

028LM - LINGUA INGLESE I 2022
Course Materials Lesson 1
Karoline Steckley
6/10/2022

ESSAY 1: REFLECT AND WRITE

Read the articles below and write a reaction essay. Consider the different points of view presented and how your views compare.

Max 5 pages.

Due date draft 1 & Peer Review: October 14, 2022

At N.Y.U., Students Were Failing Organic Chemistry. Who Was to Blame?

Maitland Jones Jr., a respected professor, defended his standards. But students started a petition, and the university dismissed him.

By Stephanie Saul

Oct. 3, 2022

In the field of organic chemistry, Maitland Jones Jr. has a storied reputation. He taught the subject for decades, first at Princeton and then at New York University, and wrote an influential textbook. He received awards for his teaching, as well as recognition as one of N.Y.U.'s coolest professors.

But last spring, as the campus emerged from pandemic restrictions, 82 of his 350 students signed a petition against him.

Students said the high-stakes course — notorious for ending many a dream of medical school — was too hard, blaming Dr. Jones for their poor test scores.

The professor defended his standards. But just before the start of the fall semester, university deans terminated Dr. Jones's contract.

The officials also had tried to placate the students by offering to review their grades and allowing them to withdraw from the class retroactively. The chemistry department's chairman, Mark E. Tuckerman, said the unusual offer to withdraw was a "one-time exception granted to students by the dean of the college."

Marc A. Walters, director of undergraduate studies in the chemistry department, summed up the situation in an email to Dr. Jones, before his firing.

He said the plan would "extend a gentle but firm hand to the students and those who pay the tuition bills," an apparent reference to parents.

The university's handling of the petition provoked equal and opposite reactions from both the chemistry faculty, who protested the decisions, and pro-Jones students, who sent glowing letters of endorsement.

"The deans are obviously going for some bottom line, and they want happy students who are saying great things about the university so more people apply and the U.S. News rankings keep going higher," said Paramjit Arora, a chemistry professor who has worked closely with Dr. Jones.

Image

University officials tried to placate the students, even allowing them to withdraw from the class retroactively, a highly unusual step. Credit...Janice Chung for The New York Times

In short, this one unhappy chemistry class could be a case study of the pressures on higher education as it tries to handle its Gen-Z student body. Should universities ease pressure on students, many of whom are still coping with the pandemic's effects on their mental health and schooling? How should universities respond to the increasing number of complaints by students against professors? Do students have too much power over contract faculty members, who do not have the protections of tenure?

And how hard should organic chemistry be anyway?

Dr. Jones, 84, is known for changing the way the subject is taught. In addition to writing the 1,300-page textbook "Organic Chemistry," now in its fifth edition, he pioneered a new method of instruction that relied less on rote memorization and more on problem solving.

After retiring from Princeton in 2007, he taught organic chemistry at N.Y.U. on a series of yearly contracts. About a decade ago, he said in an interview, he noticed a loss of focus among the students, even as more of them enrolled in his class, hoping to pursue medical careers.

<https://www.nytimes.com/2022/10/03/us/nyu-organic-chemistry-petition.html>

New York University professor fired after students say his class was too hard

Coral Murphy Marcos

Thu 6 Oct 2022 15.52 BST

The firing of a New York University (NYU) professor who was the subject of a petition from students who said his class was too hard continues to stoke controversy, as some parents and teachers say the incident points to a lowering of academic standards.

Maitland Jones Jr, a professor of organic chemistry, was fired by NYU after more than 80 students from his 350-student course signed a petition complaining about grades, teaching and help received during the Covid pandemic.

Jones, 84, received a message from the dean of science in August terminating his contract, the New York Times reported.

Chemistry professors opposing the decision wrote to several NYU deans, saying they were worried the case could undermine faculty freedom and weaken proven teaching practices.

“We are all on the same side of wanting students to succeed but we are using misaligned, and in many cases flawed, metrics to evaluate success,” Stephanie Lee, one of the professors who signed the letter, said in a tweet.

“One consequence of this misalignment is that our actions are becoming fear-driven.”

The student petition protested that Jones’s class was too hard and that students lacked resources and help. It did not say the professor should be fired.

“We urge you to realize that a class with such a high percentage of withdrawals and low grades has failed to make students’ learning and wellbeing a priority and reflects poorly on the chemistry department as well as the institution as a whole,” the petition read.

Jones, a widely accredited professor known for writing an organic chemistry textbook, told the Times he had been thinking of retiring but was worried what the NYU decision could mean for other professors and faculty.

An NYU spokesperson defended the firing, emphasizing high student withdrawals and bad course evaluations. The statement said the decision was also based on complaints about dismissiveness, unresponsiveness, condescension and lack of transparency about grading.

Some students believe the pandemic completely disrupted their ability to prepare for classes such as organic chemistry, a fundamental course for those hoping to go to medical school.

Some parents are pushing back. Several groups have said the NYU decision is indicative of a problem in a school system they believe is too lenient on students.

“When paying for an education at a reputable university, we should expect quality professors to intellectually challenge our students, helping them to grow by pushing them to stretch beyond what is convenient and comfortable,” Elicia Brand, founder of Army of Parents, told [Fox News](#).

<https://www.theguardian.com/us-news/2022/oct/06/nyu-professor-fired-maitland-jones-jr-student-petition>

Opinion: This fired chemistry professor’s example shows what’s wrong with academia

Opinion by Jill Filipovic

Updated 9:36 AM EDT, Wed October 5, 2022

Editor’s Note: Jill Filipovic is a journalist based in New York and author of the book [“OK Boomer, Let’s Talk: How My Generation Got Left Behind.”](#) [Follow her on Twitter](#). The opinions expressed in this commentary are solely her own. View [more opinion](#) on CNN.

CNN —

The dismissal of a renowned chemistry professor from NYU after a spate of student complaints about his teaching has reinvigorated a series of long-standing questions about the modern academy: Are academic standards dropping? Are professors and administrators too beholden to students’ fragile emotions – and their parents’ tuition dollars? And what’s wrong with kids these days, anyway?

The basic outline is this: [According to](#) an article in the New York Times, Maitland Jones Jr. is one of the nation’s top organic chemistry professors. He was tenured at Princeton, wrote an influential textbook, retired and went on to teach at NYU on an annual contract basis, where he won awards for his teaching.

This year, though, he was sacked – after 82 of the 350 students in his course signed a petition because, they said, their low scores demonstrated that his class was too hard. A spokesman for the university told the Times in defense of their decision to terminate Jones’s contract that the professor had been the target of complaints about “dismissiveness, unresponsiveness, condescension and opacity about grading. It’s worth noting that according to the Times, students expressed surprise that Jones was fired, which their petition did not call for. (Full disclosure: I was an adjunct in the NYU journalism department in the Spring 2022 semester).

For his part, Jones says that he noticed a decline in student ability about a decade ago. He made his exams easier; an unusual number of students still did poorly on them. Then, the pandemic hit. “In the last two years, they fell off a cliff,” Jones wrote in a grievance letter to NYU. “We now see single digit scores and even zeros.”

Jones isn't alone in observing this dynamic. A great many experts in education have observed and quantified grade inflation and lowered academic standards. And the pandemic does seem to have turbocharged existing problems, while creating brand-new ones. Remote learning was a spectacular failure.

Students who completed their high school years during the pandemic, Jones observed in the Times report, seem to have no idea how to study. And some of the student complaints laid out in the petition might strike those of us who went to college in the Before Times as a bit unrealistic: They noted that Jones did not offer extra credit and that he did not make his lectures available via Zoom.

Jones was also, according to some students, harsh, sarcastic and dismissive; he did not seem to be the kind of professor who went out of his way to help struggling students, expecting them instead to work as hard as necessary to meet his exacting expectation. Student evaluations of his course were predictably low, the university said.

There has been a shift in the past decades toward a more student-centered learning experience, and that's a good thing. Harsh grading practices simply for the sake of it do not align with the goal of any educational institution, which should be to help students learn. It sounds like Jones was unnecessarily harsh on students, and that the university had what was perhaps a missed opportunity to work with him to improve both his interactions with students and their performance.

And with many more young people going to college and the stakes so much higher – income gaps between those with a college education and those without are striking and elite colleges in particular are seen by many as a tried-and-true pathway to financial wellbeing – it makes sense that a more-competitive educational environment has produced many more high-achieving students at institutions like NYU.

as students have become more academically successful, there is also some evidence that they have become less resilient, more anxious and less able to cope with life setbacks – like failing organic chemistry.

In a vacuum, this case is perhaps not such a big deal. Jones told the Times that he doesn't want his job back. His position was far different from many non-tenured or non-tenure-track scholars these days at universities that increasingly rely on contingent adjunct labor. Jones, by contrast, spent a career as a tenured professor and likely wasn't teaching out of financial necessity. And one has to imagine that if a newer female professor who did not have Jones's clout received such abysmal student evaluations, she would have been cut loose long ago.

But this case nonetheless raises important questions, chief among them how much power students, who universities seem to increasingly think of as consumers (and some of whom think of themselves that way), should have in the hiring, retention and firing of professors. Many studies, for example, have found that students hold female professors to higher standards than male ones,

giving them worse evaluations for the same performance. Professors of color are similarly penalized.

And NYU seems to have given away the game when Marc A. Walters, the director of undergraduate studies in the chemistry department, wrote an email to Jones before his firing. Quoting from that email, the Times said that Walters explained to Jones that a plan allowing students to have their grades reviewed or to withdraw retroactively from his class was a way to “extend a gentle but firm hand to the students and those who pay the tuition bills.”

There are real consequences, though, to making higher education primarily palatable to those paying tuition bills – particularly when it comes to courses like organic chemistry, which are intended to be difficult. Future medical students do in fact need a rigorous science background in order to be successful doctors someday. Whether or not Jones was an effective teacher for aspiring medical students is up for debate, but in firing him, NYU is effectively dodging questions about the line between academic rigor and student well-being with potentially life-and-death matters at stake.

Students shouldn't have to feel unmitigated stress or despair over their academic fates and what their grades mean for their futures, nor should their feelings determine their grades or their instructor's job security. Guiding students and faculty through the difficult terrain between those realities is the job of the university itself, and in firing Jones, NYU has shirked that duty.

Turning education into a consumer product rather than a public good also subjects educators to the whims of the consuming public. At elite and largely left-wing universities like NYU, populated by students who are used to getting straight As in high school, that may manifest as dissatisfaction with lackluster grades.

But at many other institutions across the US, treating education as a consumer product very well may result in even greater scrutiny of what educators are teaching, impinging on academic freedom. We're already seeing conservative book bans and demands for teachers to hew to a right-wing worldview in the classroom. College administrators who fold to student complaint or the fear of parental demands only increase the risk that the professors they employ will not be able to do their jobs fully and appropriately and freely.

The role of a university is indeed to help its students learn, and in this case, it sounds like there is much NYU could have done differently. But students are not helped by universities that cave to parental pressure because parents are the ones writing the tuition checks, and they expect their child to get into med school. Doing so sets up a dangerous precedent for academic freedom, particularly for middle-of-the-road public universities in conservative states, who don't have the freedom or elite status of private ones. And accommodating parental demands above academic rigor doesn't help students in the long term, either – it may help them get good grades, but it also sets back their transition into adulthood.

OPINION: More on the Firing of That N.Y.U. Professor

Oct. 5, 2022

The New York Times reported on the firing of an N.Y.U. professor, Maitland Jones Jr., this week. It set my corner of discourse ablaze. I encourage you to read about it. Depending on your perspective, this is a story about snowflakes run amok, the decline of Western education or the intolerance of hypercompetitive academics. As a professor, I read it as a routine bureaucratic affair. That perspective may be helpful to you in understanding how this slice of academic life rises to the level of social problem.

Jones taught organic chemistry as a contingent (or adjunct) faculty member at a private university. The majority of higher education professors are now contingent, meaning that they do not get the protections of tenure. This is true even at highly selective institutions like N.Y.U. Generally speaking, contingent faculty members are low paid and low status. That combination can make contingent professors very vulnerable. When teaching contracts are fungible, administrators rely more heavily on student evaluations than they do peer evaluations. Even if the administrators do not weigh student evaluations in judging professors' performance, it is easy to see how contingent faculty members could construe them as a kind of up-or-down vote. Student satisfaction is an easy metric for the university to use to measure success, if only because, by definition, it means professors are not causing bureaucratic headaches for higher-ups.

But not all contingent faculty members are created equal. They are more likely to be women, people of color and first-generation academics than they are to be established white male academics. Jones, previously tenured and retired, was unusual in this way. His contingent faculty status is more like the accomplished musician who teaches a weekend course in an art school. Or like the successful business executive who picks up a course at a local college to stay intellectually engaged. Jones, the students who petitioned against him and the administrators who terminated his contract agree on at least one thing: He did not like his students' performance. That he could ignore his student evaluations to that effect for as long as he did says that he had a lot of privilege to do so.

I can sympathize. My own student evaluations have called my assigned reading "brutal" and "dense" and "hard." I try to strike a balance between challenging students and accommodating their discomfort with learning. It is tough. Students still fail sometimes. And even students who succeed in the course often do not appreciate what they learned until long after the class has ended.

Jones's teaching struggles are common when generations collide in the classroom. But it isn't just about generational differences. It is about a course like organic chemistry, which is, in part, designed to filter out students unsuited to rigorous pre-med curriculums. At an expensive private university, however, students do not expect to fail out. The estimated total cost of attendance for an on- or off-campus student attending N.Y.U. over the 2022-23 school year is \$83,250. Administrators at such tuition-dependent universities have a lot of incentives to make sure that their students do not fail out. That isn't about snowflakes but about the economics of

modern higher education. Any battle in the culture war is always about the culture of economics.

In the final analysis, this is not a great example of academic standards adrift. Organic chemistry has always been challenging. Many majors have similar courses, courses that have to be taught at scale, which means bringing in a lot of contingent labor to meet demand. Anxieties around such funnel classes — in which failing means starting over or changing majors — are as old as these kinds of courses themselves. This is not an invention of the student consumer model. The tell is that the students who petitioned against Jones were surprised that he was fired; that's not what the petition asked for. This does not exactly smack of the inmates running the asylum. It's more likely a case of the administration treating Jones the way it has undoubtedly treated other contingent faculty members over the years. This episode is a bureaucratic resolution to a worker widget that created one too many bureaucratic problems. The labor issue is by far the bigger social problem.

<https://www.nytimes.com/2022/10/05/opinion/nyu-chemistry-fired.html>

NYU'S INDEPENDENT STUDENT NEWSPAPER | EST. 1973

WASHINGTON SQUARE NEWS

Students not to blame for Maitland Jones firing, NYU faculty say

After a group of organic chemistry students organized a petition in protest of Maitland Jones' teaching methods, the professor's contract was terminated. NYU faculty members say students shouldn't be blamed.

Kevin Wu , Abby Wilson, News Editor

Oct 5, 2022

Maitland Jones — an NYU organic chemistry professor whose contract was terminated after his students petitioned against his teaching practices — made headlines this week, appearing on the front page of The New York Times on Tuesday. Since the story broke, many have placed the blame for his sudden dismissal on the students who created the petition, criticizing them for not stepping up to the challenge of a notoriously difficult university class.

Several NYU faculty members, however, believe that this anger against students is displaced. Instead, they blame the university's administration for the precarious nature of their contracted, non-tenured positions.

Jones was a contracted faculty member with NYU and had taught at the university for 15 years. When his students started a petition that criticized him for concealing class averages, eliminating access to online lectures and talking down to students in his classes, the dean for science at the university's College of Arts and Science ended the professor's contract suddenly, just before the fall 2022 semester began.

"What happened to Maitland Jones is the thing that has made me the most frightened I have ever been as an NYU professor," said Jacob Remes, a clinical associate professor at the Gallatin School of Individualized Study and an organizer with CFU-UAW Local 7902, the yet-unrecognized union of contracted faculty members at NYU. "What it tells me is, I can be fired. Not when my colleagues want to fire me, not even when my students want to fire me, but when a dean decides that I am more trouble than I am worth."

CFU-UAW consists of more than 700 contracted faculty members, all of whom are employed temporarily by the university and do not qualify for tenure. The union has not been formally recognized by NYU, so members cannot participate in collective bargaining with the university. Therefore, the university can alter their terms of employment, including salaries and benefits, without union consent or approval.

Remes said that the situation is a stark reminder that the jobs of contracted faculty come with few guarantees. He added that the lack of employment protections that led to Jones' termination is a perfect example of what has led NYU's contracted faculty members to unionize. However, he expressed full support for the students who voiced their frustrations with the professor and his class.

"My issue is 100% with the administration and the way they handled it," Remes said, "Students should feel free to organize and be activists for their needs and their educational experiences."

Rebecca Karl — the president of NYU’s chapter of the American Association of University Professors and a tenured professor in the history department — agreed that the university was in the wrong for dismissing Jones without due process. She called upon the university to acknowledge CFU-UAW as an organization, and said that a formal recognition would be beneficial to both faculty and students.

“A vast majority of the hugely growing numbers of contract faculty on our campus are staffed by people who live from paycheck to paycheck and who have very hard time making ends meet,” Karl said. “Making them afraid for their jobs and summary dismissal without due process is contemptible for a world class university such as the one that NYU claims to be.”

Karl also took issue with the New York Times article for omitting the fact that contracted faculty at NYU have been attempting to unionize, saying that the article neglected the nuance of the situation.

Elisabeth Fay, another CFU-UAW organizer who teaches in the College of Arts & Science, said that Jones’ dismissal was reminiscent of another incident last year which made her fear for the stability of contracted professors at NYU.

In December of 2021, administrators of NYU’s School of Professional Studies abruptly shut down the school’s Comprehensive English Program, which catered to international students learning English as a second language. All but one of the 12 full time faculty members employed by the institute were told that they would be let go after their contracts expired in August of 2022. More than 50 adjunct faculty members were also either transferred to different departments or terminated as a result of the closure.

Fay emphasized that incidents like the closure of the Comprehensive English Program and Jones’ termination highlight the role of the university in perpetuating job insecurity for contracted workers. She said placing the blame on students was “misguided,” and emphasized that the students who formed the petition did not call for Jones’ dismissal in the first place.

“Every time something like that happens, we are reminded of how little job security we have,” Fay said. “Our students are not the reason that our jobs are

insecure. The NYU administration is the reason why our jobs are insecure. Anything that I can do to refocus attention on that would make me happy.” NYU spokesperson John Beckman told the Times that Jones had received the worst course evaluations across all of the university’s undergraduate science departments. He also wrote that Jones “did not rise to the standards we require from our teaching faculty,” pointing to many student complaints. “At this moment, it’s really beneficial for the NYU administration to have all of these stories focusing on entitled Gen-Z students making it impossible for faculty to do their jobs,” Fay said. “That’s not a picture of students that I recognize, but it’s one that serves the NYU administration very well right now. They would much rather be talking about undergraduate study habits than the job security of faculty.” <https://nyunews.com/news/2022/10/05/students-criticized-over-fired-professor/>

Editorial: The New York Times article on Maitland Jones was incomplete.

Manasa Gudavalli, WSN Editorial Board

Oct 5, 2022

On Monday, The New York Times published a news article about the firing of a renowned professor from NYU’s organic chemistry program this summer. Maitland Jones Jr., the article reads, was a professor of chemistry so respected that he actually wrote the textbook on the subject. But students of his Organic Chemistry II class last semester put together a petition asking for additional support, and the article claims that because of it, he was dismissed from the university.

The article was misinformed, overly opinionated for a news story, incomplete in its reporting, and ignorant to the realities of being a student and young person today.

Frequent readers of the Washington Square News know that as a publication independent of NYU, we’re no stranger to holding the university accountable for its missteps. In this case, however, we feel that the Times’ reporting gravely misrepresented the situation.

Stephanie Saul, the reporter who wrote the Times article, implies that student sentiment about Jones was unique to the spring of 2022. However, it was not at all unfamiliar.

John Beckman, a spokesperson for NYU, told the Times that Jones' student-submitted course evaluations "were by far the worst, not only among members of the chemistry department, but among all the university's undergraduate science courses." The Times, however, did not mention Jones' standing until quite late in the piece.

There are dozens of comments across social media warning students about taking Jones' class dating back more than a decade. WSN also accessed student evaluation records for courses taught by Jones, which showed that his scores had been consistently low for years — long before the spring 2022 student petition. In the past five years, Jones' co-professors teaching the same course typically had scores around or above 4.0 on a 5.0 scale, while Jones averaged around 3.3. In his final semester, his evaluation score dropped to 2.4. The stark contrast between those numbers shows that students weren't just complaining about the intensity of the course.

Students of Jones' fall 2020 class wrote an 11-page document outlining their grievances with his handling of the course — not the course content. Their requests were reasonable, considering the circumstances. They were part of an experimental semester, one that was forced to combine the in-person with the online, and Jones was not considerate of the need for change. The document explains that more work is not equivalent to more learning, and provides an estimate of how much time an average student spends on the class per week. Students said they spent 11 to 19 hours per week on the course — a course that traditionally takes up 10 to 15 hours per week.

In an email Jones sent to his students after he was fired, he apologized to those who did well in the course. "I send ... an apology to those of you who cruised through this course with a relentless stream of 100s," he wrote in the email. "I didn't stretch you, and thus deprived you of the chance to improve beyond an already formidable baseline."

No professor should apologize to students who did well for not creating a curriculum where they would struggle. That is not the mark of a teacher. “It is very difficult to be self critical,” he concluded. “It is hard to accept personal responsibility when we meet failure, as each of us will at some point, but it is an essential life skill you would be wise to develop.”

Jones did not follow his own advice and accept any personal responsibility in his email.

Beyond mischaracterizing the nature of students’ complaints, Saul, the Times reporter, unsuccessfully attempts to connect to a broader national story about intergenerational differences and so-called “wokeism” on college campuses. An entire paragraph of her article is devoted to rhetorical questions about what university education should look like, and whether students have too much power. We are not told the answers to these questions, or even who is asking them — if anybody is.

Saul writes, “This one unhappy chemistry class could be a case study of the pressures on higher education as it tries to handle its Gen-Z student body.” Perhaps it was difficult for Jones, 84, to adjust his long-perfected teaching methods to a rapidly changing online environment. NYU made no documented effort to work with him to improve his teaching methods and respond to student concerns while maintaining the rigor of the course, which could have provided a less drastic solution than his termination. As Jill Filipovic, an alum of our publication, wrote in a CNN column responding to the Times story, NYU’s decision to terminate Jones’ contract raises serious questions about how much power students should have in the hiring, retention and firing of professors.

But Saul’s characterization of Generation Z as defiant and lazy is nothing new. She implies in her writing that NYU was trying to appease its students because they had more control over it than students in the past. She quotes Paramjit Arora, a chemistry professor who worked closely with Jones, as saying that the university tried to keep its students happy in order to keep its rankings high.

But students banded together, not for the first time, to correct something they found ethically troubling, and they succeeded. If anything, that is a testament to Gen-Z's communicative power.

Organic chemistry is a difficult class, to be sure. It's often considered a weed-out class for students aspiring to go to medical school, and that reputation is well-deserved. But many of Jones' students said he went out of his way to make it harder.

WSN spoke to six students about their experiences in Jones' class. Most spoke on condition of anonymity, due to concern that their applications to medical school could be negatively impacted if they shared their thoughts.

Grace Paschal, who graduated from NYU this past May with a B.S. in biology, took organic chemistry with Jones.

"He was teaching and writing the book like he expected you to be just as receptive to organic chemistry as he was and to take it in just as easily without breaking it down," Paschal said. "He was not receptive to questions, and I didn't want to open myself up for him to be rude to me."

Students have made clear that Jones refused to be helpful, but the article opened an avenue for a slew of insults to be thrown at NYU students. Both in the comments section of the article and throughout social media, people have called students lazy and over-privileged. Blogger Freddie deBoer wrote on Substack, "I hope you never get treated by one of the doctors who emerges from this mess."

Medical school is already incredibly difficult to get into. Regardless of whether they put in the work or not, or of the grades they get in any STEM class at the university, the integrity of NYU students will be called into question because of this article. And regardless of whether Jones deserved to be fired, considering he was planning to retire the following year, his point of view should not have been put on a pedestal without adequate sourcing of the student perspective.

"Specifically regarding the New York Times piece, a lot of blame is being put on students," one former student of Jones said. "It's belittling and degrading that people don't understand these are severe concerns that come from a

place of struggling in the classroom. I don't know why it's considered a news piece."

As practicing student journalists, we felt that Saul's reporting went against many rules we have been cautioned against breaking. She quotes largely from Jones, other chemistry professors and NYU representatives, but neglects to offer readers the essential perspective of current NYU students, and fails to substantiate her claims about Gen-Z students.

Saul does quote one former student: Ryan Xue, who has since transferred to Brown University. He was initially introduced as a student who did well in the class, and quoted as saying, "This is a big lecture course, and it also has the reputation of being a weed-out class, so there are people who will not get the best grades."

A few hours after publication, upon Xue's request, the article was edited to remove the exact grade he received in the course. In its place, a second sentence from his interview was added, which he felt was needed in order to accurately convey his point of view: "Some of the comments might have been very heavily influenced by what grade students have gotten."

The New York Times has a responsibility to report news accurately and objectively, and this article should not have met its high standards for publication. It needlessly threw the integrity of Jones' students, and others at NYU, into question. Instead, it served as a puff piece for Jones to air out his personal frustrations, while failing to answer any of the questions it posed.

Update (Oct. 5, 2022): After the publication of this article, Ryan Xue, the former student of Jones quoted in The New York Times article, contacted WSN to clarify that he had requested that the Times article be updated to include his full quote. This article has also been updated to reflect Xue's perspective.

<https://nyunews.com/opinion/2022/10/05/maitland-jones-nytimes-response/>