**Pace University**

**English Department**

**ENG 201A (20831): Writing Across the Disciplines**

**Fall 2018**

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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:** by appointment | **Class Location:** E305 |

**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.

Reid, J. (1984, September). The radical outliner and the radical brainstormer: A perspective on composing processes. *TESOL Quarterly, 18*(3), 529-534. doi: 10.2307/3586722

<file:///E:/articles%20for%20outlining/The%20Radical%20Outliner%20and%20the%20Radical%20Brainstormer.pdf>

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

(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 (Compare and Contrast)**

Write a report on why President Donald Trump should or should not end the Deferred Action for Childhood Arrivals (DACA) program.

You can include recommendations from democrats, republicans, as well as other experts from whatever sources you use.

Questions that can facilitate this assignment include:

What are President Trump’s views on DACA?

What are the democrat’s views on DACA?

What are republican’s views on DACA?

How does eliminating DACA hurt the USA?

MLA or APA needs to be followed. If you need help with this, <https://owl.english.purdue.edu/> and/or <http://liu.cwp.libguides.com/sb.php?subject_id=13235> are two places for online help.

If you think you are plagiarizing, I am available for help. You can also utilize the Writing Center.

The following links can be used in any way to help you.

**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. If you choose not to rewrite any assignment, the initial grade is the grade that goes in the grade book. Therefore, there 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 |
| ePortfolio + Audience Profile Sheet | 20 |
| Final Paper | 15 |
| In-Class Writing Assignment | 10 |
| **Total Points** | **120** |

**Schedule**

**January 23**

Introduction to Course; Intro to my writing process; Wells Fargo activity (<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>.)

**January 25**

Intro to my writing process; Introduce Paper on Writing Experiences in College; Introduce Paper on Writing Experiences in College; Continue with Wells Fargo activity (debate); Basics of outlining <file:///E:/articles%20for%20outlining/The%20Radical%20Outliner%20and%20the%20Radical%20Brainstormer.pdf>

**February 1**

Basics of ePortfolios; Class activity: Dissecting a Speech (on ePortfolio); Introduce Paper on Writing Experiences in College

**February 6**

**Paper on Writing Experiences in College due**; Social media activity (in-class activity; on Eportfolio); Basics of ePortfolios

**February 8**

Social media activity (in-class activity; on Eportfolio); Basics of ePortfolios

**February 13**

**Social media paper due**; Introduce Summary assignment; Introduce Audience Profile Sheet and About Me for ePortfolio

**February 15**

Introduce Audience Profile Sheet and About Me for ePortfolio; Introduce Summary assignment

**March 1**

**Summary assignment due**; **Audience Profile Sheet** and **About Me** **for ePortfolio due**; Introduce Group Project 1; Introduce plagiarism

**March 6**

Work on Group Project 1; Library basics

**March 8**

Work on Group Project 1; Library basics

**March 20**

**In-class Writing**

**March 22**

Introduce Report; **Group Presentations**; Introduce Final paper

**March 27**

**Group Presentations**; Basics of document design

**March 29**

**Group Presentations**; Basics of document design

**April 3**

Basics of proofreading; Introduce Group Project 2

**April 5**

Basics of proofreading; Work on Group Project 2

**April 10**

Student conferences; Work on Group Project 2

**April 12**

Student conferences; Work on Group Project 2

**April 17**

**Group Project 2 Presentations**; Advanced proofreading skills

**April 19**

**Group Project 2 Presentations**; Advanced proofreading skills

**April 24**

**Group Project 2 Presentations**; Advanced proofreading skills

**April 26**

Student Conferences; Review Final Papers

**May 8**

Review for final; Student conferences

**May 10**

**Final Paper due**; **All rewrites due**