

English 110: Expository Writing

Hostos Community College, Spring 2014

Section: 316B

Class meetings: Tues/Thurs, 11 AM to 12:15 PM

Professor: Anne Lovering Rounds

Office: B-339

Office hours: Tuesdays 2-3 PM, and by appointment

Phone: (718) 518-6754

Email: arounds@hostos.cuny.edu

COURSE DESCRIPTION

English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of the course, students will be able to respond critically in writing, to a variety of texts, integrating their own ideas with those presented in the readings.

LEARNING OBJECTIVES

In this class, students will

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence,
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improves one's own and other's texts,
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources,
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purpose, audiences, and media,
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

REQUIRED TEXT

There is one required book for this course:

Sarah Burns, *The Central Park Five: The Untold Story Behind One of New York City's Most Infamous Crimes* (New York: Vintage, 2012)

ISBN: 9780307387981

Online list price: \$12.04

The book is available for purchase at the campus bookstore, and it is also on reserve at the library. You need to have a copy for the duration of the semester.

I will be providing select readings as handouts. There are also select readings that will be linked on the course Blackboard page. **When course reading is linked on Blackboard, I expect you to come to class with your own e- or hard copy of it. You must be able to access the reading in class. Always bring the relevant readings with you.**

ASSIGNMENTS AND GRADE BREAKDOWN

Description of your Central Park observations: 5%

Summary of Lisa Foderaro *New York Times* article: 5%

Essay integrating description and summary: 10% (revisions permitted)

Comparison Essay: 15%

In-Class Writing 1: 10%

In-Class Writing 2: 10%

First part of final paper: 10%

Full final paper: 20%

Final exam: 15%

Number/Letter grade conversion chart:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	Below 60%

Workshop Requirements

The Hostos Community College English Department requires that you attend the following library workshops before you complete English 110:

- Know your Library
- Citing Sources to Avoid Plagiarism

POLICIES & RESPONSIBILITIES

Attendance Policy

- Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.
- The maximum number of absences is limited to 15% of the number of scheduled class hours per semester, and a student absent more than the indicated 15% is deemed excessively absent. **(15% is 4 classes.)** Attendance is monitored from the first official day of classes. **In the case of excessive absences or lateness, I reserve the right to fail you.**
- Absences due to late registration, change of program, or extenuating circumstances will be considered **on an individual basis**.
- Each department and program may specify in writing a different attendance policy.
- Instructors are required to keep an official record of student attendance and inform each class of the College or department attendance policy.

Any work missed during any period of absence must be made up by the student. To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

Assignments: Come to class with writing assignments **in hard copy** when the assignment is due. Essays should be typed, use a font size of 12, and be double spaced. Be sure to keep your graded assignments until you receive a final course grade.

→ **Late Assignments:** I reserve the right not to accept assignments over 1 week late, and to give late work a grade of 0.

→ **Missed in-class writings:** If you miss an in-class writing, it is your responsibility to approach me to see if you can make it up.

Course Communication: Take advantage of office hours, and use email to set up appointments with me if need be. **Do not email me using another person's email address.** When you send an email, use an appropriate subject line and include text in the body of the message. Blackboard access and access to the databases through the Hostos library portal is also crucial for your success in this course. You **must** be able to access and use these tools.

In-Class Expectations: Be considerate of your colleagues in the classroom. Do not use excessively foul or offensive language; show attention when someone is speaking (either me or a classmate); be receptive to each other's ideas. If you prefer not to contribute to a discussion, you are welcome to sit quietly, but do not disrupt the learning environment by texting or talking with others. Failure to meet these expectations will create a hostile learning environment that will be to your disadvantage when it comes to completing assignments.

Incompletes: Any student who wishes to receive a grade of Incomplete must ask me prior to the end of the semester. Incompletes will be given at my discretion. Missing work must be finished by the date designated by the College before I change the Incomplete grade to a letter grade.

Plagiarism and Academic Integrity: Academic dishonesty is prohibited in the City University of New York and is punishable by penalties including failing grades, suspension, and expulsion, as detailed in the Hostos Course Catalog.

Plagiarism is also prohibited as part of the college Academic Integrity Policy, spelled out in the course catalog. Plagiarism is the act of presenting another person's ideas, research or writings as your own. Internet plagiarism is covered by this definition; examples include submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and cutting and pasting from various sources without proper attribution.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy, shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any.

For the full terms of this policy, please see the course catalog:

<http://www.hostos.cuny.edu/catalog/>

ADA Statement

s required by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.

If you have a disability that requires accommodations, contact:

Services for Students with Disabilities (SSWD)
Savoy (D) Building
120 Walton Ave, Room D101P

Bronx, NY 10451
Phone: (718) 518-4454 (Voice/TTY)

If you are already registered with SSWD and have a letter from them verifying that you are a qualified student with a disability, please present the letter to me as soon as possible. I will work with you and SSWD to plan and implement appropriate accommodations.

For the full terms of this policy, please see the course catalog:

<http://www.hostos.cuny.edu/catalog/>

Students who do not register with the Services for Students with Disabilities office and have their disability verified are not eligible to receive any special accommodations.

Disclaimer

I reserve the right to alter assignments and grading policies throughout the semester. Readings, listening, and assignments may change based on the direction of class discussions. I will communicate any changes in assignments or policies to the class, both in person during class and on Blackboard.

COURSE SCHEDULE

UNIT I: OBSERVING AND ANALYZING CENTRAL PARK

Week 1: History of Central Park

JAN. 28

Course introduction

JAN. 30

Reading due: [Elizabeth Blackmar and Roy Rosenzweig, excerpt on the history of Central Park from *The Encyclopedia of New York City*](#)

Week 2: Setting the Scene for the Jogger Case

FEB. 2

Reading due: *The Central Park Five*, pp. 1-27

FEB. 4

**** Typed description of your Central Park observations due (5% of course grade)**

Week 3: Writing Week: Practice with Summary

FEB 11: Integrating quotations; preparing the Works Cited page

Reading due: [Lisa Foderaro, "Dark Days Behind It, Central Park Pulses at Night," *NYT* 12/28/11](#)

FEB 13

**** Typed summary of Foderaro article due (5% of course grade)**

Week 4: Transforming Description and Summary

Feb 18

Motivating Observation and Summary for Argument: Strategizing for integrating the first two short assignments

UNIT II: LIE TO ME

Week 5: To Spot a Liar

Feb. 25

Reading due: *The Central Park Five*, pp. 28-65

Feb 27

In-class reading: Pamela Meyer, excerpt from *Liespotting*;
[James Pennebaker, “Why Verbal Tee-Ups Like ‘To Be Honest’ Often Signal Insincerity,” *Wall Street Journal* 1/20/14](#)

**** *Integrated short essay due* (10% of course grade)**

Week 6: Beyond the Reid Technique

March 4

Reading due:

Saul Kassin, “False Confessions: Causes Consequences, and Implications for Reform” (handout)

Douglas Starr, “The Interview” (handout)

March 6: Structuring the Comparison Essay

Week 7: Writing Week

March 11: Drafting session

March 13: Preparing to Think about Media: Is Google Making Us Stupid?

**** *Comparison essay due* (15% of course grade)**

UNIT III: MEDIA MAGNIFICATIONS

Week 8: Wolf Pack’s Prey

March 18

Reading due: *The Central Park Five*, pp. 66-90

March 20: Close-Reading Opinions: Studying Word Choice

Reading due: [Don Singleton and Don Gentle, “Wolf Pack’s Prey,” *New York Post* 4/21/1989](#)

Week 9: The Dream Life?

March 25: *In-class writing 1* (10% of course grade)

March 27: You Be the Journalist: Re-Writing News Coverage

Reading due: [Mark Kriegel, "Lived a Dream Life," *New York Daily News* 4/21/1989](#)

Week 10: Wilding 2.0**April 1**

Reading due: [Ann Coulter, "New York Times goes Wilding on Central Park Jogger"](#)

April 3 *In-class writing 2 (10% of course grade)*

UNIT IV: NEW MEDIA, NEW IMPACT?**Week 11: The Twitter Revolution****April 8: Final paper topic handed out**

Reading due: *The Central Park Five*, 178-212

In class: [Jim Dwyer, "From 'Central Park Five' Case, a Lesson in Assigning Blame," *NYT* 5/2/2013](#)

April 10

Reading due: Malcolm Gladwell, "Small Change" (handout)

Week 12: Return from Spring Break**April 24**

Refresher and drafting session for the first part of the final paper

Week 13: Final Exam Initial Prep**April 29: Final exam reading handed out and discussed**

*** First part of final paper due (10% of course grade)*

May 1: From draft to finished product: choosing sources for the second half of the paper

Week 14: Getting a Handle on Outside Sources

May 6: Working With Your Outside Materials

May 8: Drafting session

Week 15: Looking Ahead

May 13: Final exam strategy and review session

May 15: Conclusions

*** Full final paper due (20% of course grade)*

Week 16: College Final Exam Week**FINAL EXAM WEEK: DATE AND TIME TBA**

****** *The final exam counts for 15% of your course grade. ALL sections of English 110 at Hostos take the same final exam. You will receive a reading in advance of the test day. At the start of the testing period, you will then be given a question about the reading and will write an essay in response to this question. There are no make-up exams.*