

**Compulsory English Courses**  
**Level: Bachelor of Arts, Third Year**  
**Course Title: Reading & Writing Across the Disciplines**

**Code: Comp. Eng. 402**  
**Full Marks: 100**  
**Pass Marks: 40**  
**Teaching Hours: 150**

**Course Description:** This course, after first providing students with a sound grounding into reading and writing heuristics associated with summary, critique, analysis and synthesis, enables them to internalize tools to create and develop their own motives for advanced level of reading and writing during both the college years and professional life later on. It shares its assumption with the premise of the first-year compulsory English course that in order to become good writers, students must be good readers. But this course transcends its first-year counterpart in terms of disciplinary inclusions and critical complexities.

**UNIT I: SUMMARIES & CRITIQUES (BEHRENS & ROSEN)**

**33 hrs.**

Summary, Paraphrase, and Quotation.

- What Is a Summary?
- Can a Summary Be Objective?
- Using the Summary
- The Reading Process
- How to Write Summaries
- Demonstration: Summary
- How Long Should a Summary Be?
- Summarizing Figures and Tables
- Paraphrase
- Quotations
- Avoiding Plagiarism

Critical Reading & Critique

- Critical Reading
- Critique

**UNIT II: SYNTHESSES & ANALYSES (BEHRENS & ROSEN)**

**33 hrs.**

Explanatory Synthesis

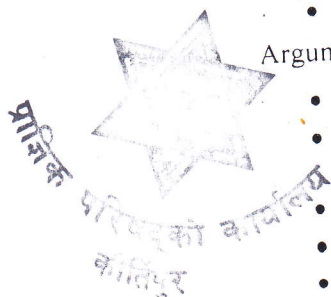
- What Is a Synthesis?
- Purpose
- Using Your Sources
- Types of Syntheses: Explanatory and Argument
- How to Write Syntheses
- The Explanatory Synthesis
- Demonstration: Explanatory Synthesis—The Car of the Future?
- Model Explanatory Synthesis (First Draft)
- Model Explanatory Synthesis (Final Draft)

Argument Synthesis

- What Is an Argument Synthesis?
- Demonstration: Developing an Argument Synthesis Balancing Privacy and Safety in the Wake of Virginia Tech
- Developing and Organizing the Support for Your Arguments
- The Comparison-and-Contrast Synthesis
- A Case for Comparison-and-Contrast: World War I and World War II

Analysis

- What Is an Analysis?
- Demonstration: Analysis



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- How to Write Analyses
- Consider Your Purpose
- Locate an Analytical Principle
- Formulate a Thesis
- Analysis: A Tool for Understanding

**UNIT III: ARTS & HUMANITIES (Comley, et al.)**

28 hrs.

Maya Angelou. "Graduation"  
 Amy Tan. "Mother Tongue"  
 Ernest Hemingway. "A New Kind of War"  
 James Alan McPherson. "Problems of Art"  
 Susan Choi. "Memory work"  
 Plato. "The Cave"  
 John Berger. "Hiroshima"  
 George Orwell. "Politics and the English Language"

**UNIT IV: SOCIAL SCIENCE & PUBLIC AFFAIRS (Comley, et al.)**

28 hrs.

N. Scott Momaday. "The Way to Rainy Mountain"  
 Martin Luther King Jr. "Pilgrimage to Nonviolence"  
 William L. Laurence. "Atomic Bombing of Nagasaki Told by Flight Member"  
 Jon Gertner. "The Futile Pursuit of Happiness"  
 Monica M. Moore. "Nonverbal Courtship Patterns in Women: Context and Consequences"  
 Malcolm Gladwell. "The Naked Face"  
 Jonathan Swift. "A Modest Proposal"  
 Thomas Jefferson. "The Declaration of Independence"

**UNIT V: SCIENCE & TECHNOLOGIES (Comley, et al.)**

28 hrs.

Carl Sagan. Can We Know the Universe? Reflections on a Grain of Salt  
 Robert Frost. Design  
 Bruno Bettelheim. Joey: A "Mechanical Boy"  
 Eric Schlosser. Why McDonald's Fries Taste So Good  
 Jamie Shreeve. The Other Stem-Cell Debate  
 James Jeans. Why the Sky Is Blue  
 David Livingstone Smith. Natural-Born Liars  
 Emily Martin. The Egg and the Sperm: How Science Has Constructed Romance Based on Stereotypical Male-Female Roles

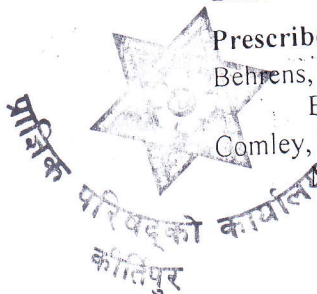
**Evaluation System**

Internal evaluation 30% (Internal examination, class presentation, attendance)  
 External evaluation 70% (Annual examination)

**Prescribed Texts:**

Behrens, Laurence & Leonard J. Rosen. *Writing and Reading Across the Curriculum*. 11<sup>th</sup> ed. Boston: Pearson, 2011.  
 Comley, Nancy, et al. *Fields of Reading: Motives for Writing*. 8th ed. Boston: Bedford/St. Martin's, 2007.

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