**Pace University**

**English Department**

**ENG 110A (40500): Critical Reading and Academic Writing**

**Summer 2018**

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| **Instructor**: Steven Bookman**E-mail**: sbookman@pace.edu  | **Class Time**: Monday & Wednesday, 10:10am – 11:50am  |
| **Office Hours:** by appointment | **Class Location:** W603B (One Pace Plaza) |

**Courses Description**

This course is an English 110 specifically for students whose second language is English. This course focuses on improving writing skills, reading, critical thought, and how to do brief research using secondary sources.

**Course Goals**

* To build stronger reading skills to help our writing.
* To understand different writing genres, such as compare/contrast essays, persuasive essays, narrative essays, opinions essays, reader response, and research paper writing.
* To do basic research/library skills, and understand of MLA and APA guidelines.
* To apply critical analysis to our reading materials.
* To polish punctuation.
* To practice presentation skills.
* To strengthen your language so paraphrasing becomes more natural.
* To create essays that have strong organization to clarify meaning.
* To understand transitions and organization.

**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.

**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.

**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

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.

Individual schools and programs may have adopted additional standards of academic integrity. Therefore, students are responsible for familiarizing themselves with the academic integrity policies of the University as well as of the individual schools and programs in which they are enrolled. A student who fails to comply with the standards of academic integrity is subject to disciplinary actions such as, but not limited to, a reduction in the grade for the assignment or the course, a failing grade in the assignment or the course, suspension and/or dismissal from the University.

The academic integrity code can be viewed by clicking on the following link: <http://www.pace.edu/sites/default/files/files/student-handbook/pace-university-academic-integrity-code.pdf>.

**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** |
| Audience Profile Sheet for ePortfolio | 5 |
| Summary | 10 |
| Pace Major Flyer | 10 |
| Pace Major Proposal | 10 |
| Pace Major PowerPoint | 10 |
| Pace Major Presentation | 10 |
| Individual Grammar Report  | 10 |
| Grammar Survey Presentation | 10 |
| Grammar Survey Presentation | 10 |
| Final Paper | 15 |
| Online Posting Response | 10 |
| ePortfolio | 15 |
| Writing Experiences  | 10 |
| Wells Fargo | 5 |
| **Total Points** | **140** |

 **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.

**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.

**Online Posting Response**

After the reading the article (<http://www.chronicle.com/article/Free-Speech-Loses-Ground-as/240328?cid=cr&utm_source=cr&utm_medium=en&elqTrackId=928f4a8bc94144cd9d181323620a2312&elq=7217168b7d9744e394ecce3661d8e04d&elqaid=14422&elqat=1&elqCampaignId=6060>) and listening to video (<https://youtu.be/BVTm9hFicXE>) about social media , do you feel that Harvard University and other schools have the right to rescind acceptance offers, and monitor and punish students for online postings? Why or why not?

In your response, give specific reasons and examples to prove your arguments. Any outside sources you use need to be cited properly. You may use MLA or APA, whichever one you are more comfortable with.

This should be between two to three pages long. It can be longer but not shorter than 2 pages.

**Wells Fargo Assignment**

Read the following link:

<http://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=0>.

Pretend you are a lawyer. Write the arguments and evidence you would use if you were the lawyer representing the former workers of Wells Fargo.

Answer the following questions:

What are your arguments for your case?

How would you support your arguments?

Based on the article, who would you put on the stand, and what would you ask each person?

You do not need to write an essay. This can be in the form of an outline.

**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.

**Assignment Schedule**

5/30

Intro to class; Introduce ePortfolio: About Me bio; Wells Fargo; Introduce Writing Experiences assignment

6/4

Steps to reading; Continue with writing Experiences assignment; Continue with Wells Fargo; Introduce my writing process; Talk about Final paper; Continue with ePortfolio: About Me bio; Review syllabus

6/6

Continue with my writing process; Introduce Audience Profile Sheets for ePortfolio

6/11

Basics of proofreading; Definition of plagiarism; Proofreading activity; **Writing Experiences essay** due; Continue with ePortfolio: using the ePortfolio platform

6/13

Introduce Grammar Survey task; Sentence structure; Introduce Summary; **Audience Profile Sheets for ePortfolio due**; Continue with ePortfolio: using the ePortfolio platform

6/18

Group work for Grammar Survey task; Document design for PowerPoint slides; Sentence structure; Continue with summary; Continue with ePortfolio: Academic Materials page

6/20

Group work for Grammar Survey task; Document design for PowerPoint slides; Sentence structure

6/25

Introduce Individual Grammar Report; Group work conferences; Sentence structure; **Summary due**

6/27

**Grammar Survey Presentations**; Continue with Individual Grammar Report

7/2

**Grammar Survey Presentations**

7/9

Introduce Online Posting Response

7/11

Continue with Online Posting Response; **Individual Grammar Report due**

7/16

Continue with online posting response

7/18

**In-class writing: Online posting response**

7/23

**Individual conferences**

7/25

Basics of arguments; Introduce Pace Major Presentation Proposal and Flyer

7/30

Continue with Pace Major Presentation and Flyer; Group work for Pace Major Presentation

8/1

Group work for Pace Major Presentation

8/6

Group work for Pace Major Presentation

8/8

**Pace Major Presentations**

8/13

**Pace Major Presentations**

8/15

**All assignments and ePortfolio due**