

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2020

Composition of Individual & Society FIQWS

Julianne Davidow
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/338

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

The City College of the City University of New York
Composition of Individual & Society FIQWS
Fall 2020
ONLINE

Instructor: Ms. Julianne Davidow

Class Schedule: Thursday, 2-4:45 on Zoom.

jdavidow@ccny.cuny.edu

Office Hours: Thursday 3:45-4:45

NOTE: Please make sure you have a City mail email in Blackboard. If you do not, go here to change your email:

<https://writingcraft.commonscuny.edu/files/2020/07/ChangeEmailAddressSP13.pdf>

When you email me, please put in the subject line: Last name, first initial. FIQWS
For example, Smith, J.FIQWS.

This class is the composition section of Individual & Society FIQWS which is connected the topic section, American Education through Films and Documentaries.

It is a freshman composition class with an emphasis on writing about educational topics.

Course Description

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 online classroom community.

Course Learning Outcomes are the practices that you will be expected to gain expertise in this semester.

English 110 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.
- Practice systematic application of citation conventions.
- 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.

➤ **This syllabus represents a plan for the semester, but that plan will be changed if the need arises.** Changes to the syllabus will be posted in the Announcements section of the Blackboard site; they will also be made in the Calendar section, in the syllabus link in our class website (see below).

➤ **This is a fully online course, and we will engage both in synchronous and asynchronous learning modalities.**

This means that we will meet altogether on Zoom, once a week on Thursday, and you will also have assignments to complete on your own time.

We will have three learning platforms:

- **Blackboard.** This is where you will be able to: See your grades, read announcements that I will post and also send out as emails, and engage in the Discussion Board.
You will post assignments here and also participate in group work and whole class discussions.
- **Course Website:** <https://educationcomp.common.gc.cuny.edu>
- **Zoom**

Syllabus, calendar of classes and activities, assignment sheets, study sheets, and videos are posted in the course website, and I will also send links to you with each announcement/email.

✓ **You will not need to buy any books, but please bring a notebook to every class.**

Attendance on Zoom and weekly assignments

- ◆ We will meet approximately once per week on Zoom, for approximately one and a half hours. The rest of the time will be for office hours and you can meet with me individually.

Students are expected to attend this once-a-week Zoom meeting. However, I realize that unexpected events might prevent this. Therefore, if you have to miss our meeting, please email

me and let me know. To receive credit for a missed meeting, you will view the recording and answer a list of questions that I will send to you.

Zoom Meeting Protocols

We are all part of a learning community. There are my expectations:

- ❖ Cell phones should be silenced and put away.
 - ❖ Be respectful and exhibit professional behavior.
 - ❖ Be awake, alert, and personally, socially, and relationship aware.
 - ❖ During class, we all want to feel safe and to voice our opinions and learn and grow.
 - ❖ Practice active listening and ask questions.
 - ❖ Turn on your videos so we can maintain connection throughout the class. If you find this is impossible, please let me know.
-
- ✓ We expect your full and safe participation in our online sessions. This means being free from any distractions including driving, the consumption of drugs and/or alcohol, and/or multitasking.
 - ✓ All videos will be recorded. **These videos will be posted on Blackboard** within a few days of our meeting. No one outside of our class will have access to these videos, and they will be deleted by the end of the semester.

All videos will be recorded. **These videos will be posted on Blackboard** within a few days of our meeting. No one outside of our class will have access to these videos, and they will be deleted at the end of the semester.

- **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://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Defining Plagiarism: What Counts as Plagiarism?

Plagiarism can be **intentional** or **unintentional**. It often occurs because the process of citation can be confusing, technology makes copy + paste so easy, and knowing exactly what to cite is

not always easy! You can avoid unintentional plagiarism by learning how to cite material and keeping track of sources in your notes. Give yourself plenty of time to process sources so you don't plagiarize by mistake. Here are some examples of plagiarism:

- Submitting a paper written by someone else.
- Using words and phrases from the source text and patching them together in new sentences.
- Failing to acknowledge the sources of words or information.
- Not providing quotation marks around a direct quotation. This leads to the false assumption that the words are your own.
- Borrowing the idea or opinion of someone else without giving the person credit
- Restating or paraphrasing a passage without citing the original author
- Borrowing facts or statistics that are not common knowledge without proper acknowledgement

Resources

Everyone here at City College is committed to making your academic experience an enriching one, and should you find yourself in need of help, please make use of these resources.

The Writing Center

<http://www.ccnycuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

Gateway Advising Center, NAC 1/220

<http://www.ccnycuny.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 Tutoring Services, NAC 1/218

<http://www.ccnycuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities. They also offer ESL tutoring. To set up an appointment or semester-long sessions, visit the website or call them at (212) 650-8104.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

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

Citation Resources

There are many resources that can make the formatting and citation process easier. Some common style guides include the following:

- [The Purdue Online Writing Lab](#): this is a popular resource that concisely explains how to properly format and cite in various academic styles.
- [EasyBib](#): in addition to having a style guide, this website allows you to paste in information from your research and will create and save citations for you.

Reference management websites and applications can also assist you in tracking and recording your research. Most of these websites will even create the works cited page for you! Some of the most popular citation tools include the following:

- [Zotero](#)
- [RefME](#)
- [BibMe](#)

Essay Assignments

- ❖ You must complete all reading assignments by the class due date.

Site where you will eventually create your websites:

<https://commons.gc.cuny.edu/>

Helpful sites: You may want to look directly at these sources and read various chapters.

https://www.wwnorton.com/college/english/write/fieldguide/writing_guides.asp

<https://openoregon.pressbooks.pub/wrd/>

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides>

<https://www.thesaurus.com/>

Letter Grades & Corresponding Points

A+	=	100-97 points
A	=	96.9-93
A-	=	92.9-90
B+	=	89.9-87
B	=	86.9-83
B-	=	82.9-80
C+	=	79.9-77
C	=	76.9-73
C-	=	72.9-70
D+	=	69.9-67

D = 66.9-63
D- = 62.9-60
F = Below 60

Keep in mind the following in your writing assignments:

- 1. Focus:** How well do you narrow and articulate your topic?
- 2. Purpose:** How well do you communicate your aim (directly or indirectly) to your readers?
- 3. Development:** How fully do you explain, elaborate on, and illustrate topics and subtopics? Are there sufficient quotes, examples, anecdotes, and/or research results provided as evidence for all topics and claims?
- 4. Structuring:** Is there an identifiable overall skeletal structure of topics and subtopics that makes sense to you and to your readers? Are paragraphs topic-focused and are ideas within paragraphs arranged so that your reasoning is meaningful for readers?
- 5. Argument:** When you are writing arguments, do you clearly state your informed opinion (thesis) and then provide a sequence of claims that are supported by appropriate and convincing evidence?
- 6. Use of Images and Video:** If you insert images or videos into your text, do you do so effectively and appropriately?
- 7. Use and Documentation of Sources:** Do you use quotes, paraphrases and summaries effectively? Do you acknowledge other authors' written work or ideas MLA/APA citation conventions?
- 8. Use of Written Language:** Does your written language communicate meaning clearly and persuasively? Is your language use appropriate for a college writing context?
 - ✓ Each assignment (except for the Introductory Letter) will be accompanied by a self-reflection. See below for more information.

Assessment Criteria Grading Breakdown:

Analytical Essay (15%)
Expository Essay (20%)
Researched Argumentative Essay (25%)
Digital Portfolio (15%) plus Theory of Writing (10%)
Blackboard assignments including peer review (15%)

Description of core assignments: See website

- ❖ **Note:** Each core assignment will be accompanied by a one to two-page reflection describing its *genre* (what are its characteristic features), *exigence* (what need motivated the writer), *purpose* (what did the writer hope to accomplish), *audience* (who is the potential audience for the essay), *context* (what is the writer’s rhetorical situation? what is the relationship between the writer, her audience, and the medium?). You should also describe how each assignment has helped you to achieve the Course Learning Outcomes—which applied to this particular assignment and which did not. These short reflections will prepare you to write the final Self-Reflection. Grade weights for essay Reflections/Self-Assessments factor into your overall grade for that assignment.

Fall 2020

Thursday, 2-4:45

American Education Composition Section: FIQWS

Instructor: Julianne Davidow


Date	In-Class	Homework
Week 1		
Thursday 8/27	Zoom: Introductions Review Zoom, Blackboard, website, major assignments, groups. Watch video “Rhetorical Situation” Discussion	Post your photo and introduction in the Blackboard Discussion Board Change your email to City mail accounts if you have not yet done so. Read about rhetorical situation Re-watch video: Introduction to Rhetorical Situation.
Week 2		

<p>Thursday 9/3</p>	<p>Zoom:</p> <p>Review rhetorical situation</p> <p>Watch Protests are Democracy in Action</p> <p>Discussion</p> <p>Mini lecture on James Baldwin</p> <p>View video</p> <p>Analyze rhetorically</p>	<p>Blackboard Discussion Board:</p> <p>Who is a writer you find inspirational who you think should be studied in schools? Post by Sunday 9/6 at 11:5 PM.</p> <p>For Thursday 9/11: Read James Baldwin “A Talk to Teachers”</p> <p>Answer questions and bring to class on Thursday.</p>
<p>Week 3</p>		
<p>Thursday 9/10</p>	<p>Zoom:</p> <p>Review “Talk to a Teacher”</p> <p>Group work: Analyze rhetorical situation</p> <p>Whole group discussion</p> <p>Mini lecture on analytical essay structure</p> <p><u>Assign Analytical Essay</u></p>	<p>Blackboard assignment link:</p> <p>A letter to a teacher Due Sunday 9/13 at 1 PM.</p> <p>For Thursday 9/17: Read: Analyzing a Text Read: Text analysis essay TBD</p> <p>Read “Getting Started”</p>
<p>Week 4</p>		

<p>Thursday 9/17</p>	<p>Zoom:</p> <p>Mini-lecture on writing processes Getting started</p> <p>Different types of essays and thesis statements</p> <p>Groups: analyze readings.</p>	<p>Blackboard Discussion Board</p> <p>Decide on a text for your Analytical Essay</p> <p>Post name of text and first paragraph and thesis statement by Sunday 9/20 at 11:59 PM.</p> <p>For Thursday 9/24:</p> <p>Read “Mother Tongue”</p> <p>List five key events or experiences that Tan discusses in her essay. Tell the meaning or significance of each event. Bring to class on Thursday.</p>
<p>Week 5</p>		
<p>Thursday 9/24</p>	<p>Zoom:</p> <p>Discuss Mother Tongue</p> <p>Group work</p> <p>Analyze structure: Paragraphs and transitions.</p>	<p>Post Analytical Essay in assignment link in Blackboard by Sunday 9/27 at 11:59 PM</p> <p>For Thursday 10/1:</p> <p>Read about Academic English Watch video</p>
<p>Week 6</p>		
<p>Thursday 10/1</p>	<p>Zoom:</p> <p>Library talk</p> <p>Review Academic English</p>	<p>For Thursday 10/8:</p> <p>Read: “Expository Writing”</p> <p>Watch: video on thesis statements for expository essay</p> <p>Groups: Each group reads its assigned essay</p>

		Take notes and be prepared to discuss based on questionnaire
Week 7		
Thursday 10/8	<p>Zoom:</p> <p><u>Assign Expository Essay</u></p> <p>Groups present</p> <p>Group discussion: topics and thesis statements</p> <p>Mini lecture structure</p> <p>Citations MLA</p> <p>Annotations for bibliography</p>	<p>Blackboard Discussion Board: Do research, decide on a topic for your Expository Essay. Post to Blackboard by Sunday, 10/11 at 11:59 PM</p> <p>Post three possible sources and write annotations.</p>
Week 6		
Thursday 10/15	<p>Zoom:</p> <p>Groups: thesis statements for expository essay</p> <p><u>Mid-term Conferences</u></p>	<p>Blackboard Discussion Board: Post outline of Expository Essay by Sunday, 10/18 at 11:59 PM</p> <p>What methodology will you use? (Cause and effect, definition, process analysis, compare and contrast)</p> <p>Continue to work on your essay.</p>
Week 7		

<p>Thursday 10/29</p>	<p>Zoom:</p> <p><u>Assign Argumentative Essay</u></p> <p>Mini lecture on Argumentative Essays structure</p> <p>Continue mid-term conferences.</p>	<p>Blackboard Groups:</p> <p>Post first draft of Expository Essay in group discussion board by Friday 10/30 at 11:59 PM</p> <p>Complete your reviews of your group members' papers and upload your worksheet by Sunday 11/1 at 11:59 PM</p> <p>Post your Expository Essay to the Blackboard assignment link by Tuesday 11/3 at 11:59 PM</p> <p>For Thursday 11/5</p> <p>Read: Argumentative Essays TBD</p>
<p>Week 8</p>		
<p>Thursday 11/5</p>	<p>Zoom:</p> <p>Rhetorical Moves Groups: Analyze Rhetorical Moves</p> <p>Thesis statements for an argumentative essay</p> <p>Groups: thesis statements</p>	<p>Work on 1st draft Argumentative essay.</p> <p>Work on 2nd draft of Expository Essay.</p>
<p>Week 9</p>		
<p>Thursday 11/12</p>	<p>Zoom:</p> <p>Portfolios Theory of Writing</p>	<p>Blackboard assignment link</p> <p>Post 2nd draft of Expository Essay in assignment link by Tuesday 11/17 at 11:59 PM.</p>

Week 9		
Thursday 11/19	Zoom Meeting:	<p>Blackboard Groups Post first draft of Argumentative Essay in group discussion board by Friday 11/20 at 11:59 PM</p> <p>Complete your reviews of your group members' papers and upload your worksheet by Sunday 11/22 at 11:59 PM</p> <p>Post your Argumentative Essay to the Blackboard assignment link by Tuesday 11/24 at 11:59 PM</p>
Week 9		
Thursday 11/26	<p>Thanksgiving</p> 	
Week 10		
Thursday 12/3	Last class Readings	<p>Final Draft Research Essay and Portfolio Due not later than Monday 12/15 at 11:59 PM</p>