City University of New York (CUNY)

# CUNY Academic Works

2018

# City College English 11000

Thomas Collins
*CUNY City College*

## How does access to this work benefit you? Let us know!

**ENGL 11000, Section D2**
**Fall 2018**
**Classroom: NAC 4/125**
**Class Meeting Times: MonWed**
**12:30PM - 1:45PM**
**Instructor: Thomas Collins**
**tcollins1@ccny.cuny.edu**
**Office: NAC 6/216-A**
**Office Hours: Wed 2PM – 3PM and**
**by appointment**

Course Description

The primary aim of this course is to introduce you to written composition and the rhetorical strategies that you will use throughout your academic career and your professional life. This course is designed to help each of you refine your writing, so both revision and reflection on strategies of writing will be incorporated into assignments. The four major assignments you will complete are addressed in the syllabus, below. You will also complete in-class writing assignments, write posts for a discussion board, and attend conferences to discuss drafts of your written work. In this course, you will develop research practices that make full use of City College's library and online resources. You will have the opportunity to incorporate different media in your work.

This syllabus presents a plan for the semester, but it may be changed. Changes to the syllabus will be posted in the Announcements and Syllabus sections of the Blackboard site. If you rely on a printed copy of the syllabus, it will be up to you to make revisions to it based on posted changes.

First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely

heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

Course Learning Outcomes

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

Required Text

This is a Zero Textbook Cost course. Reading assignments will be handed out in class or posted on Blackboard. Please bring paper and something to write with to each class.

Organization

You should keep a folder or binder with all of the hard copies of your written work, organized by date. When you submit final drafts and the writing portfolio, you will also need to submit copies of earlier drafts with my comments to get credit for your revisions.

Blackboard

You will turn in some of your assignments on Blackboard, and some of your reading assignments will be posted on Blackboard. You will also participate in discussion boards on the Blackboard course site. Extra credit may be available for helpful comments on your classmates'

discussion board posts—we will discuss this in class. If you have any problems accessing Blackboard, please let me know.

(Note about Blackboard: You must use your CCNY email address in Blackboard. [Log in to the CCNY Portal, click Blackboard, and Update Email in the Tools menu.] If you add a non-CCNY domain email address, you will not receive important course announcements.)

CUNY Academic Commons
https://engl110mw1230.commons.gc.cuny.edu


# **Assignments**

Introduction to Course
Assignment – "Rhetorical Analysis" – 2%

**A Source-Based Essay**
Assignment – "Summary of Four Sources" – 2%
First Draft – 2.5%
Final Draft – 10%
Reflection #1 – 2%

**An Inquiry-Based Research Essay**
Discussion Board Post #1 – "Research Topic Exploration" – 2%
Discussion Board Post #2 – "Research Proposal" – 2%
Discussion Board Post #3 – "Report on Research in Progress" – 2%
First Draft – 2.5%
Final Draft – 15%
Reflection #2 – 2%

**Composition in Two Genres**
Discussion Board Post #4 – "Potential Genres Proposal" – 2%
Discussion Board Post #5 – "Audience Strategy" – 2%
First Draft – 2.5%
Final Draft – 12.5%
Reflection #3 – 2%

**Theory of Writing and Writing Portfolio**
First Draft of "Theory of Writing" – 2.5%
Final Draft of "Theory of Writing" – 12.5%
Portfolio Website – 15%

Class Participation – 5%

| Grades Scored Between | Will Equal |
|---|---|
| 97 % and 100 % | A+ |
| 94 % and Less Than 97% | A |
| 90 % and Less Than 94% | A- |
| 87 % and Less Than 90% | B+ |
| 84 % and Less Than 87% | B |
| 80 % and Less Than 84% | B- |
| 77 % and Less Than 80% | C+ |
| 74 % and Less Than 77% | C |
| 70 % and Less Than 74% | C- |
| 67 % and Less Than 70% | D+ |
| 64 % and Less Than 67% | D |
| 60 % and Less Than 64% | D- |
| 0 % and Less Than 60% | F |

Conferences
Before submitting the final draft of three of the major assignments, you will meet with me for a short conference, in which we will discuss how you can revise and improve your writing. On days when conferences are scheduled, we will not be meeting as a full class in the classroom. A sign-up sheet for conferences will be filled out during class. If you cannot attend any of the available conference times, talk to me, and we will work something out. A missed conference is equal to one absence from class.

Submitting Papers
Most short assignments will be turned in via Blackboard. First and final drafts of the longer assignments will be turned in, in class. When you turn in final drafts, you should also turn in the paper-copy of your first draft with my comments. If you will be absent on a day when an assignment is due in class, you should email me that assignment before class begins. The final assignment, the Theory of Writing and Writing Portfolio, will be posted to a website you will create on the CUNY Academic Commons.

Email Communication
I encourage you to reach out to me if you have questions, difficulties, or are overwhelmed. Outside of the classroom, we will communicate through email. It is important that your CCNY email is functioning and that you are checking it daily.

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# Course Policies

CCNY's Statement on Community Standards

https://www.ccny.cuny.edu/studentaffairs/community-standards

Participation and Preparedness
This is not a lecture course. Discussion is crucial for this course so that we can get to know one another and support each other. You are expected to have read the assigned readings so as to be able to complete writing prompts and take part in discussion each class session. These readings should be with you--either in digital or print form--every class session, with few exceptions.

Attendance
Students are expected to attend every class session of this course and to be on time. You are allowed four absences. After four absences, your final grade will be dropped a third of a letter grade (for example, an A drops to an A-) for each additional absence. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences are having a negative impact on your grade. If you have unusual circumstances, please speak to me in person or via email, as soon as possible. I want you to pass this course, and I am willing to work with you to ensure that you do.

Late Work
Assignments must be submitted in class, on Blackboard, via email, or on CUNY Academic Commons by the specified time on the date they are due. If you will be absent for a class during which an assignment is due, you must email me the work before class begins. Late assignments will be penalized by a 5% grade drop and additional 5% grade drops for each 24-hour period that passes after the time they were due.

Formatting

All work should be typed, double spaced, and stapled (when printed, if multiple pages). You should use one-inch margins on 8.5x11-inch paper. Your last name and page number should appear at the upper right-hand corner of each page. Times New Roman and Arial are acceptable fonts. Chiller is most likely not an acceptable font. Please choose an appropriate font for your written work.

Plagiarism and Academic Integrity
Plagiarism is using other people's words without proper acknowledgment or citation, as it is defined in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. Plagiarism is unacceptable and has serious consequences that include receiving a failing grade and expulsion. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or in part, as your own), you may be subject to a failing grade for the project or the course, and, in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY's Policy on Academic Integrity, which is available here: http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Academic-Integrity-Policy.pdf

Food and Drink
You are allowed to bring food and drinks to class, as long as this does not create a distraction for you or your classmates. Please do not leave any trash in the classroom.

Technology
This is a technology-friendly class. However, unless I have determined that there is an academic purpose during class for computer or smartphone use, keep your devices put away. Put them on vibrate or turn them off. Consistent non-class-related usage will impact your participation grade and may be counted as an absence.

## **Support Services and Resources**

Special Needs and Accommodations
I have listed some support services in this syllabus, and you may review all that CCNY has to offer at this link: https://www.ccny.cuny.edu/health-wellness. If you believe you need accommodations for a disability, please reach out to CCNY's AccessAbility Center. The

approval process may take a while; I suggest that you address this as soon as you can. CCNY and I are 100% committed to your success. Nobody will be penalized for a disability. If you find that your disability may impede you from completing any requirements of this course, please talk to me, and we can address your situation and connect you with people who can provide further help.

Student Support Services Program, NAC 6/148

https://www.ccny.cuny.edu/sssp

SSSP invites new students, especially incoming freshmen and transfers at the start of fall, to join us up to our 500-student cap.  SSSP students should be either first-generation college students OR have a family income below a certain threshold.  SEEK students are not eligible to join, as SSSP's services in many ways mirror SEEK's.  To apply, complete the application at  https://www.ccny.cuny.edu/sssp/sssp_application. Accepted students have full access to SSSP's services, which include academic advising, personal counseling, and tutoring in the Academic Resource Center in Marshak 1104.  Tutoring supports all disciplines, and offers SSSP students the only online, 24/7 writing review service currently offered at City (https://www.ccny.cuny.edu/sssp/e-tutoring).  Students requesting in-person writing tutoring are assigned to the same tutor for a series of meetings which can be weekly or customized to the students' schedule of due dates.

Gateway Advising Center, NAC 1/220

http://www.ccny.cuny.edu/gateway/

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center, NAC 1/218

http://www.ccny.cuny.edu/accessability/

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of City College's services, programs, and activities.

The Writing Center, NAC, Third Floor (entrance off the Amsterdam Avenue Plaza)

https://www.ccny.cuny.edu/writing

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

SEEK Peer Academic Learning Center

https://www.ccny.cuny.edu/seek

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Free Access to NYTimes.com

https://gclibrary.commons.gc.cuny.edu/2014/04/09/free-nytimes/

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# **Schedule of Classes**

## **Week 1**

Day 1 – 8/27
--Overview of Syllabus
--Introduction to Rhetorical Analysis

Day 2 – 8/29
--Blackboard Demonstration
--Assignment: (Rhetorical Analysis)

## **Week 2**

-- No class on Monday, 9/3 (Labor Day)

Day 3 – 9/5
--**DUE** by 9am via Blackboard (Rhetorical Analysis)
--Overview of "A Source-Based Essay"
--Online Research Demonstration

## **Week 3**

-- No class on Monday, 9/10 (Rosh Hashanah)

Day 4 – 9/12
--Introduction to Summarizing
--Assignment: (Summary of Four Sources)

**Week 4**

Day 5 – 9/17
**--DUE** by 9am via Blackboard (Summary of Four Sources)

-- No class on Wednesday, 9/19 (Yom Kippur)

**Week 5**

Day 6 – 9/24
--First draft of "A Source-Based Essay" **DUE** in class (Bring two paper copies.)
--Peer review

Day 7 – 9/26
--Conferences (No class session.)

**Week 6**

Day 8 – 10/1
--Final Draft of "A Source-Based Essay" **DUE** in class (Turn in final draft as well as draft reviewed by instructor.)
--Assignment: Reflection #1

Day 9 – 10/3
--**DUE** by 9am via Blackboard (Reflection #1)
--Overview of "An Inquiry-Based Research Essay"
--Assignment: Discussion Board Post #1 (Research Topic Exploration)

**Week 7**

-- No class on 10/8 (Indigenous People's Day/Columbus Day)

Day 10 – 10/10
--**DUE** by 9am via Blackboard (Discussion Board Post #1)
--Introduction to Research Questions
--Assignment: Discussion Board Post #2 (Research Proposal)

**Week 8**

Day 11 – 10/15
--**DUE** by 9am via Blackboard (Discussion Board Post #2)
--Assignment: Discussion Board Post #3 (Report on Research in Progress)

Day 12 – 10/17
--**DUE** by 9am via Blackboard (Discussion Board Post #3)
--Introduction to CUNY Academic Commons
--Assignment: Before our next class, build a Commons page and post the link to Blackboard.

**Week 9**

Day 13 – 10/22
--**DUE** by 9am via Blackboard (Post link to CUNY Academic Commons profile page.)

Day 14 – 10/24
--Troubleshooting, regarding "An Inquiry-Based Research Essay"

**Week 10**

Day 15 – 10/29
--First draft of "An Inquiry-Based Essay" **DUE** in class (Bring 2 paper copies.)
--Peer review

Day 16 – 10/31
--Conferences (No class session.)

**Week 11**

Day 17 – 11/5
--Final Draft of "An Inquiry-Based Essay" **DUE** in class (Turn in final draft as well as draft reviewed by instructor.)
--Assignment: Reflection #2

Day 18 – 11/7
--**DUE** by 9am via Blackboard (Reflection #2)
--Overview of "Composition in Two Genres"
--Assignment: Discussion Board Post #4 (Potential Genres Proposal)

**Week 12**

Day 19 – 11/12
**--DUE** by 9am via Blackboard (Discussion Board Post #4)
--Assignment: Discussion Board Post #5 (Audience Strategy)

Day 20 – 11/14
--**DUE** by 9am via Blackboard (Discussion Board Post #5)

**Week 13**

Day 21 – 11/19
--First draft of "Composition in Two Genres" **DUE** in class (Bring 2 paper copies, if applicable.)
--Peer review

Day 22 – 11/21
--Troubleshooting, regarding "Composition in Two Genres"
--Introduction to "Theory of Writing and Writing Portfolio"

## Week 14

Day 23 – 11/26
--Final Draft of "Composition in Two Genres" **DUE** in class (Turn in final draft as well as draft reviewed by instructor, if applicable.)
--Assignment: Reflection #3

Day 24 – 11/28
--**DUE** via Blackboard by 9am (Reflection #3)

## Week 15

Day 25 – 12/3
--Troubleshooting, regarding "Theory of Writing and Writing Portfolio"

Day 26 – 12/5
--First Draft of "Theory of Writing" due in class (Bring 2 paper copies.)
--Peer review

## Week 16

Day 27 – 12/10
--Conferences (no class session)

Day 28 – 12/12
--**DUE** (In class, turn in graded paper copies of all essays you will revise for your final portfolio. If you would like these copies returned, include a self-addressed stamped envelope, or talk to me about other options.)

## Week 17

--No class on 12/17 (Final drafts of the "Theory of Writing and Writing Portfolio" are **DUE** by 11:59PM via CUNY Academic Commons)