



Instructor: Shamecca Harris  
[sharris1@ccny.cuny.edu](mailto:sharris1@ccny.cuny.edu)

English 21001, Section \*EC2 | Spring 2019  
Tu, Fri 12:30 – 1:45pm | NAC 6/310

Office Hours:  
Tu 11:00am – 12:00pm and by appointment  
Office: NAC 6/252

## Introduction and Course Description

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### Writing for the Humanities and Arts – Early College Program

*"You can't help it. An artist's duty, as far as I'm concerned, is to reflect the times."  
- Nina Simone*

#### Course Description

This dynamic English Composition course asks students to both create and engage with texts, in a variety of forms, that demonstrate how culture and personal experience inform a writer's work. In this class, students will read and write voraciously about social, political, economic and cultural issues that influence their lived experiences and use the conventions of multiple genres to both reflect and respond to the times in which they live. Moreover, they will also consciously consider what it means to write academically at the college level through regular self-reflection and revision. In doing so, students will strengthen their rhetorical knowledge and further develop an iterative writing process that they can apply to written assignments across genres and disciplines throughout college and beyond. This course is uniquely designed for students who are interested in pursuing majors in the division of humanities and arts, including literature, gender studies, black studies, creative writing, and journalism.

#### Course Learning Outcomes

- acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
- enhance strategies for reading, drafting, revising, editing, and self-assessment
- negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
- develop and engage in the collaborative and social aspects of writing processes
- engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
- formulate and articulate a stance through and in your writing
- practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
- strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

#### Required Text

**This is a Zero Textbook Cost course.** There are links to reading assignments that live online, and I have uploaded additional materials in portable document format (.pdf).

**City College Blackboard:** Other reading and writing materials, PowerPoint slideshows and videos will be posted online on Bb during the semester. Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.

## Course Policies

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### Student Code of Conduct

**co·ex·ist** (kō'ig-zĭst')

*intr.v.* **co·ex·ist·ed**, **co·ex·ist·ing**, **co·ex·ists**

- To exist together, at the same time, or in the same place.
- To live in peace with another or others despite differences, especially as a matter of policy.

<http://www.ccny.cuny.edu/studentaffairs/community-standards>

### Plagiarism and Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Read the full Academic Integrity Policy [here](#).

### Attendance

Students are expected to attend every class session of this course and to be on time. 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. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

### Late Work

All assignments must be submitted at the specified time on the date they are due. If an assignment is late, your grade will be dropped by one-half of one letter (a 90 to an 85, for example) for each 24-hour period that passes after the time in which it was due. Technological malfunctions are not an excuse for late work.

### Food and Drink

No eating is allowed in the classroom. Drinks are welcome. Please be sure to clean up after yourself when class is over.

### Phones, Devices, and Other Electronics

Laptops and tablets are welcome and encouraged for in-class writing activities and peer review. The instructor reserves the right to revoke this privilege if laptops and tablets are used for purposes outside the realm of this course. Cell phones are strictly prohibited.

## Resources

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### The Writing Center, NAC Third Floor (entrance off the Amsterdam Avenue plaza)

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

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

### Gateway Advising Center, NAC 1/220

<http://www.ccny.cuny.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, NAC 1/218**

<http://www.ccnycunyu.edu/accessability/>

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of City College's services, programs, and activities.

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

<https://www.ccnycunyu.edu/seek>

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

### **Purdue OWL**

<https://owl.purdue.edu/>

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects.

## Essay Assignments

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### **Essay #1: Opinion Editorial**

<https://engl21001.commonsgc.cuny.edu/essay-1-opinion-editorial/>

### **Essay #2: Visual Essay**

<https://engl21001.commonsgc.cuny.edu/essay-2-visual-essay/>

### **Essay #3: Critical Analysis**

<https://engl21001.commonsgc.cuny.edu/essay-3-critical-analysis/>

### **Essay #4: Portfolio and Self-Assessment**

<https://engl21001.commonsgc.cuny.edu/essay-4-portfolio-and-self-assessment/>

## Other Assignments

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### **Discussion Posts**

Throughout the semester, you will be asked to respond to assigned readings on the course website's discussion board. Overall, the discussion board is a way for us to begin conversations about our work that we will continue offline in both small group and whole class discussions. Your original posts (250-500 words) should include (1) a brief summary of the author's main points and (2) an analysis of an idea that interests or confuses you. Be sure to use textual evidence to support your claims.

### **Peer Review**

Group work is an important and regular part of this class. You will be grouped with other students to workshop drafts of your assignments throughout the semester. It is important that you attend class in order to get the most out of your peer review sessions. Your ability to give and receive feedback will be important to the revision process and ultimately to your grade.

### **Oral Report**

Towards the end of the semester, you will be asked to prepare and deliver a three-minute oral report. For this assignment, you will convert your Critical Analysis essay into a public speech and identify a realistic audience, purpose, and situation to deliver your presentation.

## Grade Weights

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<b>Active Participation</b>	<b>5%</b>
<b>Discussion Posts</b>	<b>5%</b>
<b>Oral Report</b>	<b>10%</b>
<b>Essay #1: Opinion Editorial</b>	<b>15%</b>
• <i>Topic Reflection</i>	<i>1%</i>
• <i>Rhetorical Analysis</i>	<i>1%</i>
• <i>Peer Review</i>	<i>1%</i>
• <i>Final Draft</i>	<i>10%</i>
• <i>Reflection</i>	<i>2%</i>
<b>Essay #2: Visual Essay</b>	<b>15%</b>
• <i>Audience Strategy</i>	<i>2%</i>
• <i>Peer Review</i>	<i>1%</i>
• <i>Final Draft</i>	<i>8%</i>
• <i>Reflection</i>	<i>4%</i>
<b>Essay #3: Critical Analysis</b>	<b>30%</b>
• <i>Paper Proposal</i>	<i>3%</i>
• <i>Annotated Bibliography</i>	<i>5%</i>
• <i>Peer Review</i>	<i>1%</i>
• <i>Final Draft</i>	<i>20%</i>
• <i>Reflection</i>	<i>1%</i>
<b>Essay #4: Portfolio and Self-Assessment</b>	<b>20%</b>

## Grade Schema

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Grades Scored Between	Will Equal
97 % and 100 %	A+
94 % and Less Than 97%	A
90 % and Less Than 94%	A-
87 % and Less Than 90%	B+
84 % and Less Than 87%	B
80 % and Less Than 84%	B-
77 % and Less Than 80%	C+
74 % and Less Than 77%	C
70 % and Less Than 74%	C-
67 % and Less Than 70%	D+
64 % and Less Than 67%	D
60 % and Less Than 64%	D-
0 % and Less Than 60%	F

## Schedule of Classes

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### Week I

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**Fri 1/25**

Course Introduction

Diagnostic Essay

#### Before Next Class

- **Review** course site and syllabus
- **Sign-up** for CUNY Academic Commons

### Week II

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**Tue 1/29**

Course Introduction ctnd.

Lecture: The Rhetorical Situation

### **Before Next Class**

- **Read** Lloyd Bitzer's ["The Rhetorical Situation"](#)
- **Post** response to the discussion board and comment on two other posts (1)

### **Fri. 2/1**

Discuss Bitzer

Review Essay #1: Opinion Editorial Assignment

### **Before Next Class**

- **Post** Essay #1 Topic Reflection to Bb

## **Week III**

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### **Tue 2/5**

Workshop: Editorial Writing

### **Before Next Class**

- **Read** James Baldwin's ["If Black English Isn't a Language, Then Tell Me, What Is?"](#)
- **Post** response to the discussion board and comment on two other posts (2)

### **Fri 2/8**

Discuss Baldwin

Practice Rhetorical Analysis

### **Before Next Class**

- **Post** Essay #1 Rhetorical Analysis to Bb

## **Week IV**

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### **Tue 2/12**

NO CLASS

### **Fri 2/15**

Lecture: The First Draft

Practice invention techniques

### **Before Next Class**

- **Post** Essay #1 First Draft To Bb

## **Week V**

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### **Tue 2/19**

Peer Review

### **Fri 2/22**

Peer Review ctnd.

### **Before Next Class**

- **Post** Essay #1 peer review comments to Bb

## **Week VI**

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### **Tue 2/26**

Individual conferences by appointment only. Class canceled.

### **Fri 3/1**

Individual conferences by appointment only. Class canceled.

### **Before Next Class**

- **Post** Essay #1 Final Draft + Reflection to Bb

## **Week VII**

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### **Tue 3/5**

Review Essay #2: Visual Essay Assignment

Discuss genre and audience

Practice invention techniques

### **Before Next Class**

- **Post** Essay #2 Audience Strategy to Bb

### **Fri 3/8**

Peer Review: Audience Strategy

Discuss [Amanda Stenberg: Don't Cash Crop On My Cornrows](#)

Practice invention techniques

### **Before Next Class**

- **Post** Essay #2 First Draft to Bb

## **Week VIII**

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### **Tue 3/12**

Peer Review

### **Before Next Class**

- **Post** Essay #2 peer review comments to Bb

### **Fri 3/15**

Peer Review ctnd.

Review Essay #3: Critical Analysis Assignment

### **Before Next Class**

- **Post** Essay #2 Final Draft + Reflection to Bb

## Week IX

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**Tue 3/19**

Workshop: CCNY Academic Databases

*\*Note class will meet in the cITy TECH Center*

### Before Next Class

- **Read** Christopher Lebron's ["Black Panther' Is Not the Movie We Deserve"](#)
- **Post** response to the discussion board and comment on two other posts (3)

**Fri 3/22**

Discuss Lebron

Workshop: Building a Critical Analysis Essay

Practice invention techniques

### Before Next Class

- **Post** Essay #3 Paper Proposal to Bb

## Week X

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**Tue 3/26**

Peer Review: Paper Proposal

Workshop: MLA Annotated Bibliography

### Before Next Class

- **Read** bell hooks' ["Moving Beyond Pain"](#)
- **Post** response to the discussion board and comment on two other posts (4)

**Fri 3/29**

Discuss hooks

Practice invention techniques

### Before Next Class

- **Post** Essay #3 Annotated Bibliography to Bb

## Week XI

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**Tue 4/2**

Lecture: Incorporating Research into your writing

Practice invention techniques

### Before Next Class

- **Post** Essay #3 First Draft Bb

**Fri 4/5**

Peer Review

## Week XII

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**Tue 4/9**

Peer Review ctnd.

Workshop: The Revision Process

### Before Next Class

- **Post** Essay #3 peer review comments to Bb

**Fr. 4/12**

Individual conferences by appointment only. Class canceled.

## Week XIII

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**Tue 4/16**

Individual conferences by appointment only. Class canceled.

### Before Next Class

- **Post** Essay #3 Final Draft to Bb

**Fri 4/19**

NO CLASS

## Week XIV

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**Tue 4/23**

NO CLASS

**Fri 4/26**

NO CLASS

## Week XV

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**Tue 4/30**

Workshop: Public Speaking

### Before Next Class

- **Read** Audre Lorde's ["The Uses of Anger: Women Responding to Racism"](#)
- **Post** response to the discussion board and comment on two other posts (5)

**Fri 5/3**

Review Essay #4 Portfolio and Self-Assessment Assignment

Workshop: Navigating CUNY Academic Commons

*\*Note class will meet in the cITy TECH Center*

**Before Next Class**

- **Sign up** for Oral Report

**Week XVI**

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**Tue 5/7**

Oral Reports

**Fri 5/10**

Oral Reports ctnd.

**Week XVII**

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**Tue 5/14**

Class Surveys

Academic Commons Workshop ctnd.

Discuss Portfolio and Self-Assessment

**Week XVIII**

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**Mon 5/20**

Final Portfolio and Self-Assessment DUE