp. 460 – 467

Week 3 **February 3**
Tue. *A Community of Readers*, Chapter 1: The Reading Process
Mastery tests 1A and 1B, pp. 35 - 49.
Test Taking, pp. 545 – 548.
The Reading Process Test.

February 5
Thur. *A Community of Readers*, Chapter 2: Working with Words
Computer Technology and Beyond, pp. 51 - 68.
The Brief Penguin Handbook, pp. Chapter 2: Plan and Draft,
pp. 6-14.
Reading Journal & MyReadingLab
Reading Quiz # 1.

Week 4**February 10**

Tue. *A Community of Readers*, Chapter 2

Working with Words, pp. 68 - 91.

Reading Journal

Writing Assignment # 2 on:

“Social and Ethical Issues of Computer Technology” by George Beekman, pp. 468 - 472.

February 12

Thur. *A Community of Readers*, Chapter 2

Working with Words, pp. 92 - 108

Includes Chapter Review and Mastery test 1A and 2B.

Working with Words Test.

Week 5**February 17**

Tue. *A Community of Readers*, Chapter 3

Topics and Main Ideas: Our Food, Our Culture, pp.109 - 120.

Peer Writing Workshop.

Writing Assignment # 3,

“Table Rituals” by Laurie Tarkan, pp. 473 - 477.

February 19

Thur. *A Community of Readers*, Chapter 3

Topics and Main Ideas, pp.120 - 146.

The Brief Penguin Handbook, pp. Chapter 2: Plan and Draft,
pp. 14-21.

MyReadingLab & Reading Journal

Reading Quiz # 2.

Week 6**February 24**

Tue. *A Community of Readers*, Chapter 3

Topics and Main Ideas, pp. 146 - 170.

Includes Chapter review and Mastery Test 3A and 3B.

Topics and Main Ideas Test.

February 26

Thur. Reading: *A Community of Readers*, Chapter 4

Support for Main Ideas: Staying Well, pp.171 - 189.

The Brief Penguin Handbook, pp. Chapter 3: Composing
Paragraphs, pp. 21-37.

MyReadingLab

Reading Quiz # 3.

Week 7

March 3

Tue. *A Community of Readers*, Chapter 4
Support for Main Ideas, pp.189 - 207.
Reading Journal
Writing Assignment # 4,
“Creativity and Longevity” by Norman Cousins, pp. 477 - 485.

March 5

Thur. *A Community of Readers*, Chapter 4
Support for Main Ideas, pp. 207 - 227.
Includes Chapter review and Mastery test 4A and 4B.
Support for Main Ideas Test.

Week 8

March 10

Thur. *A Community of Readers*, Chapter 5
Patterns of Organization: Where We Live, pp. 229 - 252.
The Brief Penguin Handbook, pp. Chapter 4: Rewrite, Edit and
Proofread, pp. 37-46.
Reading Journal
Writing Assignment # 5,
Student Choice.

March 12

Tue. Midterm Exam

Week 9

March 17

Tue. Spring Break! No Classes

March 19

Thur. Spring Break! No Classes

Week 10**March 24**

Tue. *A Community of Readers*, Chapter 5
Patterns of Organization: Where We Live, pp. 253 - 264.
MyReadingLab
Writing Assignment # 6 – revised writing assignment.

March 26

Thur. *A Community of Readers*, Chapter 5
Patterns of Organization, pp. 265 - 273.
The Brief Penguin Handbook, pp. Chapter 5: Read and View with a
Critical Eye, pp. 47-55.
Reading Journal
Reading Quiz # 5.

Week 11**March 31**

Tue. *A Community of Readers*, Chapter 5
Patterns of Organization, pp. 273 - 285.
Includes Chapter review and Mastery test 5A and 5B.
Patterns of Organization Test.

April 2

Thur. *A Community of Readers*, Chapter 6
Inferences and Reading Literature: Dealing with Gender,
pp. 287 - 307.
The Brief Penguin Handbook, pp. Chapter 28: Write Concisely,
pp. 365-371.
Peer Writing Workshop.
Writing Assignment # 7,
Student Choice.

Week 12**April 7**

Tue. *A Community of Readers*, Chapter 6
Inferences and Reading Literature, pp. 307 - 314.
MyReadingLab
Reading Quiz # 6.

April 9

Thur. *A Community of Readers*, Chapter 6
Inferences and Reading Literature, pp. 314 - 349.
Includes Chapter Review and Mastery tests 6A and 6B.
Inferences and Reading Literature Test.

Week 13**April 14**

Tue. *A Community of Readers*, Chapter 7
Facts and Opinions: Living in a Diverse Society, pp. 351 - 371.
The Brief Penguin Handbook, pp. Chapter 30: Find the Right Word,
pp. 379-386.
MyReadingLab
Reading Quiz # 7.

April 16

Thur. *A Community of Readers*, Chapter 7
Facts and Opinions: Living in a Diverse Society, pp. 371 - 387.
Reading Journal
Writing Assignment # 8,
Student Letter to the Editor.

Week 14**April 21**

Tue. *A Community of Readers*, Chapter 7
Facts and Opinions, pp. 387 - 404.
Includes Chapter Review and Mastery tests 7A and 7B.
Facts and Opinions Test.

April 23

Thur. *A Community of Readers*, Chapter 8
Critical Thinking: Science, Society, and Disease, pp. 405 - 422.
Reading Journal
Writing Assignment # 9,
"Ethical Issues Surrounding Death" by John Macionis,
pp. 503 - 507.

Week 15**April 28**

Tue. *A Community of Readers*, Chapter 8
Critical Thinking, pp. 422 - 437 .
MyReadingLab
Reading Quiz # 8.

April 30

Thur. *A Community of Readers*, Chapter 8
Critical Thinking, pp. 437 - 458.
Includes Chapter Review and Mastery tests 8A and 8B
Critical Thinking Test.

Week 16 **May 5**
Tues. Reading Journal
 & Writing Assignment Portfolio – collected.

May 7
Thur. MyReadingLab – final review.

Week 17 **May 12**
Tues. Cumulative Mastery Test 1B, pp. 519 - 527.
 Course Review - Bring written questions.

May 14
Thur. Exit Exam.