



*School of Liberal Arts and Education*

*English Department*

1650 Bedford Avenue | Brooklyn, NY 11225 | Tel: (718) 270-4987 | Fax: (718) 270-4828 | www.mec.cuny.edu

### Semester

**English 150 – College Composition II (3 credits; 3 contact hrs. + 1 conference hr.)**

Section:

Instructor:

Phone:

E-mail:

Office Hours:

### Course Description

This composition course continues the various types of critical and expository writing students will need throughout their college career. It emphasizes the process of conducting research, culminating in an MLA-formatted paper. Using primary and secondary sources, students will analyze and gain understanding of multimodal texts in a range of disciplines. This course also introduces students to the interpretation and comparative analysis of literature of various genres and from diverse periods and cultures.

### Core Area

Composition – Required Common Core

### Learning Outcomes

Upon successful completion of this course students will 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.
- Revise and edit their work through the drafting process.

In addition to satisfying the learning outcomes of the Pathways' Required Common Core for Composition, the course also meets the learning outcomes for 'Introduction to Writing about Literature' for English majors transferring within CUNY. Upon successful completion of this course students will:

- Be able to respond proficiently in writing (i.e. per the outcomes for "A") to literary works.
- Display familiarity with literary works by a variety of authors in a variety of genres.
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other.
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work.
- Demonstrate an understanding of the role of context in determining meaning.

**Prerequisite**

C or better in ENGL 112 or equivalent. Please show documentation of eligibility.

**Required Texts**

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

Flagg, Fannie. *Fried Green Tomatoes at the Whistle Stop Café*. New York: Random House, 1987. Print.

Hacker, Diana and Nancy Sommers. *Rules for Writers*. 7<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2011. Print.

Young, Kevin. Ed. *The Hungry Ear: Poems of Food and Drink*. New York: Bloomsbury, 2012. Print.

Computer access (for Blackboard and eReserve texts)

**Recommended Texts**

Strunk, William, E.B. White. *The Elements of Style*. 4<sup>th</sup> ed. New York: Penguin Books, 2005. Print.

A college level dictionary and thesaurus

A notebook for class with a folder to keep all papers in over the semester

**Requirements & 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**

30% Research paper 7-10 pages

20% Research Drafts

20% Two Critical Essays 3-4 pages

10% Midterm

10% Reading Responses: 500 words each, posted on Blackboard

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.

**Americans with Disabilities 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, Office of

Services for the Differently-Abled (Bedford Building Room 1024) at 718-270-5027 or [aphifer@mec.cuny.edu](mailto:aphifer@mec.cuny.edu). Any information provided to the office will be confidential and will not be released without your permission.

### **NC Grade Policy**

Students who complete ENGL 112 and ENGL 150 with a grade below “C” may receive a 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**

### **Reading Responses**

Students will post critical reading responses (RR) of at least 500 words to the appropriate discussion board forum on Blackboard. Your reading responses are a way to engage in class discussions, further your understanding and prepare you for longer essays, the research paper and midterm exam. Respond to at least one other post by offering constructive feedback and query. *All responses must be posted before the start of the class for which the reading is due.*

**Midterm Exam.** The department gives all ENGL150 students a formal midterm exam. This is based on readings you will receive prior to the exam. The midterm will be given during a regular class meeting.

### **Critical Essays**

You will write two short critical essays (3-4 pages) in and out of class that analyze and critique various texts. These essays will act as both stand-alone essays and as scaffolding for the research paper.

### **Research Paper Drafts**

You will turn in drafts of the research paper as you work on it. All writing in this course will build up to the completed research paper, and so every assignment is crucial and will be part of your final paper.

### **Research Paper**

A major literary research paper (7-10 pages) completed in multiple drafts is a departmental requirement. Elements of this paper must include: A research question/statement, close textual analysis of the structure, style and content of the novel, placement of the novel in its historical and cultural context, use of at least 4 secondary sources as evidence to support the thesis. Appropriate conventions of MLA format must be used. Further instructions will be provided during the semester. The final draft is an exit requirement and must be passed with a C or better to pass the course.

### **Presentation**

As part of skills building, you will prepare a formal in-class presentation using Power Point that may include embedded interactive technology. The presentation constitutes 20% of the final grade of the research paper. Your presentation is evaluated on the following criteria:

- Do not read each slide as your audience can see it. Present the content with key information. You may use handouts;
- Use professionally accurate language pitched to the level of your audience;
- Plan for a 5 to 7 minute presentation.

### **Blackboard**

All class assignments, announcements and information regarding your class are posted on Blackboard (BB). Please be sure to activate your Medgar Evers student e-mail to receive e-announcements, and please check daily for changes and updates.

**Final Grades**

You must earn a C (70%) or better to pass this course. There are no grades of C-, D or INC for this course. A grade of NC, which is No Credit and does not affect your GPA, may be given at my discretion. If this occurs you will still have to retake the course.

**COURSE SCHEDULE\*****Week 1**

**Introduction:** Review of class requirements and objectives; review of grading rubric, accessing e-reserved assignments and use of Blackboard 9.1, Reading Responses requirements

Writing: In-class diagnostic (handout)

Reading assignment: “Looking for Work” (Soto 26); (Begin reading *Fried Green Tomatoes*)

Reading Response: Examine the roles food and drink play in Soto’s story. Post on BB before class next Monday

**Week 2**

In-class discussion: **How to do a close reading:** ways of responding to the text.  
Food and Class; Watch video “1950 Family Date: Dinner”

In-class writing: The role of food in the construction of identities

Style review: Giving credit: In-text citations and Works Cited page (MLA)

Reading assignment: “Serving in Florida” (Ehrenreich 290); “Troubletown” (Dangle 305).

Reading Response: Discuss the role food and/or dining plays in defining class and culture in America. Use Soto, Ehrenreich, Dangle and “1950 Family Date: Dinner” in your response.

Essay 1 (draft): What assumptions do the authors make about the role of food in class distinctions in American? Use all texts so far, including the novel, to create a “conversation” between these viewpoints.  
3-4 pages. Due Feb. 20<sup>th</sup>.

**Week 3**

In-class discussion: **Drafting:** How to review, revise and rewrite your essay  
**Elements of Poetry:** Introduction to literary terms

In-class review: Essay draft (bring hard copy and USB drive for peer review)

Reading assignment: “Butter” (Alexander 54); “Beans, An Apologia for Not Loving to Cook” (Ortiz Cofer 95) (In *The Hungry Ear*)

Essay 1 (draft): Revise essay draft including analysis of the authors’ stances. Submit **both** drafts on Feb. 25<sup>th</sup>.

**Week 4**

In-class discussion: **Writing about essays/annotating texts** (Hacker 346-350)

Reading assignment: “Men Eat Meat, Women Eat Chocolate: How Food gets Gendered” (Shah) BB  
“Do Cooking Roles Still Fall Along Gender Lines?” (Aran) BB

**Essay 1 complete DUE Feb. 25<sup>th</sup> Submit all previous drafts.**

Reading Response: Print and annotate Shah and Aran. Bring copy to class on Feb. 27<sup>th</sup> and Mar 4<sup>th</sup>.

Essay 2 (Draft): Discuss the authors’ assumptions of gender roles and food. Is this solely an American phenomenon? How does Flagg address this in her novel? Expand on class discussions, your interpretations and your reading responses to create a first draft. 3-4 pages. Due Mar 6<sup>th</sup>.

**Week 5**

In-class discussion: **Summary and Analysis** (Hacker 351-357)

Reading assignment: Midterm readings (Library E-Reserve)

Essay 2 (Draft): Revise previous drafts for complete essay. Include citations (in-text and Works Cited page) for outside sources. This draft may include information and sources from essay 1.

### **Week 6**

In-class discussion: **Review Essay Organization:** Thesis, Body, Conclusion  
 Essay 2 draft (final review of mechanics/grammar/spelling)  
 Reading assignment: Midterm Readings (Library E-Reserve)  
 In-class review: Midterm readings (finding key ideas and how to summarize them)  
 Reading Response: Respond to all study questions for midterm readings (prior to 3/18)

### **March 13th Essay 2 DUE**

### **Week 7**

In-class discussion: **Midterm readings:** For the midterm, you will compare a poem and a short story by different authors in terms of their contexts, themes and use of language  
 Writing assignment: Practice midterm essay  
 In-class review: Critique of practice midterm essay  
 Read: Finish the novel

### **Week 8**

Exam: **Midterm Exam**  
 In-class discussion: **Writing about Literature:** Elements of the novel; research paper topics  
 Reading Response: Draft a research question based on themes in the novel; consider previous essays for context for the novel's themes.

### **Week 9**

In-class discussion: **Instructor lead discussion of research questions:** How do these explore elements in the novel?  
 Writing assignment: Finish research question  
 Library visit: Information Literacy class  
 Reading Response: Create a list of potential sources for research paper

### **Week 10**

In-class discussion: **Annotated Bibliography**  
 Writing assignment: Draft Annotated Bibliography  
 In-class writing: Peer response to annotated bibliography  
 Writing assignment: Complete annotated bibliography

### **Week 11**

In-class discussion: **Literary Research Paper:** Finish discussion of novel; creating the outline  
 Writing assignment: Incorporate sources from bibliography into outline  
 In-class discussion: Putting all the elements together for a first draft  
 Writing assignment: Write first draft of research paper, first 5 pages

### **Week 12**

In-class discussion: **Review of MLA:** works cited page  
 In-class review: Instructor lead peer review of first draft of research paper  
 Writing assignment: Continue working on paper and add works cited page for 2<sup>nd</sup> draft

### **Week 13**

In-class discussion: **Final edits**  
 In-class review: Peer review completed 2<sup>nd</sup> draft of research paper  
 Writing assignment: Finish the research paper

**Week 14**

In-class writing: **Reflective writing on overall class experience.** How did it broaden your understanding of yourself, literature and the world?

Research presentations: 5-10 minutes each

**Final Paper Due (Must be uploaded on SafeAssign on Blackboard before class)**

\*May be subject to change