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### Zero Textbook Cost Syllabus for ENG 2150 (Writing II)

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ENG 2150: Writing II  
*Writing New York: Gramercy and the Gilded Age*  
Fall 2019



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**Required texts:**

I. Craft, structure, and [Newman Library](#)

-For style, editing, grammar/punctuation exercises, and source citations:

<https://owl.english.purdue.edu>

-“Politics and the English Language” by George Orwell:

<https://newrepublic.com/article/73258/george-orwells-politics-and-english-language-guide-writing>

II. Fiction

-*The Age of Innocence* by Edith Wharton <https://www.gutenberg.org/ebooks/541>

-Select short fiction by O. Henry, set in Gramercy, all available on Project Gutenberg (including “The Trimmed Lamp,” “The Gift of the Magi” and “The Discounters of Money”)

III. Context and adaptation

-<https://untappedcities.com/>

-*The Age of Innocence* (Martin Scorsese, 2001), DVD available through CUNY

IV. The Armory Show

-<http://xroads.virginia.edu/~museum/armory/entrance.html>

-<https://www.youtube.com/watch?v=SCDLEMIKswA>

-<http://armory.nyhistory.org/about/>

-<https://www.si.edu/spotlight/1913-armory-show>

-“A Layman’s View of an Art Exhibit” by Theodore Roosevelt

<http://historymatters.gmu.edu/d/5565/>

-Selections from *The Modern Art Invasion: Picasso, Duchamp, and the 1013 Armory Show that Scandalized America* by Elizabeth Lunday (e-book available through Newman Library)

[https://onesearch.cuny.edu/primoexplore/fulldisplay?docid=TN\\_iG\\_PubROWMANB0010672&context=PC&vid=bb&lang=en\\_US&search\\_scope=everything&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,armory%20show&sortby=rank&facet=rtype,include,books&mode=basic](https://onesearch.cuny.edu/primoexplore/fulldisplay?docid=TN_iG_PubROWMANB0010672&context=PC&vid=bb&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,armory%20show&sortby=rank&facet=rtype,include,books&mode=basic)

-*The Story of the Armory Show* by Walt Kuhn (open access, available through the Newman Library): <https://babel.hathitrust.org/cgi/pt?id=uc1.b2827067;view=1up;seq=7>



**Description:** In this class, the second of a two-course sequence in the Pathways Required Core, we'll explore how language and other meaning-making symbols reflect the Gramercy neighborhood, home to Baruch College, particularly during the Gilded Age (1870s-1914). We'll read literature of the period by authors with ties to this neighborhood, and study the 1913 Armory Show (which was held across the street at the 69<sup>th</sup> Regiment Armory), which blurred, challenged, and disrupted the social lines of Gilded Age New York.

**Goals.** After completing ENG 2150, you should be able to:

- **Rhetorical knowledge:** Analyze and identify key ideas in various discursive genres (e.g. essays, news articles, speeches, documentaries, short stories), with careful attention to the role of rhetorical conventions such as style, tropes, genre, audience and purpose, and demonstrate an ability to apply such rhetorical knowledge in your own writing, both in academic writing and writing designed for a broader, public audience.
- **Inquiry and research:** Identify credible sources for your research questions; engage with multiple perspectives by summarizing, interpreting, critiquing, and synthesizing the arguments of others; and avoid plagiarism by ethically acknowledging the work of others when used in your own writing using a citation style appropriate to your audience and purpose.
- **Well-developed thesis:** Develop your ideas into a focused, compelling argument, developed in unified and coherent paragraphs, and supported by, as applicable, evidence from your own experience, your research, and the texts you analyze.
- **Composing process.** Experience writing as a creative way of thinking and generating knowledge and as a process involving multiple drafts, review of your work by members of your discourse community (e.g. instructor and peers), revision, and editing, reinforced by reflecting on your writing process in metacognitive ways.
- **Style, editing:** Produce effectively organized writing that demonstrates sophistication in word choice, syntax, and sentence structure and that follows conventions of standard English grammar and usage.

### **Course Requirements, Guidelines, and Rules**

**Participation:** Your physical and mental presence in the class is invaluable to the work we will do. I expect that you will attend each class and participate fully in discussing reading and course projects. Active participation also includes completing assignments for in-class discussion. Learning is a collaborative activity, and I expect that we will all be attentive to, engaged with, and respectful of each other.

**Writing assignments.** Each student is required to complete all of the assignments as described in the Class Schedule, including:

- **Weekly writing (10% of final grade).** Some you will be handing in, but most will take the form of Discussion Board (DB) posts to BB. I will ask you to respond to our course readings and to engage with your major projects through a series of low-stakes writing that scaffold into your drafts.
- **Literary analysis essay (25%).** For this essay (1,800-2,100 words), you will write a

critical analysis of *The Age of Innocence*. You must incorporate the novel and three academic secondary sources via direct quotation. All three secondary sources must be from the Newman Library (journal article or book). *This essay must be revised. The final grade will be the average of the two marks.*

- **Two annotated bibliographies (10%).** You will submit one for the Literary Analysis essay and one for the Research Paper. Rubric and guidelines on BB.
- **Research Paper (two components):**
  - **Presentation on one element of your research (10%).** You are to make a ten-minute presentation that focuses on one specific research-related obstacle that you encountered or are encountering. If the obstacle is one that you have solved, tell us what your solution was. If the obstacle remains ongoing, we're going to offer solutions to you. Rubric and guidelines on BB.
  - **Research-based essay (35%).** This 3,000-word essay allows you to approach course readings, and the questions that arise from them, from your own perspective and experiences. The project will focus on one aspect of The Armory Show of 1913. Rubric and guidelines on BB.
- **Group project (10%):** mini-documentary on one painting from the 1913 Armory Show. The class will be divided into groups. Each group will be assigned one gallery room from the show and charged with creating a multi-media mini-doc on one artwork from within that gallery. A portfolio of the group's work must be submitted on the day of your presentation (a folder and guideline sheet will be provided to you).

**Grading.** I use a 100% grading scale to assess individual assignments and your final grade. A grading schema for each of our formal writing assignments will be posted on BB. The grading scale for the course is: A (93-100), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-77), C- (70-72); D+ (67-69), D (60-66), F (59 and below). Please feel free to meet with me if you have a question about comments/grades you receive on formal assignments. I will always consider revising a grade, if you feel I overlooked something. My only request is that you put your thoughts in writing and attach that note to the graded assignment you wish me to review. Please also give me permission to share your paper and comments with a colleague, if I feel a second pair of eyes will be useful. All revised grades are final.

**Feedback.** Writers at all levels of experience get feedback on their writing. Asking for and receiving feedback will strengthen your writing. Our course is designed to facilitate feedback and support on three levels:

- **From me.** You are welcome and encouraged to stop by open office hours (TR 12:30-2pm) as often as you like to discuss your work in the course. We will also hold two 15-minute conferences during the course of the semester to meet one-on-one to discuss your progress. All assignments will be returned to you within one week of submission (barring weather cancellations). I will provide extensive written comments on your first essay to guide you in your revision of that assignment.
- **From your peers.** In-class peer review is essential to developing your writing skills. The simple fact is that we cannot proof our own writing (trust me on this). Reviewing the work of your peers is part of the nature of collaboration that this course embraces. It affords the chance for you to support your peers while offering a chance to see your own writing from a

new perspective.

- **From the Writing Center.** The Writing Center offers free, one-to-one (in-person and online) and small-group workshop writing support to all Baruch students. The Center's consultants work collaboratively with you to deepen your writing and English language skills. At any step in the process, they'll help you become a more confident and versatile writer. You can schedule an appointment at: <https://bc.mywconline.com/>. Visit the Writing Center in NVC 8-185 or at the Newman Library Reference Desk, or log on to their website, [writingcenter.baruch.cuny.edu](http://writingcenter.baruch.cuny.edu), to learn more.

**What if I need to drop the course?** If you're having difficulty in the class for any reason, I encourage you to talk to me or see an academic counselor. If you feel you must drop or withdraw from this course (and I hope you don't find yourself in that situation), you must do so by the dates on the academic calendar. Merely ceasing to attend class is not the same as withdrawing from the course. (You will not be dropped automatically if you stop coming to class; you still will receive a grade for the course if you do not drop.)

**How much time will the class require?** The college standard is that students spend about two hours working outside of class for every hour spent in class. For this four-hour course, that equals *approximately eight hours of time outside of class* (reading course texts; writing DB posts; and researching, drafting, and revising major assignments) each week.

**I have a disability. Are accommodations possible?** Baruch is committed to making individuals with disabilities full participants in the programs, services, and activities of the college community through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch that no otherwise qualified individual with a disability will be denied access to any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations. If you require any accommodation, please contact the Office of Services for Students with Disabilities at (646) 312-4590, and let me know as soon as you can, ideally during the first two weeks of the semester. I encourage you to meet with me to co-design accommodations. See also: <http://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm>.

**Academic integrity.** Plagiarism and cheating will not be tolerated. Plagiarism includes copying another person's actual words without the use of quotation marks and citation; presenting another person's ideas or theories in your own words without acknowledgment; and using information that is not considered common knowledge without acknowledging the source. All students enrolled at Baruch are expected to maintain the highest standards of academic honesty, as defined in the *Baruch Student Handbook*. Plagiarism may result in a failing grade on a particular assignment, at the least, and, depending on the circumstances, a failing grade in the course. If you ever have any questions or concerns about plagiarism, please ask me. You can also check out the online plagiarism tutorial prepared by members of the Newman Library faculty at <http://newman.baruch.cuny.edu/help/plagiarism/default.htm> and Baruch College's academic integrity policy at [http://www.baruch.cuny.edu/academic/academic\\_honesty.htm](http://www.baruch.cuny.edu/academic/academic_honesty.htm).

### Schedule

*I tend to follow the syllabus quite closely. However, opportunities and/or disruptions (snow, etc.) may require schedule adjustments. I will always announce changes in class and via email.*

Week 1:

- T 8/27 Introductions and syllabus/BB site review; defining the Gilded Age; discussion of academic writing and course expectations (mine and yours), and formal essay structure. Visit (5:40-5:55) from Neil Rosenthalis, Baruch Writing Center. **Homework (Discussion Board):** In approximately 300 words, tell me about your experiences as an academic writer, include two strengths and two areas that you are most interested in receiving extra help. **Due by midnight Friday, 8/30.**
- R 8/29 Today's class will meet at the Newman Library Building (Classroom 135, on the first floor next door to the ID center) for a library resource workshop (5:40-6:40pm). Discussion on annotating (methods and purpose) and an Introduction to annotated bibliographies (format and content) (6:40-7:20pm). **Homework:** review the BB link on annotated bibliographies, list any questions, bring those Qs to class Tuesday.

Week 2:

- T 9/3 Lecture on the politics of language and discussion of academic discourse. Arrive having read and annotated Orwell's "Politics and the English Language" (BB). Arrive having also read and annotated O. Henry's "The Gift of the Magi" and "The Discounters of Money." Be prepared with an opinion on the tone, plot, characters, setting, and theme of each story. **Homework (DB1):** In 200 words, describe the annotation methods you will be using going forward. Attach an image from one page of the week's annotation assignments (to show an example of your system). **Homework (DB2):** Read O. Henry's "The Trimmed Lamp." Quote and cite examples of slang and/or colloquial language. Then tell me in 50-100 words: what is the impact of this type of language here (does it reveal something about character or setting? Something else?) Both DBs are **due by midnight Friday, 9/6.**
- R 9/5 **No class today/Monday schedule**

Week 3:

- T 9/10 **No class today/college closed**
- R 9/12 Lecture on Wharton and an introduction to *The Age of Innocence*. Arrive having read and annotated through Book I (that's chapters 1-18, so budget your time). Identify and be prepared to discuss at least one passage that you found significant (and why) or confusing (and why). **Homework (DB):** In 200 words, give me your unfiltered, first impressions of *Innocence*. Attach a picture of three pages from Book I (some earlier, some later) that shows your annotations.

Week 4:

- T 9/17 Arrive having read and annotated Book II, Chapters 19-34 of *Innocence*. Identify and be prepared to discuss at least one passage that you found significant (and why) or confusing (and why). Also offer your opinion on a theme of the novel (offer plot point and/or passages as evidence of that theme).
- R 9/19 Screening of *The Age of Innocence* (Martin Scorsese, 1993). **Homework (DB):** In approximately 300 words, discuss your impression of the film adaptation v. the novel. What worked well? What was problematic? What surprised or annoyed you? **Due by midnight Friday, 9/20.**

Week 5:

- T 9/24 **Studio time:** workshop thesis statements and outlines; locating secondary source material; brush-up on how to write an annotated bibliography. Bring laptops today, if you wish.
- R 9/26 Arrive with your proposed thesis statement and an outline of your *Innocence* essay. **Studio time** to get approved thesis statements (you must have this approved today), finalize outlines, and review/consult on secondary sources. **Homework (SafeAssign):** Write a one-page, single-spaced annotated bibliography of one of your secondary sources for the Literary Analysis (*Innocence*) essay. **Due by midnight Friday, 9/27.**

Week 6:

- T 10/1 **No class today/Baruch holiday**
- R 10/3 **Peer review I.** You must arrive with at least 1,000 words of your *Innocence* essay. **This must be printed** so that your peers can write directly on it. You will also be responsible for completing a Peer Review Summary (to be provided) for two peers.

Week 7:

- T 10/8 **No class today/Baruch holiday**
- R 10/10 **Peer review II.** You must arrive with a full draft (including Works Cited page). **This must be printed** so that your peers can write directly on it. You will also be responsible for completing a Peer Review Summary (to be provided) for two peers. **Homework (DB):** In 300 words, post what you found most useful in our two peer review sessions. Where did peer feedback strengthen your essay? **Due by midnight Friday, 10/11.**

Week 8:

- T 10/15 **Innocence Essay due** to Safe Assign by start of class and hard copy due at start of class. Introduction to the 1913 Armory Show (lecture); overview/discussion of Research paper, your indy presentation, and the group mini-doc. You should leave class today clear on the remaining assignments. Checklists will be provided to help you organize materials and processes. Mini-doc groups will be finalized. We'll end class with a quick walk over to the Armory (weather permitting).
- R 10/17 Arrive having read "Introduction" to *The Modern Art Invasion* (BB) and "A Layman's View of an Art Exhibit" by Theodore Roosevelt (BB). Lecture II on the Armory Show. Presentation of Armory works for groups to select their painting for the mini-doc assignment. **Homework:** meet with your group (in-person or virtually) to brainstorm the form your mini-doc will take and divide tasks. Group Research Status Report I (form will be distributed and is also on BB) due to DB by midnight Monday.

Week 9:

- T 10/22 **Graded Innocence essays and Annotated bibliography will be returned in class.** Conferences and **studio time** to work on *Innocence* essay revisions.
- R 10/24 Conferences and mini-doc group studio time.

Week 10:

- T 10/29 **Revised Innocence due today** to SafeAssign (and hard copy stapled to the graded original due at start of class). Arrive having reviewed the Armory show links posts on



BB. Bring two questions about the Armory Show to class (write them in your notebook), based on the material you viewed.

- R 10/31 Lecture and discussion on topics and research methodologies. Arrive with two topics you are considering for your Research Essay. Be prepared to discuss why you are interested in these topics and the research question you hope to answer with each.

Week 11: (November 5 is the last day to W from a course)

T 11/5 **Revised *Innocence* essays (with final grade) will be returned in class.** Studio time to work on any/all components of the final paper.

R 11/7 Studio time to work on Group mini-docs.

Week 12:

T 11/12 Studio time to work on Group mini-docs.

R 11/14 Studio time to work on Research Essay and indy presentations.

Week 13:

T 11/19 **Student presentations** on one element of their research (aka Indy Presentations)

R 11/21 **Student presentations** on one element of their research (aka Indy Presentations)

Week 14:

T 11/26 Studio time to work on group mini-docs.

R 11/28 **No class today/Baruch holiday**

Week 15:

T 12/3 **Group mini-docs** presentations (with portfolio). **Annotated bibliography of a source for your Research Essay is due to Safe Assign by start of class.**

R 12/5 **Group mini-docs** presentations (with portfolio).

Week 16:

T 12/10 **Peer Review.** Arrive with a full draft (including Works Cited page) to participate in today's peer review. **This must be printed** so that your peers can write directly on it. **Graded mini-docs will be returned at end of class. Homework (DB):** In 300 words, post what you found most useful in this week's peer review session. Where did peer feedback strengthen your essay? **Due by midnight tonight.**

R 12/12 **Research essay due at start of class.** Mini-conferences to review attendance records and grades-to-date.

**There is no final exam for this class. Graded Final Essay can be collected during Reading Week. I will work with you all to find dates/times that fit your schedules.**