

NEW YORK CITY COLLEGE OF TECHNOLOGY
ENGLISH COMPOSITION 2

English 1121, English Composition 2

Section D432

Spring 2019

Tuesday, Thursday 10:00-11:15

Library Building 636

Professor Dr. Leigh Gold

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Office Hours: Monday, 230 to 330 pm, Namm 529

CLASS DESCRIPTION:

Welcome to the class! This is one of several sections of a new curriculum for English 1121 that is beginning this semester. In English 1121, we will continue the work we had begun in English 1101. This class aims to take the fundamental tools of writing, reading, research, and critical analysis further. The class will practice close reading and will learn how to approach texts from a variety of genres as well as learn about the idea of discourses and discourse communities. The class will involve assignments that allow us to engage with many types of media, including digital, and we will be asked to explore issues and problems that matter to us in our modern world. We will explore writing and research as a process and build research skills that can be applied to all areas of study. We will be able to develop our own ideas about writing that we can take with us into future academic and professional experiences. Students will engage in class discussion to strengthen critical thinking and develop the language to respond to a wide variety of texts, ideas, and societal issues.

Prerequisite: English 1101

Objectives:

These are the new learning outcomes for this 1121 Pilot Program:

Read and listen critically and analytically in a variety of genres and rhetorical situations: Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media. Adapt and compose in a variety of genres: Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences.

When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language. Use research as a process of inquiry and engagement with multiple perspectives: Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media.

Demonstrate research skills through proper attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).

Use reflection and other metacognitive processes to revise prior assumptions about the writing processes and transfer acquired knowledge about effective reading and writing practices into new writing situations.

Engage with reading and writing as a process including prewriting, writing, and continuous revision. Students write essays that demonstrate their reflection of their own writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.

Demonstrate the social and ethical responsibilities and consequences of writing: Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.

Compose in 21st Century Environments: Learn to choose among the most current and effective delivery methods for different composing situations, including composing in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

Course Expectations and Policies:

Academic Integrity: I always expect that the work you hand in—both the language and the ideas— will be truly your own. This class will help you to better understand what constitutes plagiarism, but please come speak with me if you have any questions or are uncertain about how to cite or incorporate other texts or ideas. Plagiarism will result in an automatic F grade for the assignment.

The New York City College of Technology Policy on Academic Integrity states: “Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”

Attendance: As this is a discussion-based class and assignments are cumulative, it is crucial that you attend class regularly. Many assignments will also be based upon the work that we will do in class. Therefore, excessive latenesses will impact your grade and ability to complete assignments. If you are late or leave class early, it counts as a partial absence. Please recall that being absent is not an excuse for missing or late work, so be sure to get notes and assignments from a classmate so that you can be informed and prepared for class. The work for this course is also cumulative which means that many assignments are built upon previous ones. It is therefore difficult to catch up if one falls behind. If a situation arises that will result in absences, please come speak with me.

Participation: Ten percent of your grade will be based on the quantity and quality of your participation

in class. Reading the assigned texts, completing any homework, and bringing the necessary materials to class are all crucial to effective participation. Moreover, your opinions matter and the more we are involved in class, the more we can get out of it. Participation means being actively involved in class, not just being physically present.

Cell phones, computers, and other devices need to be stored away during class unless specifically needed for an assignment (phones should not be on your desk, in your hand, or wherever else your device might become distracting). Please be aware that using your phone during class will inevitably impact your grade.

Policy on Late Work: Work is counted as late if it is not provided to me before or during class on the due date (if you email it to me later that day, it is considered late). Missing class is not an excuse for late work. If an assignment is due on a day you will not be in class, you are still responsible for handing it in on time by emailing it to me by the beginning of the class period. If outside circumstances make a deadline impossible to meet, it is your responsibility to contact me ahead of time to discuss a possible extension.

Essays should be formatted according to MLA guidelines. These guidelines will be reviewed in class. You can also consult Purdue's Online Writing Lab available at <https://owl.english.purdue.edu> as a guide or Excelsior Owl's Writing Lab: <https://owl.excelsior.edu>. Another resource for MLA guidelines can also be found on the MLA site at <https://style.mla.org>.

PLEASE NOTE: I will only communicate with you through your CityTech CUNY email address. Please be sure to regularly check your email for assignments and other important information.

NOTE: Please make sure to have at least one other student's email address for missed work. You are responsible for finding out and catching up on what you missed. If you have further questions after getting notes from your classmate or classmates then come speak with me.

Tutoring: The Atrium or College Learning Center has free writing tutors who can assist you at any stage of planning, writing, or revising any of the essays for this class. Call 718-260-5874 for more information or visit the website at <http://websupport2.citytech.cuny.edu/learningcenters/english.htm>.

The Learning Center is located in Atrium G18.

Students with disabilities: If you have any type of disability, please come discuss this with me so we can make arrangements to tailor any course policies or assignments to your specific needs. Please also contact the Center for Student Accessibility at 718 260 5143. The Center is located in Atrium 237.

Assignments:

There are four main units in this 1121 course. Each unit will have a major assignment which will be discussed in more detail throughout the semester. Here is a basic overview of the main assignments per unit:

Literacy Assignment:

The Literacy Narrative: The goals for the assignment: 1) the assignment should help students describe their own reading processes, writing processes, and the relationship between the two. 2) The assignment should help students gain a greater sense of their own past literacy experiences and how those experiences have shaped how they envision themselves as writers in the current moment. 3) The assignment should have students reflect on their own schooling and educational influences and

examine the social cultural, and political issues involved in accessing language fluency. 4) The assignment should have students explore their understandings of the ethnic and cultural diversity of written English as well as the influence of other registers, dialects, and languages.

Discourse Community Assignment:

This assignment asks students to identify a discourse community and help them become aware of the ways that discourse communities inform rhetorical situations and rhetorical choices. Discourse communities can be defined by the instructor, full class, and/or individual students in many ways: as academic, cultural, ethnic, religious, social, artistic, or other communities. However, one thing that discourse communities share is a common specialized interest and linguistic discourse. By closely analyzing specific discourses that they may have previously ignored or taken for granted and rhetorically analyzing linguistic artifacts, students become more aware, not only of how discourse functions within the particular community out of which the artifact arose, but of the powers and limitations of language as it travels within and through various discourse communities. This assignment offers a means for students to understand and use a variety of different types of research, including ethnography, analysis of artifacts, interviews, or other primary sources. The final product for this assignment may take one of many different forms: an analytic paper, a creative assignment, an Op-Ed or popular article, a report, a letter, a review, a website, or a multimedia project, but in all cases, students should emerge with a deeper understanding of the ways in which discourse communities define a rhetorical situation by uniting an audience, establishing a shared language, and promoting a common interest or goal.

Research, Inquiry, Argument Assignment:

This assignment asks students to continue looking outside their school lives and tackle an urgent current social problem such as voter suppression, empowerment of specific communities, or the epidemic of shootings, or something that is particularly important to them and/or a specific discourse community, possibly the one they researched in assignment 2. The goal is to create an argumentative essay that 1) begins with focused research questions about a specific problem or issue, 2) asks students to conduct primary and secondary research to identify stakeholders analyze different perspectives, 3) incorporates brainstorming about possible solutions or the repercussions of inaction, and 4) ends with a draft of a position paper. This can be either an individual or collaborative assignment, and might be used for Assignment 4 and translated into different media targeting a specific audience affected by the problem.

Repurposed Multimodal Project: This assignment asks students to re-think, or re-envision, one of the assignments they have written previously in the semester, presenting it in a totally new genre, perhaps changing modes: for example, a revision that goes from a written essay to an audio podcast, website, graphic, video essay, rap album, or mixed modal. This assignment builds on the generic, rhetorical and audience awareness that students have worked on all semester long, asking them to consider what discourse community they are trying to reach and, not only what diction, but also what mode of delivery would be best for delivering that message. This “translation” is key to transfer, one of the core learning outcomes of this course. If students can take a message and transform it for different audiences and media, then they are well on their way to being able to transfer writing skills across fields, disciplines and discourse communities.

Final Portfolio Assignment: The final portfolio assignment asks students to accomplish three tasks. 1) It asks students to revise either all of their work or selected work over the course of the semester

(determined by the instructor). In so doing, it asks students to offer prefatory remarks concerning each piece that describes the process and the evolution of the project over the course of the semester. 2) In addition to the revision and reflections of the individual pieces, students also write a narrative that explains their evolution as a reader and writer over the course of the semester. This narrative asks students to return to the first assignment they wrote for the class (the literacy narrative) and compare how their thoughts about writing and their practices about writing have evolved over the course of the semester. It is important to recognize that students should not simply state that their writing has changed over the course of the semester, but they should be able to specifically describe with sufficient detail particular moments in their assignments and in the semester where they could substantiate how their own growth was taking place. 3) Lastly, the assignment should also ask students to consider how this course has prepared them for transfer—that is, for writing in other contexts.

Grading:

Participation: 10%

Writing Portfolio: 70%:

portfolio consists of the following assignments: literacy assignment: 10%, discourse community assignment: 10%, research argument based assignment: 15%, multimodal assignment: 15%, portfolio revisions and writing narrative: 20%

Homework, Openlab responses, quizzes, short assignments: 20%

Course Materials:

This is a Zero Cost Class. We will be using texts that are both from online sources as well as handed out in class.

We will also be using Open Educational Resource Writing Guides: specific assignments will be given throughout the semester.

Here are links for two writing sources that we will be using:

<https://writingcommons.org>

<https://owl.excelsior.edu>

Calendar: This calendar is tentative, classes and assignments may change or shift depending on the needs and interests of the class. Please be aware of Openlab posts and other communications as well as announcements in class. Also, one class will meet in the library with a Citytech librarian, date tbd.

Reminder: All readings will either be posted on Openlab or given out in class. Please be sure to print and annotate all reading assignments. This will be discussed further throughout the class.

Unit 1:

Literacy

Tuesday, January 29th:

First class: Introductions, Discuss Class, Review Syllabus. Begin discussions of literacy: thinking about reading and writing, famous quotes on reading and writing.

HW: Read Malcolm X's "Learning to Read". Sign up for Openlab and become a member of our class's Openlab site. Respond to quotations on reading and writing. Post comments on Malcolm X's text and introduce yourself.

Thursday, January 31st:

Discuss terms, reflections on experiences with reading and writing, reading and writing strategies. Respond to Malcolm X's text. Importance of literacy in our lives.

HW: read Donald Murray's "All Writing is Autobiography" and post comments on Openlab, bring comments to class.

Tuesday, February 5th:

Reflections and discussions: Murray's text. Comparing literacy experiences: defining terms. Discuss literacy assignment.

HW: Begin literacy writing assignment. Read Lucas Pasqualin's "Don't Panic: a Hitchhiker's Guide to My Literacy" and Sandra Cisneros's "Only Daughter".

Thursday, February 7th:

Responding to literacy narratives and experiences, discuss and respond to Cisneros and Pasqualin's texts. Begin workshopping our own literacy texts. Read Virginia Woolf's "Haunted House": using a text to consider our reading experience. What happens while we read a complex text?

HW: Finish rough draft of literacy assignment. Please bring a printed copy of your writing to class.

Tuesday, February 12th:

NO CLASS, college closed

Unit 2:

Rhetoric, Genre, Discourse Community

Thursday, February 14th:

Peer Review and reflections on literacy assignment. Coming up with your own goals for revision and exploring revision. Post thoughts on Openlab site.

HW: Read Kerry Dirk's "Navigating Genres", post and bring responses to class. Read student writing sample tbd. Also read Lucille McCarthy's "A Stranger in Strange Lands: A College Student Writing Across the Curriculum". Brainstorm examples from academic disciplines. Examples in everyday life: making observations.

Tuesday, February 19th:

Discuss terms: rhetoric, rhetorical situation, genre, discourse, audience, exigence, and others. Dirk, and McCarthy texts. Reflect on texts and examples. Discuss observations.

HW: Read several genre examples: letter, advertisement, poems handout, Ursula K Le Guin's "The Ones who Walk away from Omelas", song by Kendrick Lamar, excerpts from political speech. Bring example from your academic major or area of interest.

Thursday, February 21st:

Reflect on texts and examples continued. Analyzing texts and rhetorical situations. Discuss observations.

HW: Continue to read several genre examples: letter, advertisement, poems handout, Ursula K Le Guin's "The Ones who Walk away from Omelas", song by Kendrick Lamar, excerpts from political speech.

Tuesday, February 26th:

Review and respond to genre examples. Discuss Le Guin's text: how does one genre mix with others: expectations and dynamic genre definitions. Reflect and compare different genres: explore rhetorical situations, audience, and other key terms. Watch video clips: identifying constraints, exigence, audience, etc. Discuss discourse community assignment.

HW: Begin brainstorming: identify and choose discourse community: what is at stake in your choice? Choose examples and format for your assignment: what genre choices to make. Continue reading and answer questions about texts. The manifesto: read Andre Breton's "The Surrealist Manifesto". How can we use a manifesto to express our interests, concerns, arguments?

Thursday, February 28th:

Responding to genres: discuss assigned texts and reflections on discourse communities. The manifesto as example: how to analyze what is at stake in a particular type of text.

HW: Begin working on discourse community assignment. Sources and approaches. Read excerpts from various academic disciplines: Sigmund Freud's *Civilization and its Discontents*, Rainer Maria Rilke's *Letters to a Young Poet*, Albert Einstein's letters, and Rachel Carson's "Silent Spring".

Tuesday, March 5th:

Discuss texts and other genre examples. Reflecting on concepts: connect to discourse community assignment, audience, rhetorical situation, format. Personal and family discourse: what makes a discourse community? Strategies for assignment.

HW: finish first draft of assignment.

Unit 3:

Research, Inquiry, and Argument:

Thursday, March 7th:

Peer review and reflections on discourse community assignment, making connections to discourse community.

HW: read Janet Emig's "Writing as a Mode of Learning" and student writing sample: Kira Pratt "Why We Need to Get in Formation: the Rhetoric of Beyoncé".

Tuesday, March 12th:

Discuss research methods, what does it mean to use sources and inquiry? Coming up with an

argument? What kind of rhetorical situation? Discuss readings.

HW: Reading argument based texts: Peter Singer's "The Singer Solution to World Poverty", Sherry Turkle's "The Flight from Conversation". Post responses and questions. Come up with examples of current movements or issues: find article, online video, or other form of text about topic or issue.

Thursday, March 14th:

Discuss readings: Turkle and Singer. Discuss examples from sources of your choice.

HW: Responses to texts. Begin researching your topic. Read Roxane Gay's "Safe Spaces". Watch clip of environmental activism discussion.

Tuesday, March 19th:

Discuss and respond to argument based texts. Come up with responses to each text in groups. Discuss Gay's "Safe Spaces" and environmental activism discussions.

HW: Begin finding resources for your inquiry. Continue to respond to readings and video clips.

Thursday, March 21st:

Working with your resources and getting started. Strategies, goals, identifying arguments, what do I want to know? Continue discussing readings and clips.

HW: continue research: bring responses to class. Bring sources to class.

Tuesday, March 25th:

Working with our sources. What do I want to achieve with my research? How to summarize, compare, and analyze my sources. Discuss and practice working with quotations.

HW: continue research. Bring questions and examples to class for workshopping.

Thursday, March 28th:

Workshop assignment. Responding to others' ideas. Synthesizing ideas, working with multiple sources. Review MLA formatting.

HW: finish rough draft of assignment.

Tuesday, April 2nd:

First Draft of Inquiry Based Assignment due: Peer review and reflections.

HW: responses to questions about your research and plans for revision. Read text on revision: Nancy Sommers's "Revision Strategies of Student Writers and Experienced Adult Writers".

Unit 4:

Multimodal Unit:

Thursday, April 4th:

Discuss revision process. Responding to Sommers's text. Reflections on writing and revision.

HW: read and watch student multimodal projects: Justin Graffa "The Art of Trespassing", Hanrick Kumar and Calvin Tiu "To a Rapper's Delight: An in Depth Look at the Construction of a Musical

Collaboration”, and Chelsea Harrison's “College Students and Social Media”. Answer questions in response. Watch “Video Didn't Kill the Composition Student” on Writing Commons website. Watch video clips of Daveed Diggs and Rafael Casal: theater and music as medium for literature: excerpts from videos and from the film “Blindspotting”. Hip-hop and rap as literary genre.

Tuesday, April 9th:

Discuss student multimodal projects. Identifying audience, purpose, media. What kind of media for what kind of message or project? Connecting to genres: handout with examples. Discuss and watch Daveed Diggs and Rafael Casal: respond to examples.

HW: Continue reflection on student multimodal projects and Diggs and Casal's theater, music, rap, and poetry connections: multimedia as artistic tool. Read Steph Ceraso's “(Re)Educating the Senses: Multimodal Listening, Bodily Learning, and the Composition of Sonic Experiences”.

Thursday, April 11th:

Discuss text by Steph Ceraso. Respond to different kinds of music samples and visual images: exploring media. Jazz and poetry: Sun Ra and Langston Hughes. Making connections between multiple forms of writing: image and sound as writing.

HW: Reflections on images, music, texts.

Tuesday, April 16th:

Image, sound, and text continued. Music, poetry, and social justice: how do different media allow us to reach an audience? Rhetorical situation and multimodal thinking.

HW: Podcasts, blogs, letters, magazines: different ways of communicating. The popularity of the podcast: choose one for discussion. Self-help podcasts: guidance and listening. Bring at least one example to class and post comments on your choice of media.

Thursday, April 18th:

Responding to multiple forms of writing. Bring examples to class. What is unique about each mode of writing or communication? Self-help podcasts: listening as guide vs reading. Discuss multimodal assignment.

HW: finding your media: brainstorm which previous assignment to re-purpose. Read Jennifer Egan's “Black Box”.

SPRING BREAK

Tuesday, April 29th:

Reflections on translating texts into other media. Discuss Jennifer Egan's “Black Box”: blog as literary text. How does the medium impact the text or message?

HW: Read Brandon Jones's “Rhetorical Criticism of Online Discourse”. Find examples of online discourse to discuss. Read an article from “The Onion”: humor as political discourse.

Thursday, May 2nd:

Discuss Jones's text. Explore and respond to examples from online discourse examples.

HW: Watch assigned documentary clips. Read Ray Bradbury's "The Veldt" and watch short film version of "The Veldt". Comment on Openlab. Music video, advertising, news on film: clips tbd. Bring in previous assignment to work with for multimodal project. Begin to work on portfolio.

Tuesday, May 7th:

Discuss Bradbury's short story and film version of text: text into film.

HW: Begin working on multimodal assignment: what tools do I need and what is my goal? Read transcript and listen to "Why Camera Angles and Bias Support Different Opinions".

Thursday, May 9th:

Multimodal workshop: working with the text to revise: strategies for revision. Discuss portfolio guidelines and goals. Discuss video and bias: "Why Camera Angles and Bias Support Different Opinions".

HW: Multimodal project: sources, re-shaping the assignment.

Tuesday, May 14th:

Workshopping the multimodal project: incorporating sources, re-shaping ideas.

HW: Multimodal assignment continued. Continue work on portfolio.

Thursday, May 16th:

Share goals and experiences of multimodal assignments: goals, audience, style, discourse community?

HW: multimodal project continued and portfolio.

Tuesday, May 21st:

Reflections on writing: in class reflections on assignments and writing. Discuss writing experiences.

HW: finish all parts of portfolio.

Thursday, May 23rd:

Hand in portfolio. Reflections on the semester.

Last day of class! Enjoy the summer!