
Conference on College Composition and Communication

Writing Program Certificate of Excellence

The Conference on College Composition and Communication
has named

John Jay College of Criminal Justice

First-Year Composition Program

as a recipient of a 2012-2013 Writing Program Certificate of Excellence.

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**ENGLISH FOR ACADEMIC PURPOSES (EAP)
LEARNING OBJECTIVES FOR EAP 121, EAP131 AND ENGW 100 NNES**

READING: Students understand, respond to, and interrelate college-level readings from a variety of genres and disciplines.

1. Students learn pre-reading strategies to predict content.
2. Students learn academic vocabulary.
3. Students learn to locate, summarize and discuss main ideas and themes in readings.
4. Students can identify, locate and discuss the rhetorical moves (such as organization, tone etc.)
5. Students learn to engage with ideas presented within readings and relate these ideas to their own experience, other readings and academic contexts.

WRITING: Students compose a variety of writing projects in various contexts for particular audiences and purposes.

1. Students learn to generate ideas that express thematic course content and advance logical arguments.
2. Students learn to compose, draft, revise, and proofread over a number of drafts.
3. Students learn to illustrate claims with specific and concrete evidence, including the productive use and synthesis of outside texts and/or personal experience.
4. Students learn to follow a clear structure and demonstrate an ability to organize ideas into a cohesive, progressive argument.
5. Students learn to write using clear syntax, use appropriate vocabulary and develop stable sentences with a variety of sentence structures.
6. Students learn to use grammatical forms accurately and for appropriate contexts.

LISTENING AND SPEAKING: Students comprehend and participate in spoken discourse in a variety of social and academic settings for a variety of purposes.

1. Students learn the situational context of a speech act.
2. Students learn to use academic vocabulary in discussion and group work.
3. Students learn to communicate effectively with classmates and teachers.
4. Students learn to conduct presentations and speeches in class.
5. Students engage ideas presented in lectures and classroom presentations and group work by responding in writing, speech, or projects.

METACOGNITIVE UNDERSTANDING AND PRACTICE: Students demonstrate self-awareness and identify strategies for improving reading, writing, listening and speaking.

1. *Understanding Progress:* Students monitor their own learning through explicit tasks, such as reflective writing assignments, keeping a journal, creating a timeline for learning, or contributing to a wiki about reading, writing, speaking and listening.
2. *Understanding Process:* Students understand how they learn, what their weaknesses and strengths are, and what alternative literacy processes they can follow.
3. Students identify their literacy goals and explicitly state strategies for achieving these goals.

ACADEMIC AND PERSONAL DEVELOPMENT: Students demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth and to seek out and utilize the John Jay services and peer interaction to fulfill these goals.

1. *Academic planning:* Students will articulate academic goals for the year, identify appropriate resources and formulate/ monitor a plan to work toward those goals.
2. *Self-awareness:* Students will identify areas of academic/social/personal interest/development and pursue appropriate John Jay resources/support.
3. *Collaboration:* Students will learn to successfully collaborate with peers from diverse backgrounds inside and outside the classroom.

John Jay College Writing Program Learning Objectives

Note: These objectives apply to all courses in the sequence: ENGW 100, ENG 101 and ENG 201.

Invention and Inquiry: Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.

Awareness and Reflection: Students learn to identify concepts and issues in their own writing and analytically talk and write about them.

Writing Process: Students learn methods of composing, drafting, revising, editing and proofreading.

Rhetoric and Style: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Claims and Evidence: Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.

Research: Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.

Sentence Fluency: Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.

Conventions: Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

**John Jay College of Criminal Justice, CUNY
First-Year Writing Program**

EAP 121 English for Academic Purposes (For Non-Native Speakers of English)

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.

EAP 131 Advanced English for Academic Purposes (For Non-Native Speakers of English)

This course is the second and last in the English Department's ESOL sequence. It prepares students for ENG 100 and ENG 101 by offering intensive instruction in grammar, reading, and writing skills development. The course incorporates readings with criminal justice themes and asks students to analyze them both orally and in writing. Students will progress from simple to more sophisticated narratives and ultimately write an argumentative essay.

ENGW 100 Inquires in Literacy: A Writing-Intensive Course in the Issues and Practices of Literacy

This course introduces students to the literacy skills, habits, and conventions necessary to success at the college-level work. While offering students techniques and practice of invention and revision, the course also teaches the students the historical, educational, or literary aspects of literacy as a scholarly topic. For example, students may study issues of prison literacy, educational policies of literacy, or representations of literacy in literature.

ENG 101 Exploration and Authorship: An Inquiry-based Writing Course

This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas, and rhetorical strategies for completing investigative writing. Students prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small manageable task that explore the process of the normally overwhelming research paper. The course grade is based on the quality of revised writing in a final portfolio.

ENG 201 Disciplinary Investigations: Exploring Writing across the Disciplines

This introduces students to the rhetorical characteristics and writing styles from across the disciplines. Instructors choose a single theme and provide students with reading and writing assignments that address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

Portfolio number _____

Revised 1/12/12

John Jay College Writing Program

Portfolio Evaluation

	5 Exceeds Proficiency	4 Full Proficiency	3 Some Proficiency	2 Little Proficiency	1 No Proficiency	0 No Evidence of Proficiency
Invention and Inquiry Students learn to generate, explore and expand their ideas in a meaningful, thorough and complex way.						
Awareness and Reflection Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.						
Writing Process Students learn methods of composing, drafting, revising, editing and proofreading.						
Claims and Evidence Students learn to develop substantial, plausible claims, provide valid and/or strong arguments, and show why and how their evidence supports their claims.						

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	5 Exceeds Proficiency	4 Full Proficiency	3 Some Proficiency	2 Little Proficiency	1 No Proficiency	0 No Evidence of Proficiency
Research Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.						
Rhetoric and Style Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.						
Sentence Fluency Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.						
Conventions Students learn to control language, linguistic structures, and the punctuation necessary for diverse literary and academic writing contexts.						