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Freshman Composition

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CUNY City College

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Freshman Composition |ENGL 11000 Section 5BC2

Friday 9:30AM-12:15PM

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Office Hours 12:30PM-1:30PM | NAC 6/318A

Course Description

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. There are links to reading assignments that live online, and I have uploaded assigned articles in portable document format (.pdf).

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss three classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss four classes, your final grade will be dropped one full letter. If you miss five classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. *If you have special circumstances, please don't hesitate to let me know!* I'm happy to work with you to help you complete this course.

Additional Course Policies

- ❖ While beverages and small snacks are allowed, please be sure to clean up after yourself!
- ❖ Tablets and computers are welcomed in the classroom so long as you're still taking notes and participating when necessary. Phone usage isn't prohibited, however, *moderation is expected.*

Blackboard: Please be sure to check Blackboard throughout the semester. Make sure all assignments, whether done in class or at-home, are uploaded to Blackboard to receive full credit for the assignment.

Note: All assignments should be double-spaced, 12pt. font, Times New Roman, one inch margins and include proper MLA citations.

Plagiarism is prohibited at CCNY. The university's policy can be read here: [Academic Integrity Policies](#)

Grading

Sourced Based Essay: 15%

Inquiry Based Essay: 20%

Composition in Two Genres: 20%

Theory of Writing and Portfolio: 25%

Blackboard Assignments: 20%

Week One (8/30)

- ❖ Icebreakers
- ❖ Overview of Syllabus
- ❖ Introduction of key terms

Homework Assignment: Based on the key terms we've discussed in class, identify a rhetorical situation in which you have found yourself in the last week. Describe your rhetorical situation--the author, audience, tone, purpose, genre, medium, and stance. You must also explain *why* you chose to proceed with these rhetorical elements instead of others. | **Due 9/6**

Also read [“Is ‘Game of Thrones’ TV’s greatest show of all time? Yes, it is”](#) by 9/6

Week Two (9/6)

- ❖ Group Discussion: Analysis of [“Is ‘Game of Thrones’ TV’s greatest show of all time? Yes, it is”](#). Answer the following questions:
 - Who is the author of this piece? Is this author credible? Why?
 - Who is the author’s audience, and how do you know?
 - What is the author’s tone, and how do you know?
 - What is the author’s purpose, and how do you know?
 - What is the genre? What are the features of this genre?
 - What is the author’s stance toward his subject? How do you know?
- ❖ What makes a good brainstorm session?
- ❖ Brainstorm your research topic for the semester
 - **Brainstorming:** Develop a topic for the semester. During this activity, you’ll start to develop a semester-long research project. It begins with this first assignment: identify an issue that you’d like to learn more about. Although you’ll be able to change your topic before the next essay assignment, you’ll be creating more work for yourself if you do.

Homework Assignment: Please read [Reflective Writing and the Revision Process: What Were You Thinking?](#) | **Due 9/13**

Week Three (9/13)

- ❖ Discussion of Reflective Writing and the Revision Process: What Were You Thinking?
 - Define what metacognitive or reflective writing is. What are some of the prompts or “topics” for reflective writing.
 - Have you ever been asked to do this type of writing? If so, briefly discuss your experience.
 - Why does reflective writing help a student learn and develop as a better writer? How does it work?
- ❖ Introduction to Writing Assignment #1: A Source-Based Essay
- ❖ Introduction to CCNY’s Academic Databases: Academic OneFile, Opposing ViewPoints in Context, and the National Newspaper Index

Homework Assignment: Post a first draft of your Source-Based essay on Blackboard. It should be a complete rhetorical analysis of at least one article. | **Due 9/20**

Please read [Navigating Genres](#). | **Due 9/20**

Week Four (9/20)

- ❖ Discussion of Navigating Genres
 - What are some genres that you feel you know well? How did you learn them? What are their common rhetorical features?
 - What rules have you been told to follow in the past? How did they shape what you were writing?
 - How much freedom do you enjoy when writing? Does it help to have a form to follow, or do you find it to be limiting?
- ❖ What makes a good peer review session?
- ❖ In-class peer reviews of Source Based Essay draft & peer review presentations
- ❖ [Properly citing a paper, MLA format](#)

Homework Assignment: Please make corrections to your first draft and submit on BlackBoard. Read Lloyd Bitzer’s *The Rhetorical Situation*, pages 1-3 [here](#). | **Due 9/27**

Week Five (9/27)

- ❖ Discussion about *The Rhetorical Situation*
 - Group Discussion:
 - *What's the language in Bitzer's essay that tells you what the main point is?*
 - *What questions do you have about the text? Does a specific part of the text prevent you from understanding the overall idea of the essay?*
- ❖ In-class peer reviews of Source Based Essay draft

Homework Assignment: Please post your Sourced Based essay. | **Due 10/3 at 11:59PM.**

Week Six (10/4)

- ❖ Introduction to Writing Assignment 2: An Inquiry-Based Research Essay
- ❖ Research Topic Reflection: *What do you want to study, and why? Please post on Blackboard by the end of class.*
 - This reflection will be based on your topic exploration and initial research. You'll reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can't decide on a single question at this point, write about the top three you have in mind. We'll work together on narrowing your focus into one final research question, and we'll evaluate examples of strong research questions.
 - Resources for Developing Research Questions

Homework Assignment: Please post your research proposal to Blackboard. | **Due 10/11**

Please read [Genre and Design](#) by 10/11

Week Seven (10/11)

- ❖ Discussion of Genre and Design
- ❖ In-Class Writing Assignment
- ❖ Portfolio Workshop: Create a site in the Cuny Academic Commons and post Source-Based essay to this site.

In-Class Assignment: Open your first discussion board assignment and re-reread your response. Then, consider and write a reflection to these questions. *Respond to one out of four questions:*

- How is what you have learned about writing so far this semester similar to what you learned before you came to this class? How is it different? Illustrate your example by describing your experiences.
- How has your understanding of the rhetorical terms changed since the beginning of the semester? Illustrate this change, or lack of change, with examples from this or other classes or your non-academic life. What questions do you still have?
- What writing have you encountered in other classes this semester? Have you been able to apply what you've learned in this class to other class writing assignments? Have you encountered situations in which you needed to write but couldn't use what you've learned in this class?
- Describe the process of writing your first essay. How did you go about incorporating the research and the rhetorical terms? How did this process affect your understanding of writing?

Homework Assignment: Please post to Blackboard your report on your research in progress. (1-2 typed, single-spaced pages) | **Due 10/18**

Week Eight (10/18)

- ❖ Discussion: Example research paper
- ❖ In-Class assignment: Write the introduction to your Inquiry Based Essay
- ❖ Peer Review of Inquiry Based Essay Introductions

Homework Assignment: Please post the draft of your Inquiry Based Essay. 3-5 pages. | **Due 10/25**

Week Nine (10/25)

There is no class on this day. Take this additional time instead to work on your Inquiry-Based Essay based on feedback.

Week Ten (11/1)

- ❖ Introduction to Composition in Two Genres
 - Brainstorm potential genres and audience strategy for Composition in Two Genres essay
- ❖ Group Activity: Provide feedback on potential genres and audience strategies.
 - Post your Genres Proposal and Audience Strategy proposal to Blackboard by the end of class:
 - **Genre Proposal:** Explore various genres that might be appropriate to your project, and write a proposal outlining the ones you're thinking about using in your composition. This proposal is designed to help you explore several possible genres and then narrow in on a strategy for the two specific genres you will ultimately use in your project. You should also consider your audience strategy as you write this.
 - **Audience Strategy:** This strategy will be developed based on your research essay and your genres proposal. The audience strategy is the blueprint or foundation of your composition, so it is critical to develop a strategy with the end effect in mind. Planning in advance about how you will communicate your ideas to an audience will ensure its success; poor planning will result in a less-than-effective final project.

Homework Assignment: Please post your Inquiry-Based Essay to Blackboard | **Due 11/7 at 11:59PM.**

Week Eleven (11/8)

- ❖ Introduction to Theory of Writing
- ❖ In Class: Working on your draft of Composition in Two Genres
- ❖ In-class peer review of Composition in Two Genres

Homework Assignment: Post the first draft of your Composition in Two Genres to Blackboard. | **Due 11/15.** Add the Inquiry-Based Essay to portfolio on the CAC

Week Twelve (11/15)

There is no class on this day. Take this additional time instead to work on your second draft of your Composition in Two Genres assignment **and** Post-Essay Reflection Assignment.

Homework Assignment: Post-Essay Reflection Assignment. | **Due 11/15 at 11:59PM**

Week Thirteen (11/22)

- ❖ Work on first draft of Theory of Writing and post to Blackboard by the end of Class.
- ❖ In-class peer reviews/conference of Theory of Writing

Homework Assignment: Post Composition in Two Genres essay to Blackboard | **Due 11/29 at 11:59PM**

Week Fourteen (11/29)

Happy Thanksgiving — there will be no class on this day!

Week Fifteen (12/6)

- ❖ Class Conferences: In order to provide feedback on your first full draft of your Theory of Writing assignment and Final Portfolio, I'll be holding a conference for group feedback

sessions of your essay in lieu of a formal class. Please fill out this sign up sheet [here](#) to pick a time slot.

Homework Assignment: Post Theory of Writing and Final Portfolio | **Due 12/19 at 11:59PM**