**English 110: College Writing**

**Cultural Identity**

Spring 2022

# **Course Details**

Instructor XX

Contact *via email* instructor.name@qc.cuny.edu

Office Hours by appointment, in KPXXX

Times MW 10:05-11:55

Location Kiely 325

# **Course Overview & Goals**

English 110 introduces students to the rhetorical strategies, methods of inquiry, and revision practices of academic writing. In this course, we will learn the expectations, strategies, methods, and practices of academic writing through a semester-long inquiry into the formation of cultural identity. We will think and write about how our cultural identities are influenced by the languages we use, the media we consume, and the cultural backgrounds, histories, and groups that surround us. The writers and critics we will read in this course put forth multiple ways of understanding cultural identity through lenses of race, gender, ethnicity, sexuality, class, and more. Several of the theoretical texts we will encounter will demonstrate the multiplicity of identity and make arguments about its political potential. These readings encourage you to think critically about cultural identity and serve as models for your own writing.

As we will learn in this class, language and how we use it–what scholars call “language practices”--are an essential part of the formation of cultural identity. Using cultural identity as a topic, you will learn the language practices of being an academic writer, including a dependable, manageable and reproducible writing process that allows you to find and develop your own strong ideas and also express them clearly and persuasively. Over the course of the semester, you will read and discuss texts from a number of fields, complete regular informal reading and writing exercises, and write three formal essays: two in which you analyze the formation of cultural identity, and one that critically reflects on your own writing development. To do so, you will pay special attention to practices of close reading and analysis, research, collaboration, and revision. In this class, we will explore writing through a variety of process-based and component work including close reading, brainstorming, developing questions, outlining, and researching. You should expect to work independently, with a partner, and with a small group of classmates to read, investigate, review, and share findings of your research and writing pieces. My hope is that you will learn to see writing as a means of discovery, a process of continual refinement of ideas and their expression. Rather than approaching writing as an innate talent, we will understand writing as a skill that anyone can learn and improve through hard work.

At the end of this course, students will:

1. Produce writing that responds appropriately to a variety of rhetorical situations with a particular focus on academic argumentation.
2. Learn reading strategies to summarize, synthesize, analyze, and critique other people’s arguments and ideas fairly.
3. Learn research practices that will help strengthen their writing and thinking.
4. Produce writing that shows how writers may navigate the diverse processes of composing including revision and collaboration.
5. Produce writing that strategically employs appropriate language conventions in different writing situations.
6. Take ownership of their work and gain an understanding of their own voice, style, and strengths.

English 110 is the foundational writing class at Queens College and fulfills the English Composition 1 Pathways requirement.

### **Required Texts and Materials**

All readings will be provided to you via Blackboard. You may print them or read them electronically. You must either have a device or a hardcopy of the reading in class. If you do not have regular access to a computer or the Internet or are unsure of availability here at QC, please come speak to me. \*\*Please note, some of our readings and materials not only deal with controversial and sensitive topics but also contain explicit language.

**Course Policies**

* **Expectations about Attendance**

***Attend class everyday barring emergencies and illnesses*.** Discussion and writing activities during our class meetings are essential to completing the formal assignments, and the goals of the course. If you must miss class, email the instructor to inform them and contact a classmate (not the instructor) for any material you’ve missed. (This means get a classmate’s number/email on the first day!)

***Conference Hour*** refers to the last 30 minutes of each class. During this time, we will work in smaller groups or one-on-one with me on supplemental materials or intensive writing workshops. You must attend your group’s sessions to receive participation credit. You will sign up for a conference hour group (Group A or B) on the first day of class.

* **Materials**

Bring the readings and course materials to class every day. As this class builds on material from previous sessions, it is best to have all of the material with you each day.

If you use an electronic device to take notes or access the readings in class, you are expected to remain in the relevant windows only and wait to respond to messages until the class session is over. I reserve the right to remove students from class and/or penalize use of non-relevant materials.

* **Reading & Homework**

Please complete all reading and assignments by the time listed on the syllabus.

Being prepared for our class meetings asks that you are ready to discuss them either with questions or thoughtful comments. If you have any problems accessing the material and have tried all commonsense approaches (e.g. turning the computer off and on or trying a different browser), notify your instructor immediately and contact a classmate who might have it.

If you are unable to complete your weekly work, please let me know as soon as possible so we can make arrangements.

* **Formal Assignments**

All assignments should be submitted in the instructor’s required format. (For this course, it is listed under “Assignments & Grading.”)

Late assignments will be accepted at the discretion of the instructor. (This means I may not take them!) If you think you are going to miss a deadline, please contact me to make an alternate arrangement.

* **Communication & Email**

All students should provide an email address that they check regularly, at least 3-4 times a week. All communication that happens outside of class will be through email.

* **Classroom Behavior**

Students are encouraged to question, critique, and challenge the readings, the instructor, and even each other within the classroom context. However, communication in this context must adhere to a certain standard of respect for others. Each student (and the instructor!) is expected to listen with an open mind and communicate dissent or disagreement with clarity and consideration. One can disagree with an idea but not with a person in and of herself. While I do not foresee any problems, I reserve the right to remove from the class students who do not adhere to this standard. Additionally, you are encouraged to reach out to me if you encounter disrespectful or offensive treatment in the classroom.

# **Assignments & Grading**

In this class, you will draft and revise three formal essays and complete daily process-based informal homework assignments. **Formal assignments** will be marked according to the rubrics provided in the assignment guides. **Informal assignments** will be assessed entirely by the quality of your engagement—as demonstrated in your creativity, curiosity, and willingness to try**. In both cases, the consistency of your work is crucial to your performance in the class.**

Final grades will be calculated based on the following formula:

**Formal** Essay 1 15%

 Essay 2 20%

 Essay 3 25%

**Informal** Exercises 20%

Participation 20%

**All three essays must be submitted to pass the class regardless of percentages. Finalized essays will not be accepted if a draft has not been submitted.**

The assignments are as follows (detailed rubrics to be provided):

* **Essay 1**: *Reflective Analysis (3-4 pages, double-spaced)*

Write an essay reflecting on how the various languages or dialects you use influence and are influenced by your cultural identities. Draw on the experiences and ideas of one of the authors we read (Tan, Anzaldua, or Chin) to deeply analyze your personal experiences using your languages and dialects to develop and support your own theory about the relationship between language and identity.

**Texts**:

“Mother Tongue” by Amy Tan

“How to Tame a Wild Tongue” by Gloria Anzaldúa

“How I Learned to Claim Space as a Multilingual Author” by YZ Chin

* **Essay 2:** *Lens Analysis of a Primary Text (4-5 pages, double-spaced)*

Use ideas from “Masters of Desire” by Jack Solomon to analyze a static visual advertisement published for American audiences and develop an insightful argument about what that specific advertisement reveals about American culture. You must also consider how your argument complicates or extends ideas from “Masters of Desire.”

**Text**:

“Masters of Desire” by Jack Solomon

* **Essay 3:** *Researched Argument (7-9 pages, double-spaced)*

Conduct research in order to develop an analytical argument about how a particular culture or cultural identity (or individuals from a particular culture or cultural identity) has been represented in reporting from two ideologically distinct news outlets. You will examine two to three different news articles, but they all must report on the same, specific incident or issue e.g. George Zimmerman’s trial stemming from his fatal shooting of Trayvon Martin. In your essay, you must:

1. present researched facts and contextual information about the incident being reported on
2. analyze how the news articles represent the culture or cultural identity and discuss the implications of these representations
3. reflect on how these representations contribute to and/or undermine existing stereotypes regarding the culture or cultural identity in question
* **Participation:** *Discussion, workshops, peer-editing, presentations, conferences*

You are expected to be prepared to discuss the material each day, though this does not mean you need to have mastered it—considered questions are also a great way to participate!

* **Informal writing prompts**: *Drafting & reading comprehension homework*

These assignments help you develop your thinking in response to the assigned readings and towards the crafting of each of the essays. These must be uploaded to Blackboard before class and brought digitally or printed to class. **You must be in class to receive credit for each prompt** (and to receive the next day’s prompt).

All assignments MUST be **double-spaced** and in **size 12 of a simple font.** Informal exercises may be copy & pasted onto Blackboard (to be demonstrated in class).

# **Course Schedule**

Schedule below is subject to change. Any modifications will be announced in class. 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. **Please read carefully and check in with me if there is any confusion.**

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| --- | --- | --- |
| M 31 Jan  | How to Succeed in this Class | read Syllabus (in class)write Exercise 0.1 (in class): **What languages or dialects do you use? Do you think some are better than others? Why or why not?** |
| W 2 Feb | How to Read Closely: Summarizing | read Tan, “Mother Tongue” write Exercise 1.1: **Summarize “Mother Tongue”**  |
| M 7 Feb | How to Read Closely: Reading like a Writer *Group A meets during the conference hour.* | read 1) Anzaldúa, “How to Tame a Wild Tongue” 2) Bunn, “How to Read Like a Writer” (excerpt, in class) write Exercise 1.2: **How is Anzaldúa’s essay different from a typical academic essay? What are the effects of these differences?**  |
| W 7 Feb | How to Read Closely: Identifying Context, Argument, Stance*Group B meets during the conference hour.* | read 1) Chin, “How I Learned to Claim Space as a Multilingual Author” 2) Harvey, “Elements of the Academic Essay”write Exercise 1.3: **What is Chin’s main argument? Provide a quotation to support your answer.** |
| M 14 Feb  | Brainstorming and Generating Ideas I*Group A meets during the conference hour.* | read Essay selected from Chin, Anzaldúa, Tanwrite Exercise 1.4: **Quote and discuss how 3 ideas from your selected essay relate to your own experiences using language.** |
| W 15 Feb | Quoting, Paraphrasing & Summarizing I*Group B meets during the conference hour.* | read 1) Your selected essay, 2) any introductory MLA Guide found online write Exercise 1.5: **Summarize your selected essay in one paragraph using relevant quotations. Incorporate your revised ideas from Monday’s class into a rough draft of a 3-page argument about your own experiences using language.** |
| M 21 Feb  | No ClassPresident’s Day |  |
| W 23Feb | Revising Using Feedback I(Peer Workshop)*Groups A and B meet during the conference hour.* | read Harvey, “Elements of the Academic Essay”write Exercise 1.6 (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?****E1 Draft (in class for workshopping)****E1 Draft due by 5pm** |
| M 28 Feb | Thesis + Introductions*Group A meets during the conference hour.* | read Model Essay write Exercise 1.7 (in class): **Draft a one-paragraph introduction for your essay that introduces the problem or issue related to language and cultural identity you want to examine.** |
| W 2 Mar | Effective Paragraphing*Group B meets during the conference hour.* | read Effective Paragraphing Handoutwrite Exercise 1.8 (in class): **Revise two paragraphs of analysis in your E1 draft to improve their topic sentences, and clarify your analysis of evidence.** |
| M 7 Mar | How to Perform Lens Analysis I*Group A meets during the conference hour.* | read 1) Solomon, “Master’s of Desire”, 2) Lens Analysis Handoutwrite Exercise 2.1 (in class): **What are the main claims of Solomon’s essay? What sort of evidence does he provide to support his claims? Does this evidence help make his argument clear and convincing?****E1 Final Draft & Cover Letter due by 5pm**  |
| W 9 Mar | Identifying Intellectual Problems & Asking Analytical Questions*Group B meets during the conference hour.* | read 1) Solomon, “Master’s of Desire”, 2) Lens Analysis Handoutwrite Exercise 2.2: **Identify a possible intellectual problem that emerges from looking at the advertisement provided in class through the lens of Solomon’s essay. Phrase that problem as a question that can be explored and answered in an essay.**  |
| M 21 Mar | How to Perform Lens Analysis II*Group A meets during the conference hour.* | read 1) Model Essay, 2) Lens Analysis Handoutwrite Exercise 2.3: **Find a static American advertisement online that contains both text and images (but mainly images). Quote one idea from Solomon and discuss how it challenges you to see and understand 1) how the advertisement works, and 2) what the advertisement is saying.** |
| W 23 Mar | Brainstorming and Generating Ideas II*Group B meets during the conference hour.* | read Solomon, “Master’s of Desire”write Exercise 2.4 (in class): **List 5 specific aspects of your selected advertisement that must be analyzed to decipher what it is saying about American culture. Identify 5 different ideas from Solomon that can be used as a lens to analyze those aspects of the advertisement. Draft at least two paragraphs of lens analysis using these raw materials.** |
| M 28 Mar | How to Analyze & Argue I: Crafting a Thesis*Group A meets during the conference hour.* | read Harvey, “Elements of the Academic Essay”write Exercise 2.5 (in class): **Develop a two-sentence thesis for your E2 draft by synthesizing the ideas that have emerged from your (5 to 6) paragraphs of lens analysis. The thesis must 1) explain how the advertisement expresses its ideas to its audience, and 2) what the advertisement is saying about American culture.****E2 Draft (with thesis developed in class included) due by 5pm** |
| W 30 Mar | Revising Using Feedback II(Peer Workshop)*Groups A and B meet during the conference hour.* | read 1) Model Essay, 2) Lens Analysis Handout**E2 Draft (in class for workshopping)**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?** |
| M 4 April | Quoting, Paraphrasing & Summarizing II *Group A meets during the conference hour.* | read *They Say, I Say*, Ch. 3write Exercise 2.7 (in class): **Revise how you quote and introduce all ideas from Solomon used in your E2 draft.** |
| W 6 April | Revision Workshop I*Group B meets during the conference hour.* | read 1) Model Essay, 2) Effective Paragraphing Handoutwrite Exercise 2.8 (in class): **Revise E2 to improve: 1) your analysis in paragraphs, 2) topic sentences of your paragraph, which must be underlined, and 3) your introduction, which must express the intellectual you are exploring, the central question for your essay, and the thesis you discovered as a result of your lens analyses.** **E2 Final Draft & Cover Letter due by 5pm** |
| M 11 April | Introducing Research: Asking intellectual Questions I*Group A meets during the conference hour.* | read (in class): Identifying Intellectual Problems Handoutwrite Exercise 3.1 (in class): **Collaboratively research and discuss news articles that report (or opine) on a controversial issue involving an identity (cultural, ethnic, racial, gender, sexual, religious, etc.) within American culture.** (**The goal is to identify what makes a strong pair of articles for E3.)**  |
| W 13 April | Introducing Research: Asking intellectual Questions II*Group B meets during the conference hour.* | read Pair of news articles selected for E3write Exercise 3.2 (in class): **In two paragraphs, summarize each of your two news articles and explain what intellectual problem they reveal. Phrase that problem as a question that can be explored and answered in an essay.**  |
| M 18 April  | No ClassSpring break |  |
| W 20 April  | No ClassSpring break |  |
| M 25 April | The Functions of Sources*Group A meets during the conference hour.* | read Functions of Sources Handoutwrite Exercise 3.3: **Using the Internet, find 1) one expert source that you believe credibly discusses the issue at the heart of the intellectual problem you identified in Exercise 3.2 (e.g. Islamophobia, anti-black racism, or sexism); 2) one credible source that provides important background information about the issue reported in your pair of news articles.** **Cite each source in MLA style and explain why you think a reader of your eventual E3 essay should trust that source.** |
| W 27 April | Library Research Workshop*Group B meets during the conference hour.* | read Library Research Guide for English 110 (on the QC Libraries website)write Exercise 3.4: **Complete the research workbook prepared by the QC Libraries**  |
| M 2 May | Researching Sources*Group A meets during the conference hour.* | read (at least) 1 source you’ve researchedwrite Exercise 3.5: **Provide MLA citations for 3 sources for E3: 1) ONE scholarly source (identified from the QC Libraries database) that defines an important key term in your project e.g. Islamophobia, anti-black racism, or sexism; 2) ONE expert source that presents an argument about how the cultural identity in your pair of new articles is (mis)represented 3) ONE expert source that discusses the causes or effects of such (mis)representation.****E3 Draft (2-paragraph introduction + bibliography) due by 5pm** |
| W 4 May | How to Perform Lens Analysis III*Group B meets during the conference hour.* | read 1) Lens Analysis Handout, 2) (at least) 2 sources you’ve researchedwrite Exercise 3.6 (in class): **Develop two paragraphs of lens analysis. Use relevant ideas or concepts from your researched sources to analyze how the cultural identity in your pair of articles is (mis)represented and the possible consequences of that (mis)representation.** |
| M 9 May | Brainstorming and Generating Ideas III*Group A meets during the conference hour.* | read 1) Model Essay, 2) all your researched sourceswrite Exercise 3.7: **Develop a revised draft of E3 that uses your researched sources to 1) present and contextualize the issue in your news articles, 2) analyze how the cultural identity is (mis)represented), and 3) discuss the consequences of such (mis)representation.** **E3 Draft (revised 2-paragraph introduction + contextualization, analysis and discussion using researched sourced) due by 5pm** |
| W 11 May | Revision Workshop II*Group B meets during the conference hour.* | read 1) Model Essay, 2) all your researched sourceswrite Exercise 3.8 (in class): **Revise and develop E3.** |
| M 16 May | Final Class - Conferences | read Know your conference time!write None**E3 Draft due by 5pm the day of finals**  |

# **Course Resources**

**The Writing Center**: Located in Kiely Hall 229, tutors there are trained to help you revise your writing at various stages. If you believe you need additional help with your writing, or if I ask you to set up a regular meeting with a tutor, you should make an appointment at least one week prior to when an assignment is due. You can also get online help by visiting their website at <http://writingcenter.qwriting.qc.cuny.edu/>.

**Special Accommodations:** If you have any condition that requires accommodation in this class—for example, a medical condition, or a difficulty with your cognition or psychology—please let me know. You should also contact the Office of Special Services in 171 Kiely Hall at 718-997-5870. That office supports the college’s mission to help students gain access to a good education even when they need extra support.

### **Academic Integrity**:

Writing is supposed to be an expression of your views and, therefore, your writing must be your own and the words and ideas of others must be ethically and accurately incorporated whenever you include them. Failing to do so constitutes plagiarism and academic dishonesty, which include but are not limited to:

1. Submitting essays or portions of essays written by other people, including well-intentioned friends and family.
2. Failing to document paraphrases, ideas, or verbatim phrases taken from outside sources.
3. Collaborating on an assignment without the explicit permission of the professor.
4. Submitting an essay written for one course to another course without the explicit permission of both professors.
5. Submitting work as one’s own that has been purchased or copied from a paper preparation service or web site.

This is the college-wide policy: Any work submitted to me that has been plagiarized will receive a failing grade and will be reported to the dean. This is a writing class and author integrity is crucial to the mission of the course, so any event of plagiarism will most likely result in a failing course grade. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>.

We will talk extensively in class about how to properly use sources and cite so you don’t mistakenly plagiarize. You are also encouraged to meet with me during the office hours and schedule an appointment with the Writing Center if you have questions about citing sources ethically and accurately. The class assignments are unique to this class, which will make it difficult to plagiarize unless you are directly copying from a classmate or paying someone to do your assignments. Please don’t do this.

**Writing Resources** (links in digital syllabus on Blackboard):

* Tutoring provided by the [Writing Center](http://writingcenter.qwriting.qc.cuny.edu/), including regular one-on-one sessions, drop-in sessions, and e-tutoring
* CUNY [Policy on Academic Integrity](http://www.qc.cuny.edu/StudentLife/services/studev/Documents/AcademicIntegrityViolationForm.pdf)
* Online writing and reference websites like [Purdue OWL](https://owl.english.purdue.edu/)
* Quick guides such as [How to Email a Professor](https://www.wikihow.com/Email-a-Professor)