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2019

Freshman Composition

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CUNY City College

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Instructor: Nicola McDonald

Class: English 110, Freshman Composition, Class Number 60845, Section K2

Class Location: NAC 6/311

Class Schedule: TU/TH 8:00 – 9:15am, Fall 2019

Office Hours: Thursdays, 9:15-10:00 am, by appointment

Office Location: 6/321

Email: nmcdonald@ccny.cuny.edu

Introductions

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

Students who complete this course will be able to

- 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 Texts

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).

Course Policies

Plagiarism and Academic Integrity

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated 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 can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or 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://www1.ccny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf> .

Attendance

Students are expected to attend every class session of this course and to be on time and stay for the entirety of each class. You are allowed to miss up to two classes no questions asked (send an email before class time to let me know you will not be in attendance). 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. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

Food and Drinks

No eating in the classroom. Your snack could be distracting to other students. Drinks are fine.

Digital Devices

No digital devices are allowed during class. There may be times when devices are incorporated into the lesson for in-class activities, and those times will be the only exception. When the devices aren't required for an in-class activity, please keep them closed and put away. When we do use digital devices, they should be used only for the class related activity.
Student Code of Conduct

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes,

obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University. The goals of the CCNY Community Standards are:

- To promote a campus environment that supports the overall educational mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct: <http://www.ccny.cuny.edu/studentaffairs/community-standards.cfm>.

Student Support

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. 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, NAC 4/224

<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.

Resources

Reading and Writing Support

- [Purdue Online Writing Lab \(OWL\)](#)
- [University of North Carolina Writing Center Handouts](#)
- [Creative Commons Licenses](#)

Rhetorical Concepts

- [Rhetorical Situation](#)
- [Author and Audience](#)
- [Tone and Purpose](#)
- [Genre and Medium](#)
- [Stance and Language](#)

English 110 Course Syllabus FA19

Please be aware that the syllabus may be changed at any time by the instructor.

Week 1

August 27

1. In-class writing activity
2. Overview of course site (<https://nicmcdonald.commons.gc.cuny.edu>)
3. Introduction of Key Terms
 - Rhetorical Situation
 - Author and Audience
 - Tone and Purpose
 - Genre and Medium
 - Stance and Language

Assignment due before next class:

- Log into Blackboard and review course information
- Identify a rhetorical situation in which you 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. Post this in the **discussion board 1** by 6pm on August 28th.

August 29

1. In-class writing activity
2. Course overview: syllabus and assignments
3. Rhetorical Analysis article and discussion
4. Group activity

Assignment due before next class:

- Read [Reflective Writing and the Revision Process: What Were You Thinking](#)
- Post a brief summary of the essay in the **discussion board 2** by midnight on September 1st

Week 2

September 3

1. In-class writing activity
2. Brainstorming discussion
3. Digital portfolios

Assignment due before next class:

- Read “[Navigating Genres](#)” and post a summary of the article in addition to your response in the **discussion board 3** by 6pm on September 4th.
- Watch MIT’s Peer Review in the Classroom: A Guide for Students
<https://youtu.be/tY8CX0J3ILc>

September 5 (No Class)

We will not meet today, but you are responsible for doing the assigned work and posting accordingly. **Due September 6th by midnight.**

- Reflection #1
 - In this reflection, tell me what you know about writing. Tell me about the kinds of writing assignments you have been given, what you did to go about answering them, and how you assess your abilities as a writer. Include descriptions of non-school writing, too: anything you do in your home life, for work, or for pleasure or professional advancement.
 - Consider papers you have written and research you have conducted in the past - How did you go about finding your sources and what methods did you use? What worked well? What didn't work so well? How did you identify credible sources?
- Post your thoughts to these questions in the **Reflection#1** section by midnight on September 6th
- Respond to at least one of your peer's posts before next class.
- Visit a library, talk with a librarian and do research to identify at least 3 topic areas that interests you.

Week 3

September 10

1. Blackboard Discussion Review
2. Introduction to Writing Assignment 1: [A Source-Based Essay](#)
3. Introduction to [CCNY's Academic Databases](#): Academic OneFile, Opposing ViewPoints in Context, and the National Newspaper Index

Assignment due before next class:

- Read Our Declaration by Danielle Allen (on blackboard) and come prepared to discuss in class
- Submit your topic of interest to me via email. In a short paragraph, also explain why you are interested in the topic and provide supporting information you have found in your initial search.

September 12

1. Blackboard Discussion Review
2. Group Activity & Topic Review
3. Class discussion

Assignment due before next class:

- Prepare your sources along with a complete rhetorical analysis of at least one of your sources based on your chosen topic. Print 2 copies and submit this in class.

Week 4

September 17

1. In-class writing activity (Class Checkpoint)
2. Discussion and review of [examples](#).
3. Peer review, rhetorical analysis

Assignment due before next class:

- Read Annotated Bibliographies (on blackboard). Print and bring to discuss in class
- Print 2 copies of a complete first draft of your Source-Based Essay and submit during next class

September 19

1. Annotated Bibliographies Discussion
2. Source-Based Essay peer review
3. [MLA citation](#) workshop

Assignment due before next class:

- Read Lloyd Bitzer's [The Rhetorical Situation](#) and post your thoughts in the **discussion board 4** section by midnight on September 22
- Respond to at least one of your peer's posts by noon on September 23rd.
- Write a 250-300 word summary explaining edits that you have made to your Source-Based Essay draft based on peer feedback. Print and submit this during your conference.

Week 5

September 24

1. Student conferences (Office 6/321)
2. Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen.

September 26

1. Student conferences (Office 6/321)
2. Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen.

Assignment due before next class:

- Post your complete source based essay on blackboard by midnight on September 30th.
- Review the Inquiry based essay requirements and post three questions you'd like to explore for your research topic on blackboard by midnight on October 1st.

Week 6

October 1st (No Class)

October 3

1. In-class writing activity
2. Discussion: The Rhetorical Situation
3. Introduction to Writing Assignment 2 [Inquiry-Based Essay](#)

Assignment due before next class:

- Post response to Genre #1: Research Topic Reflection in the **discussion board 5** section by midnight on October 6th
- Reflection #2: Submit your thoughts (700-1,000 words) in the **Reflection#2 section** by midnight on October 6th

Open up the discussion board post in which you first wrote about the kinds of writing you are asked to do. Reread your notes. Then, consider and write a reflection to these 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?

Week 7

October 8 (No Class)

October 10

1. Blackboard Discussion Review
2. Examples of Research Essay Questions
3. Resources for [Developing Research Questions](#)

Assignment due before next class:

- Post response to Writing Genre #2: Research Proposal in the **discussion board 5** section by midnight on October 12th
- Print and bring your model essay to class

Week 8

October 15

1. In-class writing activity
2. Peer Discussion of model essays
3. Class Review

Assignment due before next class:

- Post response to Writing Genre #3: Report on Research in Progress in the **discussion board 7** section by 6pm on October 16th
- Read Us and Them by David Sedaris (on blackboard) and come prepared to discuss in class

October 17

1. Blackboard Discussion Review
2. Review of [Genre and Design](#).
3. Small Group Discussion

Assignment due before next class:

- Print and bring the first 4-5 pages of your Inquiry-Based Essay and a brief annotated bibliography of all your required sources to submit in class

Week 9

October 22

1. In-class writing activity
2. Peer review of inquiry based essays
3. In class discussion about peer review findings and essays

Assignment due before next class:

- Print and bring the complete first draft of your Inquiry-Based Essay and submit this in class

October 24

1. In-class listening/writing activity
2. Follow up peer review of inquiry based essays
3. Portfolio review

Assignment due before next class:

- Write a 250-300 word summary explaining edits that you have made to your Inquiry Based Essays based on peer feedback you received. Submit this during your conference.
- Post a link to your portfolio sites on blackboard by 6pm on October 26th.

Week 10

October 29

1. Student conferences (Office 6/321)
2. Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen.

October 31

1. Student conferences (Office 6/321)
2. Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen.

Assignment due before next class:

- Submit your complete Inquiry-Based Essay on blackboard by midnight on November 4th

Week 11

November 5

1. In-class writing activity
2. Introduction to Short Assignment #1: [Composition in Two Genres](#)
3. Brainstorm Potential Genres Proposal

Assignment due before next class:

- Post your response to Short Assignment #1: Potential Genres Proposal in the **discussion board 8** section by 6pm on November 6th

November 7

1. In-class writing activity
2. Brainstorm Short Assignment #2: Audience Strategy
3. Website development; add Inquiry-based Essay to portfolio sites

Assignment due before next class:

- Post your response to Short Assignment #2: Audience Strategy in the **discussion board 9** section by midnight on November 10th
- Read Mother Tongue by Amy Tan (on blackboard) and come prepared to discuss in class

Week 12

November 12

1. In-class writing activity
2. Class discussion
3. Peer review, Potential Genres and Audience Strategy

Assignment due before next class:

- Print the complete first draft of your Composition in Two Genres assignment and submit this in class.

November 14 (No Class)

Week 13

November 19

1. In-class writing activity
2. Peer reviews of Composition in Two Genres drafts
3. Class discussion

Assignment due before next class:

- Write a 250-300 word summary explaining edits that you have made to your Composition in Two Genres draft based on peer feedback. Submit this during conference.

November 21

- Student conferences (Office 6/321)
- Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen. activities

Week 14

November 26 (Office 6/321)

1. Student conferences
2. Each student will be scheduled for a conference with me. Not showing up to your conference equals one absence since class has been cancelled specifically for these conferences to happen. activities

Assignment due before next class:

- Submit your complete Composition in Two Genres on blackboard by midnight on November 30th
- Respond to Short Assignment #3: Reflection on Your Composition by midnight on November 30th in the **discussion board 10** section.

November 28th (No Class)

Week 15

December 3

1. In-class writing activity
2. Introduce [Theory of Writing](#) assignment

Assignment due before next class:

- Write a 700-1000 words draft of your Theory of Writing assignment.
- Post the link to your Theory of Writing portfolio page containing the Theory of Writing assignment by 6pm on December 4th

December 5

1. In-class writing activity
2. Peer review Theory of Writing assignment

Assignment due before next class:

- Write a 250-300 word summary explaining edits that you have made to your Theory of Writing assignment draft based on peer feedback. Include information about the genre format you chose to write in and why. Submit this in class.

Week 16

December 10

1. In-class writing activity
2. Review & Discussion of [The Danger of a Single Story](#)

Assignment due before next class:

- Post the link to your Theory of Writing portfolio page containing your complete first draft of the Theory of Writing assignment by 6pm on December 11th.

December 12 (Last day of class)

1. In-class writing activity
2. Review & Discussion of [What Our Language Habits Reveal](#)

Assignment due:

- Post the link to your Theory of Writing portfolio page containing your complete Theory of Writing assignment by midnight on December 17th.