Sample English 2400 – Freshman English II
Syllabus

Kingsborough Community College
The City University of New York
Department of English

Course Description

This course is a research/writing course that focuses on the theme of --and connections among—students, power, and knowledge. The curriculum is designed to be relevant to your experience and the world(s) that you live in today. Throughout the semester we will be exploring different kinds of student experiences—inequalities in U.S. schools, historically important student movements, current issues at CUNY impacting students. We will look at how students are empowered by knowledge and how, in turn, they can become powerful “change agents” for a better world.

Objectives

English 24 is a course in research and writing that aims to expose students to writing and research methods at the college level and across the disciplines--from psychology to social history to English literature. We will read a wide variety of writers with training in different fields of expertise, as well as examine a rich mix of genres, ranging from memoirs to news articles on through to academic essays. We will ask questions that pertain to research and writing: how do these writers create and support an argument? What do they consider a reliable source? What kind of language and evidence do they use? What research methods did they use? The goal of this course is to get you to integrate academic and interdisciplinary reading, writing, and thinking into your own research so that, as you continue your studies, you can write more skillfully and critically about the various subject matters that impact your life and learning.

Learning Outcomes

The following is a list of intended learning outcomes for English 24:

Reading:

- Look at problems and issues from the perspectives of different disciplines and different types of texts.
- Recognize attitude, tone, purpose, point of view, and intended audience in readings from a range of disciplines.
- Recognize types of evidence, styles of argumentation and ways of knowing that are typical of different disciplinary genres.
- Recognize that different genres require different reading strategies and apply these strategies to texts from different disciplines.
- Identify how socio-historical and disciplinary contexts shape texts.
- Differentiate between reliable and unreliable observations; differentiate between reliable and unreliable statements of fact.
- Distinguish between primary and secondary sources and their uses in research writing.
- Critique arguments: uncover key assumptions, find logical inconsistencies, trace cause-and-effect relationships, test validity of inferences, challenge interpretations, ideas, and values found in reading and research; imagine alternatives.

Writing:
- Engage in several different research writing projects that result in extensive written essays. Become familiar with different modes of academic research and different types of evidence and analysis through these different research projects.
- Identify own perspective and position with regard to the issue in question; frame own view in light of other perspectives and positions, including those of the instructor and peers in the course.
- Use quotation, paraphrase, and summary by way of analyzing other ideas and developing/elucidating own ideas; incorporate quotation, paraphrase, and summary smoothly, accurately and appropriately (MLA or APA style).
- Use informal writing like prewriting, freewriting, brainstorming, journals, notes, lists, concept maps and outlines to help generate ideas.
- Develop drafts of formal research projects on the basis of informal writing; continue to utilize feedback from instructor and peer reviewers; engage in active, significant revision of earlier drafts of formal research projects.
- Communicate clearly, correctly, fluently, and effectively, according to appropriate conventions of language; follow instructor’s instructions as to proper format and acceptable presentation of written work (MLA or APA style).
- Become familiar with formal documentation styles (MLA, APA, Chicago) and why there are used.

Information Literacy:
- Access information and ideas that shed light on a given topic, issue, or problem, drawing on research sources including the library and the Internet. Increase fluency in using research search terms.
- Evaluate research sources for reliability, relevance, authority, complexity, and bias.
- Access CUNY+ and online scholarly databases to search CUNY libraries and KCC library holdings; locate books, journals, and periodicals in KCC collection (electronically and/or in print).
- Document research sources fully and accurately, using academic conventions; avoid unintentional plagiarism through correct use of documentation; understand issues involving intentional or unintentional plagiarism; follow conventions to produce a Works Cited page and/or References list.
English 24: Student-Centered Approach

English 24 will present you with challenging reading, writing, and research assignments and require that you participate in class as if it were an academic community. You will often be required to work together to solve problems in small break out teams and during class discussions you will be expected to articulate your ideas about our readings and topics as well as listen respectfully and attentively to the ideas of your colleagues. One of the most defining aspect of this section of English 24, is that you—the students—will have substantial opportunity to shape it beyond your participation in our class work: 1) In our two “peer review” workshops you will learn to give constructive feedback on someone else’s writing so that your peer can improve an assignment. And 2) for our third unit, we will build the curriculum together with your help in selecting the topics and readings.

Required Texts and Materials

To keep your costs down, I will provide copies of many of our reading materials, make them available through e-reserve, or direct you to find them on the internet. Please purchase a folder to help you keep track of our readings.

These readings will include: And Still I Rise, by Miles Corwin (e-reserve); packet of scholarly essays (photocopy); other reading/research (internet).

The following text is required for this course and can be purchased at most bookstores or borrowed from the local library.

Warriors Don’t Cry, a Searing Memoir of the Battle to Integrate Little Rock’s Central High by Melba Pattillo Beals

In-Class Protocol

Plagiarism: We will talk more specifically about this problem as we approach our first essay assignment. For the record, don't do it, I’ll know it, and it's not interesting. Besides, if you do, do it, you will be docked the complete amount of credit for any plagiarized draft that you submit, and it will be submitted to the KBCC Plagiarism Task Force.

Attendance: Kingsborough’s policy—which I follow—requires that if you miss more than 6 class hours—in our case this means 6 classes—you receive a WU (unofficial withdrawal), and it will be necessary to repeat the course. You are responsible for keeping track of your absences, but you may check them against my records at anytime.

Lateness: In a one hour class, chronic lateness is a major disruption to the rest of the class and jeopardizes our learning process. I record lateness and the amount of time missed can easily add up, so be careful! Please also keep in mind that you are responsible for all material that is missed when you are late or absent. This includes photocopies,
assignments, and material covered in class. If you are having a real emergency that is keeping you from class, please talk to me about it.

_Civility in the Classroom:_ Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable.

Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

_Miscellaneous:_

- Essays should be typed in MLA format, which we will go over in class. They are due in class on the scheduled day. (I do not accept them over the internet).
- Save all of your writing, particularly that which has been reviewed and contains feedback in the margins or end comments.
- You will periodically be required to make several copies or your work for peer review.
- We all have cell phones these days, but keep them on "silent" during class time. Absolutely, do not answer a call in the classroom or text a friend, and only leave to do so if it is truly urgent. If you ignore this rule, you will be docked points from your class participation grade.
- If you have any questions or concerns about this course or the course work, please let me know. I am here to help you attain your educational goals.

_Assignments and Grading_

You must complete all of these requirements in order to pass English 24. There will be three researched essays assigned, one per unit. These essays will be done either in two parts (unit 1) or in two drafts (unit 2 & 3). There will also be mid-term and final exams, which are timed in-class essays. And we will have several “one minute” quizzes throughout the semester.

- 3 researched essays, each done in two parts or drafts: 60% total (10% each draft/part, workshop pts included)
- 2 in-class essays (mid-term and final)=20% total (10% each essay)
- Participation=10%
- 10 quizzes (1 pt each)=10%
Revising, Peer Review, and Workshops

One important component of this course, involves reviewing each other’s work in a classroom workshop. We will talk more specifically about this process as we get closer to our first workshop, but for now understand that the workshops are a serious course requirement and get counted as a part of your paper grade.

The second and third essays are done in two drafts. The first draft of these essays is to be reviewed by a peer (or peers) in a classroom workshop. You must have your own material ready for the workshop and be prepared to review your peer’s work. If you are absent for a workshop, you will receive an absence plus a mark against your class participation grade. If you are present but do not have your work finished and photocopied, you will receive a mark against your class participation grade and cannot participate in the workshop. In short, workshop is as serious as taking an exam, so come prepared.

If you miss the workshop, you must take your paper to the writing center for review or ask a student in this course to review it for you. (You cannot hand it in to me or have a friend outside of this course look at it, or review it yourself). In the event that you do miss a workshop and have the paper reviewed by the Writing Center or a peer from class, you must then document this procedure for me so that you and your peer get credit.

Assignments

For each of our three units, you will receive a course schedule that charts out our prospective plan of weekly action along with the reading and writing that is due. In order to forge ahead in our work, you need to have the reading done by the day marked. The class will be much more interesting to you if you are prepared and familiar with the material. Plus, we will have quizzes weekly that pertain to the reading, so stay on top of it!!! The quizzes add up another 10% (a whole grade difference) in terms of your final grade.