City University of New York (CUNY)

CUNY Academic Works

2021

ENG 350: Advanced Composition

CUNY School of Professional Studies

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ENG 350: Advanced Composition

Program: BA in Liberal Studies and General Education College Option

Course Name and Number: ENG 350 - Advanced Composition

Type of Course: Required

Credits: 3 credits, Undergraduate

Prerequisites: ENG 101 and ENG 102 or equivalents

COURSE DESCRIPTION

Introduces advanced composition, reading, and interdisciplinary research skills. Reinforces the analysis and display of quantitative information, the selection of visual elements, and the creation of compelling presentations. Develops strategies for successful collaborative projects. Requires students demonstrate the research and writing competencies appropriate for senior undergraduate studies.

LIBERAL STUDIES PROGRAM LEARNING OUTCOMES

Within this program, students will:

1. Conduct individual research on an advanced level, including locating, synthesizing, and evaluating information—both narrative and numerical—from relevant print, electronic, and live sources; evaluating the cogency of arguments in oral and written form; and applying digital technologies for the acquisition, interpretation and dissemination of data.
2. Construct clear, reasoned arguments in forms appropriate to various audiences, including the correct and persuasive use of written language; effective oral presentation both in individual and group settings; and use of varied writing and presentation technologies, mixing texts, data, and graphics.
3. Conduct evidence-based analysis of complex, interdependent global systems and historical legacies by using the tools of arts and sciences disciplines to gather, interpret, and assess evidence and to evaluate results in terms of their implications for local and global communities.
4. Demonstrate and apply analysis of ethical behavior, including arguing the ethical implications of personal and professional behavior in a specific context; assessing their own ethical values and the social context of problems; and recognizing how different ethical perspectives might be applied through alternative actions.
5. Demonstrate detailed awareness of essential aspects of personal career development, including professionalism and effective self-presentation; complex project management, including the student's own career path documented by an eportfolio; and application of learning to new, complex situations in the workplace through integrative curricular and co-curricular experience.

COURSE-SPECIFIC LEARNING OUTCOMES

1. Within this course students will:
2. Localize, synthesize and evaluate narrative and numerical information in print and electronic formats;
3. Use computer applications to acquire, interpret, and disseminate data;
4. Combine text, data, and graphics in written and in presentation forms;

5. Construct and evaluate oral and written arguments emphasizing clarity and reason;
6. Demonstrate mastery of Standard Written English;
7. Create a variety of academic research assignments;
8. Participate effectively in collaborative projects.

REQUIRED TEXTS
This is a Zero Textbook Cost (ZTC) course. All required readings will be available on the course's Blackboard site.

PROFESSIONAL CONNECTIONS
This course includes assignments designed to support your continued career development through a focus on competencies identified as key to career success by the National Association of Colleges and Employers (NACE). In particular, this course emphasizes **Oral/Written Communication** and **Digital Technology**. Read more about these and other competencies on the NACE website.

GRADING/COURSE PROJECTS

ASSIGNMENT	POINT VALUE
Writing Issues Paper - Optional Revision	150 points
Annotated Bibliography - Draft 1: 20 Points - Final Draft: 30 Points	50 points
Research Paper - Draft 1: 75 points - Final Draft: 175 points - Optional Revision	250 points
Multimodal Research Presentation - Draft 1: 50 points - Final Draft: 125 Points	175 points
Reflection Paper	125 points
Discussion Board Assignments - 15 @ 10 pts. each	150 points
Low-Stakes Assignments - 8 @ 12.5 pts. each	100 points
TOTAL	**1,000 points**

GRADING DISTRIBUTION

Grade	Point Range
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

ASSIGNMENT DESCRIPTIONS

This course introduces students to advanced composition, reading, and interdisciplinary research skills by turning their attention to the social, cultural, and political implications of academic writing and literacy. In essence, it is an advanced writing course about writing practice and writing theory. It reinforces students' abilities to analyze and display quantitative information, to select visual elements, and to create compelling presentations, while also asking them to reflect on the implications and stakes of such abilities and choices. Ultimately, students' research and writing competencies will be guided by such questions as: What are the different uses of writing, both inside and outside the university? and How are academic writing strategies and activities relevant post-graduation?; How is "good" writing defined and who gets to construct these parameters? and What does it mean to be "literate," and how are such determinations made?

Discussion Board Prompts: During each week of the course, students will respond to a prompt that asks them to apply a strategy, discuss course readings, engage in a short writing or research activity, or do another brief assignment that builds toward the larger assignments of the course. In addition to constructing their own initial posts, students will also respond critically to the posts of their classmates. Ultimately, the Discussion Board will serve as an electronic classroom space where students work with the concepts and practices of the course and where they engage productively with one another. Discussion Board posts are worth a maximum of 10 points each, for a total of 150 points, and will be graded at the end of each week. They cannot be revised. *This assignment assesses Course-Specific Learning Objectives 1 and 2.*

Low-Stakes Assignments: These scaffolded assignments will more directly relate to the larger course assignments such as the papers and the presentation. This work will help the students prepare to meet the challenges of the more substantial assignments as it will also offer the instructor opportunities to

guide students along the writing and research process. Students will submit the assignments directly to the professor, so they will not receive peer feedback on them but will, however, receive instructor feedback. These assignments are worth a maximum of 12.5 points each, for a total of 100 points. They cannot be revised. *This assignment assesses Course-Specific Learning Objectives 1, 2, and 3.*

Writing Studies Issue Paper: In this short (750-1,000 word) paper, students will examine an issue we have discussed in class. Topics may include the theoretical basis for pre-writing and drafting, shifting notions of literacy, or the cultural implication of "good" writing. The purpose is for students to engage more fully with a topic that they may be interested in investigating further for their research project. This assignment is worth a maximum of 150 points and may be revised. *This assignment assesses Course-Specific Learning Objectives 1, 2, 4, and 5.*

Annotated Bibliography: In preparation for the Research Paper and Multimodal Research Project/Presentation assignments, students will use the library's databases to find, summarize, document, and critically discuss peer-reviewed scholarly sources. They will find a variety of sources (5-8) appropriate to their research paper topic. The Annotated Bibliography is worth a maximum of 50 points; students will write a first draft and a final draft. *This assignment assesses Course-Specific Learning Objectives 1, 2, 5, and 6.*

Research Paper: The topic of this paper (1,500-2,000 words) will be drawn from the concepts introduced throughout the course. Students will begin their investigation with sources provided to them, and will then expand their research, finding qualitative and quantitative data that allows them to examine the issue in more depth. While grounded in academic, peer-reviewed research, the paper will also be centered on a clear argumentative thesis that illustrates the importance of the issue at hand. Papers are expected to be rhetorically aware, paying close attention to audience, purpose, genre, delivery, and method. As well, students will utilize APA citation and formatting style and their final drafts will be assessed for sentence-level clarity, rhetorical acumen, and adherence to appropriate conventions. This paper is worth a maximum of 250 points, will be revised, and will go through a peer review process. *This assignment assesses Course-Specific Learning Objectives 1, 2, 3, 4, 5, 6, and 7.*

Multimodal Research Project/Presentation:
This project will be a multimodal representation of the student's Research Paper. Here, students will adapt the argument, evidence, and analysis of the Research Paper, reshaping it for a specific audience—and one that is distinct from that of the Research Paper. Students will be expected to incorporate written, visual, and numeric information into their projects, and they will need to use a new mode of delivery: options include a narrated PowerPoint presentation, a Prezi presentation with sound, a Powtoons presentation, a student-produced video, webpage, or podcast, among others. The purpose of this assignment is to reshape a text from a decidedly academic one to a public one, suitable for a wider audience. As such, students must direct their presentation to a specific audience and make their choices accordingly. This project will be peer reviewed and revised and is worth a maximum of 175 points. This assignment is designed to support student's continued career development through a focus on competencies identified as key to career success by the National Association of Colleges and Employers

(NACE). In particular, this assignment emphasizes Oral/Written Communication and Digital Technology competencies. *This assignment assesses Course-Specific Learning Objectives 1, 2, 3, 4, 5, 6, and 7.*

Reflection Paper: This short (750-1000 word) paper, situated at the end of the semester, asks students to reflect critically on their own writing histories, processes, and futures. Using course materials, as well as ones they have found, they will discuss these aspects of their writing as they connect them to the terms, concepts, and approaches addressed in class. The purpose of this assignment is to enable students to analyze their own relationship to academic writing, to consider ways they may write in the future, and to place it in context with larger disciplinary concerns they are learning about in the course. This assignment is worth a maximum of 125 points and may not be revised. *This assignment assesses Course-Specific Learning Objectives 1, 2, 3, 4, 5, and 6.*

ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see: Disability Services on the CUNY SPS Website.

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: "Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:
Academic Integrity on the CUNY SPS Website.

TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: Tutoring.

HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the Help Desk website for contact details and semester hours.

STUDENT SUPPORT SERVICES

If you need any additional help, please visit Student Support Services.

Weekly Schedule

- Weeks run from Monday through Sunday.
- Typically, initial Discussion Board (DB) posts are due on Thursdays and responses to other students are due on Sunday; any exceptions will be noted.
- Low-Stakes Assignments are marked as LSA.
- This is a zero-cost class: all readings are either embedded in or linked to the Blackboard course site.

WEEK	TOPICS and TASKS	ASSIGNMENTS
1	**Introduction to Writing Rhetorically** ● reflect on student's own academic writing process as well as the strengths and weaknesses of their writing ● understand the rhetorical situation and apply it to their writing ● understand and analyze the rhetorical appeals of ethos, pathos, and logos Read: - "Aristotle's Rhetorical Situation" from the Purdue Online Writing Lab (OWL) - "Rhetorical Situations" from *The Norton Field Guide to Writing* - Allen, "The Inspired Writing vs. the Real Writer" - Reid, "Ten Ways to Think About Writing" View Videos: - "Becoming More Persuasive: An Introduction to Ethos, Logos, and Pathos" - "Example of Logos, Pathos, Ethos" - "Writing at Work" Review: - Student writing process samples	**DB:** Introduce Yourself and Your Writing **LSA #1:** The Rhetorical and Process Dimensions of Your Writing
2	**Defining and Debating "Good" Writing** ● understand the basic elements of the "good writing" debate in the contemporary United States ● understand how such conceptions of "good writing" are connected to social and cultural power structures ● understand and analyze the writing conventions and expectations endemic to students own disciplines	**DB:** Politics, Power, and "Good Writing"

WEEK	TOPICS and TASKS	ASSIGNMENTS
	Read: - "What Makes Good Writing" - "Accommodation, Resistance, and the Politics of Student Writing" - "Student Writing in Higher Education: An Academic Literacies Approach" - "Personal and Academic Writing: Revisiting the Debate" - "Competing Theories of Process Writing" Review: - Writing Issues Paper Assignment	
3	**Defining and Debating "Literacy" and "Literacies"** ● understand the basic elements of the literacy debate in the contemporary United States ● begin to understand how such conceptions of literacy are connected to social and cultural power structures ● defining a paper topic Read: - "What Does it Mean to be Literate" (website) - Green, "The Politics of Literacy: Countering the Rhetoric of Accountability in the Spellings Report and Beyond" - Brandt, "Sponsors of Literacy" - H. Samy Alim et al.. "Global Ill-Literacies: Hip Hop Cultures, Youth Identities, and the Politics of Literacy" - "How to Write a Research Question"	**DB:** Examining Literacy and Literacies
4	**Using the Toulmin Method, Planning, and Citation** ● understand the Toulmin method of argumentation ● understand a variety of citation styles (APA, MLA, Chicago) ● construct a thesis and supporting points using the Toulmin method Read: - "Toulmin Method" Overview - "Toulmin Infographic" - Jones, "Finding the Good Argument"	**DB:** Choosing a Citation Style **LSA #2:** Writing Issues Plan

WEEK	TOPICS and TASKS	ASSIGNMENTS
	- Walker, "Everything Changes" Review: - Citation Style overviews View videos: - "The Toulmin Method of Argumentation" - "The Toulmin Model of Argument"	
5	**Using Sources and Editing Your Work** ● Understand ways to use evidence rhetorically ● Understand the difference among quoting, summarizing, and paraphrasing ● Understand the basics of editing and proofreading Read: - Stedman, "Annoying Ways People Use Sources" - Haller, "Walk, Talk, Cook, Eat: A Guide to Using Sources" - Bazerman, The Informed Writer, Chapter 3 "Paraphrasing" - Bazerman, The Informed Writer, Chapter 4 "Summarizing" Review: - *"Writing Tips: Summaries"* - *"Quoting, Paraphrasing, and Summarizing: A Guide from the Purdue OWL"* - *"How to Cite Direct Quotations in APA"* - *"Editing Strategies and Common Errors"* - *Review the Annotated Bibliography and Research Paper Assignments* View videos: - *"Quoting, Paraphrasing, and Summarizing"* - *"Summarizing, Paraphrasing, and Quoting: A Guide to Doing it Right!"*	**DB:** Rhetorical Evidence **WI Paper Due**
6	**Finding Sources and Developing a Research Question**	**DB:** Developing a Research Topic and Finding Sources

WEEK	TOPICS and TASKS	ASSIGNMENTS
	● Understand ways to find appropriate, academic, and peer-reviewed sources ● Learn how to use search engines effectively ● Understand how to develop a research question Read: - *"Critically Analyzing Information Sources: Critical Appraisal and Analysis"* - *"Reading Games: Strategies for Reading Scholarly Sources"* View videos: - *"Getting Started Using SPS Library Services"* - *"Writing at Work: Internet Research"* - *"Popular and Scholarly Sources: The Information Cycle"* - *"Basic Overview of Qualitative V. Quantitative Information"* - *"Developing a Research Question"* - *"Developing a Research Question that Works"*	**LSA #3:** Research Reflection **Annotated Bibliography Due**
7	**Beyond the Written Word: Numbers** ● Understand the basic differences between qualitative and quantitative data ● Locate, analyze and apply examples of quantitative information to the research project ● Utilize an outline framework to further develop the research paper writing process Read: - "Data Visualization: Qualitative v. Quantitative" on Resources List" - "Statistics" - "Figures and Charts" - "Creating an Outline" - "Using an Outline to Write a Paper"	**DB:** Beyond Words: Finding and Using Quantitative Data **LSA #4**: Research Paper Outline

WEEK	TOPICS and TASKS	ASSIGNMENTS
	- "The Research Essay"	
8	**Beyond the Written Word: Images** ● Understand the basic elements of visual rhetoric ● Understand how rhetorical appeals work within visual images ● Learn how to analyze visual images rhetorically ● Understand how to cite visual images Read: - "Examples of Visual Rhetoric: The Persuasive Use of Images" - "Breaking Down a Visual Image" - "Using Logic in Writing" Review: - "Can I Use That Picture" View videos: - "Purdue OWL: Visual Rhetoric" - "Rhetorical Analysis of Visual Texts"	**DB:** Accessing the Power of the Visual **Research Paper Draft 1 Due** **Annotated Bibliography Optional Revision Due**
9	**The Power of Peer Review** ● Understand and apply the positive impacts of peer review ● Understand and apply revision strategies Read: - "How to Give Writing Feedback that's Constructive, Not Crushing" - "Getting Feedback" - "Tips for Effective Peer Response" - "Revising Drafts" - "Reorganizing Drafts" View videos:	**DB:** Preparing for Peer Review **LSA #5:** Peer Review of Research Paper Draft 1

WEEK	TOPICS and TASKS	ASSIGNMENTS
	- "Writing at Work: Feedback"	
10	**Rhetorical Grammar or, The Power of Thoughtful Editing** ● Understand and apply the idea of seeing grammar rhetorically--of understanding sentence-level work in rhetorical context ● Understand and apply a variety of sentence-level editing and proofreading strategies Read: - Williams, "Correctness" - Trim and Isaac, "Reinventing Invention" - "Rhetorical Grammar" - "Working with Sentences" - "Proofreading Processes" Review: - "Tips and Tools" from the UNC Chapel Hill Writing Center	**DB:** Sentence-Level Revision: Writing Powerful Sentences **Research Paper Final Draft Due**
11	**Multimodality and Presentation Design** ● Learn about "multimodal" writing and composing ● Learn about how you might reconsider and revise a project's purpose and genre ● Learn about various presentation modes (PowerPoint, Prezi, Powtoons, blogs, videos, etc.) ● Be introduced to the final formal project of the course: the Multimodal Research Presentation (MRP) Assignment View videos: - "Multimodal Composition Overview"	**DB:** Remediating Your Research Paper **LSA #6:** Multimodal Research Presentation Proposal **Optional Revision of WI Paper Due**

WEEK	TOPICS and TASKS	ASSIGNMENTS
	Review: - "Multimodal Projects" - "Multimodal Guide" - "Multimodal Project Guide" - "Remediation" - "Text to Video Remediation" - "Audiovisual Presentations Made Easier" - "Creating Infographics" - "Copyright and Writing"	
12	**Rhetorical Revision** ● Learn about and practice the process of rhetorically revising ● Learn how to providing and utilize effective peer feedback Read: - "The Art of Re-Seeing" - "Writers on Revising" - "Principles of Design" - "Peer Review" - "Document Review Guidelines" View videos: - Text to Video Remediation, Example 1 (Hamlet) - Text to Video Remediation, Example 2 (Blogging)	**DB:** Rhetorical Revision **LSA #7:** Multimodal Presentation Draft and Peer Review
13	**Putting Revision into Practice** ● Applying revision strategies and incorporating peer feedback Read: No new readings for this week. This is a writing week. Refer to last week's readings if you have questions about the revision process.	**DB:** Peer Review and Reflection **Multimodal Research Presentation Final Draft Due**

WEEK	TOPICS and TASKS	ASSIGNMENTS
14	**Rhetorical Reflection** ● Understand the positive effects of metacognitive/self-reflective practices in regard to writing ● Assess their own writing processes and improvements ● Review common sentence-level errors and resources for revision ● Introduce the Reflection Paper Read: - Giles,"Reflective Writing and the Revision Process" - "Writing an Academic Reflection Essay" - "Top Twenty Errors in Undergraduate Writing" Review: - The Purdue Online Writing Lab: Mechanics, Grammar, and Punctuation sections - The Purdue Online Writing Lab: Narrative Essay	**DB:** Reflection Paper Plans and Peer Review **LSA #8**: Sentence-Level Reflection **Optional Revision of Research Paper Due**
15	**Moving Beyond the Semester** ● Reflecting on the work of the semester and where your writing will go next ● Discuss connection to non-academic writing ● Return to the question of "good writing" Review: - Weeks 1-14 of the course, paying particular attention to the readings and resources you engaged with - The work you have completed for the course, including your DB posts, LSAs, and formal assignment drafts	**DB:** Looking Toward the Future **Reflection Paper Final Draft Due**