

Kevin Prunty

December 13, 2010

English 110

Cover Letter

Dear Professor Ferguson,

I have learned a number of things this semester in English 110. One thing I learned was the elements of academic writing. I remember this being the first big idea we learned in the class. You handed us a paper titled Elements of an Academic Essay by Gordon Harvey. You told us to read them and know them because we would be discussing them all semester. With every essay we were told to read you asked us to identify any elements from Harvey that we noticed in the reading. Without a doubt I was able to identify at least 4 of these elements in every reading. The elements I was always able to find the easiest was thesis, style, stance, and the key terms.

Another thing I learned while taking this class was that there is a process when you write. In my high school we were never really asked to make drafts and rough copies of our work, I always just wrote and handed it in. I would normally get good grades but now that I have seen the process of writing I look back and think about how I could have improved those grades. One specific thing during the semester that really showed me that the writing process was important were the annotated bibliographies. When I write I normally just write and never really understand what I am talking about and when I got my bibliography back I realized this. The comments that you made showed me that a lot of the things I said were unnecessary and could be

removed or made better. Revising can make your writing better than what you originally thought of it.

Another thing I learned in the class was rhetorical strategies. I think the assignment that made me realize this the most was the persuasive essay. This showed me that you could be persuasive with your writing and you could take a stance on what you are trying to say. In the persuasive letter you have to take a stance on something that means a lot to you and explain why you think it is important to an authority figure. It is a lot harder than it sounds. You have all of these great ideas running around in your head but you have no idea how to put it into typed words. This was definitely an assignment that I learned how to use persuasion in my essays from.

Learning MLA format was something that helped me achieve the goal of grammar and mechanics. Two things that I never understood how to use were the ellipsis and how to use quotations correctly. MLA format showed me that when you are writing a quotation and you want to leave a part out you should use the ellipsis. This is important because when writing a quotation you only want to use parts of it that help you in your research and to give readers an idea of the quote. An ellipsis can be used when you want to use only part of the quote to your advantage and make it seem like it means something different without defacing the original quote.

Throughout the semester we were given multiple assignments and in each assignment we were given an audience to present to. Presenting to a certain audience is a way to consider disciplinary conventions. Writing to the president of the school and writing to the students can create completely different writing styles. When you write to the president you would write more formally and try to act respectful. But, for writing to a student you would care less about

vocabulary and formality and just try to tell the student what you want to say without all the “fluff” to make yourself seem like you know what you are talking about.

Wild states in his writing that you must always leave room for revision. This probably sums up what I have learned this entire semester. Writing is a process that can sometimes be long but with revision you are able to succeed with your writing. When you write something and go back to it later on you are able to spot out things that you would not normally find wrong with it. You are able to convey your ideas easier to your audience and you can improve your writing all together. Revision is the key to better writing.

Throughout this entire course I would definitely say that I have met the goals set up in the syllabus. I feel like I am able to identify the elements of an academic essay, use writing as a process, rhetorical strategies, grammar and mechanics, and consider disciplinary conventions. I was able to learn all of these things through the assignments I have listed above. Overall I believe that I have definitely learned a lot from this class and the things I have learned with help me in my future writing.

Sincerely,

Kevin Prunty

Kevin Prunty (KP): Alright let's start off with your name.

Ikey Juster (IJ) : My name is Ikey Juster

KP: Alright, Where are you from?

IJ: I'm from, um... I was born in queens and when I was ten I moved to Israel. I was living there up until two months ago. Now I live with my aunt and uncle and two cousins in Brooklyn.

KP: How do you think the experience of living in Israel and coming back here to go to school has impacted you?

IJ: Well I left when I was really young so.. I guess.. Well uh Israel is really different from here but I think that I really like it here much better than in Israel. It's kind of boring in Israel.

KP: How do you like Queens College so far?

IJ: I really like it. I've been thinking about coming here for a long time.

KP: What are some of your favorite hobbies?

IJ: I really like watching movies, I like playing guitar, I skateboard a little bit, and that's it, I listen to music a lot.

KP: Alright, and how about we get one interesting fact about you.

IJ: One interesting fact about myself...uhh, well after high school in Israel you have to go to the army for three years, every citizen has to and yeah I was there for three years and yeah I was there for three years and it was kind of interesting.

KP: Alright, so that's it...

When I first heard that as an assignment we would have to interview each other on camera I was a little nervous. I am not very good in new situations and meeting new people without people I already know around me. To add to the pressure of meeting new people I don't work well in front of cameras and I feel very uncomfortable being filmed. Although, as a child I loved to be filmed and I was always in home movies but something changed when I got older. Now even if I am with friends that are recording me I still get an uncomfortable

feeling. I'm not sure why I get like this but it has just been something that I have found hard to overcome.

While doing these interviews I noticed that I felt a lot more comfortable behind the camera than in front of it. I was just able to conduct myself in a better way without getting nervous. I guess the feeling of being behind the camera asking the questions and being sort of in charge of the interview had something to do with that change in feeling. The feeling that whoever is watching this video is focused on you and only you are also taken away when you are behind the camera. When I was being asked the questions I felt like I was being put on the spot, almost pressured in some way. I think that the interview of me interviewing Ikey went better than me being interviewed.

By the end of the interviews I was happy I worked with Ikey and I felt that it went really well. Ikey had some very interesting things to say especially about being in the army for three years. When I heard that I thought about how boring my life was just being a simple kid that grew up in Queens and never has done anything really interesting like that in his life. I feel like I learned a lot from just doing this first assignment and I hope to continue learning throughout the semester.

Kevin Prunty

October 12<sup>th</sup>, 2010

ENG 110

Persuasive Epistolary Letter

Dear President James L. Muyskens,

My name is Kevin Prunty and I am a student currently enrolled here at Queens College. A few days ago I was not pleased to hear of the thought of destroying the Alumni Bricks outside of Jefferson Hall. These bricks are not just something students walk across to get to class everyday but they have a deeper meaning behind them. These bricks hold stories of past students that they chose to leave on the campus. I only recently discovered these bricks and I feel like they have such a great importance to this college and its campus. It is located in a beautiful spot on campus across from a historic building and has a great view surrounding it. Walking across the bricks you can see the different names of students that chose to leave their name on campus to forever remember the time they spent at the college. Destroying these bricks would cause these names and memories to be destroyed as well.

These bricks show a history of Queens College that many people might not have seen before. They show the history of the college through student's eyes and the memories that the student chose to share by placing the brick there. These students give their names or the names of their fraternities or sororities and leave a piece of the college's history on the campus as they have experienced it. These experiences should be shared with students that presently attend the college in order to maintain this feeling of pride of attending Queens College. In a way these bricks show the pride of the alumni because they are willing to show that they attended Queens College and are placing a brick on its campus for people to see.

This spot on campus is such a nice area where you can sit and relax while looking at the view around you. The benches and trees around this area give a very relaxing feeling to whoever visits it. Placing these bricks across from Jefferson Hall gives it an historic feeling because of historic architecture that makes up Jefferson Hall. I find this area a great place to go and study or get some work done for my classes because it is such a quiet and nice place to be in. I think that it adds a great aesthetic value to the side of campus in which it is located. All other parts of the campus have some sort of art work or architecture that gives it that beauty that should be seen on a college campus. If these bricks are replaced with a parking lot I don't think that this area of the campus would be the same.

From what I have seen of the bricks it looks like this idea of placing the bricks. There was only recently thought of. All of the bricks seem to be new and unaffected by weathering. All of the names appear clear and can easily be read. I think that destroying these bricks would be a terrible thing to do because it would not allow future alumni to leave their mark on the campus and it would remove past alumni's memories from the campus.

The college must have seen some sort of gain in this project in order to spend the money on it. The gain may not be only of monetary value but of emotional value. I find it important to stress what I have said many times already that people have left their memories of college in these bricks in order for themselves and others to see. These memories can never be replaced in their minds and I think building a parking lot over these bricks would be an outrageous way of showing that the college does not care about its alumni.

These bricks give alumni ways to leave their mark at the school, celebrate graduations or special occasions, or remember a parent or loved one who has attended the college. These bricks don't only add aesthetic value to the school but they also hold an emotional value to those that have attended the school and wish to remember the time they spent here. Many of the older alumni think back on their time in college and think of it as the best years of their lives. The bricks give alumni a feeling of their presence being on the campus and this undoubtedly puts a smile on their face knowing they will be remembered at a place where they spent some of the best years of their lives. Why should this happiness be taken away from these people who have paid money out of their own pocket to leave a brick in their honor on the campus?

Alumni might be one of the most important things that a college has. Alumni offer so much to a college because of their memories and their experiences of being through the same things students are currently living through. Alumni have the first hand experience of what life was like on Queens College campus during the civil rights movement or during the protests of the Vietnam War. I think that if the least you can do for the alumni of the school is to put a brick with their name on it on the campus it should be done. This seems like such a small thing to do but for many people this could mean the world.

I would like to share with you a conversation I had with an elderly woman at my job a couple of weeks ago. We were talking and somehow it got brought up that she worked for Lufthansa Airlines when they first opened and they were throwing an anniversary party in California next month. She told me that she was upset that she wouldn't be able to attend this anniversary party because of her age. The following week she returned and told me that the company was made aware of her not being able to attend and sent her a letter acknowledging her as a pioneer and a valued member of the company. This letter made her feel so happy and appreciated and it was only a letter. This can show you how small things really can make a difference in someone's life. I feel like this is what these bricks do to alumni of Queens College. It makes them feel happy to be remembered on the campus where they attended college.

Of the reasons I have shared with you the three that I hope stay in your mind the most are the beauty that it contains and adds to the campus, the recognition it gives to the alumni of the school, and that the bricks hold so many memories of past students and should be there for future students to add their memories to. I would like to thank you for your time in reading this and I hope that in doing so I have made a strong impression on the decision you will make regarding the Alumni Plaza.

Sincerely,

Kevin Prunty

When I started reading Barthes' The Romans in Films I did not have a clue as to what point he was trying to get across. He never fully establishes the point he is trying to make in writing the essay. This causes a challenge when it comes to reading this essay. I knew that in order to find his main point I would have to read deeper into the paragraphs than I normally would read another essay.

Barthes continues his essay talking about the hair styles of the Romans in films. He talks about the film Julius Caesar and how all of the Romans are depicted with long hair although many bald men played huge roles in Roman History. Barthes says "What then is associated with these insistent fringes? Quite simply the label of Roman-ness". Barthes picks up on small details that would normally just click in our mind right away. The way the actors hair is done seems like it doesn't matter but in your mind it makes you realize that this person is Roman and is in Ancient Rome. People sweating would also just seem irrelevant but it shows morale feeling in the characters which gives us the feeling that they have an internal conflict. This shows us that looking deeper into the film gives us a different outlook on that character or the film in general.

After reading his essay I think that I have come to an understanding of the point that Barthes is trying to make in his writing. He is trying to tell us that films should be viewed with more attention focused on the smaller details of the film that wouldn't normally matter. These smaller details play such a big role in the film because it is what gives you the reaction you have to the film. I think by making his point "hidden" in the paragraphs he is trying to give us an example of how we should look deeper into things in order to get the bigger picture.

Kevin Prunty

English 110

Prof. Ferguson

11/8/10

1. Wintermute, Bobby A. "My First Year at Queens College." *History Alumni News* [Flushing] Summer 2007, Vol.8 ed., No.1 sec. *QC Queens College*. Queens College. Web. 07 Nov. 2010. <<http://www.qc.cuny.edu>>.

Wintermute's article talks about his experience of his first year of teaching at Queens College. He speaks about being nervous about working here and says "Would I measure up to the expectations of the students and faculty at Queens College?". When you read this you get a feeling that he holds the college in very high regards. He seems to be very anxious to be a part of the Queens College community. This is the reason I chose this as a source for my project. This article puts you in the mind of someone who works at the college and has had experience in the community. At the end of the article he writes "Thank you, Queens College, for extending me the opportunity to be part of your strong, and vibrant community. I'm glad I came". This sentence makes me think that this article would be a good way to show how people in Queens College are affected by what goes on in the community.

2. Queens College. "Celebrating the Arts at QC." *QC Magazine* Fall 2006: 1-36. Print.

The name of this issue of QC Magazine is celebrating the arts. I thought this would be a perfect example of Queens College and its interest in the arts. In the beginning of the magazine

there is a picture of an anti-war protest and under it two alumni give their memories of that time. One of them say “Thank you for bringing those important years in the college’s history to the attention of the readers of Q Magazine”. I feel like this statement alone already sums up the community feeling towards art and history. Throughout the magazine it gives the dates of plays and musicals and the titles of new books and you can see that the issue is a promotion of art in every way, shape, and form. The main reason I chose this as a source is because it is the issue where they introduce the opening of the Alumni Plaza. It says “One of the highlights of the September 30 Homecoming was the official opening of the Alumni Plaza in front of Jefferson Hall. Here President James Muyskens (center) has the honor of cutting the ribbon with the help of (l-r) Joseph Nardi ’61, Dom Benvenuto ’56, Arnold Franco ’43, and Jerry Janata ’58“. I thought this was an important thing to include because of the dedication of the members of the community to preserving history and creating something that will be appealing to the eyes of those who walk past it every day.

3. Queens College. "The Basis about Queens College." *Best Colleges - Education - US News*. Web. 29 Oct. 2010. <<http://colleges.usnews.rankingsandreviews.com>>.

This article discusses many things about the Queens College mission but I chose it because of the small section about the art. This section reads ‘The College's arts scene is vibrant thanks to the new Kupferberg Center for the Visual and Performing Arts, which brings together the college's academic departments in the arts... and its museums... The celebrated Evening Readings Series has brought some of the world's finest writers to campus’. This seems to glorify the college in its attempts to make fine arts a bigger deal in the community. One student comments on the page and says “One of the best things about Queens College is that it has a

traditional campus. It's not a singular building or couple of big building in the middle of a busy street. Fresh air is just second away..." I think that the general look of the campus has to do a lot with the art of the campus and it adds to the aesthetic value of the campus. This is a good source because it talks about the things that Queens College does in order to have art influence its students.

4. inside Higher Ed. "Queens College." *Home - Inside Higher Ed.* Web. 30 Oct. 2010.

<<http://www.insidehighered.com/profiles>>.

The writer begins the article talking about the beauty of the campus and the scenery that you see all around you. The writer says "Since Queens is a commuter college, it is dedicated to making students feel that the college is their home away from home." I believe this is true and that is why the college takes so much pride in the beauty of its campus and is so passionate in promoting the arts. The writer goes through some of the things that give the campus such a pleasant "home" feeling to it. "The college is located on a beautiful 77-acre, tree-lined campus surrounding grassy open spaces and a traditional Quad. The completely renovated Powder maker Hall... The Benjamin Rosenthal Library, with its soaring, light- filled atrium and distinctive clock tower..." All of these things add such an important look and feel to the campus and it shows the dedication of the Queens College community to the arts. Everywhere you walk on campus you are able to see a piece of art. You may not know what you are looking at but it is still art and all of these pieces of art are what makes the campus one of the most beautiful campuses in New York. I thought this would be a good source for my project because it discussed the aesthetic values of the campus and not only the academic achievements of the college.

5. Baum, Joan. "Queens College: President James L. Muyskens." *EDUCATION UPDATE - OCTOBER 2010 - Education News*. May 2005. Web. 1 Nov. 2010.

<<http://www.educationupdate.com>>.

This article is about the President of Queens College James Muyskens. In this article it discusses the achievements of the college and the accomplishments of the president. It also touches upon the arts and the beauty of the Queens College campus. "By "great campus" he means a commuter school with a residential feel, space for students to linger, hangs out, and checks in with each other, by way of the laptops and wireless technology. And by "real community" he indicates his desire to have the college always an essential presence in the borough, using its spectacular performance spaces for music, theatre and other public programs." This shows the presidents true intentions for the college. He wants to make it comfortable for students to be able to just "hang out" on campus and he also wants to make it feel like a "community". The theaters and concert halls are some of the greatest things the college has to offer and are taken advantage of by many students. He even says in the article "I just love this place". There is something about the campus that appeals to people and I personally feel that it the aesthetic and artistic values.

Kevin Prunty

English 110

11/15/10

Prof. Ferguson

Kevin Prunty (KP), Virginia Woolf (VW), Andre Bazin (AB)

KP

- Welcome to The Morning Show. Today we have two guests with us and we will be talking about something not everyone seems to notice while watching a film. Does film tell the truth? Our two guests will be discussing this question in detail so let's bring out our first guest Andre Bazin.

AB

- Good Morning and thank you for having me on the show.

KP

- Good Morning Mr.Bazin. I would like to start this interview off with asking about your essay on the **Adaptation, or the Cinema as Digest**. In this essay you speak of film adaptations. Do you think it is possible to create a film adaptation, or better yet is it possible to create a film adaptation that tells the truth?

AB

- Well, in my essay I make a small list of the films that I believe have captured the truth of the original very well. I also believe very strongly that all it takes is for the filmmakers to have enough visual imagination to create the cinematic equivalent of the style of the original, and for the critic to have the eyes to see it. I think that mimicking the style of the original is probably the easiest way to be able to tell the truth in the film.

KP

- Alright, well I would like for you to hold on to anything else you have to say for the moment because it is time for a commercial break and when we return from the commercial we will bring out our next guest, Virginia Woolf author of **The Movies and Reality**.

KP-

Welcome back to the show. We are here with Andre Bazin discussing the truth in film and to get a second opinion on it we have with us Virginia Woolf.

VW-

Good Morning Kevin it's a pleasure to be on your show.

KP

- Good Morning Virginia, let's get right into this shall we? In your essay you say "picture-makers seem dissatisfied with such obvious sources of interest as the passage of time and the suggestiveness of reality." Are you saying that the methods you list such as "flight of the gulls"

and “ships on the Thames” do not illustrate a truth in the film or if put into your own words does not give the film a sense of reality.

VW

- I think that maybe when these methods first started to be used they did illustrate a sense of reality such as the passage of time but as they were continually used I feel like it lost its sense of reality. I think that filmmakers have realized this and want to create new ways to show reality in their films because the old ways have just become to cliché.

KP

- Thank you Virginia, we have to take another short commercial break but when we come back we will be here discussing the truth in film with both Virginia Woolf and Andre Bazin. Stay tuned.

KP

- Ok everyone we are back with Virginia Woolf and Andre Bazin who are both speaking about their views on the truth in film. Andre before you were telling me how you think that the filmmakers imagination is all that is needed to create the cinematic equivalent of the original or also known as the truth of the film. And Virginia you told me the methods for creating film with reality or truth in it is already there but it is out dated and filmmakers are looking to new ways to illustrate this to their audiences.

AB

- I personally feel like there are no set ways to depict the truth in the film it is up to the direct...

VW

- I am sorry but I have I must cut you off there. How can you say there are no set ways in depicting truth in film when you see it every day. I even gave specific examples such as the flight of the gulls. These may be out dated methods but you can't just deny their existence. I do agree with you on one thing, directors should be able to have their own creative freedom in illustrating truth.

AB

- I just don't feel that the ways you describe give the film a sense of reality. It just does not make sense to me. The film must be able to reproduce the truth in the original to have it own truth.

KP

- I am sorry but we have run out of time for the rest of the show. I would like to thank both Andre Bazin and Virginia Woolf for being with us today, it was very interesting listening to their views on the truth in film.

AB

- Thank you for having me on the show today.

VW

- Thank you

KP

- That's it for today, don't forget to tune in tomorrow. Have a good rest of the day.

## Program Notes for Matt Kruczowy'

Kino-Pravda by Matthew Kruczowy brings you into the campus of Queens College to shed light on one of the most un-noticed things on the campus, The Cripple Creek Monument. For five and a half minutes Kruczowy does everything from bring you through the history of the monument to give you examples of how students feel about the monument. Kruczowy makes his purpose clear in his film by telling you that this film was meant to promote art and to prevent the destruction of art on Queens College campus.

Matthew Kruczowy speaks of the life of Thomas Doyle who is the sculptor that made The Cripple Creek Monument. He brings up two of Doyle's influences who are Franz Kline and Alexander Calder. These two artists created many abstract paintings and sculptures that resemble the Cripple Creek Monument in many ways.



As you can see through the pictures above and after watching Matthew Kruczowy's film it is easy to see where Doyle draws his style from. Kline arranges long dark lines together in ways that form no real pattern but still seem like they fit together. Calder also arranges objects together in no real order but also adds a sense that these objects are balancing on one another.

You can see both of these elements represented in Thomas Doyle's sculpture seen in Kruczowy's Kino-Pravda. Doyle's sculpture has no real pattern in it but the logs seem to be balancing on one another so it seems like they fit together. Doyle says that balance is one of the most important elements of his work.

Kruczowy interviews students on the Queens College campus and asks them questions about their feeling towards the monument and how they would feel about the removal of the monument. Kruczowy leaves room for argument on whether or not art is appealing to students on the campus and whether or not art should be destroyed. That is up for you the viewer to decide. I think that if you're looking for something that you can really get behind and work for this could be it. Go watch Matthew Kruczowy's film on the Cripple Creek Monument and see how you feel about the treatment of art not only on the Queens College campus but all around the world. Will you be someone that will fight for the preservation of art?

1. Title page "Alumni Bricks by: Kevin Prunty"
2. Queens College Logo

3. L.S Queens College Campus
4. Across from Jefferson Hall
5. Camera turns right
6. Camera turns left
7. L.S Jefferson Hall
8. Zoom up closer to Alumni Plaza
9. Zoom out back to L.S
10. Turn right and start walking toward the path to the Alumni Plaza
11. Walk up the path
12. Turn left shot of the benches
13. Turn around and look at the bricks
14. Text: Recently...
15. Close up of bricks
16. Pan across the bricks
17. Zoom out
18. Zoom in and pan across more bricks
19. Zoom out
20. Turn to the left and then to the right while looking down at the bricks
21. Zoom in on more bricks
22. Text: contributing...
23. Text: after...
24. Clip of first interview with student
25. Text: the alumni plaza...
26. Clip of second interview with student
27. Text: some people...
28. Clip: Queens College...
29. Image of long shot of library
30. Image of long shot of library with New York skyline in the back
31. Text: whether it is...
32. Image of long shot of New York skyline
33. Image of Alumni Plaza
34. Text: the alumni plaza represents...
35. The End