

York College  
City University of New York  
English Department  
Course Syllabus Fall 2019

**Course:** YECA ENG 125: Introduction to College Writing EC13

**Professor:** Sonja Bjelić

**Days:** M/F 9:00-10:50am

**Location:** Acad Core 2B02

**Email:** sbjelic@york.cuny.edu

**Office hours:** Mondays/Fridays by appointment

**Course description:** ENG125 (Liberal Arts) Composition I: Introduction to College Writing I 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.

**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 texts:**

- Goldthwaite, Melissa, et. al. *The Norton Reader with 2016 MLA Update, Shorter 14th Edition*. Norton, 2016. (ISBN: 978-0393617412)
- A planner with a calendar to write your assignments in.

\*Please note you are responsible for bringing your text and planner to all class meetings.

**Grading:** Final grades ranging from A to F will be based upon completion of all course requirements (writing and reading assignments, class participation and attendance) and the Final

Examination. The three formal papers will make up the bulk of your grade as outlined below:

<b>Assignment</b>	<b>Percentage of final grade</b>
Paper I (3-4 pages)	15%
Paper II (4-5 pages)	25%
Paper III (4-5 pages)	30%
Annotated bibliography	10%
Department final exam	10%
Attendance, participation, and reading responses	10%

Note: formal assignments that do not meet the assignment requirements will receive a zero (0) grade.

**Attendance:** Your consistent and timely presence in class is expected. Please come with a thoughtful, engaged, and collaborative spirit. The success and energy of the class depends on everyone's willingness to contribute. Bringing your own text(s) to each and every class meeting is mandatory. 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.

**Classroom Courtesy:** Please arrive on time and stay in the room throughout the entire class period. No cell phones, music, or food are allowed, and visitors must seek advance permission. If there is an emergency and you have to arrive late/leave early, it's best to let me know that ahead of time.

**Communication:** The best way to reach me is via email. Feel free to contact me with any questions regarding what we are working on in class or if you have any general concerns. Also, please always let me know if for some reason you can't attend class.

**Assignments:** All assignments are due at the beginning of class. They should be appropriately printed and stapled. Anyone who is missing from the beginning of class (within 5 minutes of class start time), or leaves class to go and print an assignment, will be marked late. Do your printing before class starts. **I don't accept late assignments, except in very rare circumstances.** You must tell me about any problems you are having before the assignment is due. **If you are absent on the day an assignment is due, you must email it to me before that day.** All assignments should demonstrate thoughtfulness and an earnest effort.

**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. There is nothing wrong with representing someone else's ideas in your work; you just have to give them credit, which we will practice in this course. Additionally, when getting help on an assignment, remember the final product must be the result of your own work. All academic integrity violations will result in an F (zero) on the assignment, and/or a failing grade in the course, and/or referral to York College's Academic Integrity officer.

York College gives four definitions of types of academic integrity violation (these definitions can be found in the York College policy on academic integrity, which I have linked to below):

- \* 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 Resources**

Computers with word processing software and internet access are available in the library and in computer labs.

**York College Library:** <http://york.cuny.edu/library>

**York College Computer Labs:** <http://york.cuny.edu/it/acet/computer-labs>

**York College Collaborative Learning Center:** The CLC is located in Academic Core room IC18. They assist students with writing skills, research, drafting and revising essays at all levels and in all subjects. Students are able to make appointments with the tutor(s) of their choice for 25 and/or 50 minute sessions by registering at [www.yorkcollege.mywconline.com](http://www.yorkcollege.mywconline.com). For more information, stop by, call (718) 262-2494, or check the Writing Center Website at <https://york.cuny.edu/student/writing-center>.

**English as Second Language (ESL) Tutoring Center:** Tutoring is available for ESL students in Academic Core 3C08. Call (718) 262-2831 for schedule.

**Students with disabilities:** If you have a disability requiring accommodations, please come see me after class or during office hours.

Students with disabilities may also contact the Center for Students with Disabilities to learn about and gain access to resources available to them at the college. See their website at <https://www.york.cuny.edu/student-development/csd> for more details.

**Sexual Misconduct:** Harassment of any form will not be tolerated. If you feel unsafe at any point during the semester, please come see me after class or during office hours.

## Course Outline

\*Please note this outline is subject to change and I will notify you of any revisions made.

### Week 1

M Aug 31: Introductions  
Course overview  
What are your expectations for this course?  
In class writing exercise #1: simile/metaphor

**Hw: read “Mother Tongue” by Amy Tan**

### Week 2

M Sep 2: No class (Labor Day)  
RR #1 due on Blackboard

Th Sep 5: \*Classes follow Monday schedule  
Lecture: genres, rhetorical devices and strategies  
Discuss “Mother Tongue” by Amy Tan

F Sep 6: In-class writing exercise #2: literacy narrative  
Lab

**Hw: formal paper #1 assigned**  
**Hw: read “Aria” by Richard Rodriguez**

### Week 3

M Sep 9: RR #2 due on Blackboard  
Lecture: the essay structure  
Discuss “Aria” by Richard Rodriguez

F Sep 13: In-class writing exercise #3: descriptive writing  
Lab

**Hw: formal paper #1 outline**  
**Hw: read “How to Tame a Wild Tongue” by Gloria Anzaldua**

### Week 4

M Sep 16: RR #3 due on Blackboard  
Lecture: thesis statement and central question  
Discuss “How to Tame a Wild Tongue” by Gloria Anzaldua

F Sep 20: In-class writing exercise #4: voice/tone  
Lab

**Hw: formal paper #1 draft**  
**Hw: read “Graduation” by Maya Angelou**

### **Week 5**

M Sep 23: RR #4 due on Blackboard  
Lecture: essay structure and planning/brainstorming  
Discuss “Graduation” by Maya Angelou

F Sep 27: Peer review of draft #1

**Hw: formal paper #1 due next Friday**

### **Week 6**

M Sep 30: **No classes scheduled**

F Oct 4: Formal paper #1 due  
In-class writing exercise #5: persuasive writing – logos, pathos, ethos  
Lab

**Hw: read “Salvation” by Langston Hughes**

### **Week 7**

M Oct 7: RR #5 due on Blackboard  
Library visit  
Lecture: research practices/credible sources/compiling information/incorporating evidence  
Discuss “Salvation” by Langston Hughes

F Oct 11: In-class writing exercise #6: analyze a visual message  
Lab

**Hw: formal paper #2 assigned**  
**Hw: read “Shooting an Elephant” by George Orwell**

### **Week 8:**

M Oct 14: **No classes (college is closed)**  
RR#6 due on Blackboard

Th Oct 17: \*Classes follow a Monday schedule

Lecture: writing an outline  
Discuss “Shooting an Elephant” by George Orwell

**Hw: formal paper #2 outline**

F Oct 18: Watch *I Am Not Your Negro*

**Hw: formal paper #2 draft 1**  
**Hw: read “Strangers” by Toni Morrison**

**Week 9:**

M Oct 21: RR #6 due on Blackboard  
Formal paper #2 draft due  
Lecture: arguing a position/quotes as evidence/analysis  
Discuss: “Strangers” by Toni Morrison

F Oct 25: Peer review of draft #2

**Hw: read “Be a Gamer, Save the World” by Jane McGonigal**

**Week 10:**

M Oct 28: RR #7 due on Blackboard  
Lecture: MLA format/citations/acknowledging sources/quotes, paraphrasing, and summarizing  
Discuss “Be a Gamer, Save the World” by Jane McGonigal

F Nov 1: In-class writing exercise #7: expository writing – explain a process  
Lab

**Hw: formal paper #2 due Monday**

**Week 11:**

M Nov 4: Formal paper #2 due  
Lecture: revising/editing and proofreading/assessing your own writing  
Discuss *Coal* by Audre Lorde and *We Real Cool* by Gwendolyn Brooks

F Nov 8: In-class writing exercise #8: literary analysis – close reading of a poem  
Lab

**Hw: annotated bibliography assigned**  
**Hw: read “Is Google Making Us Stupid” by Nicholas Carr**

**Week 12:**

M Nov 11: RR #8 due on Blackboard  
Lecture: language/sentence control/precision/compression/flow/transitions  
Discuss “Is Google Making Us Stupid” by Nicholas Carr

F Nov 15: One-on-one conferences

**Hw: annotated bibliography draft**

**Hw: read “Time and Distance Overcome” by Eula Bliss**

**Week 13:**

M Nov 18: RR #9 due on Blackboard  
One-on-one conferences

F Nov 22: Peer review of two annotated bibliographies  
Discuss “Time and Distance Overcome” by Eula Bliss

**Hw: annotated bibliography final draft due Monday**

**Hw: formal paper #3 assigned**

**Week 14:**

M Nov 25: Annotated bibliography due  
Formal paper # 3 assigned  
Lecture: writing as inquiry/collaborating/generating ideas and text  
Lab

**Hw: formal paper #3 outline and draft**

**Hw: read excerpts from hybrid essays**

F Nov 29: **No classes (college is closed)**

**Week 15:**

M Dec 2: Formal paper #3 draft due  
Lecture: lyric and hybrid essay forms  
Discuss excerpts from hybrid essays

F Dec 6: Peer review of draft #3

**Hw: Formal paper #3 second draft due Monday**

**Week 16:**

M Dec 9: Lecture: business and professional writing/personal statements

In class writing exercise #11: personal statement

**Hw: formal paper #3 final draft due Friday**

F Dec 13: Formal paper # 3 due  
Celebrate!

**Week 17:**

\*Dec 16 – 23: Final Examination Period (exam date TBA)