

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

Baruch College

2020

Low Textbook Cost Syllabus for ENG 2150 (Writing II)

Maxine Krenzel

CUNY Bernard M Baruch College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/bb_oers/80

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).

Contact: AcademicWorks@cuny.edu

English 2150: Notes Towards a Classroom of the Future

<https://2020eng2150.common.gc.cuny.edu/>

Maxine Krenzel

Section: ENG 2150 HMWB

Email:

Office Hours: W, 11:45-12:45 (or by appointment)

Office:

Class Time: M/W, 9:55-11:35

Room Number:

Welcome to English 2150, a writing and reading intensive course that will introduce you to the practice and process of conducting original research. This class will walk you through the research process step-by-step, from drafting an initial research question, to reading and analyzing archival and secondary sources, and eventually mapping out your findings in a final research portfolio. You will learn over the course of the semester that the research process begins with simply asking a question that addresses a topic or issue that impacts you in some way; it is my hope that by the end of the semester, you will feel confident using critical-rhetorical analysis and inquiry to write for readers beyond our classroom and, moreover, to make the practice of writing relevant to your life.

The second part of our course title is inspired by an essay we will read by poet and former CUNY teacher Adrienne Rich, titled “Notes Towards a Politics of Location.” In this essay, Rich asks us to question what it means to locate ourselves in a particular space, in a particular history, a body, in time, in language--and how those locations structure the relationship we have to the world. Thinking through our own positionalities as participants in a writing classroom at CUNY, we will question and explore the politics and goals of the university from many angles and genres. Drawing on the history and archives of student activism at CUNY, I want us to consider the following questions: What hierarchies persist in universities? How do these inequalities affect student learning? What power do students have? Rather than think abstractly about these questions, you will use your own experiences as the foundation to analyze the role of education in personal, historical, and socio-political contexts.

We begin the semester reading texts by two radical educators—bell hooks and Paulo Freire--to ground our class in the idea that the purpose of education is not and has never been fixed. The values and purposes associated with universities and secondary schools are constantly being challenged and revised. We will then move backwards in time to the nineteenth century, tracing the intersections of institutionalized racism and the history of school segregation during Reconstruction through the passage of *Brown vs. Board of Education*. We will read a series of works that challenge the prioritization of standard English in U.S. schools; in particular, we will read archival materials from Adrienne Rich, June Jordan, and Toni Cade Bambara’s time teaching SEEK students at CUNY when student protests restructured the college’s curriculum and admission policies.

Through critically positioning our own experiences in relation to these historically significant texts, we will conclude the semester with a collaborative research project through which you will collectively propose changes for the university in our present moment.

The details...

Course Objectives:

- **Critically analyze texts in a variety of genres:** Analyze and interpret key ideas in various discursive genres (e.g. essays, news articles, speeches, documentaries, plays, poems, short stories), with careful attention to the role of rhetorical conventions such as style, tropes, genre, audience and purpose.
- **Compose within academic writing contexts:** Apply rhetorical knowledge in your own composing using conventions appropriate for academic writing contexts.
- **Identify and engage with credible sources and multiple perspectives in your writing:** Identify sources of information and evidence credible to your audience; incorporate multiple perspectives in your writing 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.
- **Compose as a 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.
- **Use conventions appropriate to audience, genre, and purpose:** Adapt writing and composing conventions (including your style, content, organization, document design, word choice, syntax, citation style, sentence structure, and grammar) to your rhetorical context.

What you will need for the semester:

- Please bring the same notebook to class everyday
- Printed Readings (all readings with the exception of Lost and Found materials are linked on our course schedule)
- Lost & Found texts (\$5)

Coursework for the Semester:

1. Throughout the semester I will ask you to post short responses to our class readings onto our course blog space. These reflection posts are meant to give you a chance to engage more fully with a question and/or text so that when it comes time to decide on your research topic, you will already have a sense of what has sparked your interest from the class. These short assignments are meant to be *exploratory* and also be a chance to practice different writing techniques you will use in the longer paper. Take risks in these assignments; experiment and try to write out of your comfort zone! **Note: these must be posted by 9pm the night before class!**



2. We have three major writing projects over the course of the semester:
- a. First major assignment is a Rhetorical Analysis Essay: In this paper (3-4 pages), you will choose, rhetorically analyze, and compare two texts we read in the first few weeks of class that touches on themes of critical pedagogy, assessment and admissions, and/or the intersections of education policy with ideologies of race and class.
 - b. In your second assignment, you will compose a Research Based Argument Essay (6-7 pages) to explore the significance of a particular moment/figure/protest/publication from CUNY's history in relation to questions and critiques of the education system in our present moment. You will ground your research in archival materials found in CUNY's Digital History Archive as well using other primary and secondary sources.
 - c. Research Remix Assignment: Based on your research from the second assignment and other exploratory writings from the semester, you will collaborate with a group to create a public facing multimedia presentation—webpage, podcast, video, slideshow—that proposes either a) a set of demands (inspired by the 5 Demands) for your education or b) a course of study otherwise not available at Baruch. In your proposal and presentation—whichever option and medium you choose—you will be in dialogue with at least six sources (3 primary, three secondary) to give your work historical-critical roots.

*More details and guidelines on these assignments to come.

Participation, Preparedness, Attendance:

Though it may not be obvious, a major part of developing your voice as a writer is being able to discuss your ideas and questions with others. The composition process has many phases, and often the best ideas come out of our discussions with our class. With this in mind, group discussion, collaboration, and in-class writing will make up the essence of our coursework. Your participation grade will be determined by your engagement with our discussions and in-class assignments.

Make sure to come to class prepared, meaning you have thoroughly read the materials before you enter the classroom, and that you keep up with syllabus and assignment schedule. I will keep our course website updated with announcements each week.

Attendance is also important. I expect everyone to be in class on time and to remain in class for its duration. If you are consistently late – more than 10 minutes – you will find your class participation grade lowered. If you are late three times, it will count as one absence. You may not have more than **two** unexcused absences. After three absences you will need to meet with me and your grade will be lowered. Please make time to speak with me if you are having trouble with these attendance expectations.

If you miss class more than **4** times, according to Baruch College policy, you will be subject to a WU grade, which counts as an F on your transcript and your GPA.



Late Work:

You are expected to do all required readings and to submit all assignments on time. It is important to keep up with the classwork so you can be an active participant in the class. All assignments should be brought to class on the due date. If you are absent, you need to email me your assignment by the end of our class time or make arrangements for a friend to bring the assignment in for you. For every day a paper or assignment is late, you lose 1/3 of a letter grade. Please speak with me if you are having a problem turning in work on time.

Methods of Evaluation:

In-class participation, preparedness, & attendance-----10%

Blog Posts, In-Class Writing, Wordpress Page-----10%

Rhetorical Analysis Essay-----15%

-First Draft-----45%

-Final Draft-----55%

Research Essay-----35%

-Proposal-----10%

-Annotated Bibliography-----20%

-First Draft-----15%

-Final Draft-----55%

Collaborative Research Assignment-----30%

-Group proposal-----5%

-Multimedia Research-----60%

-Presentation-----10%

-Self-Reflection-----25%

The following grades will be given: A, B, C, F or NC. If a student receives an NC (no credit) for the course, they will be required to re-enroll in English 1012. An NC grade will not affect your grade point average. The lowest passing grade for Composition 1010 is a C-.

Grading Scale:

A+	A	A-
98-100	93-97	90-92
B+	B	B-
88-89	83-87	80-82
C+	C	C-
78-79	73-77	70-72
F		
Below 70		



Cell phone and other Electronic Devices:

The use of cell phones and other electronic devices are *not allowed* during class time unless otherwise specified. All cell phones and other electronic devices should remain off and *out of sight* during the duration of class. Cell phones and laptops are incredibly distracting, so let's spend class time exploring what it's like to think in an (ideally) uninterrupted and creative class space. Please speak to me if you have special circumstances and you need to have an electronic device in class.

A Note on Plagiarism:

I take plagiarism—or any form of copying, stealing, rephrasing, borrowing the work of someone else without citation—very seriously. I expect everyone to generate original work. Part of the richness of research composition is that you are in conversation with other texts, images, videos; this means that properly citing and giving credit to others' work is essential to the ethics of research based composition. Whenever you use information that is not common knowledge, copy or rephrase as sentence in another text or article, or copy an image, video, or even a Tweet—you must *cite* the source you are using. [Purdue OWL](#) has a great page on plagiarism that offers advice on avoiding plagiarism and best practices for conducting original research.

Student Disability Services:

If you have a disability or need particular accommodations, please make an appointment to see me early in the semester to talk about how I can help make the classroom a comfortable and accessible learning space for you. If you haven't already done so, I encourage you to make an appointment with **Office of Services for Students with Disabilities at (646) 312-4590.**

Baruch's Writing Center:

Baruch's Writing Center is located in Room 8-185 in the Vertical Building. The Writing Center is an *amazing and free resource* for you to use this semester. There are tutors who are more than happy to help you workshop and edit a draft of a paper or help you with any assignment. Moreover, if you would like extra help, you can set up a weekly appointment with a tutor. Please check the center out if you haven't already! If I see consistent issues with your writing over the semester, I may ask you to make an appointment/I can refer you to a tutor. I am also available to talk with you during my office hours about any questions or concerns you are having about the writing process.



Syllabus (Subject to revision)

M, 1/27 Introduction to the course

W, 1/29 Meet in Computer Lab to Set up Personal Wordpress Pages
(room 8-140 in the Vertical Building)

M, 2/3 [“The Banking Concept of Education”](#) by Paulo Freire + [“A Lecture from the LECTURED”](#)

Due: post ideal course description on course blog, finish writing your introduction on your web page

W, 2/5 [“Engaged Pedagogy”](#) by bell hooks

M, 2/10

[“Backpacks vs. Briefcases”](#) by Laura Bollin Carroll

In class: [“Notes Towards a Politics of Location”](#) by Adrienne Rich

Due: On course blog post found image and a 1 paragraph rhetorical analysis

W, 2/12 College Closed

M, 2/17 College Closed

W, 2/19 1. Read: [“It’s Time to Decolonize the Syllabus”](#) by Yvette DeChavez

2. Read: [“Have We Lost Sight of the Promise of Public Schools?”](#) by Nikole Hannah-Jones

3. Listen: [“Standardized Testing Isn’t Right for College Admissions”](#) by Lani Guinier

4. Watch: [“Why English Class is Silencing Students of Color,”](#) by Jamila Lyiscott

Due: on Blog post one paragraph that rhetorically analyzes one of the articles

M, 2/24 Presentations & Discussion ctd...

W, 2/26 Excerpts from Washington’s [“Industrial Education for the Negro”](#)
& DuBois [“Of Mr. Booker T. Washington and Others”](#)

M, 3/2 [“Shitty First Drafts”](#) by Ann Lamott

Draft of [Rhetorical Analysis Due](#)

W, 3/4 [Desegregation at Little Rock High School—U.S. National Archives Online](#)

M, 3/9 [“Writing and Teaching”](#) by June Jordan (log-in to Baruch server required for access)

In class: [“5 Demands”](#)

Final Rhetorical Analysis Due—post on personal website with Writer’s Note



- W, 3/11** [“Nobody Mean More To Me Than You”](#) by June Jordan (log-in to Baruch server required for access)
- M, 3/16** Adrienne Rich “What We Are Part Of” Pt. 1
- W, 3/18** Adrienne Rich Pt. II
Due: Write a Prompt/Writing Exercise on Course Blog
In class: [Introduce Research Assignment](#) & RefAnn Bib
- M, 3/23** **Due:** Respond to another student’s prompt/writing exercise on the blog
In class: Introduce CUNY Digital History Archive & Proposal Workshop
- W, 3/25** Working with Sources Workshop & Annotated Bib Workshop
Due: Choose and bring in one primary source(s) to discuss in class from [CUNY Digital History Archive](#)
Due: Research Question and Proposal
- M, 3/30** **In class Workshop:** Structuring a Research Paper
Annotated Bibliography Due
- W, 4/1** [“CUNY To Tighten Admissions Policy at 4-Year Schools” NYTimes Article](#) (1998)
[“Plan to Exclude Remedial Students at CUNY”](#) (1999)
[SLAM! Student Document](#) (1996) (sign up early in the semester)
- M, 4/6** **Rough Draft of Research Assignment Due**
- *Tuesday, 4/7** Classes follow a Wednesday Schedule—Conferences/Draft Workshop
- W, 4/8** **No Class--Spring Break**
- M, 4/13** **No Class--Spring Break**
- W, 4/15** **No Class--Spring Break**
- M, 4/20** **Explore [FREE CUNY](#)**
Due: post on blog about one point from Free CUNY website that stands out to you and connect it to one text we’ve read so far
In class: [Introduce Remix Assignment](#) & Assign Groups
- W, 4/22** Meet in Computer Lab
- M, 4/27** In class:Revisit Manifestos & Dream Courses



Due: Group Proposals

W, 4/29

Meet in Computer Lab

Final Draft of Research Paper Due + Writer's letter posted on webpage

M, 5/4

TBD

W, 5/6

Due: Group Progress Reports
Final Group Work Day

M, 5/11

Research Presentations

Due: all final projects posted on website

W, 5/13

Research Presentations

Posted Reflection due: 5/20

