

## **Eng K100 - Reading and Writing Connection**

**CRN# 10435 & 10443, Room E227 & D211**

**Asst. Prof: Minati Roychoudhuri**

**Office Hours: 1-2pm M/W & TR 3:30 – 4:30 pm (and by appointment)**

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### **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. You will receive guidance as you draft and revise your papers through stages, 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 deepen your ideas to different genres and essays. You must complete ALL major assignments, pass the exit exam and get “C” to pass this class.

### **Pre-requisite**

Minimum “C” grade in Eng 094 is required.

### **Learning Outcomes**

Recognize types of essays, form opinions and be able to support it with research, write well articulated and organized essays

- Recognize different genres of prose
- Recognize common organizational patterns in reading and writing
- Recognize the reader as the writer
- Recognize and use figurative language
- Use appropriate language and recognize the positive and negative impact of word usage
- Write effective thesis on variety of topics
- Use effective editing strategies
- Synthesize critical thinking skills with logical inference and textual evidence
- Complete basic research, recognize appropriate sources and cite source using MLA formatting

### **Instructional Materials**

- Between Worlds, A Reader, Rhetoric and Handbook, Susan Bachman and Melinda Barth. 6<sup>th</sup> Edition
- The Penguin Handbook

- 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, class participation is important

- Regular class discussion / participation = 100 or 10%
- Homework & Journal Writing = 300 or 30%
- Essays = 400 points – 40%
- Exit Exam = 200 points – 20%

The first essay will be based on the readings in the textbook. Essay 2 and 3 will be argumentative essays with research work. The 4<sup>th</sup> essay will be on **Tuesdays with Morrie.**

### Explanation of Evaluation Criteria

The following is the numerical / letter equivalent for the grades, the total will be 1000 points

<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 due date with **valid reasons only**. However, the work will be marked down one letter grade. **There is no make up for missed journals**. You need to be present in class to participate and 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. Also, give yourself enough time to get caught up with missing work.

**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 every time, 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.** In case you are late, take a seat closest to the door.

## **Cell phones**

**NO TEXT MESSAGING,** or cell phone use in the classroom.

## **Plagiarism**

Plagiarism is the use of another writer or person's words or ideas in your writing without giving due acknowledgement to that 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 the Disabilities/Counseling Services at 383 – 5240. Avoid delay in receiving these accommodations by contacting the disabilities counselors Mr. Chris Scarborough, Ms. Gray or Mr. Matt Liscum at the earliest possible. **The letter of accommodation has to be provided by the student in order for any 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 for 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” (109)  
“The Good Daughter” (12)  
“Under My Skin” (29)  
“Pigskin, Patriarchy, and Pain” (85)

**Rhetoric:** Prewriting as Discovery (333 - 347)  
Journal writing, clustering, listing, active reading, brainstorming, audience

### **Week 2**

- Essay 1 assigned: narrative of a significant discovery
- In-class “clustering” for Essay 1, practice thesis writing and share with class
- Discuss assigned narratives
- Small group discussion on the essays, group work and share

**Reader:** Read Selected narratives about significant discoveries:  
“The Only Child” (34)  
“An Identity Reduced To A Burka” (124)  
“Race Is A Four Letter Word” (120)

**Rhetoric:** From Prewriting to Purpose, practice exercise: recognizing thesis, practice thesis writing, supporting thesis, outline (351 -364)  
“Narration” (429)  
Student example: A Narrative (433), final tips for a narrative (437)  
Practice journal writing in class

### **Week 3**

- Journal peer editing – why editing is important
- Discuss works about discrimination/stereotyping, discuss the essays
- Share personal experiences

**Reader:** “The Myth of the Latin Woman” (172)

“Discrimination at Large” (243)

**Rhetoric:** Supporting a thesis (345-358)  
Revising Can Make the Difference (369-386)  
A Checklist for revising and editing Papers (373 – 374)

**Handbook:** Editing Symbols (inside back cover)

#### **Week 4**

- Peer review of essay 1 in class – take home draft for Revision of rough draft; typed essay 1 due (narrative)
- Essay 2 assigned, compare and contrast (454)
- Small group discussion of reading

**Reader:** Understanding Faulty Word Choice (page 603)  
Sexist language, colloquial words, archaic words, commonly confused words, pretentious words  
“Virtual Love” (56)  
“When a Woman Says No” (89)

**Rhetoric:** Paragraph Focus and development (351-374)

#### **Week 5**

- Typed essay 1 due (narrative)
- Rob Walsh – Instruction on research gathering
- Research methods and library strategies taught
- Brainstorm for research topic (argumentative paper)
- Class by reference Librarian Mr. Rob Walsh

**Reader:** “Living Under Circe’s Spell” (175)  
“Diabesity” A Crisis in an Expanding Country (204)

**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**

- Mini conference on research paper (topics), research material
- Journal 2 due (compare and contrast 454)
- Use readings and personal experience for support
- Research gathering for argumentative paper

**Rhetoric:** Organizing and Drafting an Essay (351)

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

### **Week 7**

Essay 2 outline, thesis due in class for discussion and modification  
Review research material, share and learn

**Reader:** The Whole World is Watching (219)  
“When Reality TV Gets Too Real” (239)

**Rhetoric:** Documentation, parenthetical citation, work cited page (522-526),  
Analysis of thematic connections in the readings, “Combining Multiple  
Strategies” (390-392)

**Handbook:** Fragments (555-557), student sample exercise

### **Week 8**

Rough draft of essay 2 due in class for peer review

**Reader:** (Argumentation), audience awareness, students work in groups practice  
thesis writing, paraphrasing and summarizing

**Rhetoric:** Facts, Opinion and Arguments

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

### **Week 9**

- Watch video “Lunch Date,” inferences discussed
- Students write movie review for newspaper
- Work cited page and summaries from articles (for research paper 3) due for peer review and editing in class

**Reader:** Students watch movie “Crash” outside the class  
Select one or two readings done in class that discuss 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**

Students choose three essay from the text book with connecting themes and write  
Journal 3 (may work in groups) in class using different writing styles

- Mini conference on research paper topics, quotes, paraphrasing of quotes, and outline
- Rough draft of essay 3 due in class

**Reader:**

Discuss student research paper (528-545)

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

**Week 11**

- Rough draft of essay 3 due in class for peer review
- Start reading Tuesdays with Morrie – What is a biography?

What is a mentor? Did you have a mentor in your life? Write about the person you have admired and looked up to – this will be a Journal

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

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

**Week 12**

- Final draft of essay 3 due in class
- Watch Lesson on Living – Ted Koppel interview with Morrie Schwartz
- Biography as a genre, discuss the reviews of Tuesdays with Morrie
- Setting, point of view, theme, tone in a reading (Tuesdays with Morrie)
- Key passages from the biography highlighting the above aspects

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

**Week 13**

- Tuesdays with Morrie (chapters 1-18)
- Discussion about word choice
- Simile, metaphor, imagery, assonance, symbolism
- Student work in groups to find example of literary strategies used by Mitch Albom

**Reader:** Cultural Values, life and death as discussed in Tuesdays with Morrie  
Student select three values of choice and find appropriate quotations from Tuesdays with Morrie to use in essay 4 (group work)  
Tuesdays with Morrie – final analysis, lessons learned

**Week 14**

- Outline, introduction, supporting details of essay 4 due in class
- Write a review about Tuesdays with Morrie for the school newspaper (group work) – this will be counted as the last Journal

**Week 15**

- Rough draft of Essay 4 for peer review in class
- Students write introduction and supporting paragraphs for essay 5 in class

**Week 16**

- Final draft of essay 4 due
- Take Exit Exam in class

