

# The City College of New York

Spring 2017  
T/Th 9:30 - 10:45  
Room 6/288  
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Office hours: T/ 11 - 1 PM

## 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 classroom community. Learning from each other will be a large part of the classroom experience.

### 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.
- 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.
- Practice systematic application of citation conventions.



**Required Text**

Bullock, Richard. *The Norton Field Guide to Writing*. 4<sup>th</sup> Ed. New York. Norton: 2016.

**Optional Text**

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say*. New York. Norton: 2016.

**Assignments**

It is your responsibility to complete all assignments on time. You must always bring your Norton Field Guide to class. I also suggest keeping a folder of handouts and supplemental readings, as we will be referring back to them throughout the course.

Additionally, you must always bring printed copies of your writing exercises, drafts, and final essays to class. Bear in mind that the print labs are busy! You must plan ahead.

All extensions must be requested at least 48 hours in advance. Late work will not be accepted (with the exception of final essays).

**Computer Use and Assignment Format**

All written assignment must be word-processed, using Microsoft Word, OpenOffice, or Google Docs. Use Times New Roman, size 12, and double-space all work. Include one-inch margins and follow the page layout used by the MLA format described in your handbook.

Computers, as you know, are susceptible to crashing and freezing. Problems with computers/printers/Internet are not excuses for late work. Save your work frequently and back up your files. Don't wait until the last minute to print, and plan your projects with extra time allowed for inevitable glitches.

**Attendance**

The discussion and workshop elements that are at the center of this course cannot be made up, so attendance is vital. If you are late to three classes, that constitutes an absence. If you use your phone during class without explicit permission, that constitutes an absence. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course.

Should you have to miss class for any reason, you must notify me as soon as possible. The only legitimate reasons for an absence are religious observance, a medical emergency, or a family emergency. In order for an absence to be excused, I will need a doctor's note or an email from your adviser.



I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If outside circumstances are having an impact upon your attendance, you must contact me immediately.

### **Lateness**

Class starts at 9:30 sharp. If you arrive at 9:31, you are late. A lateness of more than 5 minutes will be recorded. Three latenesses will count as an absence and may jeopardize your grade.

We will typically begin class with a writing exercise, which will be on the board. If you come in late, check the board, take your seat, and begin the exercise. If the class is writing and you see nothing on the board, check in with me and I will give you the assignment. If we are engaged in discussion, take your seat and try to catch up by listening. It is never appropriate to interrupt your classmates to ask for clarification.

### **Participation**

In addition to being physically present, you must also be actively engaged. Everyone is required to speak in class. I will call on students who do not have their hands raised. If this will present a problem for you due to a legitimate medical issue, please notify me ASAP.

In order to participate in class discussions and activities, you must have completed the reading and whatever work was assigned. If you have not completed the work necessary to participate, you may be asked to leave class or given another activity that will require you to work away from the group.

### **Technology**

My classroom is a screen free zone. (The only exception is if you have an electronic version of the Norton Field Guide.) While you may bring your cellphones and laptops, you may not have them open during class, unless otherwise stated.

All cellphones must be turned off during class, *not* set to vibrate. If you are experiencing a family or some other sort of emergency that requires to have your phone on, I must be notified ahead of time. If I ever see you using your phone during class, you will be marked absent. You may also be asked to place the device on my desk until the end of class. If you use your phone a second time, I will ask you to leave.

### **Grades**

Reading responses will be marked with a check plus (✓+), check (✓), or check minus (✓-). These notations reflect excellent work, competent work, and work that does not meet expectations, respectively.



The final draft of each essay, as well as your final portfolio, will be graded as follows.

"A" essays not only fulfill the goals of the assignment, but push beyond those goals in surprising ways. This is more likely to be possible when the writer has found something compelling to write about and has taken great care to attend to his or her language and form. A essays reflect excellence and artistry.

"B" essays reflect superior understanding of the progression's goals. B essays come in two basic forms: the "solid B" and the "striving B." The solid B is a competent paper that meets the expectations of the assignment. The striving B may excel in certain areas, but it is sufficiently uneven to preclude it from receiving an A.

"C" essays reflect struggle in fulfilling the essays' goals. This kind of essay may show a fair amount of work, but it does not come together well enough to be a competent paper.

"D" essays may appear to have been hastily written, incomplete, or thrown together.

"F" essays fail to meet the minimum expectations for the assignment.

Please note that only your final essays are graded. These grades do not take into account past drafts or the amount of effort exerted by the writer.

### Grades

Literacy Narrative	10%
Exploratory Essay	15%
Researched Critical Analysis	15%
Digital Portfolio	15%
Participation	10%

### Late Policy on Major Assignments

While reading responses and drafts will not be accepted after the deadline, I will make an exception for major assignments (final drafts). 5% of the assignment grade will be automatically deducted for major assignments turned in past the due date. I will still accept your paper and you will be deducted on 5% as long as you submit it by the next writing class period. If you miss this deadline and submit your assignment at the following class period (making it two class periods late), an additional 5% will be deducted (for a total of 10%).

Example: If you miss the deadline for your Literacy Narrative (due on February 17th), you can still submit it on Thursday, February 19th and will be deducted 5%, or you can submit it on Tuesday, February 24th and be deducted 10%.



This policy applies whether or not you're absent or not, so you should still attend class even if you have not completed an assignment! If you do not submit a major assignment within 7 days of its due date, you are required to schedule a meeting with me so that we can discuss how to proceed and whether you need to drop the course. Again, if there are extenuating circumstances, please contact me immediately

### **Feedback and Use of Student Writing**

All texts written in the course are public. You may be asked to share with a peer, the class, or with me during classroom activities or for homework.

You will receive many different kinds of feedback during this course. Some will come from fellow students and some will come from your instructor. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work.

You will also meet with your instructor between weeks 6-8 to discuss your progress, and you may be encouraged, or required to seek additional feedback from tutors at the Writing Center.

### **The Writing Center**

The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule an appointment either by going to the Center in person, or by calling (212) 650-8104.

This is a free resource available to all students and recommended for all writing assigned in this class. The Center also has a computer lab open to students where students can use computers and printers during operating hours (up to 15 pages a day). For more information on hours, location and services, please visit the official website of the CCNY Writing Center:

<<http://www.ccny.cuny.edu/writing/>>

### **Special Needs and Accommodations**

There are several Student Support Services available for CCNY students. You can check this website for a complete list and for more information:

<<http://www.ccny.cuny.edu/services/>>

If you believe that you need accommodations for a disability, please contact CCNY's AccessAbility Center (Student Disability Services), located in the North Academic Center, Room 1/218, or call (212) 650-5913 for an appointment to discuss your needs and the process for



requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact the Center as soon as possible.

CCNY and we as your instructors are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

### **CUNY Policy on Academic Integrity**

Academic integrity is an essential part of the pursuit of truth, and of your education. We are all responsible for maintaining academic integrity at City College – it is the rock on which the value of your degree is built.

If you cheat on a test or plagiarize by using someone else's work or ideas, you defeat the purpose of your education. In addition, academic dishonesty is prohibited in the City University of New York, and is punishable by failing grades, suspension and expulsion.

Plagiarism/ academic dishonesty is completely unacceptable, and may result in one or more of the following outcomes: a failing grade for the assignment, an F for the class, a report filed with the college, and further corrective action in accordance with university protocol. I can't stress enough the seriousness of this offense: if a student is caught plagiarizing, it will devastate his or her FIQWS grade. The CUNY Policy on plagiarism can be found in Appendix B.3 of the CCNY Undergraduate Bulletin.

### **Student Support Services**

#### **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.

#### **SEEK Peer Academic Learning Center, NAC 4/224**

Phone: 212-650-5786; email: [seekpals@ccny.cuny.edu](mailto: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.

# Weekly Schedule

**\*\*All readings are from the Norton Field Guide unless otherwise specified\*\***

## Week 1

### **Class 1 (1/31) Welcome!**

### **Class 2 (2/2) Active Reading**

Chapter 2: Reading in Academic Contexts

Chapter 5: Developing Academic Habits of Mind

“The Power of Listening” by William Ury [TEDxSanDiego]

## Week 2

### **Class 3 (2/7) Rhetorical Situations**

Chapter 1: Writing in Academic Contexts

Rhetorical Situations (whole section)

### **Class 4 (2/9) Literacy Narrative**

Chapter 10: Writing a Literacy Narrative

Chapter 43: Narrating

Digital Archive of Literacy Narratives assignment

## Week 3

### **Class 5 (2/14) Writing The City**

“Theme for English B” by Langston Hughes

“City Limits” by Colson Whitehead

### **Class 6 (2/16) Workshop**

Literacy narrative (first draft)

**\*\*\* Bring three printed copies (one for me, one for you, and one for your workshop partner)\*\*\***

## Week 4

### **Class 7 (2/21) Coming to Terms**

“Coming to Terms” by Joseph Harris

Chapter 3: Summarizing and Responding



**Class 8 (2/23) Textual Analysis**

"Goodbye to All That" by Joan Didion

Chapter 11: Analyzing Texts

**Week 5**

**Class 9 (2/26) Narrative Presentations**

Literacy narrative (final draft)

**Class 10 (3/2) Synthesis**

"Goodbye to All That" by Eula Bliss

Chapter 48: Synthesizing Ideas

Chapter 27: Generating Ideas and Text

**Week 6**

**Class 11 (3/7) Argument**

Chapter 13: Arguing a Position

Chapter 36: Arguing

"Discovery of Arguments" by Wayne Booth

**Class 12 (3/9) Workshop**

Exploratory essay (first draft)

\*\*\*Bring three printed copies\*\*\*

**Week 7**

**Class 13 (3/14) Revision**

"Writer Based Prose" by Linda Flower

Chapter 29: Assessing Your Own Writing

Chapter 31: Editing and Proofreading

-- No class 3/16 --

**Week 8**

**Class 14 (3/21) The Profile**

"Joe Gould's Secret" by Joseph Mitchell



**Class 15 (3/23) Living History**

"The Statue of Liberty's Beguiling Green" by Ian Frazier

Exploratory essay (final draft)

Week 9

**Class 16 (3/28) Revisiting Joe Gould**

"Joe Gould's Teeth" by Jill Lepore

**Class 17 (3/30) Asking Questions**

"From Topics to Questions" by Wayne C. Booth

"From Questions to Problems" by Wayne C. Booth

Week 10

**Class 18 (4/4) Finding Sources**

"From Problems to Sources" by Wayne C. Booth

Chapter 46: Finding Sources

Chapter 47: Evaluating Sources

**Class 19 (4/6) The Research Endeavor**

Chapter 45: Developing a Research Plan

Chapter 15: Annotated Bibliography

Chapter 52: MLA Style

Week 11

**Spring Break**

Week 12

**Class 20 (4/20) Annotated Bibliography**

"From Evidence to Claims" by Wayne C. Booth

Annotated bibliography

Week 13

**Class 21 (4/25) Workshop**

Research essay (first draft)

\*\*\*Bring three printed copies\*\*\*

**Class 22 (4/27) The Portfolio**

Chapter 32: Compiling a Portfolio

**Week 14**

**Class 23 (5/2) Elements of Design**

Chapter 54: Choosing Media

Chapter 55: Designing Text

Chapter 56: Using Visuals, Incorporating Sound

**Class 24 (5/4) Rhetorical Situations**

Rhetorical situations assignment

**Week 15**

**Class 25 (5/9) Research Presentations**

Research essay (final draft)

**Class 26 (5/11) Wrapping it Up!**

Reflection assignment