

**English K094: Reading, Discussing and Writing  
Syllabus – Fall 2009  
CRN# 30399 (HYBR) and 30167 (LC)**

**Minati Roychoudhuri, Asst. Professor  
Room C234 – phone# 892-5712  
Office Hours: 2pm – 3:30pm M/W – walk in or by appt.  
Email: mroychoudhuri@trcc.commnet.edu**

**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.

**Required Texts:**

McWhorter, Kathleen T. Efficient & Flexible Reading. 8<sup>th</sup> ed. New York: Pearson Longman, 2008.  
Faigley, Lester. The Brief Penguin Handbook. 3<sup>rd</sup> ed. New York, Pearson Longman, 2009.  
College Dictionary.

**Required Supplements:**

McWhorter, Kathleen T. The Longman Reader's Journal. New York: Pearson Longman, 2001.  
Ingalls, Anna and Moody, Dan. The Pearson Editing Exercises. 2<sup>nd</sup> ed. New York: Pearson Longman, 2009.

The Pearson Student Planner.

Two folders with pockets (one to keep handouts and one for handing in essay)

A notebook with two sections (for class notes and Writing Journal)

A method for backing up your work on a computer

- ❖ Your Textbook is a workbook; you will be writing and annotating and using it thoroughly. Enjoy having a text you can write on! I will be checking texts occasionally to check completed assignments as part of your participation grade.

\*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 need a “C” or better to pass this course.**

**Grading is based on:**

Class Participation.....25%  
 Participation is extremely important because we learn from each other. Participation includes:

- Completed text assignments and reading journal for textbook,
- Consistent use of student planner,
- Presentations,
- 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.

Writing Journal.....	10%
Exploratory Essay.....	10%
Journal Entry for Articles & Research Log...	5%
Mastery tests (drop lowest test grade ).....	40%
Final exam.....	10%

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

### **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, so don't be late or leave early,** as 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 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:**

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Grey (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

### **The Writing Center**

Room C – 117 (next to the Library).

(860) 892-5713

Online tutoring: <http://www.etutoring.org/>

### **Technology:**

Turn off your cell phone or other electronic equipment. **No text messaging in class**

### **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](http://www.trcc.commnet.edu).

## ***Our Classroom***

Think of this class as a reading/writing workshop: A place where we meet to read/write, to talk about reading/writing, and to read one another's writing. I urge you to help me create a kind and encouraging environment, so that we may share ideas and learn from one another. We will be reading and discussing controversial topics, and I propose that we avoid debating issues and, instead, try to enter into points of view in order to understand them.

"Debate" too frequently consolidates one in a previously held point-of-view, rather than opening up a receptiveness to new ideas and perspectives. Moreover, complex ideas generally have so many sides that an antagonistic approach to discussing them merely simplifies them out of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. In addition, we shouldn't forget that thoughtful questions are as valuable as conclusive statements.

## **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.

## **Message for Students**

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.

### **What it takes to be successful**

- 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, 2002)*

***Tentative Schedule - Subject to change by the instructor***  
 (students will be informed of any changes)

<b>Tuesday</b>	<b>Thursday</b>
	8/27– Course introduction and syllabus review
9/1– Chapter 1	9/3– Chapter 1
9/8– <b>Chapter 1 Test/</b> Chapter 2	9/10– Chapter 2
9/15 – Chapter 2	9/17– <b>Chapter 2 Test/</b> Chapter 13
9/22– Library Lesson/ Chapter 13	9/24– <b>Chapter 13 Test/</b> Chapter 7
9/29– Chapter 7	10/1– <b>Chapter 7 Test/</b> Chapter 8
10/6– Chapter 8	10/8– <b>Chapter 8 Test/</b> Chapter 14
10/13– Chapter 14	10/15– <b>Chapter 14 Test/</b> Chapter 3
10/20 – Chapter 3	10/22 – Chapter 3
10/27– <b>Chapter 3 Test/</b> Chapter 4	10/29- Chapter 4
11/3– <b>Chapter 4 Test/</b> Chapter 5	11/5– Chapter 5
11/10– Chapter 5	11/12– <b>Chapter 5 Test/</b> Chapter 6
11/17– Chapter 9	11/19– Chapter 9
11/24– <b>Classes not in session</b>	11/26- <b>Classes not in session</b>
12/1– <b>Chapter 9 Test/</b> Chapter 10	12/3- Chapter 10/ <b>Exploratory Essay</b>

	<b>Typed Peer Review Draft Due</b>
<b>12/8- Chapter 10 Test/Exploratory Essay Typed Editing Draft Due/ Typed Writing Journals Due/ Chapter 11</b>	<b>12/10- Chapter 11/Exploratory Essay Final Draft Due/ Final Exam Review</b>
<b>12/15- Final Exam</b>	

“Our lives begin to end the day we become silent about things that matter.”

**-Dr. Martin Luther King Jr.**

#### Tentative Lesson Plans

<b>Tuesday</b>	<b>Thursday</b>
	8/27– Course introduction and syllabus review
9/1– Chapter 1 pp. 1-18/ Discuss Exploratory Essay Topics on “Food in Our Culture” HMWK – pp. 19-31	9/3– Chapter 1 Review/ Complete Reader’s Journal for Chapter 1 HMWK – Study for Ch. 1 Test on 9/8 and list three possible Paper topics that interest you on “Food in Our Culture”/Editing Exercise p.2
9/8– <b>Chapter 1 Test</b> / Paper Topics Discussion (Themes under “Food in Our Culture”)/ Chapter 2 exercises HMWK - Chapter 2 pp. 32-52/ Penguin Handbook Chapter 5 (Read and View with a Critical Eye) pp. 47-55	9/10– Chapter 2 activities/ Groupwork/ Pick Paper Topics/ Introduce Exploratory Essay Research Log Directions & Journal Entry for an Article or Essay Directions HMWK – Chapter 2 pp. 52-66/Penguin Handbook Chapter 16 (Plan Your Research) pp. 165-179
9/15 – Chapter 2 classwork pp. 67-73/ Complete Reader’s Journal for Chapter 2/ Review Chapter 2/ Review Penguin Handbook Readings/ Start Research Log sheet (Steps 1, 2 and 3) HMWK – Study for Chapter 2 Test on 9/17/ Appendix A: A Guide to Taking Exit Exams pp. 573-581/ Editing Exercise p.43	9/17– <b>Chapter 2 Test</b> / Chapter 13 classwork Chapter 13 pp. 501-513 HMWK – Chapter 13 pp. 513-534/ Complete Reader’s Journal for Chapter 13/ Penguin Handbook Chapter 17 (Find and Evaluate Sources in Databases) pp. 180-188 and (Find and Evaluate Sources on the Web) pp. 189-200
9/22– Library Lesson/ Chapter 13 Review HMWK – Complete Reader’s Journal for Chapter 13/Study for Ch. 13 Test on 9/24/ Editing Exercise p.3	9/24– <b>Chapter 13 Test</b> / Chapter 7 classwork pp. 259-274 HMWK – Ch. 7 pp. 273-296/ Penguin Handbook Chapter 19 (Find and Evaluate

	<p>Print Sources) pp. 201-212/ Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete first Research Log (RL) and Journal Entry for an Article or Essay #1</p>
<p>9/29– Chapter 7 Review/ Exploratory Essay Theme 1 Lecture: Fast Food Industry (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay HMWK – Complete Reader’s Journal for Chapter 7/Study for Chapter 7 Test on 10/1/ Editing Exercise p.5</p>	<p>10/1– <b>Chapter 7 Test</b>/ Chapter 8 classwork pp. 297-314 HMWK – Chapter 8 pp. 314-339/ Writing Journal #1: Write a 1 paragraph summary on the Reading <i>Plagiarism</i> by John Vivian on pp. 285-288/ Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete second Research Log (RL) and Journal Entry for an Article or Essay #2</p>
<p>10/6– Chapter 8 Review/ Exploratory Essay Theme 2 Lecture: Obesity Epidemic (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay HMWK – Complete Reader’s Journal for Chapter 8/Study for Chapter 8 Test on 10/8/ Editing Exercise p.6</p>	<p>10/8– <b>Chapter 8 Test</b>/ Chapter 14 classwork pp. 535-549 HMWK – Chapter 14 pp. 550-572/ Writing Journal #2: Write a 1 paragraph summary on the Reading <i>Problem Solving</i> by Josh R. Gerow on pp. 328-330/ Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete third Research Log (RL) and Journal Entry for an Article or Essay #3</p>
<p>10/13– Chapter 14 Review/ Exploratory Essay Theme 3 Lecture: Eating Disorders, Media, and Food Ads (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay HMWK – Complete Reader’s Journal for Chapter 14/Study for Chapter 14 Test on 10/15/ Editing Exercise p.7</p>	<p>10/15– <b>Chapter 14 Test</b>/ Chapter 3 classwork pp. 74-104 HMWK – Chapter 3 pp. 105-118/ Writing Journal #3: Write a 1 paragraph summary on the Reading <i>Barriers to Effective Listening</i> by Norman B. Sigband and Arthur Bell on pp. 523-526/ Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete fourth Research Log (RL) and Journal Entry for an Article or Essay #4</p>

<p>10/20 – Chapter 3 Review/ Exploratory Essay Theme 4 Lecture: Diet Fads and The Food Pyramid (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay  HMWK – Complete Reader’s Journal for Chapter 3/Study for Chapter 3 Test on 10/22/ Editing Exercise p.11</p>	<p>10/22 – <b>Chapter 3 Test</b>/ mini-lesson: Paragraph structure/ classwork – The Brief Penguin Handbook Chapter 1 (Think as a Writer) pp. 1-6 and Chapter 3 (Compose Paragraphs) pp. 21-37  HMWK – Chapter 4 pp. 119-138/ Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete fifth Research Log (RL) and Journal Entry for an Article or Essay #5</p>
<p>10/27–Chapter 4 classwork pp. 138-157  HMWK – Chapter 4 pp. 157-171/ Editing Exercise p.12</p>	<p>10/29- Chapter 4 Review/ Complete Reader’s Journal for Chapter 4/Exploratory Essay Theme 5 Lecture: Animal Welfare and the Food Industry (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay  HMWK – Study for Chapter 4 Test on 11/3/  Writing Journal #4: Write a 1 paragraph summary on the Reading <i>The Appreciation of Humor</i> by Mary J. Gander and Harry W. Gardiner on pp. 162-163/  Find one article on your “Food In Our Culture Topic,” print article, read article, annotate article (with highlighting and marginal notes), complete sixth Research Log (RL) and Journal Entry for an Article or Essay #6</p>
<p>11/3– <b>Chapter 4 Test</b>/ Chapter 5 classwork pp. 172-203  HMWK – pp. 203-223/Editing Exercise p.13</p>	<p>11/5– Chapter 5 Review/ / Exploratory Essay Theme 6 Lecture: Environmentalism and the Food Industry (with critical thinking web)/ Groupwork – Share Exploratory Essay articles/annotations/RL entries/Journal Entries for Article or Essay  HMWK – Complete Reader’s Journal for Chapter 5/Study for Chapter 5 Test on 11/10/ Narrow your 6 Exploratory Essay sources down to your 3 strongest sources and write a one paragraph explanation as to why those three strongest sources represent your most valid research to date</p>

<p>11/10– <b>Chapter 5 Test</b>/ Classwork – Share your one paragraph responses from the homework on 11/5 (Presentations) HMWK – Chapter 6 pp. 224-246/Editing Exercise p.8</p>	<p>11/12– Chapter 6 Discussion/Complete Reader’s Journal for Chapter 6/Introduce Exploratory Essay Directions/Draft Essay introductions in class HMWK – Chapter 9 pp. 304-364/ Writing Journal #5: Write a 1 paragraph summary on the Reading <i>Electronic Monitoring: An Alternative to Imprisonment</i> by Hugh D. Barlow on pp. 211- 213/Revise Exploratory Essay Introduction</p>
<p>11/17– Exploratory Essay Drafting/MLA Format (Heading, etc./in-text citations/Works Cited) HMWK – Chapter 9 pp. 364-379/Editing Exercise p.9</p>	<p>11/19– Chapter 9 Review/ Complete Reader’s Journal for Chapter 9/ Exploratory Essay Drafting/MLA Format (Heading, etc./in-text citations/Works Cited) HMWK – Study for Chapter 9 Test on 12/1/Writing Journal #6: Write a 1 paragraph summary on the Reading <i>I am a Japanese American</i> by Kesaya Noda on pp. 416-418/Type Exploratory Essay Rough Draft</p>
<p>11/24– <b>Classes not in session</b></p>	<p>11/26- <b>Classes not in session</b></p>
<p>12/1– <b>Chapter 9 Test</b> (Check essay rough drafts are completed)/ Chapter 10 classwork pp. 380-415 HMWK – Chapter 10 pp. 416-428/ Revise Exploratory Essay Rough Draft and bring new draft for Peer Review on 12/3</p>	<p>12/3- Chapter 10 Review/<b>Exploratory Essay Typed Peer Review Draft Due/Complete Peer Review (Partner Students and have them complete instructions on the Peer Review sheet in your packet)</b> HMWK – Complete Reader’s Journal for Chapter 10/Study for Chapter 10 Test on 12/8/Revise Peer Review Draft and print Editing Draft for 12/8/Writing Journals Due (typed) for 12/8</p>
<p>12/8- <b>Chapter 10 Test/Exploratory Essay Typed Editing Draft Due/ Complete Brief Editing Workshop on Essay Draft/6 Typed Writing Journals Due (collect)</b> HMWK – Chapter 11 pp. 429-451/ Typed Exploratory Essay Final Drafts Due 12/10 (in a folder with complete RL entries/Journal Entries for an Article or Essay/3 fully annotated cited sources/All drafts/Final Draft on top in MLA Format with in-text citations and Works Cited page)</p>	<p>12/10- Chapter 11 classwork pp. 452-462/ Complete Reader’s Journal for Chapter 11/<b>Exploratory Essay Final Draft Due/ Final Exam Review</b> HMWK – Study for Final Exam on 12/15</p>
<p>12/15- <b>Final Exam</b></p>	

