Department of English Professor’s Name

York College/CUNY Office:

Semester E-mail:

Section #: Meeting Times Office Hours:

Room # Phone:

# **English 125 Composition I: Introduction to College Writing**

## **Course Description**

**ENG125 (Liberal Arts) Composition I: Introduction to College Writing** 1 conference hr + 3 hrs. 3 crs. This course introduces students to academic reading and writing practices and strategies through close reading, textual analysis, writing, and revision. Focusing primarily on expository, analytical, and academic texts, students develop their critical thinking skills and are introduced to the fundamentals of college-level research. Students will spend one hour per week in conferences, collaborative learning activities, or peer review. Preq: By placement examination. [Required Core: English Composition]

## **Learning Objectives**

* Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.
* Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one’s own and others’ texts.
* Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
* Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
* Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

## **Required Text**

Goldthwaite, Melissa, et. al. *The Norton Reader*, Shorter 15th Edition. Norton, 2020.

## **Grading**

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| --- | --- |
| Assignment | Percentage |
| Paper #1 (4 pages/1000 words) | 15% |
| Paper #2 (4-5 pages/1000-1250 words) | 20% |
| Paper #3 (5-6 pages/ 1250-1500 words) | 25% |
| Annotated Bibliography | 10% |
| Final Exam  | 10% |
| Response Papers and in-class Writing | 10% |
| Peer Review and Class Participation | 10% |

## **Academic Integrity**

A violation of academic integrity is any instance when a student attempts to pass off someone else’s words or ideas as their own, no matter where they obtained those words or ideas, and no matter where these ideas are presented. We practice using quotation and citation in this course so you can benefit from others’ ideas, while attributing them appropriately. There is nothing wrong with representing someone else’s ideas in your work; you just have to give them credit. Additionally, there is nothing wrong with getting help on an assignment, but the final product must be predominantly the result of your own work. All academic integrity violations in this course will result in a 0 on the assignment, and/or a failing grade in the course and/or referral to the College’s Academic Integrity officer.

York College gives four definitions of types of academic integrity violation:

* Cheating: Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
* Plagiarism: Plagiarism is the act of presenting another person’s ideas, research or writings as your own.
* Obtaining Unfair Advantage: Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
* Falsification of Records and Official Documents

York College’s policies and procedures can be found at the [Academic Integrity](https://www.york.cuny.edu/academics/integrity) webpage.

Please also be aware that the materials I share with you are for your use as an enrolled student in this class. They are not to be uploaded to sites such as Course Hero, etc.

## **Preparation of Work**

Work must be submitted at the beginning of class and should be typed and stapled. **All work must be prepared and proofread by you personally**. While you are permitted to show your work to others and receive editorial suggestions, you may not have someone else proofread your paper for you. In other words, while you may work with a tutor, classmates, or others, to help you identify problems, you must be responsible for fixing those problems yourself.

## **Participation**

Participation grades will be determined by your attentiveness, preparedness, contributions to discussions, and respect for classmates’ ideas. Absences, arriving late, departing early, or exiting during class will adversely affect your participation grade. If you miss a class, you are responsible for getting any notes and/or announcements.

## **Late Work**

All writing assignments are due at the beginning of the class, whether they are rough or final drafts, or response papers. Late responses will not be accepted; if you are absent on a day when they are due, they must be submitted prior to the next class in my box in the Department of English office (AC-2A16). Late final papers will be penalized unless you have received an extension from me in advance.

Please remember that it is crucial to the drafting and revision process to complete assignments on time. For example, if you do not bring your rough draft to class on the day it is due, you will not be able to participate productively in the peer-review process.

## **Classroom Etiquette**

Please respect your classmates and govern yourself in the classroom as you would in a professional setting.

* Do not answer phone calls, text, or email during class.
* Express disagreement/dissent collegially.

## **Email**

The most effective way to get in touch with me outside of class is via the e-mail address on the first page of the syllabus. Please use your York College email address for all college correspondence.

Please do **not e-mail papers or responses** to me. If you are absent on a day an assignment is due, submit to my mailbox in the Department of English (2A16) before our next class meeting.

I aim to respond to e-mail messages within 24-48 hours. If you have not heard back from me within 48 hours, please re-send your email as it may have gone astray.

## **Resources**

[Center for Students with Disabilities](https://www.york.cuny.edu/csd): <https://www.york.cuny.edu/csd>

* AC-1G02
* csd@york.cuny.edu
* (718) 262-2191

Students with disabilities may contact this office to learn about and gain access to resources available to them to ensure that they have equal access to programs, activities, and services.

[Collaborative Learning Center](https://www.york.cuny.edu/collaborative-learning-center): <https://www.york.cuny.edu/collaborative-learning-center>

* AC-1C18
* clc@york.cuny.edu
* (718)262-2303 or (718) 262-2494

The Collaborative Learning Center assists students with writing skills and offers scheduled tutoring, drop-in tutoring, as well as workshops.

[Counseling Center](https://www.york.cuny.edu/counseling-center): <https://www.york.cuny.edu/counseling-center>

* AC-1G03
* (718) 262-2297
* bpar@york.cuny.edu

The Center provides psychological as well as educational counseling for a range of academic problems, relationship issues, family problems, and other personal concerns.

**Computers** with word processing software, Internet access, and printing facilities are available in these locations:

* [Library](https://www.york.cuny.edu/library): https://www.york.cuny.edu/library
	+ 3rd floor, next to the Reference Desk near the Main Entrance.
* [Computer Labs](https://www.york.cuny.edu/ctlet/for-faculty/labs): https://www.york.cuny.edu/ctlet/for-faculty/labs
	+ Classroom Building, CL-201a.

## **Detailed Course Outline**

### **Thurs, 8/25** In-class: Introductions, diagnostic essay.

####  Homework

* + - **Response 1**: Brief autobiography of yourself as a writer. Where have you come from? Where do you want to go as a writer?

### **Tues, 8/30** In-class:Pre-reading techniques; annotations;purpose and audience.

#### Homework

* + - **Read and annotate** “Graduation” Maya Angelou (*Norton Reader[NR]*).

### **Thurs, 9/1** In-class: Angelou; identifying quotations.

####  Homework

* + - **Read** Excerpt from *Educated* by Tara Westover (*NR*).
		- **Response 2**: Select one quotation from Angelou and one from Westover that you feel are related and discuss the connection between them. Do they agree? Present a different aspect of the same idea? How?

### **Tue, 9/6** In-class:Westover; quotation integration.

#### Homework

* + - **Read** “Hidden Intellectualism” Gerald Graff (*NR*).

### **Thurs, 9/8** In-class:Discuss Paper #1; Graff and incorporating sources.

#### Homework

* + - **Response 3**: Draft a thesis for Paper #1; locate two quotations you will use as supporting evidence.

#### Paper #1: For this paper, you will be writing a 4 page persuasive essay that draws on two of the three texts we have read in order to take a stance on one of the questions provided for you on the Paper #1 prompt.

### **Tues, 9/13** In-class:Thesis statements for Paper #1; citing sources.

#### Homework

* + - Paper #1 draft.

### **Thurs, 9/15** In-class: **Paper #1 draft due;** peer review.

#### Homework

* + - **Read** “Tennis and Black Excellence” Claudia Rankine (*NR*).

### **Tues, 9/20** In-class:Review of Instructor Comments on drafts; introductions and the writer’s purpose; Rankine.

#### Homework

* + - **Read** “The Danger of a Single Story” Chimamanda Adichie (*NR*).

### **Thurs, 9/22** In-class:Reflective letter; editing practice; Adichie.

#### Homework

* + - **Paper #1 Final with reflective letter.**
		- **Read** “Decolonizing the Mind” Ngũgĩ waThiong’o (*NR*).

### **Tues, 9/27** No class

### **Thurs, 9/29** No class (Today is a Monday at York)

### **Tues, 10/4** No class

### **Thurs, 10/6** In-class: **Paper #1 Final due;** Thiong’o.

#### Homework

* + - **Response 4**: What is one connection you see between Thiong’o, and either Rankine or Adichie? Chose a short quotation from each work that illustrates this connection and discuss these quotations.

### **Tues, 10/11** In-class:Discuss Paper #2 and structural strategies.

#### Homework

* + - **Response 5:** Draft a thesis for Paper #2; locate two quotations you will use as supporting evidence.

#### Paper #2: For this paper, you will be writing a 4-5 page persuasive essay drawing on two of the three texts we have read to address one of the questions on the prompt.

### **Thurs, 10/13** In-class:Body paragraphs that incorporate and discuss two texts.

#### Homework

* + - **Paper #2 draft.**

### **Tues, 10/18** In-class: **Paper #2 draft due;** peer review**.**

#### Homework

* + - **Read:** “The Woman in the Photograph” Rebecca Skloot (*NR*).

### **Thurs, 10/20** In-class:Workshop on strengthening body paragraphs; review of instructor observations on drafts; Skloot.

#### Homework

* + - **Paper #2 Final with reflective letter.**

### **Tues, 10/25** In-class: **Paper #2 Final due;** introduce Annotated Bibliography.

#### Homework

* + - **Read:** “When Doctors Make Mistakes” Atul Gawande (NR).

#### Annotated Bibliography: For this assignment, you will be locating, evaluating, summarizing, and discussing 3 articles related to one of the themes we have discussed in the course.

### **Thurs, 10/27** In-class: Library searching; databases and key words.

#### Homework

* + - **Read** and annotate two of the sources you located for your Annotated Bibliography.
		- **Response 6**: What more have you learned about the theme from these sources? What would you like to know more about/explore further?

### **Tues, 11/1** In-class:Evaluating sources; refining your search.

#### Homework

* + - **Read** and annotate another of the sources you located for your Annotated Bibliography.

### **Thurs, 11/3** In-class: Summarizing sources;MLA Works Cited format.

#### Homework

* + - Annotated Bibliography draft.

### **Tues, 11/8** In-class:Annotated Bibliography draft peer review.

#### Homework

* + - **Read** “The Clan of One-Breasted Women” Terry Tempest Williams (*NR*).

### **Thurs, 11/10** In-class:Williams; instructor comments/observations on Annotated Bibliography.

#### Homework

* + - **Annotated Bibliography final.**

### **Tues, 11/15** In-class: **Annotated Bibliography final due**; introduce Paper #3.

#### Homework

* + - **Read** “The Siege of Miami” Elizabeth Kolbert (*NR*).

#### Paper #3: For this paper, you will be writing a 5-6 page persuasive essay responding to one of the questions on the prompt. The paper will draw on three of the recent class readings. You may, if you prefer, substitute one of those readings with one you located for your Annotated Bibliography.

### **Thur, 11/17** In-class:Kolbert; model Paper #3.

#### Homework

* + - **Response 7**: Draft of thesis for Paper #3; two supporting quotations.

### **Tues, 11/22** In-class:Refining thesis statements; framing body paragraphs to incorporate multiple sources.

#### Homework

* + - **Response 8**: two body paragraphs for Paper #3.

### **Thurs, 11/24** No class.

### **Tues, 11/28** In-class:Structuring Paper #3.

#### Homework

* + - **Paper #3 draft.**

### **Thurs, 12/1 Paper #3 drafts due.**

In-class:Conferences.

### **Tues, 12/6** In-class:Conferences.

### **Thurs, 12/8** In-class:draft workshop/peer-review.

#### Homework

* + - **Paper #3 Final.**

### **Tues, 12/13 Paper #3 Final due.**

### **TBA**  Final Exam (during Exam week).