

**ENG455APEC: LANGUAGE, THOUGHT AND CRITICAL ANALYSIS
THE COLLEGE OF NEW ROCHELLE
SCHOOL OF NEW RESOURCES**

Spring 2017

Instructor: Catherine C. Saunders

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Mondays 11:15am -2:00 pm

4 Credits

COURSE DESCRIPTION:

In this intermediate composition course, students will continue to hone their critical reading, thinking, and writing skills. Students will analyze examples of writing from across the curriculum in order to understand the process of writing an academic essay. Students will also learn more about the research process—in particular, finding, integrating, and citing sources. To accomplish these objectives, students will write four major essays: argumentative, cause and effect, compare and contrast, and a literary research paper.

LEARNING OBJECTIVES:

By the end of the semester, students will be able to:

- Apply critical thinking skills to the information found in the readings and class discussion.
- Demonstrate the basic structure and elements of an argumentative, cause and effect, compare and contrast, and literary research essay.
- Demonstrate the writing process—including brainstorming, drafting, proofreading, editing, and revising.
- Review the proper formatting of an MLA style essay.
- Apply researching skills to the process of writing.

TEXTS:

Baldwin, James. *Notes of a Native Son*. New York: Beacon, 2006.

Cohen, Samuel, ed., *50 Essays: A Portable Anthology*. Fourth Edition. Boston and New York: Bedford/St. Martin's, 2011. Print.

Hacker, Diana, and Nancy Sommers, eds., *A Writer's Reference*. Seventh Edition. Boston and New York: Bedford/St. Martin's, 2011. Print.

Rosa, Alfred, and Paul Eschholz, eds., *Models for Writers: Short Essays for Composition*. Eleventh Edition. Boston and New York: Bedford/St. Martin's, 2012. Print.

GRADING CRITERIA:

Argumentative Essay	15%
Cause and Effect Essay	15%
Comparison and Contrast Essay	15%
Literary Research Paper	20%
Midterm Examination	15%
Short Written Assignments	10%
<u>Participation</u>	<u>10%</u>
	100%

Grading for written assignments will be based on content (i.e., argument, analysis, evidence) and form (i.e., organization, spelling, and grammar). See the attached rubrics.

All papers must be typed, double-spaced, with one-inch margins, 12-point font, in black ink, and in Times or Times New Roman. The Argumentative Essay, Cause and Effect Essay, and Comparison and Contrast Essay must be 4-5 pages in length. The Literary Research Paper must be 8-10 pages in length.

Students will read a minimum of 25 pages each week. A short written assignment will follow most readings.

In order to receive credit for the course, all students must take and pass the English Core Competency Exam with a score of 65% or higher. Students who fail the exam or who do not take the exam will receive an X for their course grade. Students who miss the exam because of a legitimate, documented emergency have two business days from the date of the original exam to contact their Campus Director to request a make-up exam. Exam results will be posted to the student's MyCNR.edu account within five business days of the exam date. Appeals regarding a failing score on the English Core Competency Exam must be made within 10 business days of the posting of the score on MyCNR.edu.

For information regarding writing tutoring or workshops, please see the Learning Commons on the 6th Floor.

STATEMENT ON ACADEMIC INTEGRITY:

Plagiarism includes, but is not limited to, using copyrighted published information without in text citation; paraphrasing deliberately without citing; incorrectly listing references or works cited pages; purchasing papers off-line or from other individuals; passing off the writing and/or research concepts of others as your own; and paying a ghost writer for doing a student's paper. Plagiarism also includes neglecting to adhere to all MLA or APA format rules governing plagiarism. The commission of any form of plagiarism is a serious academic offense. Acts of plagiarism will be reviewed by faculty and staff and can result in disciplinary action which may lead to dismissal. Refer to the Student Code of Conduct.

THE OFFICE FOR RESOURCES, EQUITY, ACCESSIBILITY & LEARNING (REAL)

The College of New Rochelle abides by Section 504 of the Rehabilitation Act of 1973 which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me so I may direct you to the The Office for Resources, Equity, Accessibility and Learning (REAL) at REALsupport@cnr.edu to make arrangements and enhance accessibility. Remember, it is always best if we can talk at least one week prior to the need for any modifications.

The Research Paper: The research paper is an integral part of the learning experience of this course. (Review the section on "Research Writing" in Hacker's A Writers' Reference. The topic you choose to write on should have a direct relationship to the course material. Your paper should be between 7 and 10 pages (not including Works Cited, Abstract, Title Page, etc.). It should be double spaced, with one-inch margins and be prepared in 12 point New Times Roman font. Paragraphs should be indented and there should be no extra space between paragraphs. For this course you should use MLA formatting. There should be in-text citations for the titles you use as references. You should include a minimum of five references with no more than two from the Internet. Internet sources must be .edu, .gov, .org. but should not be .com. You should review The College of New Rochelle's library data base for journal articles on the topic you have selected.

OFFICIAL SNR LIFE ARTS PROJECT DEFINITION: The Life Arts Project (The LAP) is at the heart of the School of New Resource's philosophy of education. It is a way for students to take control of their learning by integrating their experiences, research, interests, and goals with content generated in the seminar. The LAP can be used to assist students in seeing the relevance of knowledge by way of the student translating traditional academic categories into experiential ones. Furthermore, the student will have the opportunity to generate creative responses to the material and thus share the results of their investigation with their peers. As importantly, students can take on the role of teacher in presenting their projects to the seminar. The LAP should focus on primary rather than secondary research. Students' research involves not merely employing the written work, but also utilizing community agencies, institutions, and organizations. The LAP provides students the opportunity to formulate case studies, questionnaires, interviews,

observations, reflective analyses, and/or artistic work. It is important to note that the LAP is not merely a literature review, but a hands-on project.

NOTE: LTCA DOES NOT REQUIRE A LIFE ARTS PROJECT

READING & WRITING SCHEDULE
(subject to amendment at the instructor's discretion)

Unit 1: Argument

Session 1 Introduction

Topics:

- Review Syllabus and Policies
- Discussion of LTCA as a resource for academic writing and Writing Across the Curriculum
- In-Class Writing Diagnostic

Homework Due for Next Session:

- *Models for Writers*, Chapter 3: Thesis (11th Ed: pp. 81-83 **or** 12th Ed: pp. 79-81) and Chapter 21: Argument (11th Ed: 539-546 **or** 12th Ed: pp. 543-552)
- Martin Luther King, Jr., "Letter from Birmingham Jail," in *50 Essays*
- *A Writer's Reference*, A-1

Session 2 Writing Arguments (Part 1)

Topics:

- Introduce Argumentative Essay
- Review Basic Essay Structure (Introductions, Body Paragraphs, and Conclusions)
- Thesis Statements
- Persuasive Appeals and Logical Appeals
- Induction and Deduction

Homework Due for Next Session:

- *Models for Writers*, Chapter 13: Illustration (11th or 12th Ed: pp. 339-346)
- Jonathan Swift, "A Modest Proposal," in *50 Essays*
- *A Writer's Reference*, A-3

Session 3 Writing Arguments (Part 2)

Topics:

- Logical Fallacies
- Ethos, Pathos, and Logos

Homework Due for Next Session:

- **First Draft of Argumentative Essay Due (Bring Three Copies for Peer Review)**
- *Models for Writers*, Chapter 1: The Writing Process (11th Ed: pp. 7-42 or 12th Ed. pp. 9-46).
- Audre Lorde, The Fourth of July
- *A Writer's Reference*, C-3

Session 4 Revising the Argumentative Essay

Topics:

- Revision, Editing, and Proofreading
- Peer Review

Homework Due for Next Session:

- **Final Draft of Argumentative Essay Due**
- *Models for Writers*, Chapter 20: Cause & Effect (11th or 12th Eds: pp. 517-520).
- Ta-Nehisi Coates, The Paranoid Style of American Policing
- Susan Sontag, "A Woman's Beauty: Put-Down or Power Source?" in *50 Essays*
- *Writer's Reference*, A-4

Unit 2: Cause and Effect

Session 5 Writing a Causal Analysis (Part 1)

Topics:

- Introduce Cause and Effect Essay
- Immediate Causes, Ultimate Causes, and Causal Chains
- Supporting a Thesis

Homework Due for Next Session:

- Malcolm Gladwell, *Small Change: Why the Revolution Will Not Be Tweeted*
- *Writer's Reference*, C5

Session 6 Writing a Causal Analysis (Part 2)

Topics:

- Strategies for a Causal Analysis
- Avoiding Plagiarism

Homework Due for Next Session:

- Brent Staples, “Just Walk On By: Black Men in Public Space,” in *50 Essays*
- *Writer’s Reference*, MLA 1-3

Session 7 **Integrating Sources**

Topics:

- Integrating Sources Effectively
- Strategies for a Causal Analysis Continued

Homework Due for Next Session:

- ***First Draft of Cause and Effect Essay Due (Bring Three Copies for Peer Review)***
- Sherman Alexie, "The Joy of Reading and Writing"
- *A Writer’s Reference*, Review C1-C3

Session 8 **Revising the Cause and Effect Essay**

Topics:

- Revision, Editing, and Proofreading
- Peer Review

Homework Due for Next Session:

- ***Prepare for Midterm Examination***
- ***Final Draft of Cause and Effect Essay Due***

Session 9 **Midterm**

Homework Due for Next Session:

- *Models for Writers*, Chapter 19: Compare & Contrast (11th Ed: pp. 483-487 or 12th Ed: pp. 487-492).
- Bharati Mukherjee, “Two Ways to Belong in America,” in *50 Essays*
- Richard Rodriguez, “Aria: Memoir of a Bilingual Childhood,” in *50 Essays*

Unit 3: Comparison and Contrast

Session 10 **Writing the Comparison and Contrast Essay (Part 1)**

Topics:

- Introduce the Comparison and Contrast Essay
- Organizational Patterns
 - Subject-by-Subject Pattern
 - Point-by-Point Pattern
- Analogy

Homework Due for Next Session:

- *Writer's Reference*, Review MLA-4
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Session 11 Writing the Comparison and Contrast Essay (Part 2)

Topics:

- Strategies for a Comparison and Contrast Essay Continued
- Documenting Sources

Homework Due for Next Session:

- ***First Draft of Comparison and Contrast Essay (Bring Three Copies for Peer Review)***
- Chimamanda Adichie, *To My One Love*
- *Writer's Reference*, Review MLA-4

Session 12 Revising the Comparison and Contrast Essay

Topics:

- Works Cited Page
- Peer Review

Homework Due for Next Session:

- Begin reading *Notes of a Native Son*
- ***Final Comparison and Contrast Essay Due Next Session***

Unit 4: Literary Analysis and Research

Session 13 Writing the Literary Research Paper (Part 1)

Topics:

- Introduce Literary Research Paper
- Literary Terms and Themes
- Discuss Suggested Reading

Homework Due for Next Session:

- Continue reading *Notes of a Native Son*
- *A Writer's Reference*, MLA-5

Session 14 Writing the Literary Research Paper (Part 2)

Topics:

- Finding and Evaluating Sources (Library Visit)
- Literary Terms and Themes Continued
- Discuss Suggested Reading

Homework Due for Next Session:

- Finish reading *Notes of a Native Son*

Session 15 Writing the Literary Research Paper (Part 2)

Topics:

- Finish Discussing *Notes of a Native Son*
- Integrating Sources into the Literary Research Paper

Homework Due for Next Session:

- ***First Draft of Literary Research Paper Due (Bring Three Copies for Peer Review)***

Session 16 Revising the Literary Research Paper

Topics:

- Revision, Editing, and Proofreading
- Peer Review

Homework Due for Next Session:

- ***Final Draft of Literary Research Paper Due***

Session 17 Wrap Up

Topics:

- Students Discuss Literary Research Papers
- Discussion of How Student Writing Has Improved
- Discuss Strategies for Timed Writing

Homework Due for Next Session:

- ***Prepare for English Core Competency Exam***

Session 18 English Core Competency Exam

	Thesis	Development	Organization	Language Use	Conventions	Research
5	The essay contains a clear and concise thesis statement; demonstrates a sophisticated response to and understanding of the assignment or prompt.	The essay formulates and sustains an argument; strong use of textual evidence; sophisticated evaluation of specific arguments in the text; exemplary use of a rhetorical strategy or strategies	The essay is clearly divided into introductory, body, and concluding paragraphs; paragraphs demonstrate internal organization; transitions are fluid and effective.	No errors with syntax; word choice is varied and specific; language is assertive and formal.	No grammar or spelling errors; no punctuation errors.	Effective integration of sources; sources are properly cited in MLA style; Works Cited is properly formatted.
4	Thesis statement is competent, but could be more clear or focused; good response to and understanding of the assignment or prompt.	Good argument, but lacks nuance; good use of textual evidence; good evaluation of specific arguments in the text; good use of a rhetorical strategy of strategies.	The essay is structured, but some parts of the argument may not connect to the thesis; some lack of internal organization; transitions are reasonably effective.	Some syntactical errors, but little interference with clarity of expression; word choice is mostly varied and specific; language is mostly assertive and formal.	Some grammar or spelling errors, but little interference with clarity of expression; some punctuation errors, but little interference with clarity of expression.	Some issues with the integration of sources, MLA citations, and the Works Cited page.
3	Thesis statement is broad; adequate response to and understanding of the assignment or prompt.	Adequate argument; insufficient use of textual evidence; insufficient evaluation of specific arguments in the text; adequate use of a rhetorical strategy or strategies.	The essay contains adequate structure; some parts of the argument do not connect to the thesis; lack of internal organization; some transitions are unclear or missing.	Several syntactical errors and some interference with clarity of expression; word choice could be more varied and specific; in some instances, language is informal.	Several grammar or spelling errors and some interference with clarity of expression; several punctuation errors and some interference with clarity of expression.	Several issues with the integration of sources, MLA citations, and the Works Cited page.
2	Thesis statement is unclear; does not fully understand and respond to the assignment or prompt.	Insufficient argument; little textual evidence; poor evaluation of specific arguments in the text; insufficient use of a rhetorical strategy or strategies.	The essay contains a general lack of structure and many parts of the argument do not connect to the thesis; little attempt is made for internal organization or transitions.	Many syntactical errors and interference with clarity of expression; word choice lacks variety and specificity; language is mostly informal.	Many basic grammar or spelling errors and interference with clarity of expression; many basic punctuation errors and interference with clarity of expression.	Insufficient integration of sources; few MLA citations; major issues with Works Cited page.

1	No clear thesis statement; poor or mistaken understanding and response to the assignment or prompt.	No clear argument; lacks textual evidence; does not evaluate and may also mischaracterize specific arguments in the text; no rhetorical strategy.	No clear sense of structure; no internal organization; no transitions.	Multiple syntactical errors; word choice is unvaried and unspecific; language is informal.	Multiple errors in grammar, spelling, and punctuation; incoherent expression of ideas.	No integration of sources; no citations; no Works Cited page.
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