



School of Liberal Arts and Education

English Department

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English 112 College Composition I (3 credits, 3 contact hrs. + 1 conference hr.)

Semester:

Section:

Instructor:

Phone:

E-mail:

Office Hours:

Course Description

This composition course emphasizes the critical and expository writing students will need throughout their college career. They will learn rhetorical skills, become fluent in academic discourse, and develop proficiency in the conventions of language through a series of writing assignments emphasizing the process of drafting and revision. They will learn how to synthesize primary and secondary sources and give proper attribution. Their engagement with a wide variety of texts will broaden their global and cultural awareness and allow them to gain insight into themselves and their society.

Core Area

Composition – Required Common Core

Learning Outcomes

Upon successful completion of the course, students should be able to:

- 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.
- Approach writing as a process that involves the steps of prewriting, drafting, revising and editing complete coherent essays.

Prerequisite

The score of 56 or higher in CATW Writing Exam and 70 or higher in CATW Reading Exam or Regents exemption. Please show documentation of eligibility.

Texts

Colombo, Gary, Robert Cullen, and Bonnie Lisle. Eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 8th ed. Boston: Bedford/St. Martin's, 2010. Print.

Hacker, Diana and Nancy Sommers. *Rules for Writers*. 6th ed. Boston: Bedford/St. Martin's, 2012. Print.

Requirements and Course Policies

- All essays must be typed, doubled-spaced, use 12-point/Times New Roman font and follow MLA conventions for formatting and documentation.
- All students are advised to retain two contacts from the class in case of emergencies or absences.
- All assignments are expected on due date even when you may be absent.
- All students are expected to participate in routine class and online discussions.
- All cell phones and pagers are to be set in silent mode. In case of emergency, take your call outside the classroom.
- **Late writing assignments are not accepted.**

Grading Criteria

50%: Three essays 2-3 pages & a 4 -5 page research paper
 15%: Reading Responses
 10%: Midterm
 15%: Final
 10%: Participation

COLLEGE POLICIES

Academic Integrity

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

Disability Policy

Federal law prohibits discrimination on the basis of a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you are in need of or have any questions regarding accommodations or services, please contact Mr. Anthony Phifer, Director, and Office of Services for the Differently-Abled (Bedford Building Room 1024) at 718-270-5027 or aphifer@mec.cuny.edu. Any information provided to the office will be confidential and will not be released without your permission.

NC Grade

Students who complete ENGL 112 and ENGL 150 (College Composition II) with a grade below "C" may receive a **Policy** grade of "NC" (No Credit) provided that they have made significant documented progress, even if they do not meet minimum passing standards to earn a "C" grade. In addition, the "NC" grade may be given only once for each of the two courses, after which the permission of the Chairperson of the Department of English will be required. Students who receive the "NC" grade are expected to repeat the course in the following semester. The "NC" grade will not be calculated in the GPA.

ASSIGNMENTS

Essays/

All writing assignments are assigned weekly in various stages of the essay draft.

Assignments

The process for all essay assignments includes in-class discussions of readings, brainstorming, journal review, library research instruction, and multiple drafts. All essays are 2-3 pages in the MLA format.

The last essay, a 4-5 page research essay, will incorporate at least two outside sources and observe MLA formatting conventions. This prepares students for the literary research paper in English 150.

- Journal** Students will be assigned periodic journal entries in class and as part of their homework. Journal assignments must be prepared for each class and entries accessible for in class sharing. The journal will include notes taken for all assignments. Each assigned entry must be dated. The completed journal will be the equivalent of one paper grade. Students may also use the journal to record any unassigned writing, such as observations and meditations on any academic issues.
- Blackboard** All class assignments, announcements and information regarding your class are posted on Blackboard. Please be sure to activate your Medgar Student e-mail to receive e-announcements, and please check daily for changes and updates.
- Final Grade** To pass the class, you must receive a grade of “C” or better. The Final Grade is based on progressive improvement of essays, completion of the research paper, journal assignments, class participation, *and* passing of the Final Examination.
PLEASE NOTE: PASSING THE FINAL EXAM ALONE DOES NOT GUARANTEE THE PASSING OF THE CLASS.
- Final Exam** The Final Exam is scheduled for Friday May 17, 2013, from 9:00-11:30. Room # TBA.

COURSE SCHEDULE*

Week 1

Introduction to class: review of class requirements and objectives; review of rubric

Writing skills assessment: in class writing

Study group assignment

Accessing e-reserved assignments and use of Blackboard 8.0

Journal review (Reading Journal/Learning Log/Dialogic Notebook/Creative Journal)

Introduction to summarizing texts

In class writing and discussion on theme of “identity” in terms of race, class and/or gender

Reading assignment: George M. Fredrickson’s “Models of American Ethnic Relations” (449)

Journal assignment: 1) Summarize in a two-page essay Fredrickson’s definition of “Cultural Pluralism” and “Group Separatism.” 2) Which do you think would forge stronger social bonds? Explain your choice thoroughly.

Week 2

Critical Reading: what to look for; ways to respond; responding to the text: self, world, text

In-class discussion of reading and journal assignments (examine duality, defiance, solidarity, assimilation)

In connection with class discussion, in class writing on assumptions (of ethnicity, of being “American,” of “the American Dream”) in our culture

Writing assignment: Revise in-class writing assignment into essay draft. Due Feb. 15th (typed). Students will be required to develop their in-class writing assignment into an essay draft

Reading assignment: Gary Soto’s “Looking for Work” (26)

The Writing Process: Brainstorming, outlining, drafting

Journal assignment: Examine the roles food and drink play in this story. Think of two other cultures or nationalities. What are some specific food and drinks associated with those cultures?

Essay 1 assignment: Write an essay building on your journal assignment and the in-class discussion in which you examine the roles of food and drink in the story. (Due Feb. 15)

Week 3

Essay Structure: Thesis, paragraph development, conclusion
 In-class discussion of reading and journal
 In-class discussion of grading rubric
 In-class review of essay draft; please bring a hard copy of the rubric (download from Blackboard)
 Reading assignment: Studs Terkel's "Stephen Cruz" (366)
 Journal assignment: Discuss Cruz's view of "work" and how that view differs in Soto's story.
 Writing assignment: Revise essay draft. Submit **both** drafts next week.

Week 4

Responding to Text: Critical reading and interpretation of texts
 In-class discussion of reading and journal assignments
 Style review: Effective grammar
 Reading assignment: Ines Hernandez-Avila's "Para Teresa" (207)
 Journal assignment: Reflect on the significance of the two languages in the poem: discuss how it works. Why do you think the poet chose this bi-lingual approach to tell her story? Tell of a similar event that you or someone you know experienced.
 Essay 2 assignment: First draft due next week. Write a two-page draft that will synthesize all the major ideas in the readings and develop the content in an organized manner. (Please find essay topic in "assignments" on Blackboard.) Bring the draft on USB or upload to SafeAssign.

Week 5

Introduction to MLA: In-text citations, works cited page
 In-class discussion of reading and journal assignments; in class writing/peer response
 In-class review of essay 2 draft
 Reading assignment: Sherman Alexie's "Assimilation" (483)
 Journal assignment: 1) Describe some assumptions you have about Native Americans. In what ways does Mary Lynn correspond or challenge those assumptions?
 Essay 2 assignment: Draft 2: revise draft 1 and incorporate supplemental topic (see "assignment" on Blackboard); due next week

Week 6

Voice: Audience and Purpose
 In-class discussion of reading and journal assignments
 Review of essay organization
 Reading assignment: Midterm readings
 Journal assignment: Respond to all study questions for midterm readings

Week 7

Midterm Exam: Prep
 In-class discussion of midterm readings and in-class writing exercise
 Journal assignment: Respond to at least two midterm practice prompts: discuss as thoroughly as you can the ideas generated from the reading(s)

Week 8

Midterm Exam: Continue Prep
 In-class discussion of midterm practice prompts
 Midterm
 Reading assignment: Katherine S. Newman and Victor Tan Chen's "From *The Missing Class*" (349)
 Journal assignment: Respond to #s 1 and 2 under "Engaging the Text" (355- 356).
 Essay 3 assignment: Draft 1 (see "assignments" on BlackBoard); due Mar. 28th

Week 9**Information Literacy:** Library trip

In-class discussion of reading and journal assignments; in-class writing response

In-class discussion: Refining thesis

Reading assignment: Aaron H. Devor's "Becoming Members of Society: Learning the Social Meanings of Gender" (527)

Journal assignment: Respond to #3 under "Engaging the Text" (536)

Writing assignment: Essay #3, draft 2: revise draft, paying special attention to thesis work from class.
Due Apr. 4th (bring USB and a paper copy of the rubric for class review of essay #3)**Week 10****Workshopping:** Peer Review and Revision

In-class discussion of reading and journal assignments; in-class writing response and revision of essay #3

Reading assignment: Joan Morgan's "From *Fly Girls...*" (601)

Journal assignment: 1) Summarize the main idea of Morgan's essay. 2) Explain which ideas are convincing and which ideas are weakly supported. Be sure to discuss thoroughly.

Writing assignment: Choose one essay from the three we have done so far and expand its scope with research, using at least two secondary scholarly sources. Due Apr. 18th**Week 11****MLA Review:** Incorporation of secondary sources

In-class discussion of reading and journal assignments; in-class writing response

Reading assignment: Michael Kimmel's "Bros Before Hos" (608)

Journal assignment: Respond to #3 ("Engaging the Text") (617)
According to Morgan, what are the causes of the misogyny expressed in rap music? In what ways do you support her points of view, and in what ways would you disagree? Be sure to use examples from research, your own experience AND your readings to support your points.Research essay assignment: Rewrite research essay, due May 2nd**Week 12****Peer Review:** Small Group workshopping of research essay

In-class discussion of reading and journal assignments; in-class writing response

Continue work on research essay.

Week 13**Instructor Lead Review of Research Essay:**

In class review of research essay (bring research essays on USB)

JOURNALS DUE May 9th

Reading assignment: Final Examination Reading Selection(s)

Week 14

In class review/discussion of Final Exam reading

RESEARCH ESSAY DUE**FINAL EXAM: May 17th, 9:00-11:30 AM, ROOM TBA**

* Subject to change