# **Course Schedule**

This schedule is subject to change. Students will be notified in class and in writing of any changes. Unless specified as “in class” work, all assignments are listed under the day they are *due* and should be completed before class (or by the time listed when assignments are due on non-class days).

**Tip**: Consult the course schedule after each class to make sure you know what work is next due and can set aside sufficient time to complete it by its deadline.

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| M 8/29 | **How to Succeed in this (Monstrous) Course: Developing Study Skills and Student Habits** | read 1) Syllabus (in class) 2) Cohen, “Thesis I” (in class)  write Exercise 0.1 (in class): **Explain what a “monster” is in your own words. Use one specific monster from your culture or popular media to support your explanation. Now, turn to a peer and find out what monster they used as an example. Does your definition work with their example?** |
| W 8/31 | **How to Read Closely: Differentiating between Claims and Evidence** | read Cohen, “Thesis II”  write Exercise 1.1 (in-class): **Find one (1) sentence in Thesis II that you think expresses the main idea that Cohen is advancing in this section of the essay. Write this sentence out and then explain what you think it means in your own words. What type of evidence does Cohen provide in this section to help his readers understand and believe the main idea he advances?** |
| M 9/5 | \*\*\* No Class \*\*\* | University Closed |
| W 9/7 | **How to Read Closely: Reading like a Writer**  *Group A meets during the conference hour.* | read 1) Cohen, “Thesis III” and “Thesis IV” 2) Bunn, “How to Read Like a Writer” (in-class)  write Exercise 1.2: **In the section “What Are Some Questions to Ask Before You Start Reading?,” Bunn recommends that students consider and address five questions before they read a text. Answer these five questions for “Monster Culture (Seven Theses).” You will likely need to conduct some online research!** |
| M 9/12 | **How to Read Closely:** **Analyzing Rhetorical Choices**  *Group B meets during the conference hour.* | read 1) Cohen, “Thesis V” and “Thesis VI” 2) Bunn, “How to Read Like a Writer”  write Exercise 1.3 (in-class): **In the section “What Are Questions to Ask As You Are Reading?,” Bunn suggests five other questions that students should reflect on as they read a text. Work with your assigned group to answer these five questions for one section of “Monster Culture (Seven Theses).” You will likely need to conduct some online research!** |
| W 9/14 | **How to Start an Essay: Identifying Intellectual I**  *Group A meets during the conference hour.* | read 1) Cohen, “Thesis VII” 2) Harvey, “Elements of the Academic Essay” 3) Cohen, Introductory Section (in-class) 4) Essay 1 Assignment Guidelines (in-class)  write **E1 Zero Draft** (in-class): **Describe, in one paragraph, an intellectual problem worth exploring in “Monster Culture (Seven Theses)” and explain your motive for exploring that intellectual problem. Then, describe, in three paragraphs, three of Cohen’s writing patterns in “Monster Culture (Seven Theses)” that you think are important clues to helping us better understand the target reading audience for his essay. Like we did in our last class, provide two examples of each pattern, citing the page and Thesis in which the examples are located.** |
| M 9/19 | **How to Use Sources: Quoting, Paraphrasing, and Summarizing I**  *Group B meets during the conference hour.* | read 1) Summarizing Sources Handout 2) Any introductory MLA citation guide found online  write Exercise 1.4: **In one paragraph, offer a summary of “Monster Culture (Seven Theses).” Ensure that you define what Cohen means by the term “monster.”**  write Exercise 1.5 (in-class): **Revise your one-paragraph summary of “Monster Culture (Seven Theses)” using the summarizing and citing strategies introduced and practiced in this class.** |
| W 9/21 | **How to Develop an Argument: Analyzing Evidence**  *Groups A and B meet during the conference hour.* | read 1) Harvey, “Elements of the Academic Essay” 2) Model Student Essay 1 (excerpt)  write Exercise 1.6 (in class): **How would you describe Cohen’s target reading audience? What is his stance towards this reading audience? What is his stance towards his topic? To develop clear, convincing answers to these questions, use the following process to help you logically and thoroughly analyze relevant evidence:**   1. **name or identify one pattern in Cohen’s writing choices as specifically as possible. Refer to your Zero Draft of Essay 1.** 2. **introduce two or three specific examples of the pattern using MLA citation style. Make sure to indicate where each example is found in the essay and explain what Cohen is talking about at that moment in the essay.** 3. **analyze two of these examples of the pattern. This requires you to:**    1. **research the specific example online,**    2. **explain what it means and where it comes from, and**    3. **describe how it is typically used and/or who typically uses it.** 4. **make a conclusion about the intended audience based on your analysis. In other words, who do you think would be best suited to grasp and understand Cohen’s writing in the excerpt you’ve selected.** 5. **explain how this helps you to better understand Cohen’s stance towards his topic and audience.**   **Review and use the evidence you identified in your Zero Draft of Essay 1.** |
| M 9/26 | \*\*\* No Class \*\*\* | Rosh Hashanah |
| W 9/28 | **How to Develop an Argument: Linking Evidence and Claims**  *Group A meets during the conference hour.* | read 1) Argumentation Handout (in-class) 2) Model Student Essay 1 (excerpt)  write **E1 Formal Draft by 10am.**  bring **One printed copy of your formal draft of Essay 1 to class.**  write Exercise 1.7 (in class): **Review your formal draft and evaluate the argument you are making in your paragraphs of analysis. To do so, use a pen or highlighter to highlight the claim, evidence, and reasoning (i.e. your analysis and discussion of the evidence) in each analysis paragraph. Improve the argument you are making in at least two analysis paragraphs by clarifying the claim, specifying the evidence being presented to support the claim, and developing the reasons you provide (i.e. how you analyze and discuss the evidence) to support the claim you are trying to make in the paragraph.** |
| Th 9/29  \*\*\*CUNY Monday\*\*\* | **How to Develop an Argument: Synthesizing a Thesis I**  *Group B meets during the conference hour.* | read 1) Argumentation Handout 2) Effective Theses Handout (in-class)  bring **One printed copy of your formal draft of Essay 1 to class.**  write Exercise 1.8 (in class): **Compare the thesis in your formal draft with your responses from Exercise 1.2: What has changed? Why do you think your current thesis differs from your initial ideas in that exercise? Now, evaluate your current thesis using the guidelines in the Effective Theses handout. What aspects of your thesis can be improved? Improve your thesis after revising your analysis paragraphs as practiced in Wednesday’s class.** |
| M 10/3 | **How to Read Closely:** **Identifying Main Claims**  *Group A meets during the conference hour.* | read 1) Essay 2 Assignment Guidelines (in-class) 2) Solomon, “Masters of Desire”  write Exercise 2.1 (in class): **In your group,** **explain the main claim or idea being developed by Solomon in each section of “Masters of Desire.” Quote an excerpt from the section to support your answer. Discuss how the sample advertisement provided to the class reflects and/or resists specific claims made by Solomon.** |
| W 10/5 | \*\*\* No Class \*\*\* | Yom Kippur |
| M 10/10 | \*\*\* No Class \*\*\* | Indigenous Peoples Day |
| W 10/12 | **How to Use Sources: Performing Lens Analysis I**  *Group B meets during the conference hour.* | read 1) Lens Analysis Handout 2) Essay 2 Assignment Guidelines  write **E1 Final Draft & Cover Letter by 10am**  write Ex. 2.2 (in class): **With your assigned partner, draft one paragraph of lens analysis using the process outlined in the Lens Analysis handout. Your goal is to make a clear and convincing argument that an aspect of the sample advertisement provided to the class is a “monster”; use one claim from Thesis III of “Monster Culture (Seven Theses)” as a lens for your analysis.** |
| M 10/17 | **How to Start an Essay: Identifying Intellectual Problems II**  *Group A meets during the conference hour.* | read 1) Essay 2 Assignment Guidelines 2) Model Student Essay 2 (excerpt) 3) Effective Introductions Handout, part 1  write **E2 Zero Draft**: **Contextualize and describe a “monstrous” static advertisement of your choosing according to the provided guidelines. Quote two ideas from Cohen and two ideas from Solomon that you believe can help you analyze specific aspects of the advertisement to better understand its messages.**  write Exercise 2.3 (in class): **Draft a 2-paragaph introduction for Essay 2 that establishes common ground, identifies an intellectual problem in your selected advertisement, establishes a motive, and poses a central question that you will attempt to answer in your essay.** |
| W 10/19 | **How to Use Sources: Performing Lens Analysis II**  *Group B meets during the conference hour.* | read 1) Model Student Essay 2 2) Solomon, “Masters of Desire”  write Exercise 2.4 (in class): **Draft two paragraphs of lens analysis of your selected advertisement using the process outlined in the Lens Analysis handout. Use one claim from “Monster Culture (Seven Theses)” as the first lens and another claim from “Masters of Desire” as the second lens.** |
| M 10/24 | **How to Use Sources: Performing Lens Analysis III**  *Group A meets during the conference hour.* | read Lens Analysis Handout  write Exercise 2.5: **List 5 specific aspects of your selected advertisement that must be analyzed to decipher its messages. Identify 5 different ideas from Solomon and Cohen that can be used as a lens to analyze those aspects. Draft at least two paragraphs of lens analysis using these raw materials.**  write Exercise 2.6 (in class): **Revise your two paragraphs of lens analysis from Wednesday’s class using the feedback you’ve received from me.** |
| W 10/26 | **How to Develop an Argument: Synthesizing a Thesis II**  *Group B meets during the conference hour.* | read Harvey, “Elements of the Academic Essay”  write Exercise 2.7 (in class): **Develop a two- to three-sentence thesis for your formal draft by synthesizing the ideas that have emerged from your (5 to 6) paragraphs of lens analysis. The thesis must explain 1) what the advertisement is saying to its target audience, and 2) how it creates these messages and communicates them that audience.**  write **E2 Formal Draft (with thesis developed in class included) by 5pm** |
| M 10/31 | **How to Revise Your Writing: Using Peer Feedback I**  *Groups A and B meet during the conference hour.* | read 1) Model Student Essay 2 2) Lens Analysis Handout  bring **One printed copy of your formal draft of Essay 2 to class.**  write Exercise 2.6 (in class): **What did you learn from providing feedback on your partner’s essay? What did you learn from receiving feedback on your own essay?** |
| W 11/2 | **How to Use Sources: Quoting, Paraphrasing, and Summarizing II**  *Group A meets during the conference hour.* | read Quoting and Paraphrasing Handout  write Exercise 2.7 (in class): **Revise how you introduce all ideas from Cohen and Solomon in your formal draft of Essay 2.** |
| M 11/7 | **How to Revise Your Writing: Using Model Texts**  *Group B meets during the conference hour.* | read 1) Model Student Essay 2 2) Effective Paragraphing Handout  write Exercise 2.8 (in class): **Revise your Essay 2 to improve: 1) the lens analyses you perform, 2) the topic sentences of your paragraphs, which must be underlined, and 3) your introduction, which must express the intellectual problem you are exploring, your motive for exploring that intellectual problem, the central question for your essay, *and* the thesis you discovered as a result of your lens analyses. To do this, you will first identify and discuss in your assigned group what makes these aspects of the model essay strong.**  write **E2 Final Draft & Cover Letter by 5pm** |
| W 11/9 | **How to Start an Essay: Identifying Intellectual Problems III**  *Group A meets during the conference hour.* | read (in class): 1) Peterson, “Black Monsters/White Corpses" 2) Identifying Intellectual Problems Handout  watch (in class): West, “Monster" (music video)  write Exercise 3.1 (in class): **In a few sentences, explain what Peterson noticed or observed in West’s music video and the ongoing conversation about the music video that motivated her to write her essay. Using a quotation from the text, explain why she thinks writing her essay was important. (Hint: Focus on the introductory section where an author typically introduces the intellectual problem and motive for their essay.) What sort of research would she have needed to conduct in order to draft the introductory section of her essay?** |
| M 11/14 | **How to Conduct Research: Researching Exhibits**  *Group B meets during the conference hour.* | read 1) Functions of Sources handout 2) Model Student Essay 3 3) Essay 3 Assignment Guidelines  watch Your selected film exhibit.  write Exercise 3.2: **Identify a film that you want to use as your analytical exhibit for Essay 3. As in Essay 2, you do not have to choose an exhibit that has an explicit monster; you may choose an exhibit that has an aspect that is conceptually monstrous. Whatever you choose, make sure it is something that you are genuinely interested in examining and writing about. Remember that, like Latoya Peterson, you will ultimately focus on and analyze specific aspects of your exhibit – not the “entire” exhibit!** |
| W 11/16 | **How to Conduct Research: Researching Existing Opinions**  *Group A meets during the conference hour.* | read 1) Functions of Sources handout 2) Model Student Essay 3 (excerpt) 3) Identifying Intellectual Problems Handout  write Exercise 3.3 (in class): **Identify those places in the model essay where the author is presenting and engaging existing opinions about the film exhibit. Why do you think the author is incorporating others’ opinions into their essay? Does this help them develop their own argument about the exhibit? If so, how?** |
| M 11/22 | **How to Conduct Research: Clarifying Your Central Questions**  *Group B meets during the conference hour.* | read 1) Functions of Sources Handout 2) Identifying Intellectual Problems Handout 3) Effective Introductions Handout, part 2  watch Your selected film exhibit.  write **E3 Zero Draft: Draft a 2-paragaph introduction for Essay 3 that establishes common ground, identifies an intellectual problem in your selected advertisement, establishes a motive, and poses one or two central questions that you will attempt to answer in your essay. Use one of the examples in the Effective Introductions handout as a model for your own introduction.**  bring **One printed copy of your zero draft of Essay 3 to class.**    write Exercise 3.4 (in-class): **Create a Works Cited list in MLA style for each source used in your introduction.** |
| W 11/24 | **How to Conduct Research: Using Library Databases**  *Group A meets during the conference hour.* | read Library Research Guide for English 110 (on the QC Libraries website)  write Exercise 3.5: **Complete the research workbook prepared by the QC Libraries** |
| M 11/28 | **How to Conduct Research: Researching Scholarly Sources**  *Group B meets during the conference hour.* | read: 1 scholarly source you found in the QC Libraries database  watch Selected scenes from your film exhibit.  write Exercise 3.6: **Use the QC Libraries database (or Google Scholar) to find a scholarly source that explores and discusses a key term or important concept that you will need to analyze scenes from your film exhibit and address your central question(s). Which two specific scenes from the film will you use this source to analyze? Briefly describe these two scenes for a viewer who has never watched the film.** |
| W 11/30 | **How to Develop an Argument: Structuring a Scholarly Response I**  *Group A meets during the conference hour.* | read 1) Structuring Scholarly Arguments Handout 2) Model Student Essay 3 (in class) 3) Lens Analysis Handout  bring **Printed or digital copies of your Essay 3 sources to class.**  write Exercise 3.7 (in class): **Using the templates provided in the handout, develop one “path of argument” in which you respond to an existing opinion about an aspect of the film based on your own analyses of a specific scene from the film. In that “path of argument,” make sure to establish a clear stance that either confirms, contradicts, or complicates the existing opinion you are responding to.** |
| M 12/5 | **How to Develop an Argument: Structuring a Scholarly Response II**  *Group B meets during the conference hour.* | read 1) Model Student Essay 3 2) All your researched sources  watch Selected scenes from your film exhibit.  write Exercise 3.8: **Like in Wednesday’s class, develop a second “path of argument” in which you respond to an existing opinion about an aspect of the film based on your own analyses of a different specific scene from the film. As before, make sure to establish your stance clearly by either confirming, contradicting, or complicating the existing opinion you are responding to.**  write **E3 Formal Draft (2-paragraph introduction, 2 paths of analysis, and a concluding hypothesis) by 5pm** |
| W 12/7 | **How to Revise Your Writing: Using Peer Feedback II**  *Group A & B meet during the conference hour.* | read 1) Model Student Essay 3 2) All your researched sources  write Exercise 3.8 (in class): **What did you learn from providing feedback on your partner’s essay? What did you learn from receiving feedback on your own essay?** |
| M 12/12 | **How to Develop an Argument: Synthesizing a Thesis III** | read 1) Model Student Essay 3 2) Effective Theses Handout  write Exercise 3.9 (in class): **Develop a one-paragraph thesis for Essay 3 by synthesizing the ideas that have emerged from your examination of relevant evidence, opinions, and scholarly concepts and by incorporating feedback you’ve received from your peers and from me. The thesis must clearly and persuasively respond to the central question(s) of your essay.**  **\*\*\* E3 Final Draft due by 5pm the day of finals \*\*\*** |