

Reading, Discussing, and Writing, Eng 094 and FYE
LAMPS or The Learning Community
Asst Prof. M. Roychoudhuri
Fall 2009 – LC Class: 12 – 1:50pm – Room F205
Office hours: M/W - 2 – 3:00pm & Tuesday 2 – 3pm – Room C234
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Office phone: (860) 892 – 5712

Required Readings:

- A Community of Readers: A Thematic Approach to Reading.4th Ed. Alexander and Lombardi
- The Penguin Handbook
- Dictionary (optional)
- Note book and other writing Material

Course Description:

This course provides instruction in reading, discussion, and writing skills, which develop critical thinking and ideas, which help in writing. This is a fundamental course in understanding the ideas of others as well as expressing one's own. Students will learn to use appropriate and contextual use of vocabulary and through participating in the three processes; students will come to understand how one supports the other, and how clear and directed thinking depends upon them.

As this is a paired class with FYE, several assignments will be “tied” together with FYE class. Both classes have “multiculturalism” as their theme and will be teaching towards the outcomes that have been set.

Learning Outcomes:

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

- Synthesize the processes of reading, discussing, and writing to articulate their ideas clearly.
- Demonstrate proficiency in literal reading comprehension skills and an ability to use inferential skills.
- Demonstrate an improved vocabulary in speaking and writing, and using vocabulary in context
- Write responses effectively both in paragraph and short essay format based on ideas garnered from reading and discussing.
- Employ strategies for effective editing.
- Summarize readings typically assigned in college level classes.
- Participate actively and effectively in discussion.
- Able to research and incorporate the research in their writing using MLA format
- Distinguish between good and bad research sites

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

Students must get a “C” or better to pass this course.

Grading is based on:

- ◆ Class Participation.....20%.
Participation is extremely important because we learn from each other.
Participation includes: 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.
- ◆ Reading Responses - -----10%
- ◆ Mastery Tests - -----40%
- ◆ Final Project - -----20%
- ◆ Portfolio (this will be a folder with all graded assignments for the semester) -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
D - = 60 - 62

Please Note: Reading Responses cannot be made up

Attendance:

- 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.
- If you are tardy to class, take the seat closest to the entrance rather than crossing the room and creating disruption – be mindful of the professor and your peers
- It is the student's responsibility to find out and complete the assignment for any missed class by contacting a friend in class or meeting the instructor or by emailing the instructor.

Late Work:

- **Tests cannot be made up unless previously arranged with the instructor**
- Managing time is essential in order to succeed in college
- Late work (anytime after the specified time) will receive a grade penalty

Technology:

Turn off your cell phone and pager - **these cannot be used in the classroom. Text messaging is NOT allowed in class.**

Plagiarism is the unacknowledged use of another person's words or ideas without giving credit to that person or source. 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 or Ms. Judy Hilburger (office in Student Services) who will then justify the special modifications that are needed to facilitate learning for the student. It is the student's responsibility to meet the counselors and get the paperwork to the instructor at the earliest. **Special accommodations cannot be made until the LD specialist has provided the paperwork.**

Tutoring/Writing Center:

They are eager to help so please call.

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**.

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. 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. Student's who do not withdraw but simply stop attending classes will receive "F" grade for the course.

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.

TV Channels 3 & 8 and Radio Stations: WCTY,Q105, WICH, WNLC are good sources too.

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 become active readers, help you to understand different kinds of reading and help you to

develop critical thinking and writing skills. By working together, we can accomplish this goal.

Course Outline

(Tentative schedule - subject to change)

Week 1

Introduction and syllabus review.
In class writing.

Reading: *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. Large Group Discussion.

Reading: *A Community of Readers*,
Chapter 1, The Reading Process, pp. 15 - 34.
Small Group Work / Discussion.

Reading Response #1,
“How We Learn” by Ricki Linksman, pp. 460 - 467.

Week 2

Reading: *A Community of Readers*, Chapter 1
The Reading Process, Mastery tests 1A and 1B, pp. 15 - 34.
In Class Writing / Discussion.
The Reading Process Test.

Reading: *A Community of Readers*, Chapter 2
Working with Words: Computer Technology and Beyond,
pp. 51 - 68 .Small Group Work / Discussion.

Week 3

Reading: *A Community of Readers*, Chapter 2
Working with Words, pp. 68 - 91.
Small Group Work / Discussion.

Reading Response # 2,
“Social and Ethical Issues of Computer Technology” by George
Beekman, pp. 468 - 472.

Reading: *A Community of Readers*, Chapter 2
Working with Words, pp. 92 - 108
Chapter 2 review, Mastery 2A & 2B
Working with Words Test. Chapter 2 Test

Week 4

Reading: *A Community of Readers*, Chapter 3
Topics and Main Ideas: Our Food, Our Culture, pp. 109 - 120.

In class Writing / Discussion.
"Table Rituals" by Laurie Tarkan, pp. 473 - 477.

Reading: *A Community of Readers*, Chapter 3
Topics and Main Ideas, pp.120 - 146.
Small Group Work / Discussion.

Reading Response # 3

Week 5

Reading: *A Community of Readers*, Chapter 3
Topics and Main Ideas, pp. 146 - 170.
Includes Chapter review and Mastery Test 3A and 3B.
Large Group Discussion.
Topics and Main Ideas Test.

Reading: *A Community of Readers*, Chapter 4
Support for Main Ideas: Staying Well, pp.171 - 189.
Small Group Work / Discussion.

Week 6

Reading: *A Community of Readers*, Chapter 4
Support for Main Ideas, pp.189 - 207.
In class Writing / Discussion.
Reading Response # 4,
"Creativity and Longevity" by Norman Cousins, pp. 477 - 485.

Reading: *A Community of Readers*, Chapter 4
Support for Main Ideas, pp. 207 - 227.
Includes Chapter review and Mastery test 4A and 4B.
Small Group Work / Discussion.
Support for Main Ideas Test

Week7

Reading: *A Community of Readers*, Chapter 5
Patterns of Organization: Where We Live, pp. 229 - 252.
Reading Response # 5, an essay of student choice.

CONFERENCING

Week 8

**An Identity in Crisis – Read Ahmed’s essay for discussion
Relate to the earliest immigrant experience in your family
conducting interviews, start researching your own cultural
roots for the final project**

Reading: *A Community of Readers*, Chapter 5
Patterns of Organization: Where We Live, pp. 253 - 264.

"Working with Our Hands" by Jimmy Carter and Rosalynn Carter, pp. 485 - 491. **Reading:** *A Community of Readers*, Chapter 5 Patterns of Organization, pp. 265 - 273. **Reading Response # 6**

Week 9

Reading: *A Community of Readers*, Chapter 5 Patterns of Organization, pp. 273 - 285.
Includes Chapter review and Mastery test 5A and 5B.
Small Group Work / Discussion.
Patterns of Organization Test.

Reading: *A Community of Readers*, Chapter 6 Inferences and Reading Literature: Dealing with Gender, pp. 287 - 299.
Large Group Discussion. "Shame" by Dick Gregory, pp. 491 - 497.
Reading Response # 7,

Week 10

Mini conferencing about the final project, group check
Finalize interview Questions
Reading: *A Community of Readers*, Chapter 6 Inferences and Reading Literature, pp. 300 - 311.
In class Writing / Discussion.
Reading Response # 8,
Student Letter to the Editor.

Reading: *A Community of Readers*, Chapter 6 Inferences and Reading Literature, pp. 311 - 332.
Small Group Work / Discussion.

Week 11

Reading: *A Community of Readers*, Chapter 6 Inferences and Reading Literature, pp. 333 - 349.
Large Group Discussion.
Inferences and Reading Literature Test.

Reading: *A Community of Readers*, Chapter 7 Facts and Opinions: Living in a Diverse Society, pp. 351 - 379.
In class Writing / Discussion.
Reading Response # 9,
"The War Prayer" by Mark Twain, pp. 497 - 502.

Week 12

In class work for final project, collect research work, MLA formatting
Reading: *A Community of Readers*, Chapter 7

Facts and Opinions, pp. 379 - 404.
In class Writing / Discussion.

Facts and Opinions Test.

In class work for final project, collating materials and research work
for final project

Week 13

Reading: *A Community of Readers*, Chapter 8
Critical Thinking, pp. 422 - 437 .
Large Group Discussion.

Week 14

Reading: *A Community of Readers*, Chapter 8
Critical Thinking, pp. 437 - 458.
Critical Thinking Test.

Review course work. **Reading:** Cumulative Mastery Test 1B, pp.
519 - 527.
Review course work.

Week 15

Final project preparations and presentations
This will be counted as the final exam

**The schedule in this syllabus is tentative and will change as needed,
students will be informed**

