

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, DEPARTMENT OF ENGLISH
FALL 2012 COURSE OUTLINE: **Literacy Inquiries**
ENGW 100.FYS21 (6 hrs. 3 credits)
Tues/Thurs 2:50-5:30 p.m. Room NB/8.61

PROFESSOR: Effie P. Cochran, e-mail: ecochran@jjay.cuny.edu
OFFICE & Tel. No.: 11th Ave. (New Bldg., 7th floor), Rm. 7.63.07; (212) 237-8592
OFFICE HOURS: 1:00-2:30 p.m. on Tuesdays and Thursdays, and by appointment

PLEASE TAKE ADVANTAGE OF MY OFFICE HOURS!

Required Texts:

Berkley, Laurence (2011). Taking the CUNY Assessment Test in Writing. Bedford/St.Martin's, New York, N.Y.

Hoffman, Eva (1989). Lost in Translation. Penguin Books, NY, New York.

A good American English Dictionary

Various articles for extra reading will be distributed in class or on e-reserve.

Course Description

In this writing course, we will read two memoirs or autobiographies of two famous bilingual writers and their struggles. The course is designed to help **you**, the nonnative speaker of English, strengthen all four skills: listening, speaking, reading and writing. You will do this by reading and discussing your assigned texts and other articles, and of course by writing about them.

One cannot write well unless one comprehends the main idea of a text, forms opinions about a reading, draws conclusions, and then imitates good writing. After a brief review of sentence construction and paragraph development, you will develop your skills by practicing essay writing: personal narrative, description, comparison/contrast, and argumentation. We will mostly concentrate on response essays. As the need arises, various aspects of grammar will be taught in a contextualized manner.

The ultimate goal of the course is for you to pass examinations that will enable you to graduate from college; but your **immediate goal** is to prepare and pass a well-constructed portfolio that indicates progress and shows self-reflection of your learning. Learning how to write, will enable you to follow your college level courses with relative facility and compete with your native classmates. Facility with English speaking, reading, and writing will naturally help you enjoy college life even more.

One reads in order to cultivate a **love of reading** – without which no one can learn to **write**. You will demonstrate understanding of reading assignments by keeping a

(Please see reverse side.)

"Double-Entry" type of journal (DEJ), where you will be writing your reactions and responses to your reading, by exchanging your entries with a classmate and by giving feedback, and by participating actively in class discussions.

In addition to our two textbooks, there are articles on E-Reserve (e-R) under the password "Cochran," my last name. Below are directions for accessing electronic reserves. If the need arises, there may be a visit to the library, which you should not miss, and an assignment based on the library lesson.

Directions to access electronic Reserves:

1. Go to URL www.jjay.cuny.edu
2. Under John Jay Students, scroll down to "Library" and release; the library screen will pop up.
3. Click on "Electronic Reserve."
4. Click on "Class Readings and Course Materials on Electronic Reserve."
5. Under "Select a Department," choose English; under "select an instructor," choose [your last name]; click GO.
6. Two headings show on the screen. Click on "English 100."
7. Enter the password "Cochran."

For easy referral and evaluation, all work should be kept in a clearly labeled, neat, well-organized loose-leaf notebook. Please refer to your ENG W100 course syllabus for assignments and due dates. Remember that the most representative and best work that will indicate your progress will go into your final portfolio.

Learning Objectives

Again, our objectives for the course are for you to strengthen all four skills: listening/speaking/reading/writing. More specifically, we aim for students to:

Understand, respond to, and interrelate college-level readings from a variety of genres and disciplines (READING).

Compose a variety of writing projects in various contexts for particular audiences and purposes (WRITING).

Comprehend and participate in spoken discourse in a variety of social and academic settings for a variety of purposes (LISTENING AND SPEAKING).

Demonstrate self-awareness and identity strategies for improving reading, writing, listening and speaking (METACOGNITIVE UNDERSTANDING AND PRACTICE).

Demonstrate the knowledge and skills necessary to understand their/your own academic context, to enact clear goals for learning and personal growth, and to seek out and utilize the John Jay services and peer interaction to fulfill these goals (ACADEMIC AND PERSONAL DEVELOPMENT) More specifically,

1. you will articulate academic goals for the year, identify appropriate resources and formulate/monitor a plan to work toward those goals (academic planning);
2. you will identify areas of academic/social/personal interest/development and pursue appropriate John Jay resources/support (self-awareness);

3. you will learn to successfully collaborate with peers from diverse backgrounds inside and outside the classroom (collaboration).

Class Activities and Evaluation

Double Entry Journal (DEJ) is required. This journal will be evaluated for selection of quotations/citations from the reading of your textbook and articles, their relevance to the central theme of the text, and quality of responses. You will be exchanging these with a partner regularly. I will be checking them periodically and randomly.

Group Work will be an integral part of class activity. Such work will facilitate both class discussion of readings and individual writing. Each group must regularly submit a **Small Group Work Sheet** by means of which your group participation and progress can be monitored by your peer mentor or me, your professor. Each group will work on a final project (TBA) that will be presented to the whole class at the end of the semester.

Assessment: You will be evaluated on your progress as demonstrated in your portfolio via your journals, in-class and outside class writing, multiple drafts and revisions, grades on quizzes and other papers, and overall class participation and small group discussion. **General attentiveness and prompt assignment completion are essential to passing the course.**

Course Requirements

Attendance is compulsory. Please check the rules in your college directory about excessive absences and latenesses.

Punctuality is also required. Four 10-minute latenesses will constitute one absence.

Homework is due on the assigned day. Please note that if a homework assignment is late, the professor reserves the right to refuse it. **All work outside the class should be done on the computer** (i.e. **TYPED**) for easy correction and revision. Each student is responsible for **all** assignments missed.

In order to pass this six-hour, three-credit course with a "**P**" grade, you must complete

- (a) **all the assigned work on time and satisfactorily**, (b) **participate in trips and be present in class during all sessions**, and (c) **submit a passing portfolio**.

Your final exit exam is the CATW, which will enable you to take mainstream courses after passing it.

Appointments: Please note that it is **your** responsibility to arrange to meet with me and your other professors to go over work and discuss your class progress during the professors' office hours. Your peer mentor, Ms. Caceres, will also be available to you.

Compulsory Attendance at the Center for English Language Support : 10-12 hours of individual and small -group tutoring plus attendance at least one or two workshops throughout the term. You **MUST** sign up at the Center for English Language Support (CELS) for at least six hours and at the Writing Center (**1.68 NB**).

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Academic Integrity:

Please refer to the college statement about academic dishonesty. Plagiarism or other kinds of academic cheating are punishable by penalties of suspension, expulsion, or a failing grade.

You will find the CUNY Policy on Academic Integrity on the college website under “Students.” Below is more specific information about plagiarism.

Plagiarism:

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.”

NOTE: No cell phones are allowed in class. They must be turned completely off.

Thank you in advance for complying with this very important request as cell phone use in class interferes with your concentration and is also disruptive to everyone.

Professor Effie P. Cochran (EPC)

28 August 2012

Dear ENGW 100.FYS21 Students,

I hope that you have already received and read my welcoming letter. Below is a more detailed letter of what to expect to be doing in my course this fall semester.

In this class, in addition to listening and speaking clearly, you will develop good reading and writing techniques and strategies. You will also develop other learning skills necessary to college work, becoming generally familiar with the academic vocabulary needed for courses in criminal justice, sociology, ethnic studies, and other relevant courses that you may take later on. You will reach these objectives by doing the following:

- You will learn to work cooperatively and get to know each other well, as your peer mentor, Ms. Caceres, and I will get to know you well, by sharing your writing, reacting to reading, giving each other feedback, and by your oral contributions to small group and full class discussions. You will also work closely with your tutors or instructors from our resource Center for English Language Support (CELS) and/or the Writing Center.
- You will get to know 3-4 other students (your small group partners) exceptionally well by exchanging your journals with them, discussing your readings, doing exercises together in or outside class, and working on your projects.
- In general, as readers, interpreters of texts, and oral or writing commentators, you will develop good listening, speaking, reading, and writing skills in American English.
- Finally, you will also learn about appropriate classroom decorum, which does **not** allow cellular phones, beepers, eating, and drinking during class time. It is also considered good manners for gentlemen to remove their hats in class.

Please also note:

1. All corrected papers **MUST** be rewritten as second drafts and discussed with me, and/or your tutor. Further, they must be ready to be resubmitted when asked by me. Occasionally, even third drafts may be required if it is apparent that you have not edited or even **proofread** your paper carefully. Again, you must always go over second or third drafts with your tutor.
2. When you are assigned chapters from a text with questions or exercises, you are always responsible for doing **all** the exercises and answering **all** the questions.
3. You must exchange your Double Entry Journals (DEJs) with substantial quotations from the text and your responses every Tuesday for peer feedback to be returned every Thursday. Occasionally, you may do this during class time.

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4. You must also bring two well-thought through and well-formed questions to your study/small group for discussion and better understanding of the texts.

In order to pass this six-hour, three-credit course with a "P" grade, you must **(a) be present and participate in class during all sessions, (b) do all the assigned work on time and satisfactorily, and (c) present a passing portfolio.** (We'll talk more about this later.) **In order to advance to Eng 101, you have to pass the CAT-W exam at the end of this semester.**

Immediately after this first class, do not fail to make an appointment to schedule your first of many regular meetings with a tutor throughout the semester. You must spend **at least 6-8 hours in CELS and more if needed and some 4-6 in the Writing Center during the semester working with a tutor individually.** **In addition, you must also attend at least one and preferably two workshops at CELS.**

I hope we will all learn a great deal from each other and have a rewarding semester. I also hope you will enjoy the process. I know your peer mentor and I will. Again, I want you to develop a **love** for reading and have fun doing it while you are developing good **reading and writing** habits.

Welcome to my Fall 2012, ENGW 100.FSY21 course. May we all have a pleasant and productive semester.

Sincerely yours,

Dr. Effie P. Cochran

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, DEPARTMENT OF ENGLISH

FALL 2012 COURSE SYLLABUS

ENGW 100 FYS21 T/TH 2:50--5:30 p.m., Rm. NB/8.61

Professor Effie P. Cochran

Office NB, 7th floor, Rm. 7.06.07, tel. 212-237- 8592

Office Hours: 1:00--2:30 p.m. Tues/Thurs. and by appointment

For E-Reserve: <http://eres.lib.jjay.cuny.edu/eres/coursepage.aspx?cid=2083>

In order to facilitate discussion, students **are required to contribute two thoughtfully written questions** to their small discussion groups. **Double Entry journals are to be exchanged every Tuesday and returned to the original author with comments every Thursday.**

WEEK	DAY	DATE	TOPIC/ACTIVITY	READING ASSIGNMENT
One	Tues	28 Aug	Student & Course introduction Diagnostic grammar test- Q: Where do you see yourself <i>in 10 years?</i>	Handout: MFK Fisher's <i>The Broken Chain</i>
	Thurs	30 Aug	Diagnostic essay writing; grammar test results HW from E-reserve: Flower, Hairston & Lamott	
Two	Tues	6 Sep	Spoken versus Written English exercises Discussion of Double Journal Entries Begin reading Hoffman part I - Paradise.	
	Thurs	8 Sep	DUE: Hoffman pp. X-Word Grammar sent. Patterns: T+t./L,t. or T;l,t./ T=. and T,, and . (or Trunk with a list)	
Three	Tues	13 Sep	Articles and Nouns: Pluralizing and Exercises Sentence combining: Aluminum, Hypnotism Double Entry Journal (DEJ) exchange: two quotations with responses. You will do this every week. (I check wk. 1)	
	Thurs	15 Sep	DUE: Wishman pp. 61-119 The paragraph: My Favorite Kind of Food Return journal entries to classmates with comments.	

(See reverse side)

Four	Tues 20 Sep	Sentence combining: Anteaters, Cable Car QUIZ on Articles and irregular noun plurals
	Thurs 22 Sep	DUE: Wishman pp. 123-181 Practice avoiding fragments and run-on sentences by using the appropriate X-Word grammar sentence patterns.
Five	Tues 27 Sep	Handout: Irregular verbs - Verbs and Tenses Finish sentence combining exercises: Headache Collection of your first 6 journal entries for feedback*
	Thurs 29 Sep	NO CLASS (Rosh Hashanah)
Six	Tues 4 Oct	NO CLASS (Follow Friday Schedule)
	Thurs 6 Oct	DUE Wishman pp. 182-226 QUIZ on three principal parts of verbs
Seven	Tues 11 Oct	DUE: Wishman pp. 227-262 Avoiding Fragments and Run-on sentences
	Thurs 13 Oct	NO CLASS – Follow Monday Schedule
Eight	Tues 18 Oct	REVIEW WISHMAN- Read Wishman End Notes carefully Submit your Final Group Project proposals: Mysteries or plays
	Thurs 20 Oct	MIDTERM EXAM: Sentence Combining & Verbs plus essay questions on Wishman
Nine	Tues 25 Oct	DUE: Burnett pp. 3-46 Continue to bring two questions about the novel for small group discussion and keep up with your DEJs.
	Thurs 27 Oct	Approval of Final Group Projects: Mysteries, plays, short stories Model Essay : <i>The Worst Job I Ever Had</i>
Ten	Tues 1 Nov	DUE: Barnett pp. 47-97 Avoiding Fragments and Run-on sentences
	Thurs 3 Nov	Rewriting and Editing – more essay writing
Eleven	Tues 8 Nov	DUE: Barnett pp. 98-155 Avoiding Fragments and Run-on sentences
	Thurs 10 Nov	More work on editing and essay writing

Twelve	Tues 15 Nov	DUE: Barnett pp. 156-183 More work on editing and essay writing
	Thurs 17 Nov	In-class work on Group Projects Final collection of Double Entry Journals
Thirteen	Tues 22 Nov	Final Essay on Barnett Work on group projects
	Thurs 24 Nov	NO CLASS -- (Thanksgiving Day)
Fourteen	Tues 29 Nov	General review; problem solving; student conferences Work on group projects
	Thurs 1 Dec	General review; problem solving; student conferences Final work on group projects
Fifteen	Tues 6 Dec	Final Reflective Essay writing in the Computer Lab (1407N) DUE: PORTFOLIOS (No extensions!)
	Thurs 8 Dec	Student project presentations
Sixteen	Tues 13 Dec	Student project presentations

* NOTE: After my first collection of your DEJs, we will be collecting them randomly throughout the semester. So please keep bringing them to class.

Good luck and have a great winter holiday.

Dr. Effie Papatzikou Cochran

ENGW 100 FYS 21 Fall 2012 SYL

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, DEPARTMENT OF ENGLISH

ENG 100W.03 (6 hrs. 3 credits) COURSE OUTLINE SPRING 2011

Prison Education and Literacy

Tues/Thurs 9:40-12:20 PM in Room 2509N

PROFESSOR: Effie P. Cochran, e-mail ecochran@jjay.cuny.edu

Office location: 3104 N and Annex, Rm. 745, Tel. (212) 237-8592

OFFICE HOURS: 9-9:30 a.m., 12:30-1:30 p.m. and 3:30-4:30 p.m. on Tuesdays and Thursdays and also by appointment

PLEASE TAKE ADVANTAGE OF MY OFFICE HOURS!

Required Texts:

Nanda, Serena & Joan Gregg (2009). *The gift of a bride: A tale of anthropology, matrimony, and murder*. AltaMira Press, New York.

Rochford, Regina. A. (2010). *The keys to the CAAW*. Kendall Hunt, IA.

15 articles on the academic writing process and on prison literacy on Electronic Reserve (e-R) under the password "Cochran" (See directions below on how to access them from the Library Electronic Reserve.)

A good American English Dictionary

Course Description

This composition course is designed to help you, the nonnative speaker of English, strengthen your English writing skills by reading and discussing college-level books and articles and writing about them. The course is based on prison education and literacy themes.

One cannot write well unless one comprehends the main idea of a text, forms opinions about a reading, draws conclusions, and then imitates good writing. As the need arises, various aspects of grammar will be taught in a contextualized manner.

After a brief review of sentence construction and paragraph development, you will develop your skills by practicing essay writing: personal narrative, description, comparison/contrast, cause-effect, and argumentation. The main

emphasis will be on summarizing and responding to articles. The ultimate goal of the course is for you to pass examinations that will enable you to graduate from college; but our **immediate objective** is to pass the CATW test so that you can enter the college mainstream. Learning how to write, will enable you to pass this exit exam, follow your college level courses with relative facility and compete with your native classmates. Facility with English reading and writing will also help you enjoy college life even more. One reads in order to cultivate a **love of reading** – without which no one can learn to **write**. You will demonstrate understanding of reading assignments by keeping a "Double-Entry" type of journal, where you will be writing your reactions and responses to your reading, and by participating actively in class discussions.

You will be writing in class and outside the class, based on your readings. In addition to regular small pieces of writing, you will be required to produce at least five longer essays (3-6 pages) with their revisions. You will be giving feedback on each other's writing, which will help you recognize your own difficulties with writing. This is called peer critique.

In addition to our textbooks, there are articles on E-Reserve (e-R) under the password "Cochran," my last name. Below are directions for accessing electronic reserves. There will be a visit to the library, which you should NOT miss, and an assignment based on the library lesson.

We will also have one of the two co-authors of our murder novel visit our class. She is an Anthropologist, and a former John Jay College professor, and you should NOT miss that visit on February 17th.

For easy referral and evaluation, all work should be kept in a clearly labeled, neat, well-organized loose-leaf notebook from which you will choose pieces to include in your portfolio – a course requirement for all. Your portfolio will include: a table of contents, a cover letter, several essays with their revisions, samples of your double-entry journals, quizzes, reflective essay, and a letter addressed to an English 101 professor.

Please refer to your Eng 100W.03 course syllabus for assignments and due dates.

Class Activities and Evaluation

Double Entry Journal is required. This journal will be evaluated for selection of quotations/citations from the reading of your assigned articles, their relevance to the central theme of the text, and quality of responses. You will be exchanging these with a partner regularly. I will be checking them periodically and randomly.

Group Work will be an integral part of class activity. Such work will facilitate both class discussion of readings and individual writing. Each group must

regularly submit a **Small Group Work Sheet** by means of which your group participation and progress can be monitored by me, your professor. Each student will work on a final, inquiry-based, project that will be presented at the end of the semester.

Assessment: You will be evaluated on your progress as demonstrated in your journals, in-class writing, multiple drafts and revisions, grades on quizzes and other papers, and overall class participation and small group discussion. Further, general attentiveness and prompt assignment completion are also essential to passing the course. When you fulfill all your work, you will be invited to take the CATW exam. The grade for the course is Pass/Fail.

Course Requirements

Attendance is compulsory. Please check the rules in your college directory about excessive absences and latenesses. I would strongly advise you to be present at every class meeting even though you are allowed four absences. (Please note that six absences will result in failing the course.)

Punctuality is also required. Four 10-minute latenesses, which are very disruptive, will constitute one absence from the class.

Homework is due on the assigned day. Please note that if a homework assignment is late, the professor reserves the right to refuse it. **All work outside the class should be done on the computer** (i.e. **TYPED**) for easy correction and revision. Each student is responsible for **all** assignments.

Visiting the Writing Center or CELS is also compulsory for at least six times. However, depending on your need, you should consider visiting the centers more often. You must make **appointments in advance**.

Directions to access electronic Reserves:

1. Go to URL www.jjay.cuny.edu
2. Under John Jay Students, scroll down to "Library" and reslease; the library screen will pop up.
3. Click on "Electronic Reserve."
4. Click on "Class Readings and Course Materials on Electronic Reserve."
5. Under "Select a Department," choose English; under "select an instructor," choose [your last name]; click GO.
6. Two headings show on the screen. Click on "English 100."
7. Enter the password "Cochran."
8. One page and a half of articles will appear that are listed alphabetically and begin with Bell & Glaremin and end with Wilson.

Please read my letter to you below.

1 February 2011

Dear English 100W.03 Student,

In this class, you will develop good reading and writing techniques and strategies. You will also develop other learning skills necessary to college work, becoming especially familiar with new vocabulary necessary for the courses that you may take later on. You will reach these objectives by doing the following:

- You will learn to work cooperatively and get to know each other well, as I will get to know you well, by sharing your writing, reactions to reading, and by your contributions to small group and full class discussions. You will also work closely with your tutors either from our English Writing Center (Rm. No 2450N) or from the Center for English Language Support (CELS-Rm 1201N) for a minimum of six visits.
- You will get to know 3-4 other students (your small group partners) exceptionally well by exchanging your journals with them, discussing your readings, and doing exercises together in or outside class.
- In general, as readers, interpreters of texts, and oral or writing commentators, you will develop good listening, speaking, reading, and writing skills in English.
- Finally, you will also develop appropriate classroom decorum, which does **not** allow cellular phones, beepers, eating, and drinking during class time. It is also considered good manners for gentlemen to remove their hats in class.

Please also note:

- (a) All corrected papers **MUST** be rewritten as second drafts and discussed by your tutor and you. Further, they must be ready to be resubmitted when asked by me. Occasionally, even third drafts may be required if it is apparent that you have not **proofread** your paper carefully.
- (b) When you are assigned articles or chapters from your text, you are always responsible for doing **all** the exercises and answering **all** the questions.

In order to pass this six-hour course with a "**P**" grade, you must **(a) be present and participate in class during all sessions; (b) complete all the assigned work on time; (c) present an acceptable portfolio that**

includes a “reflective essay” and indicates progress and ability to do the work required for the next level; (d) pass the CATW examination.

Appointments: Please note that it is **your** responsibility to arrange to meet with me and your other professors to go over work and discuss your class progress during the professor's office hours. In addition to my W54th St. office where you can see me by appointment, my temporary office right before and after class will be in the SEEK Department on the third floor of North Hall, room number 3104 N.

Don't forget **to sign up** for assistance in **CELS or the Writing Center in advance.**

Academic Integrity:

Please refer to the college statement about academic dishonesty. Plagiarism or other kinds of academic cheating are punishable by penalties of suspension, expulsion, or a failing grade. You will find the CUNY Policy on Academic Integrity on the college website under “Students.”

NOTE: No cell phones are allowed in class. They must be turned completely off.

I hope we will all learn a great deal from each other and have a rewarding semester. I also hope you will enjoy the process. I know I will. Again, I want you to develop a **love** for reading and have fun doing it while you are developing good **reading and writing** habits.

Welcome to my ENG 100W.03 course. May we all have a pleasant and productive semester.

Sincerely yours,

Dr. Effie P. Cochran

ENG 100W.03 SPRING 2011 SYLLABUS REVISED

Prison Education and Literacy

Tuesday/Thursday 9:40 a.m.-12:20 p.m. Rm. # 2509N

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>TOPIC /</u>	<u>ACTIVITY /</u>	<u>READING ASSIGNMENT</u>
SEVEN	Tues 15 Mar Thurs 17 Mar		3pp verb quiz Library Informational Visit		Rochford: ch. 3/ with Tutor Assignment in the Library
EIGHT	Tues 22 Mar Thurs 24 Mar		Distribution of Trans. Wds. Collection of project propos.		Review: Gift of a Bride Prep. for Critique of Novel
NINE	Tues 29 Mar Thurs 31 Mar		Discussion & Essay writing Guest – Ms. Sonal Gandhi Discussion of Cochran article		Malcolm X/Foss's Love Ls (e-R) Hmwk: Novel Critique Cochran: Reading/Writing (e-R) Collection of Critiques
TEN	Tues 5 Apr Thurs 7 Apr		Discussion of Freire/ writing Discussion of Maher		Freire (e-R)/ <i>Exchange</i> Maher: "You probably..."(e-R) Collection of DE Journals
ELEVEN	Tues 12 Apr Thurs 14 Apr		Practice CATW Exam Practice CATW Exam		1 st Draft of project DUE/Confer. Student Indiv. Conferences Bring your Portfolio to class.
TWELVE	Tues 19 Apr Thurs 21 Apr		NO CLASS – SPRING RECESS NO CLASS – SPRING RECESS		
THIRTEEN	Tues 26 Apr Thurs 28 Apr		NO CLASS – SPRING RECESS Portfolio Revision Workshop Peer Critique of Portfolios		T. Gore/Hate, Rape, & Rap
FOURTEEN	Tues 3 May Thurs 5 May		Letter to 101 Instructor/ C. Lab Practice CATW Exam/ on Gore		Project DUE Portfolios DUE
FIFTEEN	Tues 10 May Thurs 12 May		Practice CATW Exam Reflective Essay/ Comp. Lab		Student proj. presentations Student proj. presentations
SIXTEEN	Tues 17 May Thurs 19 May (?)		Problem solving / Review Final day of class WATW Exam		Class party? GOOD LUCK!

Have a great summer. You deserve it because you have worked hard.

Dr. Effie P. Cochran

N.B. In addition to our texts, the articles that will not be distributed in class can be found on e-reserve (e-R) under the password "Cochran."

(ENG100W SYL 2011 REVISED)

Translingual Writers in a Multilingual World: An Inquiry Based Writing Course

ENGW100 Section 03 Code 0235

Professor: Dr. Kimberly Adilia Helmer

Office: Room 758, English Dept., 7th Floor, 619 West 54th Street (btwn 11th and 12th ave.)
Office phone: (212) 237-8575

Office hours: Tuesday 12:30 PM-3:30 PM and by appointment
Email: kim_helmer@yahoo.com;
khelmer@jjay.cuny.edu

Classroom: W 109

Class time: 9:25-12:05
Tuesdays and Thursdays

Course Prerequisites

None

Course Description

ENGW 100—Translingual Writers in a Multilingual World: An Inquiry-based Writing Course—will cover themes related to Second Language Acquisition (SLA), multilingual issues, writing, reading, and vocabulary development, and CAT-W test preparation. This course introduces students to the literacy skills, habits, and conventions necessary to succeed at college-level work. All major writing assignments have a bilingual or multilingual component as students' other languages are an important resource for expression and academic work. Each writing assignment (and the reading done to accomplish it) develops students' reading and writing skills and, through multiple draft revisions, reinforces that writing is a process that takes time and dedication.

Course Objectives

- Students become aware of the literacy practices and habits expected in college
- Students develop their academic English proficiency through: close readings, high stakes and low stakes writing, class discussion, and vocabulary development

- Students understand reading and writing processes
- Students develop their reading and writing strategies
- Students understand relevant SLA theory
- Students gain a greater appreciation of their multilingual strengths
- Students become aware of audience, readers' expectation, and the qualities necessary to convey ideas clearly
- Students learn to critique their peers' and their own writing
- Students gain interlanguage awareness
- Students become aware of their grammatical challenges and work toward greater accuracy
- Students learn to use information technology for researching writing assignments
- Students learn to discriminate among the types of information they find, deciding which authors are viable experts and which information is pertinent to their subject
- Students learn to integrate secondary sources into their essays
- Students learn basic APA Style documentation and formatting
- Students gain the language and self-awareness about their literacy abilities that allow them to discuss and write about their strengths and challenges of expression
- Students understand the CAT-W format and scoring rubric
- Students learn strategies for taking the CAT-W
- Students learn strategies for reading the CAT-W prompt
- Students learn strategies for writing a CAT-W essay

Required Texts

Rodriguez, R. (2005). *Hunger for memory: The education of Richard Rodriguez*. New York, NY: Dial Press. (First printed in 1982)

ISBN: 0-553-38251-9

Additional required texts

You will find any additional readings on Blackboard (BB).

Suggested texts

A college dictionary from the following list: American Heritage dictionary, Random House College dictionary, Webster's New Collegiate Dictionary (Of course electronic dictionaries are good. Please have a standard English dictionary, not solely a bilingual dictionary.)

If you do not have easy access to a computer, there are various places across campus where you can use computers and print. You must plan ahead and do the readings when they are required. Please bring assigned readings to class.

Required Materials

- ✓ Pocket folder for turning in written assignments
- ✓ Pocket folder for collecting informal writing/journal entries
- ✓ Three-ringed binder for final portfolio with dividers
- ✓ White, lined loose-leaf paper (for in-class writing assignments)
- ✓ Copies of your work as needed for class and group discussions
- ✓ Thumb drive for storing class writing (and other course work)
- ✓ John Jay email address

Writing Assignments

Detailed assignment sheets will be provided outlining all assignments below.

- Translingual found poem
- Found Poem Paper with peer interview (with revisions)
- Position Paper (with revisions)
- Rhetorical Analysis Essay (with revisions)
- Final Portfolio with In-class Reflective Essay
- Vocabulary Project (50 index cards and 5 quizzes)

Revised Papers

Throughout the semester, you may revise every piece of writing. You should not consider an essay “finished” until it is included in your final portfolio. When submitting revised writing, you must clearly show where revisions have been made. For example, highlight revised sections electronically, use a different font color, use all caps, or highlight revisions manually with a highlighter pen. Include the “graded” paper with new coversheet. **I will not accept revisions unless you follow these instructions.**

Manuscript Format

All formal written work must be typed using a standard 12-point font, double-spaced with page numbers, and working title. The final version must be APA-style formatted: Please include a title, course-section number, instructor's name, due date, and page numbers. Please staple your work. I WILL NOT ACCEPT UNSTAPLED PAPERS.

All final essays must be accompanied with its prior revisions, a coversheet, and placed in a pocket folder. IF YOU DO NOT FOLLOW THESE INSTRUCTIONS, I WILL NOT ACCEPT YOUR PAPERS.

Writing Center/CELS

You are required to go to the Center for English Language Support (CELS)(1201 North Hall) for all of your formal writing projects, teachers are specially trained to assist you. You must schedule 8 (but 10 are recommended) meetings with the same writing tutor in order to be considered for passing the course and taking the CAT-W exam. If applicable you will attend the Writing Center in room 2450 in North Hall. Their website is:
<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

Course Policies

Attendance

Regular attendance is critical for successful completion of ENGW 100. Most of our class work will involve class discussion, workshop, and in-class writing, all of which are crucial to your understanding of the writing process and your development as a scholar. If you must miss a class please inform me prior to the absence. YOU are expected to find out from other students the work missed and then complete it.

Note: If you miss more than four (4) classes you will receive a failing grade for the course, there are no excused absences. Coming to class late three (3) times equals one absence.

The center for English language support (CELS)

As previously mentioned, you must meet with the same writing tutor 8 or 10 times throughout the course of the semester. You may attend a CELS workshops if you cannot make a tutoring visit, but the topic must be related to our course work (workshop times and topics will be

announced). If you do not fulfill these requirements, you will not be eligible to take the CAT-W exam and thus have to repeat this course.

Portfolio

Your class portfolio is a collection of your course work this semester. It will include a table of contents, a reflective in-class essay introducing the contents of your portfolio, your three (3) major writing assignments with reflective cover sheet, one or more vocabulary quizzes, self-edit assignment (given to you to do in class), first diagnostic essay (given back to you at the end of the semester).

I will read the portfolio along with another teacher. If the work in the portfolio demonstrates that you are ready for English 101 and the CAT-W, you will then re-take the CUNY CAT-W writing exam. If you receive a passing score, you will then enroll in English 101. If you fail to include all elements of the portfolio, you will not be given permission to retake the exam and thus have to retake the course.

Plagiarism

Plagiarism is cheating. It is a serious violation. Plagiarism can result in automatic failure of the paper and the class. Cases of plagiarism can also result in referral to the College for disciplinary action. Please refer to the Undergraduate Bulletin for explanations of plagiarism, cheating, and their consequences.

Class Environment

Much of the format of the class will be group discussion; it is essential that you keep up on the reading and contribute to the learning process. Be sure to always bring a pen/pencil, notebook, and the day's reading to class. This class will also utilize workshops and peer reviews for drafting and re-drafting purposes. Students will be critical, yet encouraging of other students' work, focusing on the strengths as well as the weaknesses of a piece of writing. This is a college class, and behavioral problems, though not anticipated, will not be tolerated. Cell phones or any hand-held communication devices must be silenced and not used in class.

Late Papers

Please discuss any problems/concerns regarding assignments before (not after) their due dates so as to avoid late papers. Emailed papers will not be accepted (due to viruses).

Course Schedule

Please note: The schedule is subject to change at instructor's discretion so please bring your syllabus to each class to mark any changes. In addition, please bring book(s)/assigned readings and writer's notebook to each class session. The readings listed for a particular day need to be read and ready to be discussed for that class period, it is not homework for the next class meeting unless specified.

Key:

Blackboard=BB

North Hall=NH

Hunger of Memory=HOM

Week and Date	Daily Schedule
Week 1 T 8.30	Unit 1: Translingual Writers Introduction to the Course
Th 9.1	Angel Island Poetry Assign: "Aguantando" (BB)
Week 2 T 9.6	Translingual Writing and Codeswitching Responding to texts: Discuss "Aguantando"
Th 9.8	Found Poetry Workshop Guest Poet: Alexander Long Bring: Word cut outs for poetry workshop 10:30-12:05: English Dept. Conference Room DUE: "Aguantando" response
Week 3 T 9.13	Poetry Reading Bring found poems to share Discuss and reading strategies: "Codeswitching" (Lo, 1999, pp. 461-468)

Week and Date	Daily Schedule
Th 9.15	<p>Text Analysis & CAT-W Workshop 9:30: Christopher Davis visit to assign CELS tutors (known as instructors) and discuss CAT-W. Review the CAT-W resources in preparation for his visit: http://tinyurl.com/catwsite is for CAT-W prep http://tinyurl.com/jjcels/ is for CELS info. Bring: Partner's Found poem (type out poem and bring to class) Begin poetry analysis 10:45 NH computer lab: Begin Found Poem Paper HOM: Begin reading on own--see page numbers below</p>
<p>Week 4 T 9.20</p>	<p>Discuss: "Codeswitching" (Lo, 1999, pp. 468-479) Introduce: <i>Hunger of Memory</i> (HOM) Vocabulary Quiz 1: Please bring all of your vocab index cards</p>
Th 9.22	<p>"Historical Criticism": Poet Interviews Listen to and discuss Díaz interview Conduct partner interviews 10:45 NH Lab-Draft Found Poetry Paper</p>
<p>Week 5 T 9.27</p>	<p>Peer Feedback Discuss: HOM DUE: Draft of Found Poetry Paper; bring a copy of your paper to class</p>
Th 9.29	<p>No Class</p>
<p>Week 6 T 10.4</p>	<p>No Class (Friday schedule)</p>
Th 10.6	<p>Writing Workshop 10:45 NH Lab-Bring electronic version of found poetry paper to work on Vocabulary Quiz 2: Please bring all of your vocab index cards</p>
<p>Week 7 T 10.11</p>	<p>Writing Workshop 10:45 NH Lab-Bring electronic version of found paper to work on</p>
Th 10.13	<p>UNIT 2: Speaking in Tongues Assign: Position Paper assignment View: "Speaking in Tongues" DUE: Poetry Analysis Paper</p>

Week and Date	Daily Schedule
Week 8 T 10.18	Text Comparison: Developing a Position Discuss: HOM (pp.1-41) Vocabulary Quiz 3: Please bring all of your vocab index cards
Th 10.20	Text Comparison: Developing a Position Discuss: HOM (pp.41-85) 10:45 NH Lab-Drafting Position Paper
Week 9 T 10.25	Text Comparison: Developing a Position Discuss: HOM (pp. 85-118) Vocabulary Quiz 3: Please bring all of your vocab index cards
Th 10.27	Writing Conferences Meet with Kim at appointed time HOM (pp.121-139)
Week 10 T 11.1	Writing Conferences Meet with Kim at appointed time HOM (pp.139-185)
Th 11.3	Text Comparison: Developing a Position Peer Edit-Bring hard copy of position paper to peer edit 10:45 NH Lab-Drafting Position Paper HOM (pp.189-212)
Week 11 T 11.8	Unit 3: Multilingual Rhetorical Analysis Introduction to rhetoric Discuss: HOM (pp.45-62) DUE: Position Paper Vocabulary Quiz 4: Please bring all of your vocab index cards
W 11.9	Rubin Museum Visit: 5-7 PM (arrive 10 minutes early, bring school ID) 150 West 17th Street between 6th and 7th Avenues-for directions visit: http://www.rmanyc.org/pages/load/51
Th 11.10	Finding Sources (Meet at the Library Classroom, Floor 2) 9:25-10:40 Library workshop 10:45 NH Lab-search for library sources
Week 12 T 11.15	Rhetorical Analysis Discuss: rhetorical triangle; review Paterno story Due: NY Times Summary AND home country newstory (peer feedback)

Week and Date	Daily Schedule
Th 11.17	No Class DUE: home country news story with descriptive title AND attached .jpeg image. Email to kim_helmer@yahoo.com
Week 13 T 11.22	DUE: Draft 1 of Newspaper Essay Bring a copy to class to discuss and share for peer and teacher feedback
Th 11.24	Thanksgiving: No Class
Week 14 T 11.29	Portfolio Design DUE: Final draft of Newspaper Essay DUE: Present your news story from the class blog Vocabulary Quiz 5: Please bring all of your vocab index cards YES! Kim will check your vocab cards
Th 12.1	Portfolio Design CAT-W Practice ASSIGN: Reflective Essay
Week 15 T 12.6	CAT-W Practice DUE: Portfolios DUE: Reflective Essay in portfolio
Th 12.8	CAT-W Practice Diagnostic Essay self-editing exercise
Week 16 T 12.13	Return Portfolios Meet in Kim's office at appointed time to discuss and receive portfolios

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