

Assignments and Schedule of Activities
CPN 099 Academic Writing Fall 2007

Week 1 Tues., Aug. 28 First Class: Introduction

In class: Course introduction; syllabus/schedule, text review; e-mail & phone numbers, review of performance guidelines, expectations for sustained performance.

Reading and Exercise Assignments:

Troyka: Read Ch. 33h, I, j (summary, paraphrase, direct quotation)

Best American Essays: "The Tenth Muse" (Barzun)

Writing assignment: "The Tenth Muse:" number the paragraphs, and identify the main point in each paragraph. Underline the important assertions that Barzun makes.

Thurs., Aug. 30 Focus: Grammar Diagnostic

In class: Review "Tenth Muse" homework; qualities of summary; exercise.

Reading and Exercise Assignments:

Troyka: Read Ch. 33i (Paraphrase)

Best American Essays: "The Tenth Muse" (Barzun)

Response #1: A) Summarize the "The Tenth Muse." B) Identify Barzun's main thesis; C) Identify the most important supporting points (with page numbers in parentheses)

Week 2 Tues., Sept. 4 Focus: Response Evaluation

In class: Discuss Response #1, summary, paraphrase

Reading and Exercise Assignments:

Troyka: Read Ch 33b, c, d, e, f, g (Using Sources, Avoiding Plagiarism)

Best American Essays: "The Tenth Muse" (Barzun)

Response #2: A) In a coherent paragraph of four or five sentences, summarize the career and importance of Clifton Fadiman as presented by Barzun. B) How does Barzun use the Fadiman example to promote his thesis?

Thurs., Sept. 6 Focus: Reading and comprehension; assign #Essay #1

In class: Quiz #1 (Troyka assignments, essay content); requirements for Essay #1

Reading and Exercise Assignments:

Troyka: Chapter 4a-4c, 4e (Important!), 4f (Thinking, Reading, and Writing Critically)

Best American Essays: "Why Literature" (Llosa)

Writing exercise: number the paragraphs, and identify (write down) the main point in each paragraph. Underline the important assertions that Llosa makes.

Week 3 Tues., Sept. 11 Focus: Essay #1 Assigned (compare and contrast)

In class: Critical reasoning, fallacies, thesis development; Essay #1 complete double-entry annotations and due in folder

Reading and Exercise Assignments:

Troyka: Read 3i (rhetorical strategies); 5e (summary & synthesis)

Best American Essays:

Response #3: Summarize "Why Literature"; What does Llosa mean when he says that "literature is the food of the rebellious spirit"? How does that assertion fit with your feelings about the acquisition of knowledge? How does that assertion fit with Barzun's claims in "The Tenth Muse"?

Essay Development: develop extensive comparison & contrast chart

Essay #1 *Comparison and contrast between sources (Barzun, Llosa):* The writer draws on two textual sources to make comparisons and contrasts that prove appropriate to a specific purpose and audience. Directions: Thinking in terms of literature, culture, learning, and knowledge, develop a thesis (and an essay) that compares and contrasts ideas and supporting evidence of these sources to support a central idea revealed in your thesis (3-4 pages).

Thurs., Sept. 13 Focus: Essay Development: thesis and outline

In class: Subject-verb agreement, body paragraphs & organization, reading review

Reading and Exercise Assignments:

Troyka: 5b, 5c (Critical Thinking, Reading, Writing); Ch. 10a-10n, S/V Agreement

Best American Essays: Continue mastery of Barzun's and Llosa's essays.

Week 4 Tues., Sept. 18 Focus: Developing an outline and thesis

In class: Essay #1 -- Complete outline with thesis, summary, MLA Works Cited page;

Reading and Exercise Assignments:

Troyka: 4a-4e (Writing Paragraphs); MLA Documentation, Chapter 34

Essay Development: outline and thesis statement

Thurs., Sept. 20 Focus: MLA Documentation, Draft #1 Development

In class: MLA Documentation, grammar and essay draft review and assessment

Reading and Exercise Assignments:

Troyka: 3a-3e, 3k (Writing Paragraphs); 5e (difference between summary & synthesis)

Essay Development: Work on Draft 1

Week 5 Tues., Sept. 25 Focus: Essay #1, Draft #1 Due

In class: Essay #1, Draft #1 due; peer review, fragments, reading review

Reading and Exercise Assignments:

Troyka: 3f-3k (Writing Paragraphs); 5e (summary & synthesis), 538 (Sources)

Essay Development: Work on Draft 2

Thurs., Sept. 27 Focus: Draft #2 Due

In class: Draft review, grammar and reading review

Reading and Exercise Assignments:

Best American Essays: "The End of the Golden Age" (Menand)

Writing exercise: number the paragraphs, and identify (write down) the main point in each paragraph. Underline the important assertions that Menand makes.

Week 6 Tues., Oct. 2 Essay #1, Draft 2 Due

In class: Essay #1 Draft #2 Due, peer review, Quiz #3 (fragments, APA documentation)

Reading and Exercise Assignments:

Best American Essays: "The End of the Golden Age" (Menand)

Response #4: A) Summarize the "The End of the Golden Age" B) Identify Menand's main thesis; C) Identify the most important supporting points (with page numbers)

Thurs., Oct. 4 Focus: Trial Portfolio Preparation

In class: Essay #1, Portfolio preparation, grammar review, reading review

Week 7 Tues., Oct. 9 Collect Midterm Portfolios (Essay #1); Responses to Date

In class: Essay #1 in Portfolio; final evaluation; assign Essay #2

Reading and Exercise Assignments:

Best American Essays: "The Anti-Jefferson" (Levy)

Response #5: Writing exercise: number the paragraphs, and identify (write down) the main point in each paragraph. Underline the important assertions that Levy makes.

Thurs., Oct. 11 Classes Cancelled for Portfolio Review

Week 8 Tues., Oct. 16 Focus: Conferences

In class: Conferences, portfolios returned and review

Reading and Exercise Assignments:

Best American Essays: "The Anti-Jefferson" (Levy)

Response #6: A) Summarize "The Anti-Jefferson" B) Identify Levy's main thesis
C) Identify the most important supporting points (with page numbers)

Thurs., Oct. 18 Focus: Essay #2 Assigned

In class: Essay response review; Essay #2 assignment review

Reading and Exercise Assignments:

Response #7: Based on your education and knowledge to date, what are your initial reactions to Levy's essay? Be specific.

Essay #2 Extended Summary and Response to a Single Source. This essay will be a coherent extension and elaboration of Responses #6 and #7. In preparation, do some basic documented research on both Washington and Jefferson regarding their slave-holding practices. Your response will be to Levy's final paragraph in which he expresses his "fury and frustration" in the way Carter's acts to end slavery have been buried historically.

Week 9 Tues. Oct. 23 Focus: Essay #2 development

In class: review 2nd draft, reading review

Thurs., Oct. 24 Focus: Essay #2 development

In class: Essay development

Reading and Exercise Assignments:

Troyka: Ch. 5f, 5i, 5k, 5l (critical responses, reasoning)

Essay Development: prepare Essay #1 Draft #1

Week 10 Tues. Oct. 30 Essay #2 Draft #1 Due

In-Class: Review Essay #2 Draft #1

Reading and Exercise Assignments:

Ceremony: 93–124

Essay Development: Prepare Essay #2 Draft #2

Thurs., Nov. 1

In Class: Developing argument

Week 11 Tues. Nov. 6 Focus: Essay #2 Due; Assign Essay #3**Essay #3 (Research, Interpretation and Response):**

As Levy has shown us by using Robert Carter as an example, we have ignored—and continue to ignore—many people who have, during our history, shown us solutions for, or actively responded to, some of our most pressing problems. Frederick Douglass, Malcolm X, Susan Glaspell, W.E.B. Dubois are some of the better known figures who have marginalized status in history books and popular culture in spite of their acts relating to emancipation, social justice, and civil rights. Many other activists are far less well known. By researching academic sources, find at least two examples of ignored heroes and, referring to the assertions by Menand and Levy as well as your own experience and knowledge, consider why they are unsung or ignored. Summarize your sources, provide background as appropriate, and document all source material. Use either APA or MLA documentation. and be consistent in how you document.

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In class: Developing a research essay, grammar and reading review

Essay Development: Begin researching and taking notes and citations.

Response #8: Summarize and cite each source you choose for essay

Thurs., Nov. 8 Focus: Essay Development

In class: Quiz #7 (apostrophe and quotation marks); reading and grammar review

Reading and Exercise Assignments:

Essay Development: More research and notes.

Week 12 Tues., Nov. 13 Essay Development

In class: reading and grammar review, essay development

Reading and Exercise Assignments:

Essay Development: Develop thesis and outline

Response #9 and 10: Summarize and react to the two outside sources you have chosen for Essay #3. Why did you choose each over others that you discovered during your research? (one page for each source)

Thurs., Nov. 15 Focus: Essay #3 Outline Assessment

In class: Essay #3 Outline & thesis due,

Assignments: Brushup: Review all for final test reading, grammar

Essay Development: Develop 1st draft

Week 13 Tues. Nov. 20 Focus: Essay #3 1st Draft Assessment

In class: Essay #3 1st draft due, peer review

Troyka: Review problem areas as appropriate for final test

Thurs., Nov. 22 Thanksgiving Break – No Class

Week 14 Tues., Nov. 27 Focus: Grammar Test; Responses due (10)

In class: Work on submission draft; grammar test; all responses due in order, in folder

Assignment: Prepare final portfolio for submission

Thurs., Nov. 29

In Class: **Final Portfolio Due In Class; Reflective Essay, CTE Assessment**

Tues., Dec. 4 - Class Cancelled – Portfolio Committees Meet

Thurs., Dec. 6 Last Class! - Portfolios Returned

Format for Topical Writing Responses: Mr. Mitchell's Classes

Format: Word process and double space or space-and-a-half your responses, one response per page. At the top left of each response, put your name, course/section, and the date the response was assigned. Centered above the text put the response number and author's last name or essay's title.

Sample (top of page for Response #1) :

Jonathan Smith CPN 099 Aug 30	Response #1 Barzun's Essay text text text text
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Length: Most responses should be at least **2/3 of a page (approx. 250-350 words)**. Keep your responses in sequence and together in a plain manila folder and bring them to every class. Folder tab should contain your name and "Topical Writing"

Summaries should capture the essence of the assigned content, and unless otherwise assigned, should be 4-5 sentences long. You do not need to cite these summaries.

Evaluation Criteria:

- A set of complete responses that follows all the requirements for content and format above will earn an average grade of C to B- (average). Missing responses will result in a lower grade.
- More thoughtful and appropriate responses—those responses exhibiting **quality of content rather than impressive length**--will earn higher grades.
- Responses indicating lack of effort and thought, or a failure to respond directly to the assignment will earn a lower or failing grade.
- Short responses will earn no more than a C-, depending upon other conditions being met.
- Responses that do not follow all of the above format requirements will earn no more than a C-.
- Late responses will not be considered. Inappropriate responses or responses that do not indicate effort will not be acceptable. **Unacceptable or late responses, or responses not word-processed will earn no grade and result in points deducted from the total .**

Advice: Complete readings and write responses as assigned. Remember, **Responses represent 10% of your work in this course.**

Self-Directed Study and Empowerment Requirements and Schedule for Grammar and Mechanics

Procedures For Online Exercises

- Gain access to the website for Troyka: Go to: <http://www.prenhall.com/troyka>
- Under Troyka Handbook, click "Companion Website:
http://wps.prenhall.com/hss_troyka_sshb_8
- Choose an exercise and work on it until you score "100."
- When you score 100, click on "Submit Quiz."
- Scroll down and click on "Email to Me."
- Save copies of your received Emails in a folder; they prove you have completed exercises.
- Failure to submit proofs of completion for all required exercises will result in partial or no credit granted for this component of the syllabus.

Use table below to keep track of exercises. When you have completed all, sign, date this sheet and submit with emails received in the following order: "Pronouns" on top, then rest of first column, then second column)

Basic Grammar	Check	Date Done	Punctuation	Check	Date Done	
Pronouns			Colons, Dashes...			
Prepositional Phrases			Commas			
Comma Splices			End Punctuation			
Dangling Modifiers			Quotation Marks			
Pronoun Reference			Semi-Colons			
Pronoun Agreement			Mechanics, Spelling			
Pronoun Case			Abbreviation, Numbers			
Pronoun Fragments			Capitalization			
Subject-Verb Agree I			Hyphens			
Subject-Verb Agree II			Italics & Quotes			
Sentence Style			Spelling			
Conciseness			Word Choice			
Coordination			Appropriate Language			
Mixed Constructions			Exact Words			
Parallel Structures			Figures of Speech			
Subordination			Sexist Language			

***Important Note:** You are expected to do this work on your own (Honor System). Having others do your work for you is cheating and will be treated as such according to the academic misconduct policies of SUNY Cortland (see the Cortland Handbook). I may ask you to repeat exercises or assessments at my discretion in a controlled setting to verify your claims.*

I verify that I have achieved the required performance levels on all the above quizzes where I have indicated by a date done.

Signed _____ Date _____

Diagnostic: Aug. 28

A score of 90 or above will exempt the student from online exercises and test requirements, and will earn that student an "A" for the exercise component in the final grade calculations.

Self-Directed Study and Empowerment Requirements and Schedule for Readings and Essays

Reading List (Required) and Reading Sequence

From *Best American Essays*

“The Tenth Muse” – Jacques Barzun

“Why Literature” – Mario Vargas Llosa

“College: The End of the Golden Age” – Louis Menand

“The Anti-Jefferson” – Andrew Levy

Ceremony – Leslie Marmon Silko

Essays

Essay #1 Comparison and Contrast between Sources (Barzun, Llosa): The writer draws on two textual sources to make comparisons and contrasts that prove appropriate to a specific purpose and audience. Directions: Thinking in terms of literature, culture, learning, and knowledge, develop a thesis (and an essay) that compares and contrasts ideas and supporting evidence of these sources to support a central idea revealed in your thesis (3-4 pages).

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Essay #3 (Research, Interpretation and Response):

As Levy has shown us by using Robert Carter as an example, we have ignored—and continue to ignore—many people who have, during our history, shown us solutions for, or actively responded to, some of our most pressing problems. John Brown, Frederick Douglass, Malcolm X, Susan Glaspell, W.E.B. Dubois are a few of the better known figures who have marginalized status in history books and popular culture in spite of their acts relating to emancipation, social justice, and civil rights. Many other activists are far less well known. By researching academic sources, find at least two examples of these ignored heroes and, referring to assertions by Menand and Levy as well as your own experience and knowledge, consider why they are unsung or ignored. You will need to summarize your sources, provide background as appropriate, and document all use of source material. Use either APA or MLA documentation. Don’t mix them up.

If Essay #1 is accepted as a midterm portfolio, be sure to submit it as one of the two final portfolio essays, since by policy it will be acceptable in the final portfolio. If it is not accepted at midterm, you may revise it for the final portfolio, or you may choose to submit Essay #2 and Essay #3 as the final portfolio essays.

Essay #3 may be submitted when you have completed at least two drafts of the essay (one of these drafts can be the submission draft) AND when you have met with the instructor in conference to discuss the first draft. Deadline: November 29.

Conferences: You must arrange to meet with me at least twice during the semester in conference to review or plan essays, or to otherwise discuss your work in the class. Bring your work with you to conferences, and be on time. Conferences will be held in my office, 114A Old Main, or in our classroom, or elsewhere, depending upon arrangements. Missing a conference will be counted as an absence.