

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2018

English 21002 Syllabus FALL 2018

Caroline M. Cooper Ms.
CUNY City College

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

More information about this work at: https://academicworks.cuny.edu/cc_oers/87

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 21002: Writing in the Social Sciences
Fall 2018 | The City College of New York
Tues, 2-3:15 | Fri, 12:30-1:45
Ms. Cooper | ccooper@ccny.cuny.edu

Welcome to your Fall 2018 Early College Course English 21002: Writing in the Social Sciences. In this course, we will study, practice, and refine our capacities for diverse forms of writing in the social sciences. We will be reading and responding to topics in the humanities and the arts, literature, history, music, and philosophy. Our work will center on a wide range of texts and will target writing that is creative, analytical, persuasive, and reflective—all the forms of writing that are typically found in the social science fields.

The content of this course will center on issues and ideas in text that touch upon responsibility, social organization, health, community, individuality, equality, rights, and memory. Behind each element of our study is the understanding that excellent, well-organized writing emerges from engaging questions, close reading, and reasoned reflection.

Your final project for this course will be a 5-7 page paper, excluding your works-cited page, all in MLA format. Your paper will be devised from a central problem or concern in the social sciences that our course has touched upon, and will respond to a question that you yourself devise. We will work toward the development and through the successive steps of this project as our course gets underway, with more intensive attention to this final project in the second half of our studies. Each element of our planned study—including but not limited to close reading strategies, writing process, research, grammar, and college-level writing—is designed to support your growth as a writer and successful completion of your final paper as a model writing assignment you can use and share going forward.

Upon successful completion of this course, students will be able to demonstrate 1) competence in the discipline of close reading, 2) an understanding of the ways in which writers approach similar topics in diverse ways, 3) an understanding of the ways in which writers approach diverse topics in similar ways, 4) an understanding of genre and type, 5) competence in respectful debate and discussion of the ideas our course covers, and 6) effective organization, presentation, and expression of ideas in response to different genre examples.

This course emphasizes reading and writing skills that are important to have in place for a successful future start to college-level and higher education studies.

Texts:

This course relies on materials that have been organized and shared with you via Blackboard and/or a class website. We will follow the flow of study as outlined by the materials shared. This class is OER compliant.

Additional texts will be added periodically to enhance our study of a particular topic, genre, or style of writing. These materials will be shared online and, as a result, you should make review of our class Blackboard site a regular part of your routine for this course. You will be expected to

have read any assigned texts BEFORE the start of class, rather than in-class, so regular review of our Blackboard site and other virtual resources is essential.

Class Rules:

To best prepare you for the rigor and expectations of an actual, college-level course, the following rules will be adhered to:

- You will be on time. Being late to more than two classes will lower your grade by one full grade level.
- You will submit your work on time.
- No late assignments will be accepted.
- No make-up assignments will be given.
- Phone and/or headphones are forbidden in class. You will only be asked once to put such items away, after which point your grade will be lowered.

Plagiarism

Plagiarism is the unacknowledged use of anybody else's words or materials. Any assignment with your name on it signifies that you and you alone are the author. The wording and ideas are yours. Materials that are properly cited will not be considered plagiarism. Stealing the work of others and passing it off as your own is not tolerated in any academic environment and comes with significant consequences. Evidence of plagiarism will result in one or more of the following: a failing grade for the assignment, an F in the course, a report filed, a disciplinary action. In most formal academic environments, plagiarism can lead to expulsion.

Written Work:

All assigned work, with the exception of any worksheets we complete, must be typed. Your typed work will adhere to the following conventions:

- 12-point font in Times New Roman
- Standard margins
- Double spaced with no extra spaces between paragraphs

All work cited must be cited in proper MLA-style format. We will study and practice this format.

Course assignments and grading:

- 1) Final research paper: 5-7 pages PLUS a works-cited page in MLA format: 20%
- 2) Reading/writing assignments: 30%
- 3) In-class writing exercises, written or oral quizzes: 30%
- 4) Attendance and participation in class discussions: 20%

CLASS OVERVIEW: Please note specific activities and assignments as described are subject to change. Note our class is not in session Sept. 11, 18, or Nov. 23.

Aug 28	Intro, free write: what is academic writing? Overview of syllabus, distribution of Raoul and Marie diagnostic, introduction to a simple CER chart. Students will complete a one page paper per diagnostic (who is responsible for the death?), Due Aug 31.
Aug 31	Announcements: hand in Raoul and Marie paper, access to blackboard, taking notes in class, being responsible for in-class content. Lecture/discussion: what is genre and what are different genre types in literature and text? Focus on narrative non-fiction. Annotation. Text 1: https://www.newyorker.com/magazine/2017/10/30/chinatowns-ghost-scam
Sept 4	Warm up: reflection on annotation of article. Discussion of annotation and what makes for close reading Discussion of the main issues the article raises: community, shame, “saving face”, religious beliefs, struggle to assimilate, social isolation, hate crimes. Students to complete CER chart in response to these themes.
Sept 7	Discussion Day 1: Students receive and write in response to discussion questions. Discussion structure explained, rubric provided. Student-led discussion.
Sept 14	On board: “Su is the true victim of the Chinatown Ghost Scam.” Is this an implicitly or explicitly determined statement? Why? Students discuss implicit and explicit statements. Thesis statement review. Handout work A: “Chinatown Scam thesis statement” Handout work B: “Evidence handout for ghost scam” Students receive final assignment for this reading, due Sept 21.
Sept 21	Genre shift: Narrative non-fiction to the personal essay. What is one thing (person, place, movement, idea, etc.) that you are passionate about and why? Explain transition from narrative non-fiction text to personal essay. Through all texts read, we maintain focus on CER. To do so, we must annotate closely. Close annotation means: <ul style="list-style-type: none"> a. Questioning b. Connecting c. Points of intrigue d. Summarizing. Students to annotate for these four elements. Introduce Junot Diaz and his writing, students read “MFA vs. POC” as they annotate. TEXT 2: https://www.newyorker.com/books/page-turner/mfa-vs-poc HW: Annotate at least 3 points in the text, per the four elements. Due: Writing Assignment 1
Sept 25	Discussion Day 2: Students will receive discussion questions based on text, students lead discussion, are

	<p>evaluated per usual discussion rubric.</p> <p>TEXT 3: Pages 1-2 of “The Sun, The Moon, The Stars” (Diaz)</p>
Sept 28	<p>Warm up: A social issue you are passionate about and why.</p> <p>CER and annotation: Reminder of the four elements: interesting, connection, question, summarize. This annotation work leads us to CER.</p> <p>Introduction of James Baldwin and his role in shaping the craft and artistry of the American essay.</p> <p>Baldwin: Notes of a Native Son</p> <p>TEXT 4: http://www5.csudh.edu/ccauthen/570f15/baldwin.pdf</p> <p>Reading the essay, annotating for the social issues or concerns that are covered in the essay, per the four elements of annotation.</p> <p>HW: Complete reading of essay, prepare for in-class discussion.</p>
Oct 2	<p>Distribution of Baldwin discussion questions. Students select a few and do a 20 min free-write in response.</p> <p>Students host/lead in-class discussion, are evaluated per discussion rubric.</p> <p>HW: Impression of the Baldwin essay—a one page response, showing evidence of CER.</p>
Oct 5	<p>Warm up: summarize the Baldwin essay</p> <p>Introduction of Ta-Nehisi Coates with a short statement on his biography.</p> <p>Text 5: Between the World and Me (BTWAM), by Ta-Nehisi Coates</p> <p>Students receive and begin to read first 33 pages of Between the World and Me.</p> <p>HW: Students complete reading of the 33 pages, annotating for four elements and CER.</p>
Oct 9	<p>Distribution of Coates discussion questions. Students select a few and do a 20 min free-write in response.</p> <p>Students host/lead in-class discussion, are evaluated per discussion rubric.</p> <p>HW: Read to page break on page 64.</p>
Oct 12	<p>Warm up: Students write short responses to question of the structure of Coates’ book.</p> <p>Review of CER</p> <p>Students are provided with a deeper CER handout, asked to write the central claim Coates is making, the evidence to back it up, and the reasoning they see behind that claim (CER in practice).</p> <p>Discussion of the basic CER sheet.</p> <p>HW: Read to page 88, prep for all-class discussion.</p>
Oct 16	<p>Distribution of Coates discussion questions. Students select a few and do a 20 min free-write in response.</p> <p>Students host/lead in-class discussion, are evaluated per discussion rubric.</p>
Oct 19	<p>Distribution of final paper for this unit: the personal essay assignment.</p> <p>CER as it pertains to the personal essay, exercise and handout.</p> <p>HW: Students will read to page 132 and do a 10 min freewrite in support of their personal essay (brainstorm)</p>
Oct 23	<p>Warm Up: On genre type in the social sciences.</p> <p>Brainstorming handout (double sided) students work on this individually, discuss in pairs, all-class discussion.</p> <p>First paragraph handout—students are supported in the initial drafting of their own opening paragraphs.</p> <p>Homework: Finish BTWAM</p>
Oct	<p>Warm up: Overview of agenda, distribution of discussion questions (final discussion on</p>

26	<p>Coates book) and student free-write in response. Student-led discussion, evaluated per rubric. Students receive handout on structuring and outlining their final papers. HW: Draft/revise final paper (Due Nov. 2).</p>
Oct 30	<p>Warm Up: Health and wellbeing in the social sciences Students received an overall handout on mental illness and answered generally questions on the issue as they currently understand it. Discussion of handout results. Text 6: The Yellow Wallpaper by Charlotte Perkins Gilman https://www.nlm.nih.gov/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf Brief reading and discussion of themes and topics per this reading, based on student annotation and CER mastery. HW: Finish reading the story</p>
Nov 2	<p>Final BTWAM papers due today. Students warm up with review of popular ads from 1800s and responding to these ads on a handout provided. Discussion of the ads and what they bring up for us/ how they make us feel. Ads present the backdrop of the society in which The Yellow Wallpaper was written. Students receive discussion questions on TYW, discuss in pairs, and then as a whole group. HW: Write one additional page to add on to the short story—what happens next? Possible supplemental text: The Noonday Demon (Solomon).</p>
Nov 6	<p>Warm Up: What is confessional writing and why is it important? Discussion of confessional writing Students then pair-share homework: write a one page fictional extension of the short story. Introduction of TEXT 7: Lu Xun’s Diary of a Madman. HW: Complete reading of Diary of a Madman, annotate for four elements, complete CER in response to the question “Which is a greater force in either story, rebellion or control?”</p>
Nov 9	<p>Distribution of Gilman/Xun discussion questions. Students select a few and do a 20 min free-write in response. Students host/lead in-class discussion, are evaluated per discussion rubric.</p>
Nov 13	<p>Warm up: What is a thesis statement and why is it important? Quick write Discussion of our findings Handout on the thesis statement—what it does, how to know if you have written one well; Handout provides five example thesis statements, some of which are connected to texts we have read, students evaluate and discuss each. Students select one thesis statement from the group and write an improved version. Pair-share their improved versions/Discussion Distribution of the final assignment for the course. HW: Draft the central question to which your final paper will respond. Be prepared to justify.</p>
Nov 16	<p>Warm up: Reflect on a NOT credible source you have come across. What made that source not-credible? How did you know?</p>

	<p>Discussion of credible sources and distribution of handout on what makes a source credible.</p> <p>Open class for student questions/concerns about final assignment: students are to devise and respond to a question of their own making, using one text from class as a primary source and a second, credible source of their own determination from Jstor or credible media.</p> <p>HW: Students refine original question, settle on the two texts, and draft the first paragraph, inclusive of thesis statement, and underline thesis statement.</p>
Nov 20	<p>Warm up: How will you structure your final paper?</p> <p>Discussion on structure and handout of 1-2 generic structures students can follow</p> <p>Paired work: students evaluate each other's questions, selection of texts, and opening paragraph drafts</p> <p>Group: discussion of questions, general progress, etc.</p> <p>Students return feedback sheets to each other.</p> <p>HW: MLA format review and exercises.</p>
Nov 27	<p>Warm up: Questions/concerns/progress on final paper.</p> <p>Students receive the rough draft feedback form, working in partners they read through each other's drafts of the paper so far and discuss their responses and areas for improvement.</p> <p>I continue to make available: handout on structure, on thesis statements, the original assignment sheet, on finding credible sources, etc.</p> <p>I work with individual students who need extra help.</p> <p>HW: Prepare for final in-class discussion on topics in social sciences we have touched upon.</p>
Nov 30	<p>Distribution of final discussion questions. Students select a few and do a 20 min free-write in response.</p> <p>Students host/lead in-class discussion, are evaluated per discussion rubric.</p> <p>HW: Complete draft of final paper. Bring in for peer edit/review day.</p>
Dec 4	<p>Peer edit and review of final paper.</p> <p>Check for: clear thesis statement, CER conformity, textual evidence selection and refinement.</p> <p>HW: polish final paper based on peer review and assessment.</p> <p>Bring one article on your topic to next class.</p>
Dec 7	<p>Warm up: Why is your topic important to consider now? Explain your selection.</p> <p>Share of relevant article.</p> <p>Class discussion: connection to themes and ideas we have discussed? What is new? What sounds familiar?</p> <p>HW: Finalize papers.</p>
Dec 11— LAST CLASS	<p>Final papers shared and final class reflections.</p>