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ENG 121 English Composition II

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English Composition II
ENG 121-H401 (57719)
Mondays and Wednesdays 11 am to 12:40 pm, 4 Credits
Meeting Place: Carman Hall,
Course page: www.english121.common.gc.cuny.edu

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Professor Dhipinder Walia
Carman Hall-Room 397
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Course Description: English 121 is a continuation of the work you have accomplished in ENG 111. ENG 121 will advance critical reading skills and essay development with an emphasis on writing analytical essays and papers based on research in various academic disciplines. **Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.**

Your Professor's Description of course: This course is meant to get you thinking about your own writing and writing process. The only way to do this is by reading various articles, excerpts, graphs, by thinking about these pieces as critical writers, by writing sentences, paragraphs, and essays, and by *revising*.

Though I have taught this course twenty-five times, every semester is inevitably different. This semester, we will be focusing on reading *excerpts* from larger works of non-fiction. This might not seem like an important detail, but because so much of the work we read now comes from online news sources and anthologies that attempt to create a clear beginning and ending, it is absolutely important. We will be reading chapters from books that try to convince us addiction is an illusion. Then, with only a chapter in front of us, we will have to figure out what additional work the author needs to do to convince us. (And then, if we're truly interested, we'll get a copy of the whole book and see if the author has actually done the work!). This semester I am also interested in *public writing*. Of course, all writing in some way is public. If there's an audience of one (your instructor), you're writing for an audience. What happens though when your audience is larger and perhaps more anonymous? We will talk about the layers of self-consciousness and critical engagement that come from writing in a public digital space like an online forum.

Below you will find the objectives of the course and methods/strategies we will use to achieve these objectives.

- ✓ Student will be able to read and listen critically and analytically
- ✓ Students will be able to write clearly and coherently in varied academic formats using standard English and appropriate technology to critique and improve one's own and

others' text.

- ✓ Students will develop research skills required to complete academic assignments
- ✓ Students will be able to write thesis statements, well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- ✓ Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Required materials to bring to class:

All reading materials will be available on our blackboard page. An itemized list of readings alongside a brief summary can also be found on our course page. For copyright reasons, I'm unable to post pdfs of our readings on our course page, so it is your responsibility to sign into blackboard and print out readings before class. You may also use your smart device to access readings in class; however, I always recommend using a paper copy. For more information on why, check out this article:

<https://www.wired.com/2014/05/reading-on-screen-versus-paper/>

Let's face it, you're in this class because you want to learn about writing, improve your writing, and/or be done with this requirement, so you can move on to bigger and brighter things. I totally get it, but I've also got something on the line—my reputation! I want to continue to be known as an English instructor who has an orderly classroom that creates a safe space for learning and investigation. For that reason, please read below carefully for what I expect you WILL do and what I am asking that you NOT do:

DO THIS:

Stay Connected to our Course Blog and Blackboard page: EVERYTHING about this course is open access! There's no textbook, no paywall, nothing. That being said, in order to stay up to date with assignments, readings, and lecture notes, you'll need to **check our blackboard and course page weekly.** Here's our course page link:

<https://english121.commons.gc.cuny.edu>.

Find tutorials and general information about Blackboard here:

<http://www.lehman.edu/online-education/students/blackboard-help-documents.php>.

Show up: You must attend class! You wouldn't miss three months of work and expect praise from your boss and a bonus, would you? Then please don't miss weeks of class and expect a passing grade!
Specifically, if you miss more than three

classes, your grade drops by 5 points.

Stay awake and be prepared: This is a morning class, but that doesn't mean you should come in expecting to snooze. Come to class with questions to ask, readings to discuss, and a nap corner prepared for a brief snooze *after class is finished!*

Visit tutoring centers: My favorite part of college was the tutoring centers! It's free support, why not utilize it! There are two tutoring centers on campus: ACE and SCL. Both offer drop-in and by appointment tutoring services. ACE offers writing workshops, feedback tutoring sessions, and should be utilized as often as possible (whether you are a writer with many or few strengths)!

DON'T DO THIS:

Ignore me because you're in the middle of a heavy conversation on WhatsApp: Think about it. If you wanted to stay on

your phone all day, you wouldn't have made the decision to come to college. Please stay offline when in class. If you're worried your friends/family will be offended, I've drafted a really great "away message" you can send them five minutes before class starts. Here it is:

"Dear X, Your text is so important to me, and I can't wait to respond to it when I'm done with class. The class I'm in is in a basement, so I won't have any signal. In fact, there's a strange thing that happens to my phone when people text when I'm in this room—the conversation deletes itself! So don't text until I say it's okay to do so. Yours, YOUR NAME"

If you feel this message isn't authentic enough, let me know, I've got tons of other messages you can send to friends and family.

In case that wasn't clear enough—if you're on your phone/smart device—it counts as an absence. If you have a personal matter at home that requires you to use your phone, let me know before class.

Plagiarize Work: As you develop as a writer and a critical thinker, you will be asked to read a variety of different essays both personal and critical. You are allowed to incorporate text from these works and works you find through research; however, you must acknowledge their work through proper citation. Plagiarism is using someone else's ideas as your own without

giving credit. Plagiarism is not tolerated in my class and will result in an automatic failure for the course. If you have any questions regarding what plagiarism is, feel free to speak to me.

Submit Late Assignments - I don't accept late assignments! If you need an extension, talk to me in advance.

KNOW YOUR RIGHTS:

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability services. For more information: 718-960-8441. **Title IX:** Anyone – of any gender, gender identity, sexual orientation, religious affiliation, citizenship status, race, class or educational level – can suffer from sexual harassment, including sexual violence. The goal of this website is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. We want to make sure you understand your rights as a student, CUNY's policies, and other issues related to sexual harassment, gender harassment and sexual violence. For more information: <http://www1.cuny.edu/sites/title-ix/campus-websites/student-sexual-misconduct-complaints-bill-of-rights/campus/lehman-college>

Assignments (All assignments are fully explained with a rubric in the "Assignment Breakdown" document on Blackboard and briefly on our course page under "Inside the Classroom".)	Due date	Point Value (Out of 100)
Participation, Quizzes and Blog Participation: Participation in this class means: 1) Participating in our daily discussions in the classroom 2) Reviewing grammar material on our course blog and successfully completing five grammar		25 pts

quizzes and 3) Submitting a post for our course blog		
<p>Summary of Person: You will submit a 1 to 2 page “profile” of any person of your choosing. This profile must <i>summarize</i> who your person is, paying particular attention to the “angle” you have chosen. For example: Maybe I want to do a profile on Oprah. I won’t summarize her whole life though; instead, I’ll make the piece focus on her career post-Oprah show.</p> <p><i>I don’t recommend choosing someone who is a family member as oftentimes that leads to emotional fluff pieces where you tell me how amazing said person is.</i></p>	2/20 11:59 pm	5
<p>Summary of Concept: You will submit a 1 to 2 page summary of any concept you choose. This concept can be something new to you like astrophysics or global warming, but it can also be something you’re super familiar with but feel others don’t quite understand. For example, a student once submitted a summary of the concept of <i>Jihad</i> because she felt it was really misunderstood. The key here will be brevity and organization. Aim for an organization that indicates your interest in explaining the concept in steps or sides or size. You’ll probably use an outside source for this assignment, so please cite appropriately.</p>	2/26 11:59 pm	5
<p>Analysis: You will submit a 1 to 2 page analytical piece on an image or a scene from a movie or music video. You’ll have a clear introductory sentence that indicates what you’re going to be proving, supporting, and/or showing.</p> <p>You may also choose to write an analytical piece on an Activism Event Professor Moy and I are organizing. If you choose to write on this event, you’ll receive 5 to 10 extra credit points to be applied towards your grade. WHOA!</p>	3/12 11:59 pm	5
<p>Literature Review #1: You will submit a 2 to 3 page literature review using three outside sources. This literature review will shed light on a particular theme, problem, solution that emerges from analyzing your three sources together and separately. You must have a Reference page.</p>	4/9 11:59 pm	10 pts
<p>Literature Review #2: You will submit a 3 to 4 page literature review using three to five outside sources. This literature review will be more technical and focus on evaluation of sources’ arguments and the strengths and weaknesses of the evidence used. Your thesis statement should indicate what larger answer you’ve found after evaluating your sources. You must have a Reference page.</p>	4/23 11:59 pm	15 pts
<p>Argumentative Essay: You will submit a 3 to 4 page argumentative essay that attempts to convince an audience to take your side. There is no mandatory topic; however I would like you to consider focusing on particular “solutions” to problems. For example: A student once wrote an argumentative essay that focused on proving the need to keep family reunification laws in any immigration plan we might adopt. Her focus became showing how family reunification was an effective solution to so many larger issues related to resiliency.</p>	5/7 11:59 pm	15 pts
<p>Research Paper Chapter Project+ Memo: You will submit a 5 to 6 page research paper project. This project will be an extension of any of the writing</p>	5/21 11:59 PM	20

assignments you've submitted previously.

Alongside a completed paper, you will also submit a brief "Where do I go from here" memo. This memo will show your interest in continuing the research you've started with this project. Specifically, you'll consider your current submitted project a chapter from a forthcoming larger work. You will explain what this larger work might look like and what other chapters you're interested in writing. This memo should be no more than 300 words. **(The memo is worth 5 points of your research paper grade)**

Points:

94-100/90-93

87-89/84-86/80-84

75-79

70 to 75

<69

Grade:

A/A-

B+/B/B-

C+

C

No Credit (Will have to take course again)

Date	In-class	Homework
<input type="checkbox"/> M 1/29	Review syllabus; what is a close reading; what are annotations; explanation of blog assignment;	Read excerpt from <i>Chasing the Scream</i> .
<input type="checkbox"/> W 1/31	Letter to my future reader; 4 types of writing; MEAL strategy; Fact check what you learned through <i>Chasing the Scream</i>	Read "The Day Nixon Began His Comeback,"
<input type="checkbox"/> M 2/5	In-class MEAL paragraph; Discussion of writing style; How do I summarize; in-class exercise	Read Profile of Spike Lee
<input type="checkbox"/> W 2/7	Discussion of summary; explanation of "summary of a person" assignment; in-class exercise towards summary assignment	Read "A Talk to Teachers" Review Sentence Fragments, Run-ons, and clauses on our course page. There will be a quiz on this next class.
<input type="checkbox"/> W 2/14	Quiz #1 on sentence structure; How do we find an angle; In-class writing towards summary assignment (starter sentences)	Read "Is there any point to protest?" Summary of person due next class 2/20 by 11:59 pm.
<input type="checkbox"/> T 2/20	review of Quiz #1; More on summary; explanation of "summary of concept" assignment; group exercise	Read excerpt from <i>Don't Bet on the Prince</i> ;
<input type="checkbox"/> W	In-class	Concept summary due next class 2/26 by 11:59 pm.; Attend Activism

	2/21	screening; What is analysis;	Event on Friday February 23rd at the Graduate Center
<input type="checkbox"/>	M 2/26	Review of analysis assignment; in- class exercise	Come to class prepared to work on your analysis assignment
<input type="checkbox"/>	W 2/28	In-class writing towards analysis assignment	Read http://www.nytimes.com/2013/02/19/opinion/brooks-what-data-cant-do.html and Read excerpt from <i>Everybody Lies</i> .
<input type="checkbox"/>	M 3/5	Integration of quote; in-class exercise; explanation of “survey” exercise	Work on Survey exercise for next class
<input type="checkbox"/>	W 3/7	CLASS CANCELLED	Submit analysis assignment by 3/12, 11:59 pm.
<input type="checkbox"/>	M 3/12	Survey exercise	Read excerpt from <i>White Rage</i> . Review Subject/Verb agreement on our course page in preparation for quiz #2 next class.
<input type="checkbox"/>	W 3/14	Discuss findings from survey exercise; Discussion of <i>White Rage</i> ; What is a Literature Review; APA	Read excerpt from <i>Hillbilly Elegy and Fire Next Time</i> . Review APA information on our course page in preparation for quiz #3. Quiz #3 will be “open book.”
<input type="checkbox"/>	M 3/19	Synthesis; review of thesis statement; more on the literature review; more on APA	
<input type="checkbox"/>	W 3/21	In-class literature review exercise; More on APA	Read Literature Review samples.
<input type="checkbox"/>	M 3/26	In-class writing towards YOUR literature review	Review APA notes from our class powerpoint in preparation for Quiz #4.

<input type="checkbox"/>	W 3/28	Quiz; The Argument: Logos, Pathos, Ethos; How can you use this in your literature review	Literature review #1 due next class by 11:59 pm.
<input type="checkbox"/>	M 4/9	Logical Fallacies and Introductions	(Re)read <i>White Trash</i> , <i>Hillbilly Elegy</i> , <i>Fire Next Time</i>
<input type="checkbox"/>	M 4/16	More on APA; Literature Review #2 assignment; In-class example lit review #2 assignment	Watch this: https://www.youtube.com/watch?v=cu-EpgN_EXY Review prepositions on our course page in preparation for Quiz #5.
<input type="checkbox"/>	W 4/18	Quiz #5, In-class writing towards literature review	Literature review #2 due next class by 11:59 pm.
<input type="checkbox"/>	M 4/23	Argumentative Essay guidelines; In-class reading; Logical Fallacies; Understanding Refutation of counterclaims	Watch videos on our blackboard page, be prepared to answer the question: Who argued a better case?
<input type="checkbox"/>	W 4/25	Who Argued a better case exercises	Read excerpt from <i>World Without Mind</i>
<input type="checkbox"/>	M 4/30	Transitions in writing; conclusions	Come to next class prepared to work on your argumentative essay! This means having sources and questions prepared.
<input type="checkbox"/>	W 5/2	In-class writing towards argumentative essay	Work on argumentative essay! It's due next class by 11:59 pm.
<input type="checkbox"/>	M 5/7	Reflection; assessment; understanding the research project	
<input type="checkbox"/>	W 5/9	Research Project: Cut and	Please print a copy of your latest and greatest research paper draft and bring it to our final class.

		Paste exercise	
<input type="checkbox"/>	M 5/14	Peer Revision workshop	
<input type="checkbox"/>	W 5/16	LAB DAY: Work towards your research paper.	FINAL DRAFT OF RESEARCH PAPER DUE 5/21 11:59 pm