

Reading Writing Connection 30179 - K100 – M02 and 30195 Eng K100 M05

Monday/Wednesday – 2 – 3:15pm & 3:30 – 4:45pm MO Room 301 & Room 308

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Office Hours : Monday 2 – 3:30pm and Tuesday 12:30 – 2pm

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Course Description

This course is designed to encourage higher level of thinking, while connecting reading, writing, and the thinking process. Emphasis is placed on critical reading skills, which allows students to recognize and connect “themes and patterns” in the writing. Students are required to participate in **prepared discussions based on the readings** in class. Therefore, students enrolled in this course can expect regular reading and writing assignments and take home quizzes.

Prerequisite

Minimum “C” grade in Eng 094 is required.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Recognize different genres of reading and writing:

- Understand the connection between the reading and writing processes
- Recognize different non fictional writings
- Recognize thought patterns in reading and writing
- Formulate logical inference based on textual evidence
- Use various writing processes in composing unified, coherent and fully developed paragraphs and short essays
- Use MLA citation, evaluate sources for accuracy, validity, and academic relevance
- Recognize and use figurative language
- The positive and the negative usage of words
- Summarize written material
- Employ effective revision strategies

Instructional Materials

Patterns for College Writing, 10th ed. Kirszner and Mandell

The Brief Penguin Handbook, 2nd ed.

Tuesdays with Morrie

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** = 10 or 10%
- **10 Quizzes** – 5 multiple choice **inferential** questions and **one** short writing 1 point each = 10 or 10%
- **Home work** - 10 - 10%
- **Reading Responses** – 10 points – 10%
- **5 Short Essays** – 6 points each = 30 or 30%
- **1 Essays** – 10 points = 10 or 10%
- **Exit Exam** – 20 points = or 20%

The grades will be calculated from a total of **100 points**. However, as indicated above, grades are equally divided between homework, quizzes, reading responses, essays, class participation and the exit exam. Since there is no make up for the quizzes and the reading responses, it is imperative **NOT** to miss class. All assignments and grades will be posted on Blackboard VISTA. Students can monitor their progress through out the semester with their student banner ID numbers.

It is the student's responsibility to find out the missed work/assignments from a friend, going online on VISTA or by emailing the instructor. Email is the **quickest** way to contact the instructor.

Students must complete ALL assignments and take the exit exam to receive a passing grade. Homework assignments are given to facilitate the student's mastery of important concepts, and it is an integral part of this course, therefore, homework should be completed in a timely manner. Late writing assignments will be accepted **only** up to **one class** after the original due date. **There is no make up for missed Quizzes and Reading Responses.**

Explanation of Evaluation Criteria

The following is the numerical / letter equivalent for the grades

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

Class Discussion

Class discussion is crucial for this course, therefore, participation is expected. Students are expected to read, prepare and come to class to maximize their participation. If you are absent you will be unable to participate in group discussions and lack in peer- interaction. As a result, **you will loose class discussion points that are designated for this purpose.**

Attendance

Attending class is necessary. Students with **5** absences often get “F”. **It is important to keep the instructor informed of any unusual and unforeseen circumstances.**

Classroom Behavior and Tardiness

Be respectful and courteous to others in the classroom. Common classroom decorum is required. Popping gum is **not** allowed. Attendance will be taken at the beginning of class. Tardiness causes disruption. If you are tardy, sit closest to the entrance in order to minimize disruption.

Cell phone Policy

Turn off cell phone before you enter the classroom. If you are expecting an important call, let the instructor know before hand. Text messaging is not allowed and a student engaging in it will be warned once, and then will be reported to the Dean.

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 WebCT 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.

Plagiarism

Plagiarism is the use of another writer’s or person’s words or ideas used in your writing without due acknowledgement given to that person. 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

Students with disability needing accommodations for this class should contact the Disabilities Counseling Services at the beginning of the semester. **This is the student's responsibility to contact the disability counselors Mr. Chris Scarborough or Ms. Judy Hilburger** and provide the necessary document/s in receiving these accommodations. **Please note that the instructors cannot provide accommodations based upon disability until they have received an accommodation letter from either of the Disabilities Counselor.**

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 provide written notice to the Registrar. Withdrawal forms are available at the Registrars office on both campuses and the office at the Sub-base. Non punitive "W" grades are assigned to any withdrawal deadlines listed in the calendars published in front of each session's course listings. Withdrawal requests received after these deadlines must bear instructor's signature. **No withdrawals are permitted after the last class preceding the final exams.** Student's who do not obtain an official withdrawal, but simply stop attending classes will get "F" grade for the course.

Service Learning

Students have different learning styles. I am introducing a **service learning component in this class with the hope that this will give some students the chance of learning through rendering service to community through good citizenship.** This is an option for two or three responsible students who will be selected based on how they perform in class, as well as their own interest in learning through rendering service. An example of service learning being: if the selected student works in a senior center they can help the senior member in number of ways. If the senior member cannot write due to arthritis or cannot drive, the student will help the senior member. The student will keep a journal of the activities being done and periodically will meet with me. After the required service time the student will either write one or two essays, reflecting on the value of the service that has been rendered and what it meant for the student's personal growth. If the student decides to take this option, they will be exempted from attending some classes and some class work. The students need to keep the instructor informed of the progress they are making from time to time. The placement of the student will be determined by the instructor in collaboration with the organization concerned, and the student will keep the instructor updated on the progress. This is an excellent opportunity for self motivated and disciplined students who learn well outside of the classroom.

(Tentative Course Schedule - Subject to Change)

Week 1

- Wed** Introduction and syllabus review.
Class introductions
Reading for meaning (RFM) and reading for writing (RFW)
In Class Writing/ Discussion.
- Mon. Reading:** *Patterns for College Writing*,
Chapter 1 - Reading to Write: How to Use This Book, pp. 1 - 12.
Syllabus quiz
Active Reading Strategies - Small Group Work *The Penguin Handbook*
page 27 (Pre-writing Practice) brainstorming, idea map, clustering and
charting or storyboard
Take home quiz (*Only Daughter* by Sandra Cisnerros, pp. 96 - 99).

Week 2

- Mon. Reading:** *Patterns for College Writing*,
Part One: The Writing Process, pp. 13 - 14,
Chapter 2: Invention, pp. 15 - 35. Practice for **Reading Response 1**
“*Finishing School*”, **Maya Angelou, P 101**
The Brief Penguin Handbook- page 27- 33
Large Group Work – Practice Invention
Discuss *Only Daughter* quiz
- Wed. Reading:** *Patterns for College Writing*,
Chapter 3: Arrangement pp. 37 - 49. Different styles of narration
The Brief Penguin Handbook, page 36 - 37
Take home quiz *How to Shoot an Elephant* by George Orwell, page 125
Small Group Work / Discussion. (Question & Answers from the text)
The Penguin Handbook, Composing Paragraphs 43-45
What is Thesis Statement? Practice in groups for Assignment 1
Reading Response 1 Due

Week 3

- Mon. Reading:** *Patterns for College Writing*,
Chapter 4: Drafting pp. 51 - 65.
The Penguin Handbook, Composing a draft, page 40
Discuss *How to Shoot an Elephant* Large Group Work (Q&A from text)
Rough draft of Short Essay 1 due in class for revision

NO CLASS ON Tuesday, 2/12/08

- Wed. Reading:** *Patterns for College Writing*,
Chapter 5: Editing and Proofreading, pp. 67 - 79.
Small Group Work / Discussion. – in class writing
Final Draft of Short Essay 1 Due

Take home quiz *Indian Education*, page 134

Week 4

- Mon. Reading:** *Patterns for College Writing*,
Part Two: Readings for Writers, pp. 81 - 82.
Chapter 6: Narration, pp. 83 - 95.
Discuss *Indian Education* - Large Group Work with Q&A from text.
Take home quiz *Way to the Rainy Mountain*, page 180
Reading Response # 2 Due – *Words Left Unspoken*, P 168
- Wed. Reading:** *Patterns for College Writing*,
Chapter 6 pp. 96 - 119.
Discuss *Way to the Rainy Mountain* by Momaday. Use of figurative
language: simile and metaphors Group Work Q&A from the text – in class
writing

Week 5

- Mon Reading:** *Patterns for College Writing*,
Chapter 7: Description, pp. 143 – 161
Sentence Fragments – *The Brief Penguin Handbook* page 428.
In Class Writing / Discussion. **Take in class sentence fragment quiz**
Rough draft of assignment 2 due in class for revision
- Wed. Reading:** *Patterns for College Writing*,
Chapter 7, pp.162 - 179.
Take home quiz *Mother Tongue P487* by Amy Tan
Small Group Work / Discussion.
Final draft of Assignment 2 due

Week 6

- Mon. Reading:** *Patterns for College Writing*,
Chapter 8: Exemplification, pp. 203 - 219.
Large Group Work. Q&A from text. Discuss *Mother Tongue*
Making Connections the theme of immigration
Reading Response 3 Due, *Ground Zero*, Suzanne Berne, P162
- Wed. Reading:** *Patterns for College Writing*,
Chapter 8, pp. 220 - 239, pp 262 - 266 .
Two Ways to Belong in America P415
Small Group Work/ Discussion. Q&A from text
Take in class pronoun quiz

Reading Response # 4, *The Human Cost of an Illiterate Society*, P 252

Week 7

Mon. Reading: *Patterns for College Writing*,
Chapter 9: Process, pp. 267 - 284.
Large Group Work.

Wed. Reading: *Patterns for College Writing*,
Chapter 9, pp. 285 - 304.
Small Group Work .- writing a process paragraph
Reading Response # 5 Due, *My First Conk*, P 285

Week 8

Mon. Reading: *Patterns for College Writing*,
Chapter 10: Cause and Effect, pp. 327 - 345.
Large Group Work / In Class Writing-*The Embalming of Mr. Jones*, P 310

Wed. Reading: *Patterns for College Writing*,
Chapter 10, pp. 351 - 370, 377 - 381.
Small Group Work / Discussion - **Cause and Effect**
Reading Response#6“*Why Boys Don’t Play with Dolls*, P 361

Week 9

Mon. Reading: *Patterns for College Writing*,
Chapter 11: Comparison and Contrast, pp 387 - 408.
In Class Writing / Discussion.
Collaborative Essay on Comparison and Contrast in class

Wed. Reading: *Patterns for College Writing*,
Chapter 11, pp 415 - 448.
Small Group Work / Discussion, MLA Documentation
The Penguin Handbook, P 245
Reading Response # 6, *Sex, Lies, and Conversation*, P 440

CONFERRING WITH STUDENTS FOR BOTH CLASSES

Week 10

Mon. Reading: *Patterns for College Writing*,

Chapter 12: Classification and Division, pp. 451 - 465.
Large Group Discussion.,

Wed. Reading: *Patterns for College Writing*,
Chapter 12, pp. 466 - 504.
In class Writing / Discussion. **Classification and Division**
Reading Response # 8, *The Ways We Lie*, P 495

Week 11

Mon. Reading: *Patterns for College Writing*,
Chapter 13: Definition, pp. 509 - 523.
Reading, *I Want a Wife*, P 524
Small Group Work / Discussion

Wed. Reading: *Patterns for College Writing*,
Chapter 13, pp. 524 - 549.
The Penguin Handbook
Large Group Discussion.
Reading Response # 9, *Tortillas*, P 528

Week 12

Mon. Reading: *Patterns for College Writing*,
Chapter 14: Argumentation, pp. 555 - 583.
In class Writing / Discussion.
Pick a debate and read corresponding essays, pp. 613 - 701.
Reading Response # 10, *Should Gay and Lesbian Couples Be Allowed to Adopt?* P 623

Wed. Reading: *Patterns for College Writing*,
Chapter 14, pp. 584 - 589, 650 - 668.
Peer Draft Workshop - Argument Essay.

Week 13

Mon. Reading: *Patterns for College Writing*,
Chapter 15: Combining the Patterns, pp. 703 - 727.
In class Writing / Discussion. Introduction to Biography
Argument Essay Due.

Wed. Reading: *Tuesdays with Morrie* Pp. 1 - 68
Watch *Lessons on Living* (Interviews with Ted Koppel - DVD).
Small Group Work / Discussion., written /visual impact and
written strategies

Week 14

Mon. Reading: *Tuesdays with Morrie*
Pp. 69 - 108.
Large Group Discussion

Wed. Reading: *Tuesdays with Morrie*
Pp. 109 - 151- Discussion and collaborative writing - individual
lessons learned.

Week 15

Mon. Reading: *Tuesdays with Morrie*
Pp. 152 - 192.
Large Group Discussion.
Peer Draft Workshop - Bring draft of Final Essay.

Wed.
Essay Due
Exit exam in class