Required Texts:

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


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](http://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 quizzzes 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). (Please see reverse side.)
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)
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.

*(Please see reverse side.*)
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
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.

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

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

PROFESSOR: Effie P. Cochran, e-mail echran@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:


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.jjry.cuny.edu](http://www.jjry.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.”
8. One page and a half of articles will appear that are listed alphabetically and begin with *Bell & Giaremin* and end with *Wilson*.

Please read my letter to you below.
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

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

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 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
Office phone: (212) 237-8575

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**
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-ring 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 utilise 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

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<tr>
<th>Week and Date</th>
<th>Daily Schedule</th>
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<tr>
<td><strong>Week 1</strong></td>
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| 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  
<p>|               | <strong>DUE:</strong> “Aguantando” response     |
| <strong>Week 3</strong>    |                |
| T 9.13        | <strong>Poetry Reading</strong>                |
|               | Bring found poems to share        |
|               | Discuss and reading strategies: “Codeswitching” (Lo, 1999, pp. 461-468) |</p>
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<tr>
<th>Week and Date</th>
<th>Daily Schedule</th>
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| Th 9.15       | **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 |
| Week 4        |                |
| T 9.20        | Discuss: “Codeswitching” (Lo, 1999, pp. 468-479)  
Introduce: *Hunger of Memory* (HOM)  
**Vocabulary Quiz 1**: Please bring all of your vocab index cards |
| Th 9.22       | “Historical Criticism”: Poet Interviews  
Listen to and discuss Diaz interview  
Conduct partner interviews  
10:45 NH Lab-Draft Found Poetry Paper |
| Week 5        |                |
| T 9.27        | **Peer Feedback**  
Discuss: HOM  
**DUE**: Draft of Found Poetry Paper; bring a copy of your paper to class |
| Th 9.29       | **No Class**   |
| Week 6        |                |
| T 10.4        | **No Class (Friday schedule)** |
| Th 10.6       | **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 |
| Week 7        |                |
| T 10.11       | **Writing Workshop**  
10:45 NH Lab-Bring electronic version of found paper to work on |
| Th 10.13      | **UNIT 2: Speaking in Tongues**  
Assign: Position Paper assignment  
View: “Speaking in Tongues”  
**DUE**: Poetry Analysis Paper |
<table>
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<tr>
<th>Week and Date</th>
<th>Daily Schedule</th>
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| Week 8        | Text Comparison: Developing a Position  
Discuss: HOM (pp.1-41)  
**Vocabulary Quiz 3: Please bring all of your vocab index cards** |
| T 10.18       |                                                                              |
| Th 10.20      | Text Comparison: Developing a Position  
Discuss: HOM (pp.41-85)  
10:45 NH Lab-Drafting Position Paper |
| Week 9        | Text Comparison: Developing a Position  
Discuss: HOM (pp. 85-118)  
Vocabulary Quiz 3: Please bring all of your vocab index cards |
| T 10.25       |                                                                              |
| Th 10.27      | **Writing Conferences**  
Meet with Kim at appointed time  
HOM (pp.121-139) |
| Week 10       | **Writing Conferences**  
Meet with Kim at appointed time  
HOM (pp.139-185) |
| T 11.1        |                                                                              |
| 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       | **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** |
| T 11.8        |                                                                              |
| 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       | **Rhetorical Analysis**  
Discuss: rhetorical triangle; review Paterno story  
**Due: NY Times Summary AND home country newstory (peer feedback)** |
<p>| T 11.15       |                                                                              |</p>
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<tr>
<th>Week and Date</th>
<th>Daily Schedule</th>
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<tr>
<td>Th 11.17</td>
<td><strong>No Class</strong></td>
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<tr>
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<td><strong>DUE: home country news story with descriptive title AND attached .jpeg image. Email to <a href="mailto:kim_helmer@yahoo.com">kim_helmer@yahoo.com</a></strong></td>
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<td><strong>Week 13</strong></td>
<td><strong>DUE: Draft 1 of Newspaper Essay</strong></td>
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<td>T 11.22</td>
<td><strong>Bring a copy to class to discuss and share for peer and teacher feedback</strong></td>
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<tr>
<td>Th 11.24</td>
<td><strong>Thanksgiving: No Class</strong></td>
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<td><strong>Week 14</strong></td>
<td><strong>Portfolio Design</strong></td>
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<td>T 11.29</td>
<td><strong>DUE: Final draft of Newspaper Essay</strong></td>
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<td><strong>DUE: Present your news story from the class blog</strong></td>
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<td><strong>Vocabulary Quiz 5: Please bring all of your vocab index cards</strong></td>
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<tr>
<td></td>
<td><strong>YES! Kim will check your vocab cards</strong></td>
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<tr>
<td>Th 12.1</td>
<td><strong>Portfolio Design</strong></td>
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<td><strong>CAT-W Practice</strong></td>
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<td><strong>ASSIGN: Reflective Essay</strong></td>
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<td><strong>Week 15</strong></td>
<td><strong>CAT-W Practice</strong></td>
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<td>T 12.6</td>
<td><strong>DUE: Portfolios</strong></td>
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<td><strong>DUE: Reflective Essay in portfolio</strong></td>
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<td>Th 12.8</td>
<td><strong>CAT-W Practice</strong></td>
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<td><strong>Diagnostic Essay self-editing exercise</strong></td>
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<td><strong>Week 16</strong></td>
<td><strong>Return Portfolios</strong></td>
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<tr>
<td>T 12.13</td>
<td><strong>Meet in Kim’s office at appointed time to discuss and receive portfolios</strong></td>
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