State University College at Cortland
Department of English

CPN 103:
Academic Writing in the Community II
Section 004 (CRN 25095)

Credit Hours: 4
Semester: Spring 2007
Location: Bowers 152
Meeting Times: MWF, 9:10 - 10:00
Office: The Learning Commons, the Library

Instructor: John Suarez
Telephone: (office) x 4391
email: suarezj@cortland.edu
Office Hours: M/W, 10:00 – noon, & by appointment

Texts and other items
2. Rosen and Behrens, The Allyn & Bacon Handbook, 5th ed*
3. Manila Folders (2)
4. $20 (approx) for copies
5. SUNY Cortland email account.

*Note: You can use your CPN 100/102 handbook, even if it is not the Allyn & Bacon book.

Course Description

CPN 103: Academic Writing II, Writing in the Community. Focus on analysis, synthesis, and research with a service-learning internship. Not open to students with credit for CPN 101. Three lectures, one two-hour field experience. Prerequisite: CPN 100 or CPN 102. (4 cr. hr.)

Service-Learning Component. You have probably performed community service already: you may have volunteered at a soup kitchen or at a literacy agency, or you may have helped clean up after a storm. Through these activities, you have helped other people, and you may have learned a lesson about life or about a career. However, that learning was probably haphazard, at best.

By integrating community service experiences into an academic course (thereby creating a service-learning course), we can make community service more effective for all concerned. SUNY Cortland offers 40 SL courses (with more on the way) because they benefit the larger community. For example,
- As a tutor, you teach specific skills to your student.
- As a person helping to create a plan to publicize emergency procedures in the event of a natural disaster, you help many people survive such an event.
- As a person promoting a change in municipal regulations, you help improve the way society functions
In these situations, you apply information and skills from the course that is connected to your community service.
Most importantly, we offer these courses because they benefit the student: Your learning becomes more effective because you can remember lessons more easily as you apply those lessons. In addition, you can take your career for a “road test” to determine if you’d like to pursue it, and you can make the chance to build your career portfolio with letters of recommendation that help distinguish you from other job applicants.

Our community service partners include non-profits (i.e., Cornell Cooperative Extension) to student-run organizations (i.e., Circle K). You can also form a project-based group (to collect gloves and blankets for U.S. soldiers in Afghanistan, for example). If you would like to form a project-based group, please discuss it with me within the first week of class so that we can determine how I can best help you. The WebCT document, Community Service Partners, gives you an idea of the organizations – and their activities – for which you can volunteer.

CPN 103’s fourth credit is for the course’s additional writing (i.e., community service journals). Those assignments are due throughout the semester, so start your community service promptly and conduct it continually. Remember that quality community service is as important for your community service partner as it is for your learning. Please let your community service supervisor and me know if something interferes with your ability to perform your community service effectively.

To help yourself decide the agency with which you’d like to volunteer, visit our Volunteer / Civic Engagement Fair on Thursday, January 25, from 4 – 5:30 pm in Corey Union’s Exhibition Lounge.

Composition Component. CPN 103 builds on concepts and skills that you refined in CPN 100/102, so we will review those skills and then move on to new ones.

Our study of writing skills will focus on the concept of information. We will link information with community service through the theme, The Language of Poverty. By analyzing periodical articles and our descriptions of community service experiences, we will explore ways in which we use language to represent poverty. That exploration will help us answer the following questions:
1. What are different kinds of information? We will examine (among other concepts) facts, opinions, statistics, and narratives.
2. How do we get information? By considering how you create information, you will design guidelines for receiving other people’s information.
3. How can we use information effectively? You will practice ways of tailoring your messages to your receiver’s interests by choosing your
   a. Topic           d. Evidence           g. Sentence Structure
   b. Purpose         e. Word choice        h. Non-verbal information
   c. Sources         f. Organization of information
Portfolios. We have portfolios for two readers:

1. Portfolio Committee. As you’ll remember from CPN 100 / 102, we have a Portfolio system that helps us meet writing expectations that you will find in “the real world.” At midterm, submit a folder with your Analysis essay. I will return it to you with the Committee’s evaluation (acceptable or unacceptable); that evaluation does not affect your final grade. At semester’s end, submit a portfolio with two of our three major essays; the Committee’s evaluation of that folder is binding: One of this course’s requirements is that your final Portfolio receive an acceptable rating from the Committee.

2. Me. For each of your three major essays, hand me a folder with the items named in the essays’ instruction sheets. Those items include the final version of your essay, your drafts, Explanation of Revisions for each draft after the first one, and annotated copies of your source materials.

Technology Component

PowerPoint helps you compose and deliver messages during oral presentations. You will make at least two PowerPoint-assisted oral presentations in our class.

WebCT. WebCT is a computer-based way of improving the efficiency and effectiveness of communication, which, in turn, improves learning. It lets you access course materials (i.e., study guides, homework assignments, readings, grades) quickly and easily.

It also lets you use the Service-Learning Mentors’ Discussion Board. The Mentors are students who did well in their SL CPN classes; they’ve volunteered to help novice SL CPN students with questions / concerns regarding their community service, and they’ve offered to help those students integrate community service experiences into their essays. (For questions regarding mechanical issues, please contact me and/or ASAP.)

Mentors help SL CPN students through the WebCT Discussion Board and by holding office hours in the Learning Commons. We will announce those office hours in the second week of the semester.

Expectations:

1. A commitment to
   a. 30 hours of continual quality community service throughout the semester.
   b. The timely and thorough completion of paperwork for
      1) The agency, such as reports and incidental paperwork (if requested)
      2) Class. Note – your written assignments for this class are in the “public domain”: I might use them in class as examples of certain skills or concepts.

2. Be an active learner, both in the classroom and at your community service site.
   An active learner tries to discover or construct concepts on his/her own. In so doing, she develops a deeper understanding of those concepts. Many of the techniques we use in class, such as peer review, help you to learn actively.
As an active learner, seek help in strengthening weak and strong skills. SUNY Cortland’s ASAP (Academic Support and Achievement Program) provides such help. You’ve already paid for it, so take advantage of it. During the 2005-2006 academic year, 1,230 students did so, roughly half of them for help with writing projects. By midterm, demand is so great that you’ll wait weeks for an appointment. The folks at ASAP are in Van Hoesen #A-12; call them today at 4309.

**Evaluation of Student Performance:** Here are the major parts of your CPN evaluation

**Essays – 65 points**
- Analysis = 10
- Synthesis = 15
- Argumentative Research = 25
- Midterm in-class essay = 05
- End of semester in-class essay = 10.

**Routine Assignments = 35**
- Journal entries = 10
- Quizzes = 10
- Homework = 15

**Essays** will be graded on the *Essay Evaluation Rubric*; one side of the rubric reflects the *Expected Outcomes* listed in the Cortland Composition Handbook, page 2; the other side focuses on “revising” skills. The rubric is available on WebCT.

**Comments** – In your draft essays’ margins, I will
1. Ask questions and pose observations intended to prompt further thought about content, organization, and style. Ideally, these questions and observations will prompt you to create a more thoughtful and thought-provoking essay.
2. Make editing comments, pointing out as many as two mistakes of each kind (i.e., comma splice), after which I will put an arrow pointing downward, indicating that there are other such goofs. I expect you to find and correct all of them.
3. Write comments that highlight “what works” in the essay and what needs refinement.

A note on “drafts”: Drafts are not “rough attempts” at an essay; rather, they are stages of an essay’s development that reflect your attention to
- “The Big Picture” (Audience, Purpose, Topic, and Use of Information)
- “Mechanics” (spelling, punctuation, and grammar)
- Format (heading, header, numbered paragraphs)

I will grade your drafts.

**Requirements.** The following requirements apply to all assignments, including drafts:
1. Word-process, using 12-point, Times New Roman font (or equivalent)
2. Double-space
3. Use 1.25” left- & right-margins
4. Staple all multiple-page work. Do not submit paper-clipped or creased-corner work.
5. Meet the requirements listed in Cortland Composition Handbook, p. 86.
6. Save on two media (i.e., hard drive and “memory stick”), & print a copy of your work.
Policies

1. **To pass** CPN 103, all five of the following requirements must be met:
   a. Earn an “acceptable” rating from the Portfolio Committee (Please refer to the Cortland Composition Handbook, page 93)
   b. Earn a final grade of at least “C–” from me
   c. Pass at least one of our two in-class essays
   d. Complete 30 documented hours of community service

2. **Late work** – Although I will occasionally accept a late assignment, please remember that it will not receive full – if any – credit. If you cannot be in class when an assignment is due, make arrangements to deliver your assignment to me.

3. **Rewrites** – On a rare occasion, I may ask you to rewrite a graded assignment. The grade that I record will be the average of the original and rewrite grades. I have higher expectations for a rewritten piece (as should you), so the re-written assignment does not automatically receive a higher grade; if the re-write does not at least meet those higher standards: it may receive a lower grade.

4. **Plagiarism.** Using someone else’s comments without giving her/him credit is plagiarism. (This is the case whether you’ve quoted or paraphrased.) It is a serious crime. A SUNY Cortland student who is accused of plagiarism goes through a Judicial Board procedure for handling such situations. If convicted, that student would, at the least, fail the course.

5. **Attendance.** You are allowed three unexcused absences. All others require a doctor’s note or other official document. Each unexcused absence beyond three will cost you one-half a letter grade in the final evaluation. Absences count double for student-teacher conferences and for sessions during which your classmates make presentations. If you miss a class meeting at which I returned an assignment, meet me during my office hours so that I can return that assignment to you.

6. **Cell phones and other electronic devices.** Shut off such devices before class begins. If you are expecting an important call, please let me know before class begins.

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

Minor pieces (in addition to daily homework assignments). These are polished pieces.

1. *Writing Journals* (WJs) offer you a deeper understanding of writing and of yourself as a writer. These 2- to 3-page musings begin with a specific item, event, or idea; they lead to insightful, thought-provoking generalizations.

2. *Community Service Journals* (CSJs) help you understand how course concepts are applied in “real life.” Each entry should have the following 3 parts:
   a. A description of the location, including the people present
   b. An account of important events
   c. Your response to a weekly prompt

*Note: Journal entries are polished pieces of writing: their focus, evidence, and mechanics should be ready for “prime-time.”*

**Major Writing Assignments** (Refer to the assignments’ instruction sheets for details.)

1. *Analysis Essay*. In a 500- to 600-word essay, explain how the authors of two published articles used techniques such as organization or figurative language to sway readers’ thinking or behavior. This is an objective piece; you will explain – but not evaluate – the authors’ use of rhetorical elements.

2. *Synthesis Essay*. Using notes from your CS experiences and from information you find through Memorial Library’s electronic databases, compose a 600-word essay in which you identify and explain the importance of a problem in the community.

3. *Argumentative Research Essay*. In a 1,250-word essay, promote your solution to the problem you identified in your Synthesis Essay. Your intended reader is your agency supervisor.

4. *In-class Essays*. You will have two major in-class essays, one at midterm and one at the end of the semester. To pass CPN 103, you must pass at least one of these essays (in addition to meeting other minimum requirements listed on page 4 of this syllabus).

**Major Course Readings** (excluding students’ own research) will come from current news items and selected published essays.

**Related Readings:**