**Pace University**

**English Department**

**ENG 201A (20918): Writing Across the Disciplines**

**Spring 2017**

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| **Instructor**: Steven Bookman  **E-mail**: [sbookman@pace.edu](mailto:sbookman@pace.edu) | **Class Time**: Tuesday & Thursday, 10:35am – 12pm |
| **Office Hours:** Tuesday 11am-1pm; by appointment | **Class Location:** E305 (One Pace Plaza) |

**Course Description**

The primary objective of this course is to provide you with the information and practice you need to produce successful academic writing and to gain more confidence as a writer in academic settings.

## Course Goals

In this course, you will …

* examine how language varies depending on context
* develop an awareness of various features of academic writing
* examine and critique texts from social and cognitive perspectives
* engage in discussions and debates about academic writing
* produce writing in a variety of academic genres
* practice assessing your own and your peers' writing
* learn to recognize your own writing strengths and weaknesses
* develop strategies for improving your writing processes and products

**Course Requirements**

**Attendance and participation.** Regular and punctual attendance and participation are required. If you miss a class, you are still responsible for completing all assignments on time. Absences will negatively affect your grade, with more than three absences resulting in a failing grade for the course.

**Readings.** You are responsible for doing all readings and assignments before class.

**Required texts.**

Cowley, S. (2016, October 20). Voices from Wells Fargo: ‘I thought I was having a heart attack.’ The New York Times. Retrieved from <https://www.nytimes.com/2016/10/21/business/dealbook/voices-from-wells-fargo-i-thought-i-was-having-a-heart-attack.html?action=click&contentCollection=DealBook&em_pos=large&emc=edit_dk_20161021&module=RelatedCoverage&nl=dealbook&nlid=69227188&pgtype=article&ref=img&region=EndOfArticle&te=1&_r=1>.

Hyland, K. (1998). Boosting, hedging and the negotiation of academic knowledge. *Text, 18*(3), 349-382.

Scott, J. (2002, December 5). In simple pronouns, clues to shifting Latino identity. *New York Times.* Retrieved from <http://www.nytimes.com/2002/12/05/nyregion/05LANG.html?pagewanted=print>

Thonney, T. (2011). Teaching the conventions of academic discourse. *Teaching English in the Two-Year College, 38*(4), 347-362.

Tierney, J. (1995, January 22). The big city; Can we talk? *New York Times.* Retrieved from http://www.nytimes.com/1995/01/22/magazine/the-big-city-can-we-talk.html?

(More readings will be added later in the course.)

**Incompletes.**

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding.  Incomplete assignments and grading must be completed with six weeks or the incomplete grade will be converted to an 'F." Incomplete grades should be avoided at all costs.

##### Pace University Writing Center.

If you would like help with your writing, the Pace University Writing Center offers free tutoring assistance. The writing center is located on the 2nd floor of the library.

**Students with Disabilities.**

The university will make reasonable accommodations for persons with documented disabilities. Students who would like to request accommodations for a qualifying disability should contact the Coordinator of Disability Services at the University’s Counseling Center in NY at 212-346-1526. Services are available only to students who are registered and submit appropriate documentation.

##### Academic Integrity.

##### As noted in the Pace Student Handbook:

"Students are required to be honest and ethical in satisfying their academic assignments and requirements. Academic integrity requires that, except as may be authorized by the instructor, a student must demonstrate independent intellectual and academic achievements. Therefore, when a student uses or relies upon an idea or material obtained from another source, proper credit or attribution must be given. A failure to give credit or attribution to ideas or material obtained from an outside source is plagiarism. Plagiarism is strictly forbidden. Every student is responsible for giving the proper credit or attribution for any quotation, idea, data, or other material obtained from another source that is presented (whether orally or in writing) in the student’s papers, reports, submissions, examinations, presentations and the like."

<http://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures> (Accessed September 6, 2011).

**Assignments**

All assignments are located on my ePortfolio at <https://eportfolio.pace.edu/user/view.php?id=19010> under Learning Modules.

**Paper on Writing Experiences in College**

Write a two-page that discusses your experiences in writing college academic papers and what academic writing is. Read the article *Teaching the Convention of Academic Discourse* by Teresa Thonney. The website for finding the article is <http://www.daytonastate.edu/ciwr/files/Conventions%20of%20Academic.pdf>. You may include some comparison and contrast from the article if you wish.

**Summary**

Write a summary on the article *Boosters, Hedges, and the Negation of Academic Knowledge* by Ken Hyland. The website for finding the article is <http://www2.caes.hku.hk/kenhyland/files/2012/08/Boosting-hedging-and-the-negotiation-of-academic-knowledge.pdf>.

**Group Project I**

Read the two articles: (1) *Second Language Learners’ Beliefs about Grammar Instruction and Error Correction* by Loewen, Shaofeng Li, Thompson, Nakatsukasa, Ahn, and Chen, which can be accessed through the database Jstor; and (2) *Says Who? Teaching and Questioning the Rules of Grammar* by clicking on the link <http://producer.csi.edu/cdraney/archive-courses/fall09/101/resources/curzan_says-who.pdf>.

In class, answer the questions to the Likert scale. Then, in your assigned groups, create a PowerPoint presentation and present it. The final part of this assignment is an individual effort to write a two-page report on the PowerPoint.

**Group Project II**

The purpose of group project 2 is to present to students why they should choose any major. You can choose any major you want. It does not have to be the major you are studying at the present time. You will need to write a short proposal to the chair of the department, a flyer for students, and a short PowerPoint presentation.

The short proposal to the chair needs to contain why there needs to be a short presentation to attract students to the chosen major. The suggested format on my eportfolio will work well for this.

The flyer is to announce when and where the presentation will take place, the purpose of the presentation, and other details they need to know.

This 15-minute presentation addresses why students should choose a certain major. You may include job statistics, possible jobs students can get after graduation, and advanced degrees in the major.

**Final Paper**

The final paper is a five-page argumentative paper that can be on any topic you want. Either the guidelines for MLA or APA must be followed.

**In-Class Writing Assignment**

For this writing assignment, write an essay about what makes up your identity to what group(s) you belong to. Read the article *The Big City; Can We Talk* by John Tierney to get an idea of how to write this assignment. This article can be accessed via <http://www.nytimes.com/1995/01/22/magazine/the-big-city-can-we-talk.html>. If you make reference to the article in your essay, your must cite it.

**Grading.** All assignments are due, as stated on the syllabus, which will be given an initial grade. However, you may rewrite your assignments over as many times as you wish up to the last day of classes, excluding final exam week. If you choose not to rewrite any assignment, the initial grade is the grade that goes in the grade book. Therefore, this is NO extra credit given in this class because you have a lot of time to rewrite most assignments.

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| **Assignment** | **Points** |
| Paper on Writing Experiences in College | 10 |
| Summary | 5 |
| Group Project I | 25 |
| Individual Report | 10 |
| Group Project II | 25 |
| Final Paper | 15 |
| In-Class Writing Assignment | 10 |
| **Total Points** | **100** |

**Schedule**

January 24: Introduction to Class; Writing process; Audience and purpose; Review Essay 1

January 26: Review Essay 1; Writing process; Audience and purpose; Review of comparison and contrast

January 31: **Wells Fargo Assignment (In-class writing)**

February 2: Basics of proofreading

February 7: **Essay 1 due**; Introduce Assignment 2; Basics of proofreading

February 9: Plagiarism; Summaries

February 14: Library research; Summaries; Plagiarism

February 16: Library research; **Summary exercise**

February 21: Review Group Project 1; Basics of PowerPoint; Document design

February 23: Group work for Group Project 1; **Summary due**; Document design

February 28: Group work for Group Project 1

March 2: Group conferences for Group Project 1

**March 7: Presentations for Group Project 1**

March 9: **Presentations for Group Project 1**;Report writing for Group Project 1

March 21: **Individual Report for Group Project 1 due**

March 23: Individual conferences

March 28: Individual conferences

March 30: Review Final Paper; Basics of argumentation

April 4: Basics of argumentation

April 6: **In-Class Essay**

April 13: Review Group Project 2

April 20: Group work for Group Project 2

April 25: Group work for Group Project 2

April 27: Group work for Group Project 2

May 2: Group conferences for Group Project 2

May 9: **Group Project 2 Presentations**

May 11: **Group Project 2 Presentations**; **All rewrites of assignments due**; **Final paper due**