

State University College at Cortland  
Department of English

The Learning (In) Deed Learning Community

- The Cortland Experience
- Introduction to Sociology
- Introduction to Computer Applications
- Writing Studies in the Community I

CPN 102: Writing Studies in the Community I  
Section 806 (CRN91330)

Credit Hours: 4

Semester: fall 2016

Location: Van Hoesen B-0229

Meeting Times: MWF, 11:30 – 12:20

Instructor: John Suarez

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Office Hours: T/W, 1:30 – 3:00, and by appointment

Texts and other items

1. *The Simon and Schuster Handbook*, 11<sup>th</sup> edition.
2. *Do Good; Write Well* (SUNY Cortland Writing Handbook Supplement).
3. The Cortland Composition Handbook, A Guide for Students, available at <http://www2.cortland.edu/departments/english/wrc/students/handbook.dot>.
4. Approximately \$20 for copies.

Course Description

CPN 102: Writing Studies in the Community I. Introduction to the study and practice of writing with an emphasis on critical reading and thinking skills. Includes 30 hours of service-learning work in the community. Not open to students with credit for CPN 100. Fulfills: GE 10, LASR (4 cr. hr.)

The outcomes for CPN 100 and CPN 102 are in the areas of (1) rhetorical knowledge, (2) critical thinking, reading, and writing, (3) process, (4) conventions, and (5) technology.

*Rhetorical knowledge:* Students will

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres
- Produce coherent texts within common college-level written formats (GE-10)

*Critical Thinking, Reading, and Writing:* Students will

- Use writing and reading for inquiry, learning, thinking, and communicating
- Identify purpose and rhetorical strategies employed in texts
- Explore concepts of visual rhetoric
- Integrate their own ideas with those of others
- Investigate how writing and rhetoric shape and are shaped by social, cultural,

technological and material contexts

- Demonstrate the ability to research a topic, develop an argument, and organize supporting details (GE-10)

*Process:* Students will

- Investigate their own writing practices and processes
- Understand how genres and rhetorical situations inform writing processes
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Demonstrate the ability to revise and improve their written texts (GE-10)
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part
- Use a variety of technologies to address a range of audiences

*Conventions:* Students will

- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling.

*Technology:* Students will

- Use available electronic environments for drafting, revising, reviewing, editing and submitting texts
- Use available networking environments to practice online communication and collaborative writing projects
- Practice multimodal composition strategies

Service-Learning Outcomes for CPN 102

Students will apply course lessons to real-life situations from community engagement activities and draw on community engagement activities to help expand on class lessons.

Course Components

The Learning Community Component. A *learning community* is a group of students and teachers studying two or more subjects and the ways in which those subjects *relate* to each other. The idea of *relationships* is central to our learning community in general, and to our writing course in particular. For example, in our learning community we will explore ways in which writing (CPN) is a collaborative (SOC) activity that increasingly involves digital technologies (CAP). This knowledge will help you professionally and academically (COR).

In addition to knowledge, our learning community will help you develop dispositions (habitual ways of thinking and acting that characterize you as an individual) and transferable skills. You will apply your knowledge, skills, and dispositions by (for example) contributing thoughtful observations to discussions, by taking the initiative to develop

complex understandings of issues, and by demonstrating an understanding of other people's points of view. One way of doing so is through service-learning.

Service-Learning Component is the classroom outside the classroom.

Description: Service-learning is an experiential form of learning that combines an academic course with volunteering. You have probably engaged in community projects already: you may have volunteered at a soup kitchen, at a literacy agency, or in the clean-up after a storm. Through these activities, you helped other people, and you may have learned a life- or career-lesson. However, that learning may have been haphazard, at best. In contrast, service-learning makes community service more effective for students and for the community by integrating service into an academic course.

Benefits: Through service-learning, you can improve your learning and your résumé, regardless of your career field, because you are applying your knowledge and skills to real-life situations.

Service-Learning in our class: CPN 102 provides a fourth credit for the additional writing and learning that grow out of your community project. Those writing assignments, and the community project on which they will be based, are the equivalent of the lab component of a science course. These assignments are due throughout the semester, so start your community project by the end of the second week, and conduct it *continually* through the semester. You will average two hours/week at your project.

Your community partners rely on you for professional-level performance, so participate as scheduled, and provide superb service. If something interferes with your participation, let your community service supervisor and me know *promptly*.

Presentation Component. Many writing skills are also useful in public speaking; to help you refine your presentation skills, you will make at least one presentation in CPN 102. As you do so, you will also apply skills from Computer Applications (CAP 100).

Evaluation of Student Performance:

- Personal Response essay = 10%
- Research essay = 20%
- Extended Definition essay = 20%
- In-class essays (2) = 20%
- Homework and related activities = 30%

Comments – My notes in your essays will focus on the *process* of writing; I will

1. Ask questions and state observations to prompt further development of the essay.
2. Make editing comments, pointing out as many as two mistakes of each kind, after which I will put an arrow pointing downward, indicating that there are other such errors. Part of your job as an author is to find and correct all those mistakes.
3. Summarize what works well in the essay, and what needs refinement.

A note on "drafts": I grade them. Drafts are not "rough attempts" at an essay; rather, they are stages of an essay's development that reflect your professionalism in terms of creativity, clarity, coherence, conciseness, and mechanical correctness.

Requirements apply to all written work, unless otherwise noted:

1. Word-process, using 12-point, Times New Roman font (or equivalent).
2. Double-space.

3. Use 1.0" left- & right-margins.
4. Staple all multiple-page work. Do not submit paper-clipped or creased-corner work.
5. Save on two media (e.g., hard drive and "memory stick"), & print a copy of your work.

We will occasionally review high school-level writing skills; however, students who need more than "a refresher" should contact me or Academic Success and Achievement Program (ASAP). Contact them for an appointment at [onlinetutoring@cortland.edu](mailto:onlinetutoring@cortland.edu) or at (607) 753-4309. A.S.A.P. is in Van Hoesen #B-205 (3<sup>rd</sup> floor).

Policies reflect our interest in professionalism.

1. To pass CPN 102, you must:
  - a. Earn at least a "C–" final grade (In CPN classes, "D" is not a passing grade.)
  - b. Pass at least one of our two in-class essays
  - c. Successfully complete your service-learning project
2. Late work – Although I will occasionally accept a late assignment, please remember that a late assignment 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; if convicted, that student could, at the least, fail the course.
5. Attendance. To compute the final grade, I will deduct one third of a letter grade for each of your absences over two, REGARDLESS OF THE REASON FOR THE ABSENCE – unless the absence is officially excused in accordance with college policy. The college only requires faculty to excuse absences when (1) a student misses class to attend an official college function or activity (such as an athletic event in which the student is a participant) AND the student has submitted appropriate documentation for the event IN ADVANCE, and (2) a student misses class for a religious holiday.
6. Cell phones and other electronic devices. Turn off such devices before class begins. If you are expecting an important call, please let me know before class.

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.

## Do Good; Learn Well