

**Reading and Writing Connection Eng K100**

**CRN# 10742, 10684 and 10437**

**M/W/F Room D-230, D226 and D203**

**Asst. Prof: Minati Roychoudhuri**

**Room C 234**

**Office Hours : M/W 4 – 5:30pm, walk in or by appointment)**

**Phone # 892 – 5712**

E-mail: [mroychoudhuri@trcc.commnet.edu](mailto:mroychoudhuri@trcc.commnet.edu)

**Course Description**

This course is designed to strengthen your ability to read critically, to discuss ideas intelligently, and to write clearly. The emphasis will be on the writing process, not just the product, so that you receive guidance as you draft and revise your papers. You will be encouraged to participate fully and to experiment with various approaches to an essay. Many essays, film/s, reviews and a biography will be studied in order to deepen your ideas and essays. You must complete ALL major assignments and get “ C ” to pass this class.

**Prerequisite**

Minimum “C” grade in Eng 094 is required.

**Learning Outcomes**

Recognize types of essays

- Recognize different genres of prose
- Recognize common organizational patterns in reading and writing
- Recognize the reader as the writer and employ strategies to engage the reader
- Recognize and use figurative language
- Be able to use appropriate language and recognize the positive and negative impact of word usage
- Be able to write effective thesis on variety of topics
- Be able to use effective revision strategies
- Be able to synthesize critical thinking skills with logical inference and textual evidence

### **Instructional Materials**

Between Worlds, A Reader, Rhetoric and Handbook, Susan Bachman and Melinda Barth.  
5<sup>th</sup> Edition

**Tuesdays with Morrie** (Biography)

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/Homework = 10 or 10%
- Quizzes – 10 points – 10%
- Essays 1- 4 – 60 points – 60%
- Essay 5 – 20 points or 20%

The essays are based on the readings in the textbook. The 5<sup>th</sup> essay will be on **Tuesdays with Morrie**. All grades will be posted on the Blackboard VISTA. 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

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

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. **There is no make up for missed quizzes** and you need to be present in class and participate to earn class participation grade.

It is the student's responsibility to find out the missed work/assignments from a friend, or by emailing the instructor. Although email is the quickest way to contact the instructor, it is not instant messaging. Due to my busy schedule, you may not hear back in time for the next class. Therefore, it is necessary to keep in touch with few reliable friends in class in case of missing class.

**Note: I will NOT be able to accept email submission of assignments**

**Homework assignments are given to facilitate the student's mastery of important concepts and it is an integral part of this course; although it may not be checked by the instructor, homework should be completed to master these concepts.**

### **Class Discussion**

Class discussion is an integral part of this class and participation is expected. Students are expected to read and come prepared to class to maximize their participation. 10 points are designated for this purpose.

### **Attendance**

**Attending class is necessary. It is important to keep the instructor informed of any unusual and unforeseen circumstances.**

### **Tardiness**

Attendance will be taken at the beginning of class. If you are late, you will be marked absent. **Tardiness causes disruption in the classroom.** In case you are late, take a seat closest to the door rather than walking through the classroom.

### **Cell phones**

Cell phone use and ringing are disruptive. Before you come to class, turn off the ringer or engage it in a 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.

**NO TEXT MESSAGING** in class. You will be warned once, then you will be reported to the Dean.

### **Chewing Gum**

You may chew gum, but do not pop them as it is disruptive, common classroom courtesy and decorum is expected.

### **Class Cancellations**

In case of class cancellation, the instructor will notify through voice mail on her office phone (call 892-5712) and call the first person on the phone tree. A note on Blackboard VISTA will also be posted. Students are encouraged to call (860) 886-0177 or go online to: [www.trcc.commnet.edu](http://www.trcc.commnet.edu). TV Channels 3 & 8 and Radio Stations: WCTY,Q105, WICH, WNLC are good sources too.

## **Plagiarism**

Plagiarism is the use of another writer's or person's words or ideas without due acknowledgement given to the person or the source. 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 disability and believe you will need accommodations for this class, it is your responsibility to contact Chris Scarborough (892-5751), Kathleen Gray (885-2328) or Matt Liscum (383-5240). **Please note that the Professor cannot arrange any accommodations until the letter of accommodation is provided by the student.**

## **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 must provide written notice to the Registrar. Withdrawal forms are available at the Registrars office. Non punitive "W" grades are assigned to any withdrawal. Withdrawal requests received after the deadlines must bear instructor's signature. **No withdrawals are permitted after the last class preceding the final exams.** Student's who 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 based 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 member 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, the learning that has occurred 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.

**January 19<sup>th</sup> – Martin Luther King Day – no class**

**January 20<sup>th</sup> – Professional development – no class**

### **Week 1**

- Course introduction; syllabus and texts examined
- Students complete information sheet with writing samples
- Classmates paired for interviews – questions distributed
- Students share their focused paragraphs to introduce their partners

**Reader:** Active reading” of selected works about important discoveries:

Active Reading (2-6)  
“Living in Two Worlds” (132)  
“The Good Daughter” (15)  
“Baldness” (217)  
“Watching My Back” (87)  
“Ring Leader” (189)  
“Pigskin, Patriarchy, and Pain” (97)

**Rhetoric:** Prewriting as Discovery (326-335)  
Journal writing (328-9) and Clustering (329-30)

### **Week 2**

- Essay 1 assigned: narrative of a significant discovery
- In-class “clustering” for Essay 1; begin first draft
- Discuss assigned narratives
- Small group discussion, then regroup and share

**Reader:** Read Selected narratives about significant discoveries:

“The Only Child” (26)  
“Reality TV” (244)  
“Black Men and Public Space” (253)  
“Virtual Love” (32)  
“Ignorance is Not Bliss” (47)  
“My Grandfather and the Bomb” (18)

**Rhetoric:** “Short Assignments” (330-333)  
“Narration” (397- 405)  
“Reality Check” (427)

### **Week 3**

- Peer editing of typed rough drafts
- Discuss works about discrimination/stereotyping
- Share personal experiences

- Reader:** “The Myth of the Latin Woman” (183)  
“Discrimination at Large” (243)  
“In Groups We Shrink” (227)  
“Time for the Real Thing” (59)
- Rhetoric:** Discovering a thesis and supporting a thesis (345-358)  
Revising Can Make the Difference (369-386)  
A Checklist for revising and editing Papers (373 – 374)
- Handbook:** Editing Symbols (544-545 & inside back cover)

#### **Week 4**

- Revision of rough draft; typed essay 1 due (narrative)
- Essay 2 assigned; evaluative response
- Small group discussion of reading
- Study excerpt of *Smooth Talk*, based on Oates’s story

- Reader:** “Where Are You Going, Where Have You Been?” (114)  
“Common Decency” (107)  
“When a Woman Says No” (111)

- Rhetoric:** Paragraph Focus and development (357-360)

#### **Week 5**

- Mini conference on Essay 1, research gathering
- Research methods and library strategies taught
- Brainstorm for research topic (argumentative paper)

- Reader:** “Living Under Circe’s Spell” (175)  
“Diabesity” (208)

- Rhetoric:** Giving Credit and Avoiding Plagiarism (360-361)  
Incorporating quotes, “The Sandwich” (361-368)  
Writing an Evaluative Response Essay (406-411)

- Handbook:** Understanding Phrases and clauses (550-552)

#### **Week 6**

- Essay 2 due (evaluative response essay)
- Use readings and personal experience for support
- Research gathering for argumentative paper

- Rhetoric:** Documentation, parenthetical citation, work cited page (522-526)

- Handbook:** Review sentence variation (552-554)

### **Week 7**

Mini conference on focused research paper thesis  
Review research material

**Reader:** “So, Does It Speak to You?” (269-273)

**Rhetoric:** Writing an in class essay (441-443)  
“Combining Multiple Strategies” (390-392)

**Handbook:** Fragments (555-557)

### **Week 8**

- Analysis of thematic connections in the readings
- Essay 3 written in class, students choose three essay with connecting themes

**Reader:** “Reality TV” (2450)  
“Brains as well as Brawn” (248)

**Rhetoric:** Facts, Opinion and Arguments

**Handbook:** Run-ons and Comma Splice (557-558)

### **Week 9**

- Watch video “Lunch Date” and discuss the issues raised
- Small groups write a movie review
- Work cited page due for peer editing in class

**Reader:** Students watch movie “Crash” outside the class  
Select one or two readings done in class that talks about similar themes  
“Crash” reviews (311-320)

**Rhetoric:** Avoiding Inadvertent Plagiarism (360 and 500)  
MLA Documentation and “Works Cited” (522-537)

**Handbook:** Understanding Word Choice (591-594)

### **Week 10**

- Mini conference on research paper draft, quotes, paraphrasing of quotes, and outline
- Peer editing of “Works Cited” for research paper

**Reader:** “Are Families Dangerous?” (29)

**Rhetoric:** Writing Introductions (384-387)  
Discuss student research paper (528-545)

**Handbook:** Quotation Marks and Ellipsis (582-594)

### **Week 11**

- Sharing / editing of research paper introduction
- Start reading Tuesdays with Morrie

**Reader:** “Makes Learning Fun” (253)  
“From Learning as Torture to Learning as Fun” (261)

**Rhetoric:** Writing an Argument: Avoiding Logical Fallacies (446-456)

**Handbook:** Commonly Confused words (595-608)

### **Week 12**

- Essay 4 due (research paper)
- Debate on computers in classroom – (two groups)
- Do you/did you have a mentor?

**Reader:** Reviews of Tuesdays with Morrie

**Rhetoric:** Reviewing transitions (378-384)

**Handbook:** Agreement (560-568) and Misplaced Modifiers (569-571)

### **Week 13**

- Setting, point of view, theme, tone in a reading (Tuesdays with Morrie)
- Key passages from the biography highlighting the above aspects

**Reader:** Tuesdays with Morrie (chapters 1-18)

**Rhetoric:** Audience (394 – 399)

**Handbook:** Review punctuation as needed

### **Week 14**

- Watch Lesson on Living – Ted Koppel interview with Morrie Schwartz

**Rhetoric:** Review comparison – contrast strategies; point by point (425 – 431)

**Handbook:** Eliminating Wordiness (593)

### **Week 15**

- Students review essays to prepare for final essay

**Reader:** Tuesdays with Morrie – final analysis, lessons learned

**Rhetoric:** Write draft of essay in class

**Handbook:** Review common errors in your papers

**Week 16**

- Essay on Tuesdays with Morrie (5<sup>th</sup> essay) due on last day class
- Review writing strategies
- Exit Exam