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2020

ENGL 110 College Writing (Higher Education)

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Queens College
Professor Erika Figel
E110 -OER/ZTC
Meeting Times:
Office Hours:
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Course Description- Higher Education

Why did you attend college? What does higher education have to offer you beyond the practical education of trade school and potential of higher earning potential beyond the four year investment? The Greeks believed that education actually changes the soul of a person so much that he will reach enlightenment through his studies, the end purpose of this being that he would be a leader, a Statesman, among his people. The Confucians believed that education separates man from beast, and only in pursuing thoughtful and consistent education could one become transformed, even morally, so that he becomes an example of a gentleman to those around him. Ralph Waldo Emerson believed that in each person is the capability of genius but only with training can one reveal his potential. Sun Tzu said all knowledge of the world and our enemies and friends is useful for war. We acknowledge that knowledge is power, but what kind? How much?

If education is so crucial to our human nature and history of understanding ourselves on Earth, why do so many students view university as simply a means to an end, the yellow road to the white picket fence? In such turbulent times, it is important to see the inherent value of higher education to you as deeper than a four year snooze alarm until real life happens.

In this course, we will be writing in order to explore the following question: what do we gain in pursuing knowledge? The world will commoditize the education you have, and you will eventually monetize it; but we will examine the unquantifiable parts of learning.

How has education shaped us as a culture and a race? How has education shaped you? How will it shape you?

ENGL 110. College Writing. 4 hr.; 3 cr. The arts and practices of effective writing and reading in college, especially the use of language to discover ideas. Methods of research and documentation will be taught, along with some introduction to rhetorical purposes and strategies. Students will spend one hour per week conferring with each other or with the instructor about their writing.

LEARNING GOALS:

Students who complete English 110 will be able to:

1. Develop an awareness of the craft, rhetoric, and process of writing.

2. Identify strengths and weaknesses in their writing and articulate strategies for improvement.
3. Adapt the elements of writing—including thesis, audience, motive, evidence, analysis, and structure—to a variety of writing contexts.
4. Read critically and write fluently in a variety of genres, including the following possibilities in print and digital media: argumentative essays, narrative essays, ethnographic essays, case studies, blogs, letters to the editor, or wiki pages.
5. Understand the guidelines for a variety of assignments and to respond to these guidelines with imagination and ingenuity.
6. Articulate how rhetoric and ideas work together to produce meaning.
7. Revise and edit their work effectively.
8. Demonstrate a proficiency in methods of research and documentation, including the evaluation of secondary sources, annotation, integration of quotations, and proper citation according to a discipline appropriate guideline (such as MLA, APA, or Chicago).
9. Recognize the conventions and methods of various disciplines in the liberal arts and sciences.
10. Make connections with other courses in terms of both content and methods of critical inquiry.

Required Texts:

- All required texts are linked in the calendar below.

Participation:

- You are allowed 4 absences from synchronous sessions, but it is on you to make up work and keep up with class. All synchronous sessions are recorded in Blackboard. If you are absent 5 or more times, you will lose 10 points from your participation grade.

Online Dictionary and Discussion:

- The dictionary is an online discussion forum that all students will contribute to in order to write any and all words that are new to you this semester. As you read through the texts this semester, you will mark words and/ or other information that interests you in the online dictionary discussion thread.
- You are also required to post in the discussion forum in Blackboard at least once a week. You will receive new discussion prompts every week from me. Rough drafts will be peer edited through this forum as well.
- At the end of the term, your posts and responses in the discussion will be part of your grade.

Late or Missing Assignments:

- Missing assignments not handed in by end of the semester will receive a F (50).
- Assignments are due on the dates listed below. I will accept late work at any time up until the last day of class; however, all late assignments, no matter how late, will receive a 10 point deduction.

Grading Scheme:

Grades	GPA	Numerical Value / Definition
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A+	97-100	4.0 (GPA in Good Academic Standing)
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7 (GPA in Academic Probation)
D+	67-69	1.3
D	60-66	1.0 (Grade of D is the lowest passing grade in the undergraduate division)
F	0-59	0.0

GRADING

Essay 1 10%
Essay 2 15%
Essay 3 25%
In Class Exam 10%

Quizzes 10%
Oral Presentation 10%
Dictionary Assignment: 10%
Participation: 10%

Reasonable Accommodations for Students with Disabilities

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, visit the website, or contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870.

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>.

Calendar of Readings/Assignments:

The calendar of readings and/or assignments may change as I deem appropriate; however, I will make you aware ahead of time in the event of any changes. Your consistent attendance in class will keep you in touch with any changes to the syllabus.

COURSE CALENDAR

Unit 1: Essay 1: Ideas about Education

Week 1: We Begin in the Cave

Read: Plato's "Allegory of the Cave"----> <https://web.stanford.edu/class/ihum40/cave.pdf>

Watch: Professor Figel's *Lecture on Plato's "Allegory of the Cave"* on ProfFigel YouTube channel

Write: Two Part Freewriting Exercise: (1) Why am I going to college? (2) What will I have to do to succeed in college?

Stitching : We begin with the idea of enlightenment and the goal of education. How do we define education? What purpose does education have? What kind of responsibilities and action does education encompass and even require?

Week 2: Learning Is a Behavior

Read: Hsun Tzu's "Encouraging Learning"---->

<https://docplayer.net/26978301-Hsun-tzu-encouraging-learning-section-i.html> and Quoting, Paraphrasing and Summarizing in TPRW Textbook Chapter 3 --->

<http://www.stevendkrause.com/tprw/>

Watch: Professor Figel's *Lecture on Hsun Tzu's "Encouraging Learning"* on ProfFigel YouTube channel

Write: Keep a journal for 10 days tracking all of your time. Carve out your time in blocks of studying, sleeping, resting, entertainment, eating, etc. Be brutally honest with yourself, so you can make an honest assessment of how you spend your time.

Stitching : Hsun Tzu advocates for a lifetime of learning. What kind of education is he referring to? Is his philosophy too absolute or is his diction meant to highlight the importance of education as a behavior?

Week 3: The Purpose of Liberal Education

Read: John Henry Newman "Knowledge its Own End"----->

<http://www.newmanreader.org/works/idea/discourse5.html> (Read only sections 2,3,4,9, & 10) and Writing For Success Textbook Chapter 8---> <https://open.lib.umn.edu/writingforsuccess/>

Watch: Professor Figel's *Lecture on John Henry Newman "Knowledge its Own End"* on ProfFigel YouTube channel

Write: What would you be doing if you would not be in college? Would you get a job? What kind and why? Would you go to a trade school? What kind and why?

Stitching : Newman distinguishes among liberal, useful, and religious education, stating that each has its own purpose and cannot teach what the other teaches. For deeper connections,

read Langston Hughes' "Theme for English B" ---->

<https://www.poetryfoundation.org/poems/47880/theme-for-english-b>. What association do you find with the speaker's questioning about being understood through the lens of education with what Newman says about the purpose of a liberal education.

Week 4: The Frustration of Reading and Believing

Read: Seneca "On Liberal and Vocational Studies" ---->

<http://www.hagiasophiaclassical.com/wp/wp-content/uploads/2012/10/Seneca-88th-Letter-to-Lucilius-On-liberal-and-vocational-studies.pdf> and Writing For Success Textbook Chapter 9---->

<https://open.lib.umn.edu/writingforsuccess/>

Watch: Professor Figel's *Lecture on Seneca "On Liberal and Vocational Studies"* on ProfFigel YouTube channel

Write: What part of liberal education frustrates you? What do you feel like is included in your education that you don't really need to know?

Stitching : Seneca's discourse on the subtleties of learning as one dives deeper into a discipline is humorous but also very real. As college students study one author after another, they often find that a philosophy they once cleaved to heavily can seem immediately overturned by the next author they read on the syllabus. How do we know what to trust, and how do we discern what is Truth?

Week 5: When You Cannot Go Back

Read: Frederick Douglass "Learning to Read" ----> http://learningabe.info/fd_ReadandWrite.pdf

and Writing For Success Textbook Chapter 10.1----> <https://open.lib.umn.edu/writingforsuccess/>

Watch: Professor Figel's *Lecture on Frederick Douglass "Learning to Read"* on ProfFigel YouTube channel

Write: Many of my students say they don't read newspapers or watch the evening news because it is too depressing. What is the point of knowing things that you feel you cannot help? Is there a point? What is something you learned that you cannot go back from? Was it personal, academic, or political?

Stitching : Douglass recounts his experience learning to read while still a slave. His story is painful and deeply personal. His rhetoric is different from the other essays we read in that his is a narrative and a singular experience with his own unique path towards education. For a similar retelling, read Malcolm X's "Learning to Read" ---->

<http://www.napavalley.edu/people/LYanover/Documents/English%2085%20Malcolm%20X%20Learning%20to%20Read.pdf>. What overlap do you see between these two men's experiences with education?

Week 6: Rough Draft Essay 1

Read: Read each other's rough drafts

Watch: Purdue OWL: MLA Formatting - The Basics

---> <https://www.youtube.com/watch?v=24Y31UrG2q4> and Citing your Research in MLA format in TPRW Textbook Chapter 12 ---> <http://www.stevendkrause.com/tprw/>
Professor Figel's Powerpoint presentation on peer critiquing and instructions.
Write: Fill out the forms for each rough draft you read.

Unit 2: Essay 2: Ideas About Music and Language

Week 7: Music Is Not Entertainment

Read: Karl Paulnack's "Welcome address to freshman parents at Boston Conservatory" ----> https://www.bc.edu/content/dam/files/centers/boisi/pdf/s091/Welcome_address_to_freshman_at_Boston_Conservatory.pdf

Watch: Aaron Copland's "Sonata for Violin and Piano" ---> <https://www.youtube.com/watch?v=EP41ifj7oZ4> and Olivier Messaien's "Quartet for the End of Time" ---> <https://www.youtube.com/watch?v=Me-c7p3LQuY> and Miles Davis' "Sketches of Spain" → <https://www.youtube.com/watch?v=mSS5p9BdNGU>

Write: What about the two songs you watched and listened to on YouTube was different from the music our American culture deems popular? What did you like about them? What did you not like?

Stitching : Paulnack argues that music is not only not entertainment but that music saves lives. He cites the Greek ideas of astronomy and music being two sides of the same coin.

Week 8: Music Is Influence

Read: Boethius "Of Music" ---> <http://cmed.faculty.ku.edu/private/boethius.html>

Watch: Professor Figel's *Lecture on Boethius "Of Music"* on ProfFigel YouTube channel. Watch Chopin - "Spring Waltz (Mariage d'Amour)" --->

<https://www.youtube.com/watch?v=EFJ7kDva7JE>, Cypress Hill - "How I Could Just Kill a Man"--> <https://www.youtube.com/watch?v=Yg-RIOATCbU>, and Digable Planets - "Rebirth Of Slick (Cool Like Dat)" ---> <https://www.youtube.com/watch?v=cM4kqL13jGM>

Write: Do you believe that music can influence a person? If so, for how long? For a moment only or can prolonged exposure to certain types of melodies and lyrics change a person's personality and behavior? How did listening to the music in this week's module affect your mood?

Stitching : Boethius claims that music is so powerful because the aural faculty is so sensitive that we cannot adequately protect ourselves from what we are hearing unless we strategize our listening. Therefore, he advocates for censorship of some kinds of music. Read the background on the Parental Advisory Label that emerged in the 1980s because of the advent of rap and heavy metal music. ----> <https://www.riaa.com/resources-learning/parental-advisory-label/>

Week 9: The Power of Language

Read: Toni Morrison "Nobel Lecture" --->

<https://www.nobelprize.org/prizes/literature/1993/morrison/lecture/> and Writing For Success Textbook Chapter 10.7---> <https://open.lib.umn.edu/writingforsuccess/>

Watch: Professor Figel's *Lecture on Toni Morrison "Nobel Lecture"* on ProfFigel YouTube channel

Write: What language do you wish you knew how to read and speak? Why? How would it change your life if you were able to speak and read more than the languages you know now?

Stitching : Language is one of the biggest things we take for granted because we use it constantly and consistently in various forms. In that way, it is similar to music. Both are such a part of our everyday lives that we fail to examine their utility and influence on us because of our intense reliance on them. And in both disciplines, each of us has created deep and personal routines for ourselves. Read Mario Vargas Llosa's "Why Literature" --->

<http://crab.rutgers.edu/~goertzel/vargasllosa.htm> to further examine the power of language.

Week 10: Rhetoric

Read Aristotle's "On Rhetoric" ----->

<http://johnnywalters.weebly.com/uploads/1/3/3/5/13358288/aristotle-rhetoric.pdf> (Sections 1 and 2 only)

Watch: Professor Figel's *Lecture on Aristotle's "On Rhetoric"* on ProfFigel YouTube channel

Write: Describe the correlation between rhetoric and consumerism in American culture.

Stitching: The most startling thing that Aristotle makes us realize is that we don't need truth to convince someone else of what is true; it is our job to make it look like it is true. This concept builds on the ideas of the diffusion and dilution of language in general. That our overuse, misuse, and underuse of words alters our actual reality. Read Pericles' "The Funeral Oration" ---> http://corematerials.homestead.com/01_pericles_funeral_oration.pdf and Aeschylus's "The Eumenides" ---> <http://johnstoniatexts.x10host.com/aeschylus/eumenidespdf.pdf> , which both exemplify the use of rhetoric to encourage sacrifice and mercy, respectively.

Week 11: The Perfection of Language: Poetry

Read: Walt Whitman's "When I Heard the Learn'd Astronomer" --->

<https://www.poetryfoundation.org/poems/45479/when-i-heard-the-learn-d-astronomer> and Walt Whitman's "A Noiseless, Patient Spider" --->

<https://www.poetryfoundation.org/poems/45473/a-noiseless-patient-spider> and Jean Toomer's "Reapers" ---> <https://www.poetryfoundation.org/poems/46405/reapers>

Watch: Professor Figel's Lecture on "How to Read a Poem" ---> <https://youtu.be/WwFP-aLcIbl> and Professor Figel's *Lecture on "When I Heard the Learn'd Astronomer"* and *Lecture on "A Noiseless, Patient Spider"* on ProfFigel YouTube channel

Write: Find a poem that you like and send it to me (erika.figel@qc.cuny.edu) with a description of what you think it means and why you like it. Alternatively, you can write a poem and describe which poetic/technical elements you included.

Stitching : Poetry is the highest literary art because in the fewest amount of words the poem conveys the most profound meaning. Poetry seeks to explain what is ineffable, thereby attempting to surpass language with language.

Week 12: Rough Draft Essay 2

Read: Read each other's rough drafts and Purdue OWL MLA format for Electronic Sources ---> https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html

Watch: Professor Figel's Powerpoint presentation on peer critiquing and instructions.

Write: Fill out the forms for each rough draft you read.

Unit 3: Essay 3: Your Research Paper- Is College for Absolutely Everyone?

Week 13: What is College For?

Read: Martha Nussbaum "Education for Profit, Education for Democracy" → [http://www.filosofia.unimi.it/zucchi/NuoviFile/\(Public%20square%20\(Princeton,%20N.J.\)\)%20Martha%20C.%20Nussbaum-Not%20For%20Profit_%20Why%20Democracy%20Needs%20the%20Humanities%20\(The%20Public%20Square\)%20%20-Princeton%20University%20Press%20\(2010\).pdf](http://www.filosofia.unimi.it/zucchi/NuoviFile/(Public%20square%20(Princeton,%20N.J.))%20Martha%20C.%20Nussbaum-Not%20For%20Profit_%20Why%20Democracy%20Needs%20the%20Humanities%20(The%20Public%20Square)%20%20-Princeton%20University%20Press%20(2010).pdf) (chapter 2 only) and Writing For Success Textbook Chapter 11--->

<https://open.lib.umn.edu/writingforsuccess/> and Understanding and Using the Library and the Internet for Research in TPRW Textbook Chapter 2 ---> <http://www.stevendkrause.com/tprw/>

Watch: Professor Figel's *Lecture on Martha Nussbaum "Education for Profit, Education for Democracy"* on ProfFigel YouTube channel

Write: Research how much colleges across the world cost. Then research how much trade schools cost. Compare average salaries between both types of graduates, taking debt into consideration.

Stitching : This semester we have been examining the purpose of higher education and the understanding that one gains especially because of higher education. You will begin to decide whether higher education should be for absolutely every high school graduate or if it is only for some. Read Tolstoy's "What is Art?" --->

https://archive.org/stream/whatisart00tolsuoft/whatisart00tolsuoft_djvu.txt (find "upper classes separated" to "that is what has happened to art of our times") for his argument that art should be accessible to all levels of education or else it should not be called or deemed "art."

Week 14: What Does College Look Like and Who Is it For?

Read: Richard Feynman "O Americano Outra Vez" --->

<http://www.groversenglish.com/readings/feynman.pdf> and Virginia Woolf's "Shakespeare's Sister" ---> <http://l-adam-mekler.com/shakespeares-sister.pdf>

Watch: "Richard Feynman's Criticism on School Systems" --->

https://www.youtube.com/watch?v=nJ8_CbiV4vw and "LITERATURE - Virginia Woolf"
---> https://www.youtube.com/watch?v=d1W7wqXD_b0

Write: What do you think a college is supposed to offer its students and what it is supposed to look like? How would you compare your experience to that ideal thus far?

Stitching : As you finalize your research papers, consider your overall recommendation and be sure it covers both the well being of the majority as well as protecting the rights of the minority.

Week 15: Rough Draft Essay 3 The Research Paper

Read: Read each other's rough drafts and Purdue OWL MLA format for Electronic Sources --->

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html and Writing For Success Textbook Chapter 13.4--->
<https://open.lib.umn.edu/writingforsuccess/>

Watch: Professor Figel's Powerpoint presentation on peer critiquing and instructions.

Write: Fill out the forms for each rough draft you read.