

Kingsborough Community College, City University of New York

Composition I; English 1200

How Writing Works: An Investigation

Section ___; CUNYFirst#: ___

[Meeting times; room numbers]

[Instructor name, contact information, office hour]

Welcome to Composition I/English 12! According to the college catalog:

English 12 is an introductory course in critical reading and writing emphasizing the development and communication of ideas in written form and a basic rhetorical understanding of how language communicates facts, ideas, and attitudes. Students apply basic rhetorical concepts in reading and composing texts in several genres; compose texts that integrate the writer's ideas with those from other texts, including research materials; and develop writing projects through drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

More specifically, in this class we will be taking a close look at how writing works, by reading *as* writers—with an eye to how writers compose texts for different purposes—and by working on several different writing and reading projects. The ultimate goal is that you leave class with increased confidence in your abilities as smart and strategic readers and writers who are able to adapt their approaches to different tasks depending on the situation and purpose. The Course Learning Outcomes on the next page list the things you should be able to do by the end of the class, or the areas in which you should be able to demonstrate significant improvement by the end of the semester.

KCC Course Learning Outcomes for Composition I

I. Rhetorical knowledge | In this course, students will learn to:

- ❖ Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.
- ❖ Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.
- ❖ Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

II. Critical writing & reading | In this course, students will learn to:

- ❖ Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.
- ❖ Locate and evaluate research materials.
- ❖ Compose texts that integrate the writer's ideas with those from other texts.

III. The craft of writing & reading | In this course, students will learn to:

- ❖ Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.
- ❖ Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
- ❖ Reflect on one's own development and change as a writer and one's emerging knowledge about the craft of writing, language choices, and language conventions.

Course Texts

- Ball, Cheryl and Drew M. Loewe, Eds. *Bad Ideas about Writing*, Digital Publishing Institute, 2017. <https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>
- Warzel, Charlie. "Don't Go Down the Rabbit Hole," *New York Times*, 18, Feb, 2021. <https://www.nytimes.com/2021/02/18/opinion/fake-news-media-attention.html>
- "MLA General Format." Purdue Online Writing Lab, https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
- Student-selected academic articles and online sources TBD.

Overview of Units and Assignments

Unit 1: Prior Writing Experience Essay (approximately 3 weeks; 1000 words)

In this unit, you will be writing an essay using your prior experiences with writing as the primary evidence or “data” for analysis. You’ll be asked to write about at least one positive or fulfilling writing experience, and at least one challenging or negative experience you had as a writer, and to think about how these experiences have led to your current views on writing and reading. Then, you’ll be asked to bring in ideas from at least one outside text that relates to your ideas, by summarizing, paraphrasing, quoting, and using MLA-style citation.

Commented [1]: All assignments require revision: CLO 3.2: Develop a writing project through multiple versions and document one’s thinking and choices between those iterations/changes.

Commented [2]: CLO 3.3: Reflect on one’s own development and change as a writer and one’s emerging knowledge about the craft of writing, language choices, and language conventions.

Commented [3]: CLOs 2.3; 1.3: Compose texts that integrate the writer’s ideas with those from other texts; Apply citation conventions in one’s own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

Unit 2: Inquiry Project (approximately 3 weeks; 1000 words)

This next unit is an inquiry into a topic of your choosing with the goal of fostering critical reading and research skills. Instead of starting with a thesis or argument and using research to find supporting evidence, your research and reading will be guided by a question you’ve chosen. (You may choose to develop a question related to the theme of this course, but this is up to you.) You will be required to find different kinds of sources, to analyze those sources for reliability, to explain how each source relates to your guiding question, and to identify connections and disconnections among them.

Commented [4]: CLO 1.1: Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

Commented [5]: CLOS 2.1; 2.2; 2.3 Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices; Locate and evaluate research materials; Compose texts that integrate the writer’s ideas with those from other texts.

Commented [6]: CLO 1.2: Compose in several genres in order to understand how conventions shape readers’ and writers’ practices, purposes, and expectations.

Commented [7]: CLO 1.1: Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

Commented [8]: CLO 1.3: Apply citation conventions in one’s own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

Commented [9]: CLO 3.3: Reflect on one’s own development and change as a writer and one’s emerging knowledge about the craft of writing, language choices, and language conventions.

Unit 3: Remix/Repurpose Assignment (approximately 3 weeks)

This unit asks you to imagine and begin work on a new writing project in a genre of your choosing that uses the research material from your Inquiry Project. You will need to identify a new purpose and audience for the material you found and then determine the most appropriate mode of publication, the genre, the most effective tone and style, and how you will give credit to your sources in this new writing project. You will be asked to explain how you made these writing decisions, draft and revise the project, and reflect on the steps you would need to take to complete it, if needed.

Commented [10]: CLO 3.3: Reflect on one’s own development and change as a writer and one’s emerging knowledge about the craft of writing, language choices, and language conventions.

Unit 4: Learning Assessment Project (approximately 3 weeks; 1000 words)

In this project, you will be asked to reflect on what you have learned about writing over the course of the semester by considering all of the writing and reading you have done. You will need to cite specific examples from your own writing and from things you have read, including your peers’ essays, to demonstrate how these texts have influenced your

ideas about the following: advancing a main point in writing; organizing writing; integrating ideas from other texts; working through a writing process; and polishing your work based on your knowledge of writing and citation conventions.

Assessment/Grading

Your grade in this course will be based on two things: 1) your ability to keep up with the assignments and complete all the work for the course; and 2) your final grades on each of the four major projects.

Commented [11]: CLO 2.1: Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.

Commented [12]: This is for a non-portfolio section of English 12. Grading would have to be adjusted for portfolio assessment.

Commented [13]: All syllabi and grading must adhere to the standard grading table established by College Council. That table is provided in the Faculty Handbook, on page 53. <https://www.kbcc.cuny.edu/faculty/documents/FacultyHandbook.pdf>

30%	Coursework and participation Based on ALL the following: low-stakes writing, in-class work, homework, class participation, submission of formal writing drafts and revisions, and attendance and punctuality.
20%	Prior Writing Experience Essay
15%	Inquiry Project
15%	Remix/Repurpose Assignment
20%	Learning Assessment Essay

Weekly Schedule

Week One	<ul style="list-style-type: none"> ● Introduction to the course ● Read the "Introduction" to <i>Bad Ideas about Writing</i> ● Informal writing on prior writing experiences
Week Two	<ul style="list-style-type: none"> ● Revise writing on negative and positive prior writing experiences ● Begin to structure this material ● Identify a connection between your ideas and a chapter of your choice from <i>Bad Ideas about Writing</i>
Week Three	<ul style="list-style-type: none"> ● Integrate material from <i>Bad Ideas about Writing</i> ● Include an introduction, conclusion and Works Cited page
Week Four	<ul style="list-style-type: none"> ● Practice analyzing a resource as a class (Charlie Warzel's opinion piece, "Don't Go Down the Rabbit Hole") ● Develop a research question for your inquiry project ● Begin online research (1-2 sources)

Week Five	<ul style="list-style-type: none"> ● Continue online research (1-2 sources) ● Identify one academic article using the library databases ● Continue analyzing and integrating new sources
Week Six	<ul style="list-style-type: none"> ● Integrate references to research methods and assessing sources ● Complete Works Cited page
Week Seven	<ul style="list-style-type: none"> ● Identify a new purpose for the material from your inquiry project ● Determine the mode of publication, intended audience, genre, style, format, and citation method
Week Eight	<ul style="list-style-type: none"> ● Develop a first draft of this new project for peer review ● Revise based on feedback
Week Nine	<ul style="list-style-type: none"> ● Reflect on rhetorical and stylistic decisions made and the effectiveness of execution ● Come up with a plan for next steps if needed
Week Ten	<ul style="list-style-type: none"> ● Develop 2-4 paragraphs on what you learned about making a point in writing and organizing ideas
Week Eleven	<ul style="list-style-type: none"> ● Develop 2-4 paragraphs about what you learned about integrating ideas from texts and writing as a process
Week Twelve	<ul style="list-style-type: none"> ● Develop 1-2 paragraphs discussing what you learned about editing/polishing and citation conventions. ● Complete your Learning Assessment ● Double check and submit your Final Course Portfolio

Additional Information

Absence Policy: Attendance in college is critical for students' learning.

Regular attendance ensures that you will have the opportunity to learn from your professor, learn from your peers, participate in class discussions, keep up to date with in-class work (both individual and collaborative), and take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course.

Classroom etiquette: Obviously, it is rude to come to class late and/or unprepared and to fail to give the class your full attention. I expect you to treat your teacher and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower course work grade.

Academic integrity policy: Copying work without giving credit or submitting writing that is not your own counts as plagiarism, and doing so puts you at risk of failing an assignment and possibly failing the class. I will also report serious offenses. Please see Kingsborough's website page on Academic Integrity for more information on plagiarism. https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html

Statement on accessibility: It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early in the semester as possible. AAS can be reached by phone at 718-368-5175 or by email at AAS@kbcc.cuny.edu. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.

Statement on preferred pronouns: I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.

Kingsborough Community College

OFFICIAL GRADING SYSTEM

The college interprets alphanumeric grading equivalencies, with certain exceptions noted below, according to the following general guidelines:

Grade	Numeric Equivalencies	Definition
A+	97 - 100	Excellent
A	93 - 96	
A-	90 - 92	
B+	87 - 89	Good
B	83 - 86	
B-	80 - 82	
C+	77 - 79	Satisfactory
C	73 - 76	
C-	70 - 72	Passing
D+	67 - 69	
D	60 - 66	
F	0 - 59	Failure