

**EAP 121.01**  
**Syllabus**  
**For John Jay College of Criminal Justice, CUNY**  
**524 W. 59<sup>th</sup>, New York, NY 10010**

**Fall 2014**

EAP 121 course description: This high intermediate "content-based" ESOL course reviews sentence structure and works towards perfecting English paragraph composition. Students learn to draft simple narratives. Journals are required in response to all readings, which are carefully selected literary pieces on sociological topics. The course stresses grammar, reading, and writing skills development, using readings that emphasize sociological themes, situations, and terminology.

Prerequisite: Direct placement through testing

6 contact hours per week. Attached to the course are 12 hours of required tutorials plus attendance at 2 workshops per semester in the writing center.

**Credits:** 3 credits

plus 3 equated credits, for a total of 6 toward your full-time load of 12

**Semester/Year:** Fall 2014

**Time:** M/T/W/TH 9:25am-10:40 pm; period 2

**Room:** NB 8.67

This course is a pass/fail course. You must earn 75% overall in order to pass.

**Instructor**

Professor Sara Whitestone

Office: NB.7.65.31

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Office Hours: M 1:40 to 2:40

**Learning Objectives:**

1. Reading: Students understand, respond to, and interrelate college-level readings from a variety of genres and disciplines.
2. Writing: Students compose a variety of writing projects in various contexts for particular audiences and purposes.
3. Metacognitive Understanding and Practice: Students demonstrate self-awareness and identify strategies for improving reading, writing, listening and speaking in academic settings for a variety of purposes.

## Required Readings

### 1. *The Giver* by Lois Lowry

You must both read the book and listen to the audio version of it while you read. Links to the audio can be found on Blackboard under Course Content.

- This novel tells the story of a fantasy society that restricts most freedoms in order to maintain safety and predictability. Jonas, the main character, must choose between being the leader of the community while keeping the status quo or changing the society by allowing more freedoms and thereby re-introducing dangers.

### 2. *The Talent Code* by Daniel Coyle

Both book AND audio are required. The audio must be purchased as well.

- This well-researched nonfiction work is inquiry-driven and asks the reader to consider whether talent is something one is born with or something that, as a skill, can be grown over time.

For the above assignments you will be required to read and listen to the media recordings as well as respond to questions in the guides or quizzes provided. You will find the guides on your Blackboard under Course Content. It may be possible to find the audio for *The Talent Code* on YouTube, but if not, you will need to purchase these along with the books. The fact that you are listening to the voice recordings as you read gives you a feel for the flow, pace, and timbre of English as well as pronunciation. I am a strong believer in the more input we give ourselves for learning (ears and eyes in this case), the better the learning.

Each book asks questions over chapters or larger sections of the reading, requiring shorter or longer responses, such as:

1. Should we allow freedom of choice even though it sometimes brings suffering and death? Describe the pros and cons of living in a "safe" community like Jonas' compared to living in our own "dangerous" world. Is Jonas' community really "safe?" Is ours really "dangerous?" If you could choose, how would you want to live? Cite many details and examples to support your answer. (*Giver*)
2. What do you believe about talent vs. development of skill? What experiences or research has led you to your conclusions? (*The Talent Code*)

You will be reading one or two chapters a day, including weekends, and responding to these types of questions both through your writing at home and in the classroom. There is also a speaking component to the course, which is practiced through small group and classroom discussion.

By developing your initial responses further, you will compose five different types of work:

1. A **thesis-driven essay that compares and contrasts**+ the book *The Giver* to either the movie of the same name or the movie *The Village*;
2. A **creative nonfiction essay**\* that tells a story about a talent you feel you were born with or a skill that you feel you have developed.
3. A compilation of **interviews**\* you conduct with 2 people in order to find their opinions on talent vs. skill development;
4. An **annotated bibliography**\* that includes your interview, the reading assignments, and explanations of how you intend to cite at least 3 of those sources in your inquiry paper.
5. An **inquiry-driven essay**\* that explores talent and skill development. For this work, you will ask a question or questions and then arrange your thoughts in a way that creatively communicates your search for answers. You must reference all of the following: a. *The Giver*, b. *The Talent Code*, and c. your interviews.

+This essay type is often assigned in literature or other humanities-based classes such as philosophy and history.

\*You will be asked to complete assignments like these in ENG 101.

By doing these assignments well in EAP 121, you are gaining practice for future success in your other classes.

The rubrics found both on your Blackboard and at the end of this syllabus will be used as tools for self-evaluation of these five writing assignments as well as for my formal evaluation of your work.

In order to further your success, you will also have weekly one-on-one meetings with your writing center tutor. Along with these you will be required to attend group workshops. Please make full use of these resources by being prepared with your work and bringing it to your tutor so that you can move toward better reading comprehension, understanding of grammar use, and writing fluidity.

## **Grading of Assignments**

### **1. Attendance, Writing Prompts, and Writing Center visits 20%**

At the beginning of every class session you will be asked to respond in handwriting to a prompt that either discusses the assigned reading or your current work. While these writing prompts are low-stakes (they are not edited or developed into more formal, graded work), they *are* important for your success both in your writing and in the course. Writing prompts cannot be made up. In this category on your Blackboard Grade Center you start out with 48 points. If you miss a day of class, you miss that learning opportunity and will also be subtracted a point from your writing prompt grade. If you are late to class and can only partially finish a prompt, you will lose one half point. **48 writing prompts @ one point each**

Also included in this category are your required weekly writing center visits. One point will be subtracted from your total each time you miss a writing center or group appointment. **14 appointments @ one point each**

### **Reading and Writing Assignments**

**50%**

You are responsible for 10 larger assignments:

1. Quizzes over *The Giver*;
2. Response guide to *The Giver*;
3. Creative nonfiction essay;
4. *The Giver* compare and contrast essay;
- 5., 6., and 7. Quizzes over *The Talent Code*;
8. Interview;
9. Annotated Bibliography;
10. Inquiry essay on talent and skill.

### **Final Portfolio**

**30%**

For this project, which counts as your final, you will reflect on your learning throughout the semester and showcase your work and your process through digital media such as a Word document or PowerPoint. The portfolio is also evaluated through a rubric found both on your Blackboard and at the end of this syllabus.

The portfolio is your final exam. During this class period, which is Wednesday, 12-17-14 from 9-11am, you will present what you have learned to the class.

**Course Technology:** All official communications between the University and students will occur through John Jay email. Students will be required to check their John Jay email and respond in a timely way to notifications having to do with the course.

Blackboard is the way you will receive your instructional information for this course. All assignments from me will be posted on Blackboard under Daily Assignments, and you will also post all assigned drafts and final works on Blackboard. Assignments must be posted by the midnight before the day in which the work is due. Late assignments will be penalized by 10 points per day, including weekends and holidays.

**Academic Honesty:** Trust and mutual respect are essential to an environment in which learning is fostered. To encourage and support such an environment, John Jay college has adopted an Honor Code which is in your handbook and provides mechanisms for dealing with academic dishonesty. Students are expected to read

the provisions of the Honor Code and to abide by them. Claiming ignorance of the Honor Code will not excuse students from its provisions.

**Understanding Plagiarism:** Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

### **Weekly Schedule and Assignments**

#### Week 1

Days we meet				TH 8/28
What is due	Buy <i>The Giver</i> and <i>The Talent Code</i> ; sign up for tutorials			

#### Week 2

Days we meet		T 9/2	W 9/3	TH 9/4
What is due	<i>The Giver</i> chapters 1-10; 3 essay responses			

#### Week 3

Days we meet	M 9/8	T 9/9	W 9/10	TH 9/11
What is due	<i>The Giver</i> chapters 11-23; best essay response in final form			

#### Week 4

Days we meet	M 9/15	T 9/16	W 9/17	TH 9/18
What is due	Brainstorm and draft of thesis-driven compare/contrast essay			

#### Week 5

Days we meet	M 9/22			
What is due	Compare/contrast essay second draft			

Week 6				
Days we meet	M 9/29	T 9/30	W 10/1	TH 10/2
What is due	Compare/contrast essay final draft; CNF brainstorm and draft; <i>Talent Code</i> introduction			
Week 7				
Days we meet	M 10/6	T 10/7	W 10/8	TH 10/9
What is due	<i>Talent Code</i> Part I (chapters 1-4); CNF second draft			
Week 8				
Days we meet		T 10/14	W 10/15	TH 10/16
What is due	<i>Talent Code</i> Part 2 (chapters 5-7); CNF final draft			
Week 9				
Days we meet	M 10/20	T 10/21	W 10/22	TH 10/23
What is due	<i>Talent Code</i> Part 3 (chapters 8-10); interview first draft			
Week 10				
Days we meet	M 10/27	T 10/28	W 10/29	TH 10/30
What is due	<i>Talent Code</i> epilogue; interview final draft; Inquiry essay brainstorm			
Week 11				
Days we meet	M 11/3	T 11/4	W 11/5	TH 11/6
What is due	Annotated bib. draft and sourcing ideas for inquiry essay			
Week 12				
Days we meet	M 11/17	T 11/18	W 11/19	TH 11/20
What is due	Annotated bib. final; inquiry essay messy draft			
Week 13				
Days we meet	M 11/24	T 11/25	W 11/26	
What is due	Inquiry essay second draft			
Week 14				
Days we meet	M 12/1	T 12/2	W 12/3	TH 12/4
What is due	Inquiry essay final draft; portfolio brainstorm			
Week 15				
Days we meet	M 12/8	T 12/9	W 12/10	TH 12/11
What is due	Portfolio digital draft			
Week 16				
Days we meet	M 12/15	OUR FINAL is TH 12/18 from 9am to 11am!		
What is due	Final digital portfolio; 5 minute presentation of it during finals			

## Compare and Contrast Essay Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Essay \_\_\_\_\_

### **Mechanics**

1. \_\_\_\_\_ Sentence structure and variation (5 points)
2. \_\_\_\_\_ Grammar and punctuation (10 points)
3. \_\_\_\_\_ Capital letters (5 points)
4. \_\_\_\_\_ Spelling (5 points)
5. \_\_\_\_\_ Use of strong and effective vocabulary (5 points)

Total for Mechanics \_\_\_\_\_ out of a possible 30 points

### **Content**

1. \_\_\_\_\_ Structure (Total: 30 points)
  - \_\_\_\_\_ This is a thesis-driven paper. You include a thesis statement, which lists your main points, in the first paragraph. (10)
  - \_\_\_\_\_ You have an effective introduction. (5)
  - \_\_\_\_\_ You have a strong conclusion. (5)
  - \_\_\_\_\_ Your essay is organized logically. (5)
  - \_\_\_\_\_ You use appropriate transitions. (5)
2. \_\_\_\_\_ You use many examples from the book and the movie to help you clearly and thoughtfully support your argument. (10)
3. \_\_\_\_\_ You use at least two points of comparison and two points of contrast between the book and the movie. (10)
4. \_\_\_\_\_ You communicate persuasively, so that even if your readers are opposed to your view, you have left them with solid respect for your opinion. (10)
5. \_\_\_\_\_ You include parenthetical citations for the page numbers of your examples from the book, as well as for any other outside material. You also include a works cited list in APA format. (10)

Total for Content \_\_\_\_\_ out of a possible 70 points

**Total score \_\_\_\_\_ out of a possible 100 points**

Writing Evaluation for Creative Nonfiction Themed Essay

Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Essay \_\_\_\_\_

**Mechanics**

1. \_\_\_\_\_ Sentence structure and variation (5 points)
2. \_\_\_\_\_ Grammar and punctuation (15 points)
3. \_\_\_\_\_ Capital letters (5 points)
4. \_\_\_\_\_ Spelling (5 points)
5. \_\_\_\_\_ Use of strong and effective vocabulary (10 points)

Total for Mechanics \_\_\_\_\_ out of a possible 40 points

**Content**

1. \_\_\_\_\_ Your theme is clear. (10 points)
  
2. \_\_\_\_\_ You use examples and details drawn from your own life as well as history or literature to support your own opinion. (15 points)
  
3. \_\_\_\_\_ Your thought processes are clear in the essay, and it is evident that you have devoted serious thought to your topic and development. (15 points)
  
4. \_\_\_\_\_ You communicate persuasively, so that even if your readers are opposed to your view, you have left them with solid respect for your opinion. (10 points)
  
5. \_\_\_\_\_ Your essay demonstrates creativity. (10 points)

Total for Content \_\_\_\_\_ out of a possible 60 points

**Total score \_\_\_\_\_ out of a possible 100 points**



Interview Rubric

	Excellent	Competent	Needs Work
Number of Interview Subjects 10% 1-10 points	THREE with at least one being an authority in the field	TWO with at least one being an authority in the field	ONE who may or may not be an authority in the field
Open Inquiry 30% 1-30 points	All questions are thoughtfully formed and open-ended to allow for a variety of responses from the interview subjects. (Open-ended questions often start with “why,” or “how”, or “what happened.”)	Some questions are open-ended, but many are closed and do not lead to more discussion. (Closed questions often start with “are you” or “do you”, prompting a yes or no answer.)	The majority of questions are closed. There is not much evidence of thoughtful question preparation.
Question Number and Diversity 20% 1-20 points	A minimum of five questions is posed to each interview subject, integrating the chosen theme while also being diverse in scope.	Fewer than five questions are posed that are sometimes off-theme and often similar or narrow in scope.	Fewer than five questions are posed that have little or no focus.
Transition and Reflection 20% 1-20 points	The transcribed interviews are linked through thoughtful transitions that reflect upon the points of view offered by the interview subjects.	The transcribed interviews are linked through brief or superficial transitions that offer little reflection.	The transcribed interviews are not linked through transitions and offer no reflection.
Formatting 10% 1-10 points	The interview is formatted correctly according to APA, MLA, or Chicago guidelines.	The interview provides only some information, such as the names of the interview subjects and the time and date the interview took place.	The interview provides little or no information on who was interviewed or how it took place.
Mechanics 10% 1-10 points	The transcribed interview is largely free of errors in grammar, sentence structure, syntax, punctuation, word choice, spelling, and capitalization.	The transcribed interview contains many errors in grammar, sentence structure, syntax, punctuation, word choice, spelling, and capitalization.	The transcribed interview is full of errors in grammar, sentence structure, syntax, punctuation, word choice, spelling, and capitalization.

Total out of 100

## Annotated Bibliography Assignment Rubric for EAP 121

You are required to include at least 4 sources in your annotated bibliography. 1 must be chosen from the interviews that either you or your classmates conducted. 3 other sources must come from your assigned classroom readings. If you desire, you can also include works found from library database searches or more popular publications like the *New York Times* or *Psychology Today*. If you decide to include more sources than is required, and you have annotated all with high quality, you will be able to earn extra points for each entry above 4.

- Sources

\_\_\_\_\_ out of 20    \_\_\_\_\_ 3 from works read in class, \_\_\_\_\_ 1 from an interview,  
\_\_\_\_\_ extras from library databases or popular, credible publications

- Notation

You answer the following questions well in your notation paragraph for each entry:

1. Summary—What are the main arguments? What is the point of this book, article, or other media? What topics are covered? (no more than 3 sentences for this)

\_\_\_\_\_ out of 15

2. Assessment—Why is this a useful source for your readers? What compelling evidence or perspective does this source provide? What is the goal of this author?

\_\_\_\_\_ out of 15

3. Reflection—How does this source help you shape your argument about your topic? How has this source changed how you think about your topic?

\_\_\_\_\_ out of 20

- Citation

You have reviewed an APA guide to verify the accuracy and formation of your citations. (Remember that different media—books, interviews, articles, online articles, videos, etc.—all have their own citation formats.)

\_\_\_\_\_ out of 15

- Presentation and Mechanics:

You have written your annotated bibliography in a clear manner and have edited and proofread it carefully to avoid mechanical errors.

\_\_\_\_\_ out of 15

\_\_\_\_\_ Citations beyond the required 5 (5 points per each)

\_\_\_\_\_ Total out of 100

### EAP Inquiry Essay Rubric

Criteria	Very Good 9-10	Competent 7-8	Needs Work 6 and below
<b>1. Student adapts the written presentation through analysis to fit a specific audience</b>			
Fulfills assignment expectations, including all specified requirements such as subject, task, format, organization, and length			
Writes towards, and meets the needs of, a defined audience			
Uses appropriate, direct language			
Shows originality and creativity in realizing outcomes			
<b>2. Student poses a question of study and explores it in a complex and thoughtful manner</b>			
Expresses subject of inquiry and methods of discovery clearly and persuasively			
Maintains a level of critical thinking throughout—beginning, middle, and end			
<b>3. Student develops major points in a reasonable, organized, and convincing manner based on the question of study</b>			
Provides adequate supporting arguments, counterarguments, evidence, examples, and explanations in a logical, well-organized manner			
<b>4. Student uses evidence ethically and appropriately to inform, investigate, or persuade</b>			
Correctly acknowledges and documents sources and accurately and objectively interprets evidence, statements, graphics, questions, expressions, or other information from sources			
<b>5. Student presents ideas using standard conventions of grammar, usage, and mechanics</b>			
Writes with minimal errors in grammar, sentence structure, syntax, punctuation, word choice, spelling, and capitalization			
<b>6. Student uses the composing process (generating ideas, drafting, revising, and editing) in developing texts</b>			
Employs prewriting strategies, completes required drafts, reviews and revises ideas by incorporating feedback, and edits language			

**In order to pass, all standards must be met within the Competent or Very Good ranges and/or score above 75%.**

**Pass**

**No Pass**

**Total out of 100:**

**EAP Portfolio Rubric for: EAP 121, 131, ENG 100, 101 (indicate one) Name of Student:**

<b>Criteria</b> (based on what is appropriate for each level)	<b>Very Good</b> <b>9-10</b>	<b>Competent</b> <b>7-8</b>	<b>Needs Work</b> <b>6 and below</b>
<b>Invention and Inquiry</b> Students learn to generate, explore, expand, and organize their ideas in meaningful, thorough, creative, and complex ways.			
<b>Awareness and Reflection</b> Students learn to reflect on their own growth in reading and writing and to increase their understanding of who they are as learners.			
<b>Reading Process</b> Students learn how to read critically for context, meaning, transfer, vocabulary development, and research.			
<b>Writing Process</b> Students learn methods of composing, drafting, revising, editing, and proofreading.			
<b>Claims and Evidence</b> Students learn to develop substantial, plausible claims, provide valid and/or strong arguments, and show why and how their evidence supports their claims.			
<b>Research</b> Students learn to conduct primary and secondary research appropriate to their course levels, evaluate research sources, integrate research to support their ideas, and cite sources appropriately.			
<b>Rhetoric and Style</b> Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences, and contexts.			
<b>Voice and Ownership</b> Students learn to find their own, unique voices and to make choices that show ownership of their own writing and learning.			
<b>Sentence Fluency</b> Students learn to write clear, complete, and correct sentences and use a variety of complex and compound sentence types.			
<b>Conventions</b> Students learn to control language, linguistic structures, and the punctuation necessary for diverse literary and academic writing.			

**In order to pass, all standards must be met within the Competent or Very Good ranges and/or score above 75%.**

**Pass**

**No Pass**

**Total out of 100:**