


**CPN 101**  
**ACADEMIC WRITING II**  
 COURSE SYLLABUS: FALL 2007  
 INSTRUCTOR: MR. H. MITCHELL

Course Information		Professor Information
Semester: Fall, 2007  Section: 004 Location: Park E326 Days: T-Th Time: 10:05-11:20 a.m.  Section: 005 Location: Park E326 Days: T-Th Time: 11:40-12:55 p.m.		Homer Mitchell Telephone: 753-4204 Office: 114A, Old Main Office Hours: W 9:00-11:00 and by appointment E-Mail: mitchellh@cortland.edu

**Required Texts:**

- Kennedy, Mary, et al. *The Cortland Composition Handbook*
- Langan, John. *English Brushup*, 4<sup>th</sup> Ed.
- Troyka, Lynn. *Simon & Schuster Handbook for Writers*, 8<sup>th</sup> Edition
- Halpern, Daniel and Dan Frank. *The Nature Reader*. Ecco Press
- Silko, Leslie Marmon., *Ceremony*. Penguin Books

**Also Required:**

- A college-level dictionary
- Highlighter, at least 6 plain manila folders, small stapler

**Course Description (CPN 101, Academic Writing II):**

Focuses on analysis, synthesis, argument, and research. Students learn to analyze and critique readings, produce essays based on multiple sources, and conduct library research.

**Course Objectives and Expected Outcomes:**

- To build upon competencies developed in Academic Writing I (CPN 100 or CPN 102), and become more effective at each stage of the reading/writing process
- To analyze, evaluate, and write about the work of others based on specific criteria
- To synthesize information from source readings in original and interesting ways
- To organize and articulate clear, logical arguments based on source readings
- During the reading/writing process, to take into account authorial bias, intended audience, authority, purpose, tone, and effectiveness

- To write unified, well-organized, mechanically-correct, college-level writing that demonstrates mastery of grammar, usage, diction, and manuscript conventions
- To become proficient in college-level research, using both traditional media and electronic sources
- To elevate your ability to constructively evaluate your own work and the work of others
- To participate actively in the draft, review, and revision processes of writing, including working with peers and giving and taking positive constructive feedback
- To extend and expand your abilities as a writer into other disciplines
- To demonstrate increasing competency in grammar and mechanics

### **Required Essays and Writings**

*In-class Essay:* a timed essay to provide practice for essay exams (1-1/2 to 2 pages)

Note: You must pass this essay in order to pass the course.

*Synthesis Essay:* the writer will synthesize ideas and information from several sources in an essay developed for a specific audience and purpose (3-4 pages; 750-1000 words)

*Analysis/Evaluation Essay:* the writer will analyze and evaluate a single reading source, interpreting the work in detail and estimating its quality. (3-4 pages; 750-1000 words)

*Researched Argument:* the writer researches a topic and develops an argument using several sources (5-6 pages; 1200 words)

*Reflective essay:* an in-class evaluation of the progress you have made as a writer, with emphasis on the semester's achievements (for inclusion in your final portfolio)

*Topical Writings:* thoughtful, edited responses to assigned text-based prompts

### **Other Goals and Objectives**

See *The Cortland Composition Handbook*, pages 1-4, for goals and objectives of composition courses and the portfolio system; and pages 43-47 for an overview of Academic Writing II (pages may differ by edition)

### **Requirements and Bases for Evaluation**

You will write at least two complete drafts for each of the formal papers. Outlines, drafts, and submissions are to be word processed.

You will develop notes, prewriting exercises, outlines, information charts, documentation, assessments, and other preliminary work as scheduled and assigned for each essay.

You will complete topical writing assignments (refined journal entries), writing development exercises, grammar exercises, and other assignments. You will prepare work as assigned and bring all material to class in respective folders. I reserve the right to collect due work on a daily, weekly, or random basis.

You will attend and actively participate in each class and all other assigned activities. Expect your final grade to be lowered if you miss or are late for classes or conferences without proper and sufficient excuse.

<i>Evaluation Elements for traditional Module</i>	<i>Percent of Final Grade</i>
Exercises (text content, grammar)	10%
Essay 1	15
Essay 2	20
Essay 3	25
In-Class Essay	10
Text Responses	10
Participation and Engagement	<u>10</u> <b>Total 100</b>

### **Grade Ranges and Portfolio Requirements**

Course grades will range from A to E (No "D" grades):

A	90 –100 superior
B	80 – 89 good
C	70 – 79 <i>fair to average (C- is minimum final passing grade)</i>
D	(Unacceptable, Failing)
E	(Unacceptable, Failing)

**Note:** In order to pass CPN 101, in addition to meeting my requirements for the course, you must also submit a portfolio (midterm and final) of selected essays (see *The Cortland Composition Handbook*) and have it be judged acceptable by a portfolio committee of the English Department. You must also submit the Researched Argument essay separately and according to instructions to meet GEAR assessment requirements.

### **Course Attendance Policy**

Mandatory attendance is a requirement of this course. The college attendance policy in the *Cortland Handbook* states, "Penalties for excessive absences shall not exceed one-third of a letter grade per class hour of absence." The term "excessive" will apply with the fourth hour of class that a student misses. Students will lose credit to the full extent that college policy permits. If you come to class unprepared (failure to bring in required texts, oral preparation materials, or due written work, you will be marked absent.

In case of major problems affecting your attendance or participation, you should contact the associate dean so that office can notify all your instructors. *Notifying me of an absence or a reason for absence does not constitute a valid excuse for absence.* An excused absence is still an absence. Having an excuse for an absence does not mean that you are still not responsible for satisfactorily completing all assigned work course and submitting it when due. Your enrollment in this course represents your acknowledgement of course requirements, including the attendance policy.

### **Important Notes:**

#### *Making up work*

- Whenever you are absent, you are responsible for making up class work. Work submitted past deadlines will be penalized. No make-ups are allowed on quizzes. Please don't ask to hand in work after it is due; it isn't fair to the rest of the class.

*Attentiveness*

- I expect you to pay attention in class. Cradling your head in your arms or your hands, sleeping or appearing to sleep, drawing, talking or whispering to others, talking back, or otherwise behaving argumentatively, rudely, or disruptively will not be tolerated. I reserve the right to ask a student to leave the class at any time.

*Tardiness*

- I frown on students coming late to class or other assigned activities; tardiness (during or after my taking attendance) is rude and disruptive. I reserve the right to mark absent any latecomers. Repeated tardiness (more than once) will affect your participation grade and your overall grade.

*Late Papers and Journal Hand-ins*

- Late assignments (including all essay drafts and preparation work) will be penalized unless you have a medical problem or other emergency that is documented. All assignments are due in class on the scheduled due date. Please don't ask for an extension or an exception.

*Assignments*

- If you are absent, you have sole responsibility to get assignments, handouts, and notes about work covered in class (see your fellow classmates), and to complete and submit all required work on time. I will *not* go chasing after you or your work, and I will not give you a separate tutorial on work you missed.

*Topical Writings and Service Learning Reports (if applicable)*

- Along with your essays and all other writings you produce for class, your topical responses are public documents. I may ask you to share your responses with the class, to use them as essay-development tools, or to hand them in for my perusal on or after their due dates. If you are not prepared with complete, word-processed responses when they are due, without having a valid excuse, you will not get credit for the response. Bring your up-to-date response folder (and all other work in progress) to every class.

*Draft Process and Deadlines*

- Your writing in this class represents stages or drafts of your work. Final submissions are still drafts, but they are drafts that are polished, revised, and refined to your satisfaction. As you engage in this revision process, I look for changes that your work goes through. Please remember that the draft process cannot be hurried. Start your assignments and your work early, rather than at the last minute. Give your work a chance to mature.

*Deadlines*

- Take advantage of deadlines to improve the quality of your work. Deadlines are created to provide a manageable pace for your work. Preparation, organization, and reflection take time. The revision process takes time. If you adhere to the deadline dates imposed for each assignment and submission, you will find that your papers will be better and completing assignments will be less stressful. *Remember: Even the best and most creative writers rewrite and revise their work extensively.* Ernest Hemingway, it is said, rewrote the end to *Farewell to Arms* 39 times!

### *Submitting Papers*

- All submitted papers must be in a folder and accompanied by all preceding drafts and relevant assignments and exercises, graded or ungraded, in order, and with the newest or final revision on top. A submission evaluation (I will provide the format) is also required. Final submissions will not be graded and will accumulate late penalties until all preliminary work has been submitted.

### **Breaches of Academic Integrity (read the following very carefully)**

Plagiarism -- the act of claiming another's writing as your own -- is a serious offense that can have severe consequences. You are responsible for knowing what needs to be acknowledged and how to do it. *Unintentional plagiarism is no excuse.* Ignorance of the rules is no excuse. That only means that you, the writer, didn't take the time to review the conditions of plagiarism and how plagiarism can be avoided. Submitting material whole or in part to fulfill the conditions of any written assignment in this course that you or anyone else has submitted for the requirements of this or another course--on this campus or elsewhere—is plagiarism. Submitting "borrowed" material is plagiarism. Copying an assignment or part of an assignment, including a Work Cited page, from another student is plagiarism.

Summarizing someone else's work without proper attribution is plagiarism. Paraphrasing someone else's work without proper attribution is plagiarism. Using a quote directly or indirectly without proper attribution is plagiarism. As you take research notes, be very careful to isolate the thoughts and words of source writers from your own, and to properly credit the ideas of others. I won't accept questionable or incomplete attributions. Submitting a paper or part of a paper done by someone else, altering word choice and/or content of an author without documentation, or failing to document paraphrased, summarized, or directly-quoted material can result in failure for the paper or for the course, and could affect your status as a student.

Understand the relevant sections on plagiarism in Simon and Schuster's *Handbook for Writers*. You are advised that, effective Fall 2004, a new policy on academic Integrity has been instituted by SUNY Cortland. You are responsible for becoming familiar with that policy (see Cortland College Handbook, Chapter 340 and 350, revised in May and June 2004; also: <http://www.cortland.edu/judaffairs/conduct/sa.htm>.)

I reserve the right to require that you turn your work (essays and/or responses) to a plagiarism-detection website on a collective or individual basis. Failure to comply with a request to turn in an assignment, to provide evidence of all documentation and origins of source material, or to provide me with a diskette or an email attachment in Word of that assignment, will result—at minimum--in a failing grade for that assignment and for the participation component of your overall grade.

### **Miscellaneous**

- Please do not bring food to eat in class. Beverages are okay, but discard bottles, cans (and any other trash) in the proper receptacles as you leave.
- Turn off and put away all cell phones. No headsets. No tunes. No argument.
- Restore desks to their original order before leaving class.
- Please do not write on the board or post materials without authorization.
- If your phone number or email address changes, please let me know.

- **Course Schedule & Activities: see attached**

These may be modified or changed anytime at the discretion of the instructor.

**Accommodations for Students having Disabilities**

*If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in 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 for accommodations should be made as early as possible.*

**Supplements to This Syllabus**

- Topical writing guidelines
- Performance expectations and criteria
- Acknowledgement of Syllabus Terms

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**Acknowledgement of Syllabus Terms**

- I have read and understand the terms and conditions of the syllabus for Mr. Mitchell's sections of CPN 101, Fall 2007.
- I further acknowledge and understand that I must attain an overall average in CPN 101 of C- and meet specific requirements as outlined in the syllabus in order to pass this course.
- I further acknowledge that I understand that I must pass the in-class essay, and must have my final portfolio judged acceptable by a portfolio committee of the English Department.
- I also acknowledge the conditions and consequences of plagiarism and academic dishonesty as detailed in the syllabus, and the Cortland Handbook, and understand that students caught plagiarizing or otherwise cheating can fail the course or even be expelled from the college.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Section \_\_\_\_\_