

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, DEPARTMENT OF ENGLISH
SPRING 2013 COURSE SYLLABUS EAP 131.02 T/TH 9:25 --12:05 PM
Classroom # 8.67 NB

Professor Effie P. Cochran, Office Rm. 7.63.07 in NB
Email: ecochran@jjay.cuny.edu // Tel. No. 212-237- 8592

WEEK	DAY	DATE	ASSIGNMENT
One	Tues	29 Jan	Getting acquainted via the Human bingo; Written introduction of yourself; student information Course introduction; diagnostic grammar test Reflect on poem: <i>The Ethnically Indeterminate</i> HW: Think about an ending to Popular Mechanics.
	Thurs	31 Jan	Diagnostic essay writing on the poem and short story Spoken versus Written English: exercises The “Got” exercise / Diagnostic on correct Article use Discussion of Double Entry Journals (DEJs) [2 weekly] HW: Bring 20 YES/NO written questions to class. Begin reading Wishman, pp. 3-57:
Two	Tues	5 Feb	Explanation of Small Group Work Sheet/ Reporter Paragraph construction: “My Favorite Kind of ...” Begin X-Word Grammar patterns
	Thurs	7 Feb	Irregular Noun Plurals; exchange DEJs for feedback In-class 10-minute non-stop Brainstorming/Freewriting DUE Wishman- Who Shall Judge Me?: pp. 3-57
Three	Tues	12 Feb	<u>NO CLASS: President Lincoln’s birthday</u>
	Thurs	14 Feb	DUE Wishman- Those Chosen to Judge: pp. 61-119 QUIZ on noun plurals; X-Word Grammar
Four	Tues	19 Feb	Continue with X-Word grammar patterns/exercises
	Thurs	21 Feb	DUE Wishman- The Trial chs. V & VI: pp. 123-181 Model Essay: The Worst Job I Ever Had”
Five	Tues	26 Feb	Verbs and tenses; sentence combining Handout: Three Principal Parts of Irregular Verbs
	Thurs	28 Feb	DUE Wishman- The Trial ch. VII: pp. 182-207 Sentence combining; verbs and tenses
Six	Tues	5 Mar	QUIZ on 3 Principal parts of Irregular Verbs Sentence combining; editing
	Thurs	7 Mar	DUE Wishman- Judgements: pp. 211-253 Review: Sentence combining; Monkey Editor

Seven	Tues 12 Mar Thurs 14 Mar	REVIEW: Wishman Avoiding Fragments and Run-on sentences; exercises DUE Wishman Appendix: pp. 255-262
Eight	Tues 19 Mar Thurs 21 Mar	MOVIE- Jury proceedings MIDTERM - on Wishman
Nine	Tues 26 Mar Thurs 28 Mar	SPRING BREAK SPRING BREAK
Ten	Tues 2 Apr Thurs 4 Apr	SPRING BREAK DUE Burnett: pp. 3-46 - The Defendant
Eleven	Tues 9 Apr Thurs 11 Apr	Avoiding Fragments and Run-on sentences DUE Burnett: pp. 47-85 - The Evidence
Twelve	Tues 16 Apr Thurs 18 Apr	Sentence combining exercises Further work on editing DUE Burnett: pp. 86-126 - The First & Second Days Exercises on Fragments and Run-On sentences
Thirteen	Tues 23 Apr Thurs 25 Apr	Further work on editing In class work on projects; student conferences DUE Burnett: pp. 127-183- Final Day and Epilogue
Fourteen	Tues 30 Apr Thurs 2 May	Review of Burnett In class work on projects; student conferences Further work on editing General review; problem solving
Fifteen	Tues 7 May Thurs 9 May	Student Conferences; problem solving General review Final Exam: Reflective Essay PORTFOLIOS ARE DUE
Sixteen	Tues 14 May Thurs 16 May	Student Presentations Last day of class: Student Presentations

Good luck and have a great summer.

Dr. Effie Papatzikou Cochran

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, DEPARTMENT OF ENGLISH
FALL 2010 COURSE SYLLABUS EAP 131.05 T/TH 5:00-7:40 P.M.

Professor Effie P. Cochran
Office 619 West 54th St., Rm. #745 , tel. 212-237- 8592

(EAP 131 Fall2008 SYL)

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

DATES

ASSIGNMENT

First 2 days	26 & 31 Aug	Course introduction - <i>The Ethnically Indeterminate</i> In-class diagnostic grammar test/ Essay writing Distribution of list with Sociological terms Assignment: Bring 20 YES/NO questions to class. Handout: Where Do We Stand? Discussion of grammar pre-test and diagnostic essay Discovery task: Find the 20 X-Words of English Discussion of Portfolios
	2 & 7 Sep	Spoken versus written English exercises Discussion of Double Journal Entries X-Word grammar sentence patterns Begin reading <i>Foreigner</i> chapters 1-4
Thurs 9 & Tues 14 September		NO CLASS
	16 Sep	DUE: <i>Foreigner</i> chs. 1-4 /pp. 4-44 X-Word Grammar sentence patterns
	21 & 23 Sep	Articles and Nouns: Pluralizing and Exercises Sentence combining: Aluminum, Hypnotism Journal exchange: two quotations with responses
	28 & 30 Sep	DUE: <i>Foreigner</i> chs. 5-7 /pp. 45-76 Return journal entries to classmates with comments Sentence combining: Anteaters, Cable Car Quiz on Articles and irregular noun plurals Journal exchange: two quotations with responses
	5 & 7 Oct	DUE: <i>Foreigner</i> chs. 8-11 /pp.77-111

Practice avoiding fragments and run-on sentences
The paragraph: My Favorite Kind of Food

- 12 & 14 Oct** **DUE: sentences with Individual and Society terms**
Verbs and tenses
Journal exchange: two quotations with responses
Collection of your first four journal entries for feedback
- 19 & 21 Oct** **DUE: *Foreigner* chs. 12-15 /pp.112-146**
QUIZ on three principal parts of verbs
Exchange journals
- 26 & 28 Oct** **DUE: *Foreigner* chs. 16-23 / pp. 147-192**
DUE: sentences with Social Inequality terms
REVIEW
Come to class with two important questions about the novel.
- MIDTERM EXAM on the *Foreigner***
- Begin reading *Persian Girls: A Memoir***
Avoiding Fragments and Run-on sentences
- 2 & 4 Nov** **DUE: *Persian Girls* chs. 1-6 /pp. 3-50**
Avoiding Fragments and Run-on sentences
- 9 & 11 Nov** **DUE: sentences with Social Institutions terms**
Essay writing: *The Worst Job I ever Had*
- REVIEW**
Come to class with two important questions about the novel.
DUE: sentences with Social Problems
Begin reading *Persian Girls: A Memoir*
- 16 & 18 Nov** **DUE: *Persian Girls* chs. 7-13 /pp. 51-100**
Rewriting and Editing
- 23 Nov** **DUE: sentences with Collective Behavior and Change**
- Avoiding Fragments and Run-on sentences**

- 25 Nov NO CLASS -- (Thanksgiving Day)
- 30 Nov **DUE: *Persian Girls* chs. 14-19 /pp. 101-147**
More work on editing
- DUE: Meaningful essay incorporating sociology terms**
DUE: *Persian Girls* chs. 20-31 /pp. 148-207
- QUIZ on sociological terminology/ Practice for Final**
Collection of Double Entry Journals
- DUE: *Persian Girls* chs. 32-36 /pp. 211-249**
- 2 Dec ***Persian Girls* chs. 37- Epilogue /pp. 250-288**
Meet the Author: Professor Nahid Rachlin
- 7 Dec **General review; problem solving; student conferences**
- 9 Dec **General review; problem solving; student conferences**
Practice QUIZ ON sociological terminology
- Preparation for the final exam; student conferences**
- FINAL EXAMINATION**

Good luck and have a great winter holiday.

Dr. Effie P. Cochran

EAP 131.01 Fall 2010 SYL

COURSE OUTLINE SPRING 2010

EAP 131.02 (6 hrs.3 credits)

Tues/Thurs 9:40 AM - 12:20 PM Room 4103N

PROFESSOR: Effie P. Cochran, e-mail <ecochran@jjay.cuny.edu>
OFFICE: 59th St. Bldg., Rm. 3104N, Tel. (212) 237-8592
OFFICE HOURS: 12:30-1:30 a.m. & 3:30-4:30 p.m. on Tuesdays and Thursdays,
and by appointment at 619 W54th St. 7th Floor

PLEASE TAKE ADVANTAGE OF MY OFFICE HOURS!

Required Texts:

Hoffman, Eva (1989). *Lost in Translation: A Life in a New Language*. Penguin books, USA, Inc.

Rachlin, Nahid. (1978). *Foreigner*: A novel of an Iranian woman caught between two cultures. W. W. Norton & Co., N.Y & London.

A good American English Dictionary (preferably for ESOL students)

A list of sociological terms and other handouts and articles will be provided by the professor.

Course Description

This writing course, which is the more advanced of the two in the JJC ELL sequence, is called **English for Academic Purposes (EAP)**. It is designed to help you, the nonnative speaker of English, strengthen your English writing skills by reading and discussing books, short stories, and articles, and of course writing about them. The course is also based on themes that have sociological content.

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. At the beginning of the course, "X-word" grammar will be briefly taught to be applied as an editing tool for your 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, cause-effect, and argumentation. 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 departmental examination, exit EAP courses, and enter the college mainstream. 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 reading and writing will also help you enjoy college life even more.

One reads in order to cultivate a **love of reading** – without which one cannot learn to **write**. You will demonstrate understanding of reading assignments by keeping a "**Double-Entry Journal**" (**DEJ**), where you will be writing your reactions and responses to your reading, and by participating actively in class discussions.

For easy referral and evaluation, all work should be kept in a clearly labeled, neat, well-organized loose-leaf notebook. Please refer to your EAP 131.02 course syllabus for assignments and due dates. Finally, all important work will be submitted in a well-kept portfolio with a table of contents that will be due on 29 April 2010.

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 two novels, 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 group will work on a final project (TBA) that will be presented at the end of the semester.

Assessment: You, the student, 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. **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 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 missed for legitimate reasons.

Your Portfolio is due on 29 April 2010. It should include your major essays and drafts, accompanied by a letter introducing the contents of your portfolio.

28 January 2010

Dear EAP131.02 students:

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 the key terms needed for courses in 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 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 from our Center for English Language Support.
- 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, or eating during class time.

Please also note:

- (a) All corrected papers **MUST** be rewritten as second drafts and 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. You must go over second or third drafts with your tutor.
- (b) When you are assigned chapters from your text, you are always responsible for doing **all** the exercises and answering **all** the questions.
- (c) When you bring your paragraphs or longer essays with the sociological terms that you are required to know by the end of the semester, you must always submit **two** copies of your second draft after it is corrected by me: one copy with the sociology words underlined and another with blanks in place of these terms.

In order to pass this six-hour, three-credit course with a "P" grade, you must complete **(a) all the assigned work on time, (b) pass the departmental final examination, and (c) be present and participate in class during all sessions.**

Appointments: Please note that it is **your** responsibility to arrange to meet with your professors to go over work and discuss your class progress during the Prof.'s office hours.

Compulsory Attendance at the Center for English Language Support : 15 hours of individual tutoring plus attendance at 5 (five) workshops throughout the term —
You **MUST** sign up at the CELS Center **today in Rm 1201N.**

Immediately after this first class, do not fail to make an appointment to schedule your first of your 15 weekly meetings with a tutor in the Center for Language Support throughout the semester. You must spend **at least 15 hours in CELS during the semester working with a tutor individually. In addition, you must also attend five workshops** in order to fulfill your tutorials – a requirement that is attached to this course.

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. Again, regular attendance is compulsory and promptness is required.

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 that 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 EAP 131 section 02 course. May we all have a pleasant and productive semester.

Sincerely yours,

Dr. Effie P. Cochran