

State University College at Cortland
Department of English
CPN 103: Writing Studies in the Community II
Section 601 (CRN 24130)

Credit Hours: 4

Semester: Spring 2013

Location: Moffett Center #0210

Meeting Times: MWF, 10:20 – 11:10

Office: Moffett Center #2105

Instructor: John Suarez

Telephone: (office) x 4391

(home) (607) 756-5201

email: john.suarez@cortland.edu

Office Hours: Mon. and Tue., 2:30 to 4:00, & by app't.

Texts and other items

1. Your handbook from the fall 2012 semester.
2. The Cortland Composition Handbook, A Guide for Students, available at <http://www2.cortland.edu/departments/english/wrc/students/handbook.dot>
3. *Do Good; Write Well* (Handbook Supplement), third edition
4. Manila folders (2)
5. \$20 (approximately) for copies
6. SUNY Cortland e-mail account

Course Description. CPN 103: Writing Studies in the Community II.

Theme-based critical inquiry and research into topics and issues of public importance. Includes 30 hours of service-learning work in the community. Not open to students with credit for CPN 101. Prerequisite: A grade of C- or better in CPN 100 or 102. (4 cr. hr.)

The outcomes for CPN 101 and CPN 103 are in the areas of (1) rhetorical knowledge, (2) critical thinking, reading, and writing, (3) process, (4) conventions, and (5) technology.

Rhetorical Knowledge: Students will

- Study and use genres to write about course theme
- Respond to different audiences and rhetorical situations
- Adopt appropriate voice, tone, and level of formality
- Use conventions and format appropriate to genres
- Write in several genres
- Produce coherent texts within common college-level written formats (GE-10)

Critical Thinking, Reading, and Writing: Students will

- Investigate genre- and theme-appropriate research and writing practices
- Learn to find, evaluate, analyze, and synthesize appropriate primary and secondary sources
- Incorporate their own ideas with those of others
- Study the cultural and social roles of genres
- Study how cultural, social, technological, and material contexts shape and are shaped by writing practices

- Demonstrate the ability to research a topic, develop an argument, and organize supporting details (GE-10)

Processes: Students will

- Study writing processes at work in specific genres
- Investigate the relationship between their own writing practices and those of professionals
- Understand the collaborative and social aspects of composition
- Use technologies to produce genres for a variety of audiences
- Demonstrate the ability to revise and improve their written texts (GE-10)

Conventions: Students will

- Learn common formats for genres
- Learn appropriate documentation styles
- Develop knowledge of genre conventions
- Control such surface features as syntax, grammar, punctuation, and spelling

Technology: Students will

- Learn appropriate use of databases and other information resources
- Produce multimodal compositions
- Study the use of networked environments and genres

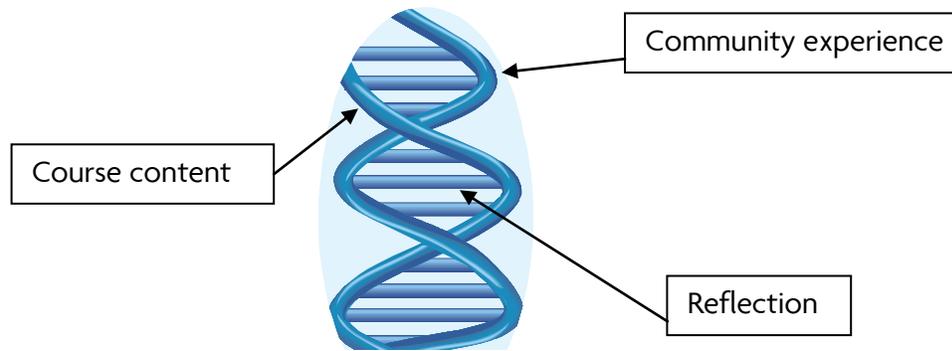
Service-Learning Outcomes for CPN 103

Students will apply course lessons to real-life situations from community engagement activities and draw on community engagement activities to help expand on class lessons.

Service-Learning Component.

Description: *Service-Learning* is an experiential form of learning that blends an academic course's content with meaningful and relevant community service. Our CPN 103 course content includes topics such as understanding audience as a way of communicating more effectively. As you volunteer at [one of two elementary schools in a neighboring city], you will interact with children and adults whose backgrounds differ from yours; through your reflection on those interactions, you will identify ways of communicating effectively with people whose beliefs and needs differ from yours. This addresses outcomes for *rhetorical knowledge* (p. 1 of this syllabus).

A metaphor for service-learning is the DNA molecule: As the diagram below demonstrates, one strand is course content, the other is the experiential component. The bars that connect the strands are the reflections in which we will routinely engage throughout the semester. This method of teaching helps you can gain a strong understanding of course content by applying it in real-life situations.



A key component of both service-learning and effective communication is *empathy*: the ability to understand, both cognitively and emotionally, other people’s reasons for believing and behaving as they do. Being empathetic does not mean that you must agree with the other person, though you might; it does, however, help you to communicate more effectively because, through empathy, you can “connect” the other person’s concerns with your ideas in ways that “make sense” to that person. Being able to empathize is crucial for you because, in today’s diverse world, teachers increasingly work with children and adults who come from a variety of socio-economic backgrounds.

In six years, for example, we expect minority populations to constitute “a majority of students under age 18” (Roberts, 2010); at the same time, the fastest-growing religion in the U.S. is Islam (Banks, 2006, p. iv). To be effective, teachers need to understand, among other considerations, their students’ cultures and ways of thinking.

CPN 103 provides a fourth credit for the additional learning and writing (such as your service-learning journals) that grow out of your Hughes Elementary School service-learning activities. Those writing assignments and your activities at Hughes are the equivalent of the lab component of a science course.

Remember that your professional-level performance is as important for your partners at Hughes as it is for your learning. Participate as scheduled, and provide superb service. Let me know *promptly* if something interferes with your community project participation.

References

- Banks, J. A. (2006). Series Foreword. In G. Ladson-Billings and W. F. Tate (Eds.), *Education research in the public interest* (pp. ix-xiv.) New York: Teachers College Press.
- Roberts, S. (12 March 2010). Births to minorities approach a majority. *NYTimes.com*. Retrieved March 28, 2010.

The Learning Community Component. A *learning community* is a group of students and teachers who are studying two or more subjects and the ways in which those subjects *relate* to each other. The idea of *relationships* is central to our learning community in general, and to our writing course in particular. Expect to find topics and ideas in CPN 103 and in FSA 101 that are similar, though we will approach them from different perspectives. Doing so gives you a deeper understanding of these topics.

Composition Component. As a communicator, you must demonstrate relationships between your message and your intended readers' (or listeners') beliefs in a way that informs them about, interests them in, and convinces them of your message's credibility and importance. To do so, you must satisfy "The Five C's": Your writing must be Creative, Clear, Coherent, Concise, and mechanically Correct. Our *Do Good; Write Well* Handbook Supplement helps you do so in the context of a service-learning course.

The nature of communication is, in some ways, changing, especially through the Internet, which gives us access to a wide range of information that is

- *multimedia-based*: information and ideas can be in written, visual, and/or aural form
- *continually revised*, whether by acknowledged – or by self-proclaimed – experts
- often *interactive*, so that each of us can contribute material

To help you polish some 21st-century communication skills, you will have at least two CPN 103 projects that require you to integrate visual elements. As we develop those projects, we will examine the concept of *information*: What *is* it? Where does it come from? How do new technologies change the way people understand information? How can we use information effectively and ethically, both as senders and receivers of information? These steps address *critical thinking, reading, and writing* outcomes (page 1 of this syllabus) and *processes* outcomes (page 2).

This semester, our *course theme* is "The Social Me." By understanding ways in which our social environments have helped to develop our beliefs and behaviors, we can more effectively understand how other people's social environments helped to develop their beliefs; with that understanding, we can more effectively communicate with them. To help us explore this theme, we will combine service-learning experiences with course writing assignments that include

- Service-Learning Log
- "free-writing"
- reflections
- a résumé
- a formal essay
- a business letter.

At times, you will be working on more than one of these, just as you will be working on more than one project as a teacher. By working on these different genres, you will address *rhetorical knowledge* outcomes (page 1 of this syllabus), *conventions* outcomes, and *technology* outcomes (page 2).

Presentation Component. Writing skills and public speaking skills are often mutually beneficial. With that in mind, you will use presentation skills as you revise your essays and as you reflect on your service-learning experiences. This is part of our class' professional development component.

Professional Development Component. You are entering a profession that demands increasingly rigorous performance: You must be able to

- Pass tough teacher certification exams that include
 - Impromptu essays
 - Video-recorded class presentations
- Meet strict *Annual Professional Performance Review* standards
- Teach children from a variety of socio-economic backgrounds
- Work collaboratively with teachers, administrators, and parents

Our course help you to prepare for those demands through its assignments and professional development activities; those activities include

- Service-Learning Orientation
- Tutoring Workshop
- State of Poverty Simulation
- Cross-Cultural (Mis)Communication Panel Discussion
- Reflections on Civic Engagement (at end of semester)

ASAP. Although we will occasionally review high school-level writing skills, students who need more than “a refresher” should contact me and/or the Academic Success and Achievement Program (ASAP). During the 2012-2013 academic year, 329 students benefitted from almost 1,330 hours of ASAPs services. By midterm, demand is so great that you’ll wait weeks for an appointment, so contact them today for an appointment at onlinetutoring@cortland.edu or at (607) 753-4309. They are in Van Hoesen #B-205.

Expectation: Professionalism.

1. Demonstrate a commitment to
 - a. 30 hours of *continual*/quality community service throughout the semester
 - b. The timely and thorough completion of paperwork for class. Note – your written assignments for this class are in the “public domain”: I might use them in class as examples of certain skills or concepts.
2. Be an *active learner*, both in the classroom and at your community service site. An active learner discovers (or *constructs*) concepts on his/her own. In so doing, he or she develops a deeper understanding of those concepts.

Evaluation of Student Performance:

Here are the parts of your CPN evaluation:

- Analysis Essay = 10
- Synthesis Essay = 20
- Argument Essay = 20
- In-class essays (two) = 15 (total)
- Journals and SL Logs = 15
- Quizzes and Homework = 20

Comments – In your projects, my comments will

1. Ask questions and state observations to prompt further thought.
2. Make editing comments, pointing out as many as two mechanical mistakes of each kind, after which I will put an arrow pointing downward, indicating that there are other such goofs. Part of your job as an author is to correct all those mistakes.
3. Write summary comments that highlight what works well in the essay, and what needs refinement.

A note on “drafts”: I grade them. Drafts are not “rough attempts” at an essay; rather, they are stages of an essay’s development that reflect your attention to The Five C’s.

Requirements apply to all written work, unless otherwise noted:

1. Word-process, using 12-point, Times New Roman font (or equivalent)
2. Double-space
3. Use 1” left- & right-margins
4. Staple all multiple-page hard-copy work. I will not accept paper-clipped, creased-corner, or unstapled multi-page work.
5. “Back-up” your work: Save it on both a computer hard drive *and* on a “memory stick.”

Policies

1. To pass CPN 103, you must
 - a. Earn at least a “C– ” final grade. In CPN classes, “D” is not a passing grade. You will be asked to sign the CPN Grading Signature Form to acknowledge that you understand this requirement.
 - b. Pass at least one of our two in-class essays
 - c. Successfully complete your service-learning project
2. Late work – Although I will occasionally accept a late assignment, please remember that a late assignment will not receive full – if any – credit. This includes your SL Log, which I will collect each Friday; it, like your other assignments, must be ready to hand-in at the moment that class begins. If not, it is late.

If you cannot be in class when an assignment is due, make arrangements to deliver your assignment to me on time.
3. Rewrites – On a rare occasion, I might ask you to rewrite an assignment. The grade that I record will be the average of the original and rewrite grades. I have higher expectations for a rewritten piece, so *the re-written assignment does not automatically receive a higher grade; if it does not at least meet those higher standards, it might receive a lower grade.*

4. Academic Dishonesty – The college handbook defines plagiarism as follows: “Plagiarism can be intentional by deliberately presenting the work of others as one's own, or inadvertent by accidentally omitting or erroneously citing sources. Examples of plagiarism that can occur in research papers, lab reports, written reports, oral presentations as well as other assignments are:
- Failure to use quotation marks: Sources quoted directly must be shown with quotation marks in the body of the project and with the appropriate citation in the references, notes or footnotes
 - Undocumented paraphrasing: Sources ‘put into one's own words’ must have the source cited properly in the body of the project and in references, notes or footnotes
 - Creating false documentation: Purposefully presenting wrong information in references or citations or manufacturing false information used in references, notes and footnotes.”

All forms of plagiarism will receive consequences in this course. If you are unsure about how to document a source correctly, ask, and always err on the side of caution. Please familiarize yourself with the college policies pertaining to academic integrity at http://www.cortland.edu/handbook/hb08_10/part3.html.

5. Attendance. To compute the final grade, I will deduct one third of a letter grade for each of your absences over three, REGARDLESS OF THE REASON FOR THE ABSENCE, unless the absence is officially excused in accordance with college policy. The college only requires faculty to excuse absences when (1) a student misses class to attend an official college function or activity (such as an athletic event in which the student is a participant) AND the student has submitted appropriate documentation for the event IN ADVANCE, and (2) a student misses class for a religious holiday.
6. Cell phones and other electronic devices. Turn off such devices before class begins. If you are expecting an important call, please let me know before class.

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Services, located at B-40 Van Hoesen Hall, or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests should be made as early as possible.

DO GOOD; LEARN WELL

Schedule
subject to change

UNIT: ANALYSIS

I. Wed, Jan 22. *Course Intro*

Due – x

Activity – Begin composing résumé

Fri Jan 24. *Parts of Speech*

Due – Annotate

- The Syllabus
- *DGWW*, pp. 4-6, 12, & 27-40

Activity – Parts of speech workshop

II. Mon, Jan 27. *The Sentence*

Due – Résumé

Activities –

- Quiz #1
- Workshop: The sentence

Professional Development activity:

Service-Learning Orientation,
Brockway Hall's Jacobus Lounge

Choose one –

- Jan 28, 4:00 – 6:00 p.m.
- Jan 29, 4:00 – 6:00

Wed, Jan 29. *Paraphrase*

Due – Annotate the reading packet

Activity – Paraphrase

Fri, Jan 31. *Summary*

Due – SL Log (Due each Wednesday)

Activities –

- Quiz 2
- Workshop: The Summary

III Mon, Feb 03. *Analysis; Rhetoric*

Due –

- *DGWW*, 13-18 and 49 – 52
- “State of the Union” readings packet

Activity – Begin analyzing readings

Professional Development activities:

Tutoring Workshop

Brockway Hall's Jacobus Lounge

Choose one –

- Feb 04, 4:00 – 6:00
- Feb 05, 4:00 – 6:00

Lee Alan Jones

Corey Union's Function Room

Feb 05, 7:00 p.m.

Wed, Feb 05 *Analysis, Rhetoric*

Due – x

Activities –

- Discuss Lee Alan Jones' speech
- Continue analyzing readings

Fri, Feb 07. *Reflection*

Due –

- Analysis Essay, two (2) copies of draft
- SL Log

Activity – Reflection

IV. Mon, Feb 10. *Revising for Coherence*

Meet in Old Main #G-16

Conferences, Monday & Tuesday

Due – SLR 1

Activity – Coherence Workshop

Wed, Feb 12. *Revising for Coherence*

Meet in Old Main #G-16

Due – t.b.a.

Activity – Coherence Workshop

Fri, Feb 14. *PowerPoint and Visuals*

Meet in Old Main #G-16

Due –

- Draft #2, incl *Explanation of Revisions*
- *SL Log*

Activity – PowerPoint

V. Mon, Feb 17. *Revising; Editing*
Meet in Old Main #G-16
Due – e PowerPoint to JS by 12:01 a.m.
Activity – Student Presentations

Wed, Feb 19. *Revising; Editing*
Meet in Old Main #G-16
Due – x
Activity – Student Presentations

UNIT: SYNTHESIS

Fri, Feb 21. *Research*
Meet in Old Main #G-16
Due –

- DGWW, 75-77
- SL Log

Activity – Research Workshop

VI. Mon, Feb 24. *Invention*
Meet in regular classroom
Due – Analysis Essay
Activity – Discuss Synthesis Essay ideas

Wed, Feb 26. *Research*
Meet at Library
Due – Analysis Essay
Activity – Research Workshop

Fri, Feb 28. *Synthesis*
Meet in regular classroom
Due –

- DGWW, 41-46
- SL Log

Activity – Evaluate sample Synthesis

VII. Mon, Mar 03. *Reflection*
Due –

- Revised Résumé
- SL Log

Activity – Service-Learning Reflection

Wed, Mar 05. *In-Class Essay Prep*
Due –

- Midterm Essay readings packet
- SLR 2

Activity – Prep for midterm in-class essay

Professional Development activity:
Cross-Cultural Communication Panel Discussion,
March 05, Moffett #2125, 4:00-5:30

Fri, Mar 07. *In-Class Essay*
Due – SL Log
Activity – In-class Essay

Note – This is our midterm exam.

VIII. Mar 10 – 14: Spring Break

X. Mon, Mar 17. *Drafting*
Due – x
Activity – Begin outlining draft

Wed, Mar 19. *Reflective Peer Review*
Student/Teacher Conferences this week.
Due –

- Draft #1
- E-mail PowerPoint presentation to JS

Professional Development activity:
State of Poverty Simulation
Tentative Date: March 19, 2:50 – 5:00
Corey Union's Function Room.

Fri, Mar 21. *Reflective Peer Review*
Due – SL Log
Activity – Presentations

X. Mon, Mar 24. *Reflection*
Due – Draft #2, w/ Explan. of Revisions
Activity – Reflection

Wed, Mar 26. *Visuals*
Due – SLR 3
Activity – Workshop: Charts/Graphs

Fri, Mar 28. *Conciseness*

Due –

- Conciseness Worksheet
- SL Log

Activity – Conciseness Workshop

XI. Mon, Mar 31. *Conciseness*

Due – t.b.a.

Activity – Conciseness Workshop

Wed, Apr 02. *Editing: Word Choice*

Due – Word Choice Worksheet

Activity – Word Choice Workshop

Fri, Apr 04. *Reflection*

Due – SL Log

Activity – Reflection

UNIT: ARGUMENT

XII. Mon, Apr 07. *Argument*

Due – SLR 4

Activity – Argument activity

Wed, Apr 09. *Argument*

Due – **Synthesis Essay**

Activity – Argument activity

Fri, Apr 11. *Invention*

Due –

- DGWW, 61-66
 - SL Log
- Activities –
- Evaluate sample essay
 - Begin developing essay ideas

XIII. Mon, Apr 14. *Reflective Peer Review*

Conferences, Apr 15 & 16

Due – Intended Audience: Analysis

Activity – Reviews of Audience Analyses

Professional Development activity:

Reflection Workshop

Exhibition Lounge.

- Tue, Apr 14, 4:00 – 6:00
- Wed, Apr 15, 4:00 – 6:00

Wed, Apr 16. *Writing Workshop*

Due – Research Record

Activity – Reviews of Audience Analyses

Fri, Apr 18. *Reflection*

Due – SL Log

Activity – Reflection

XIV. Mon, Apr 21. *Revision*

Student/Teacher Conferences

Due –

- Draft #1
 - E-mail PowerPoint to JS by 5:00 a.m.
- Activity – Presentations

Wed, Apr 23. *Revision*

Due – SLR 5

Activity – Presentations

Professional Development activity:

Transformations

Fri, Apr 25, 1:30 – 5:30

Fri, Apr 25. *Editing for emotion*

Due –

- Draft #2, w/ Explan. of Revisions
- SL Log

Activity – Editing Workshop

XV. Mon, Apr 28.

Due – *Transformations* Assignment

Activity – Discuss *Transformations*

Wed, Apr 30. *Editing for emotion*

Due – t.b.a.

Activity – Editing Workshop

Fri, May 2. *Prepare for final*

Due –

- Final essay readings packet
- SL Log

Activity – Prepare for final

XVI. Mon, May 05. *Prepare for final*

Due – **Argument Essay**

Activity – Course/Teacher Evaluation

**Final exam: In-Class Essay #2,
May 10 @ 10:30 in Moffett #0210**