

Reading and Writing Connection - Eng 100

CRN# 30179 and 30195, Room D211 and D230

Asst. Prof: Minati Roychoudhuri

Office Hours: M/W 2 – 3:30pm walk in (or by appointment)

Phone # 892 – 5712 E-mail: mroychoudhuri@trcc.commnet.edu

Course Description

This course is designed to strengthen your ability to read critically, to discuss ideas intelligently, to write coherently and in an organized manner. Emphasis will be on the writing process, not just the product. You will receive guidance as you draft and revise your papers through different stages in completing the essay. You will be encouraged to participate fully and to experiment with various approaches to writing an essay. Many essays, film/s, reviews and a biography will be studied in order to understand, analyze and implement different styles of writing in your essays. You must complete ALL major assignments and get a “C” to pass this class.

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

After completing English 100, a student should be able to do the following:

- Recognize different genres of prose
- Recognize common organizational patterns in reading and writing
- Recognize the reader as the writer
- 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 a variety of topics
- Be able to use effective editing strategies
- Be able to synthesize critical thinking skills with logical inference and textual evidence
- Be able to question the direct and implied meaning in the reading,
- Be able to complete basic research, discern appropriate and inappropriate sources, and cite sources using MLA formatting

Instructional Materials

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

The Penguin Handbook, 3rd 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 = 100 or 10%
- Homework = 100 or 10%
- Journal Writing = 100 or 10%
- Quizzes = 100 points – 10%
- Essays 1- 5 = 600 points – 60%

The essays are based on the readings in the textbook. However, **research work will be involved in essay 3 and 4**. The 5th 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, the total will be 1000 points

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 period** after the 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 journals**. To earn class participation grade you need to be present and participate in class.

It is the student's responsibility to find out the missed work/assignments from a friend, or by emailing the instructor. Email is the quickest way to contact the instructor, however, due to my busy schedule, you may not hear back in time for the next class. Therefore, in order to get "caught up," it is necessary to have few reliable friends in 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 should read the essays, prepare and come to class to maximize their participation in order to earn the 100 points that 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.**

Cell phones

NO CELL PHONE use or TEXT MESSAGING in class. Common classroom 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.comnet.edu**. TV Channels 3 & 8 and Radio Stations: WCTY,Q105, WICH, WNLC are good sources too.

Plagiarism:

Plagiarism is defined as copying what somebody else has written or taking somebody else's idea and trying to pass it off as original or your own. 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 need accommodations for this class, it is your responsibility to contact the Disabilities/Counseling Services at 383 – 5240 at the earliest possible. Contact the disabilities counselors Mr. Chris Scarborough (892-5751), Ms. Kathleen Gray (885-2328) and Mr. Matt Liscum. **The letter of accommodation has to be provided by the student in order for accommodations to be made by the instructor.**

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 fill out the withdrawal form and submit 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.

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" (245)
"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/change final draft of essay in class

Handbook: Review common errors in your papers

Week 16

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