

**English K094 – Read Discuss Writing  
Syllabus – Spring 2010  
Monday and Wednesday – Room E223**

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**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.
- MyReadingLab.com
- 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

Completed assignments will be checked periodically and will count as participation grade  
Writing assignments will be shared with the class and will count as participation.  
TASC and The Writing Center are there to help you – use these FREE/HELPFUL services

**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.

**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 edit
- 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 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
- Use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- Utilize word processing programs, basic knowledge of MLA formatting
- Employ strategies for effective editing, including attention to grammar, mechanics, and usage
- Collaborate with others in developing points of views and analyzing writing
- Employ effective annotation skills
- Utilize strategies for writing with time constraints

**Grading:**

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

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

**Grading is based on:**

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| Class Participation.....  | 20% |
| Participation is extremely important because we learn from each other. Participation includes:  |     |
| <ul style="list-style-type: none"> <li>• Completed text assignments,</li> <li>• MyReadingLab.com</li> <li>• Reading Journal</li> <li>• Presentations,</li> <li>• Attending all classes and participating in class discussions,</li> <li>• Coming to class prepared by reading all assigned work and doing assignments on time.</li> </ul> |     |
| Reading and Writing Journal .....   | 20% |
| Narrative Essay and presentation.....   | 20% |
| Mastery tests (will drop the lowest grade of one test).....   | 30% |
| Final exam.....   | 10% |

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|-----|---|---------|
| 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, 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/TASC**

Room C117 (next to the Library).  
(860) 892-5713 or (860) 892-5769  
TRWritingCenter@trcc.commnet.edu  
Online tutoring: <http://www.etutoring.org/>

### **Technology:**

Turn off your cell phone 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](http://www.trcc.commnet.edu).

**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.

Success is Achievable

- 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.

Sources that can be of help

- Your instructor
- Your advisor
- Counseling office
- A peer advisor
- Class study groups

**English 094: Spring 2010 -- Student Course Outline**  
**(Subject to change by instructor)**

| <b>Monday</b>  | <b>Wednesday</b>   |
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| <p>1/25 Course introduction and syllabus review</p>  | <p>1/27 Chapter 1: Developing Your Efficiency and Flexibility</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 1: Developing Your Efficiency and Flexibility, pp. 1- 16 Remember your text is a workbook so you must read and do the exercises in each chapter.</li> </ul>   |
| <p>2/1 Chapter 1</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 1: Developing Your Efficiency and Flexibility, pp. 17-25</li> <li>➤ Writing About Reading Selection #1</li> </ul>  | <p>2/3 <b>Chapter 1 Test</b></p> <ul style="list-style-type: none"> <li>❖ Review Chapter 1</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Ch. 1 Test</li> <li>➤ Complete Reader's Journal for textbook Chapter 1</li> <li>➤ Editing Exercise p. 2</li> </ul>  |
| <p>2/8 Chapter 2: Active Reading and Learning</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 2 pp. 32-52</li> <li>➤ Penguin Handbook Chapter 5 (Read and View with a Critical Eye) pp. 47-55</li> <li>➤ Editing Exercise p.3</li> <li>➤ Analyzing a Narrative Essay</li> </ul> | <p>2/10 Chapter 2</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 2 pp. 52-73</li> <li>➤ For exercise 2-13 (pp.56) use Reading Selection #3</li> <li>➤ Writing About Reading Selection #3</li> <li>➤ Narrative Essay Step # 1 (Brainstorming &amp; Free-writing) Final draft should be typed and follow MLA guidelines in <i>Penguin Handbook</i>, pp. 282-296 (sample, pp. 283). Be prepared to share essay drafts in class</li> </ul> |
| <p>2/15 <b>President's Day – No Class</b></p>  | <p>2/17– <b>Chapter 2 Test</b></p> <ul style="list-style-type: none"> <li>❖ Review Chapter 2</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Complete Reader's Journal for textbook Chapter 2</li> <li>➤ Study for Chapter 2 Test</li> <li>➤ Appendix A: A Guide to Taking Exit Exams pp. 573-581</li> <li>➤ Editing Exercise p.5</li> </ul>   |

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| <p>2/22 Chapter 3: Strengthening Your Word Power</p> <ul style="list-style-type: none"> <li>❖ Share Narrative Essay draft</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 3, pp. 74-87</li> <li>➤ Narrative Essay Step # 2 (Compose Thesis &amp; Organize Support)</li> <li>➤ Editing Exercise p. 7</li> </ul>   | <p>2/24 Chapter 3</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 3, pp. 87-104</li> <li>➤ Complete Reader's Journal for Chapter 3</li> <li>➤ Reading Selection #6, pp. 109-115</li> <li>➤ Writing About Reading Selection #6</li> </ul>  |
| <p>3/1 <b>Chapter 3 Test</b></p> <ul style="list-style-type: none"> <li>❖ Review Chapter 3</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Chapter 3 Test</li> <li>➤ Editing Exercise p.9</li> </ul>   | <p>3/3 Chapter 4: Main Ideas and Paragraph Structure</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Part 1: Academic Scenario, pp. 117-118</li> <li>➤ Chapter 4 pp. 119-138</li> </ul>   |
| <p>3/8– <b>Spring Break – No Class</b></p>   | <p>3/10 <b>Spring Break – No Class</b></p>   |
| <p>3/15–Chapter 4</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 4 pp. 138-165</li> <li>➤ Writing About Reading Selection #7</li> <li>➤ Editing Exercise p. 11</li> <li>➤ Narrative Essay Step # 3 (First Draft) Be prepared to share drafts</li> <li>➤ The Brief Penguin Handbook Chapter 1 (Think as a Writer) pp. 1-6 and Chapter 3 (Compose Paragraphs) pp. 21-37</li> </ul> | <p>3/17 <b>Chapter 4 Test</b></p> <ul style="list-style-type: none"> <li>❖ Paragraph summary review</li> <li>❖ Chapter 4 review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Complete Reader's Journal for Chapter 4</li> <li>➤ Writing Journal #1: 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</li> <li>➤ Study for Chapter 4 Test</li> </ul> |
| <p>3/22 Chapter 5 Patterns: Relationships Among Ideas</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 5, pp. 172-203</li> <li>➤ Editing Exercise p.16</li> </ul>  | <p>3/24 Chapter 5</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 5, pp. 203-211</li> <li>➤ Reading Selection # 10, pp. 216-222</li> <li>➤ Writing About Reading Selection # 10</li> </ul>  |

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| <p>3/29 <b>Chapter 5 Test</b></p> <ul style="list-style-type: none"> <li>❖ Chapter 5 review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Chapter 5 Test</li> <li>➤ Complete Reader's Journal for Chapter 5</li> <li>➤ Writing Journal #2: Write a 1 paragraph summary on the Reading How Students Get Lost in Cyberspace by Steven R. Knowlton on pp. 216- 222</li> <li>➤ Editing Exercise p.19</li> </ul>                 | <p>3/31 Chapter 6: Reading Essays and Articles</p> <ul style="list-style-type: none"> <li>❖ Review thesis statement and essay structure</li> <li>❖ Discuss effective peer review</li> <li>❖ Narrative Essay Peer Draft Workshop</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 6 pp. 224-250</li> <li>➤ Narrative Essay Step 4 (Revision)</li> </ul> |
| <p>4/5 <b>Chapter 6 Test</b></p> <ul style="list-style-type: none"> <li>❖ Chapter 6 review</li> <li>❖ Discuss essay introduction, drafting, &amp; MLA Format</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Chapter 6 Test</li> <li>➤ Complete Reader's Journal for Chapter 6</li> <li>➤ Writing About Reading Selection # 11</li> <li>➤ Part 2: Academic Scenario, pp. 257-258</li> <li>➤ Revise Narrative Essay</li> </ul> | <p>4/7 Chapter 7: Techniques for Learning Textbook Material</p> <ul style="list-style-type: none"> <li>❖ Review Outlining</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Ch. 7 pp. 259-277</li> <li>➤ Editing Exercise p.22</li> <li>➤ Outline of Narrative Essay</li> </ul>   |
| <p>4/12 Chapter 7</p> <ul style="list-style-type: none"> <li>❖ Review Mapping &amp; Summary</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Ch. 7 pp. 277-289</li> <li>➤ Writing About Reading Selection # 13</li> <li>➤ Writing Journal #3: Write a 1 paragraph summary on the Reading <i>Plagiarism</i> by John Vivian on pp. 285-288</li> <li>➤ Summary of Narrative Essay</li> </ul>  | <p>4/14 <b>Chapter 7 Test</b></p> <ul style="list-style-type: none"> <li>❖ Chapter 7 review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Chapter 7 Test</li> <li>➤ Complete Reader's Journal for Chapter 7</li> <li>➤ Type Narrative Essay Rough Draft</li> <li>➤ Editing Exercise p. 24</li> </ul>  |

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| <p>4/19 Chapter 8: Learning and Retention Strategies</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 8 pp. 297-332</li> <li>➤ Writing About Reading Selection # 15</li> <li>➤ Part 3: Academic Scenario, pp. 379 (using Reading Selection # 15, pp. 322)</li> <li>➤ Editing Exercise p. 28</li> </ul>   | <p>4/21 <b>Chapter 8 Test</b></p> <ul style="list-style-type: none"> <li>❖ Chapter 8 review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Study for Chapter 8 Test</li> <li>➤ Complete Reader's Journal for Chapter 8</li> <li>➤ <b>3 Typed Writing Journal Summaries</b> (in two pocket folder – must hand in all drafts)</li> </ul>                   |
| <p>4/26 Chapter 10: Critical Analysis</p> <ul style="list-style-type: none"> <li>❖ <b>Complete Peer Review</b></li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 10 pp. 380-420</li> <li>➤ Writing About Reading Selection # 19</li> <li>➤ Editing Exercise p. 33</li> <li>➤ <b>Narrative Essay Typed Peer Draft Workshop</b></li> </ul> | <p>4/28 <b>Chapter 10 Test</b></p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Complete Reader's Journal for Chapter 10</li> <li>➤ Revise Peer Review Draft</li> </ul>   |
| <p>5/3 Chapter 11: Evaluating Arguments and Persuasive Writing</p> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 11 pp. 429-455</li> <li>➤ Editing Exercise p. 35</li> <li>➤ Writing About Reading Selection # 21</li> <li>➤ <b>Narrative Essay Typed Edited Draft</b></li> </ul>   | <p>5/5 <b>Chapter 11 Test</b></p> <ul style="list-style-type: none"> <li>❖ Narrative Essay Presentations</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Complete Reader's Journal for Chapter 11</li> <li>➤ Part 4: Academic Scenario, pp. 499-500</li> <li>➤ Typed <b>Narrative Essay Final Draft</b> (in a two pocket folder with all work)</li> </ul> |
| <p>5/10 Chapter 13: Skimming and Scanning</p> <ul style="list-style-type: none"> <li>❖ Narrative Essay Presentations</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 13 pp. 501-527</li> <li>➤ Complete Reader's Journal for Chapter 13</li> <li>➤ Editing Exercise p. 41</li> </ul>   | <p>5/12 Chapter 14: Techniques for Reading Faster</p> <ul style="list-style-type: none"> <li>❖ Narrative Essay Presentations</li> <li>❖ Final Exam Review</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>➤ Chapter 14, pp. 535-564</li> <li>➤ Part 5: Academic Scenario, pp. 572</li> <li>➤ <b>Reader's Journal</b></li> </ul>                             |
| <p>5/17- <b>Final Exam</b></p> <ul style="list-style-type: none"> <li>➤ Study for Final Exam</li> </ul>  |   |



