

ENG109

Introduction to Academic Writing

CONTACT & COURSE INFORMATION



Dr. Sara P. Alvarez

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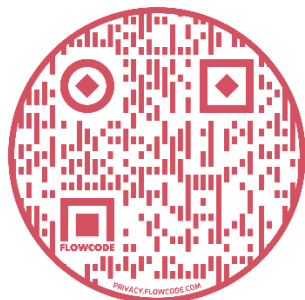


Figure 1: Instructor Sara P. Alvarez, Faculty Profile, QR Code

Class Number: 56465

Meeting Times: Tuesdays and Thursdays 1:40-3:30 PM (in-person)

Meeting Location: Kiely Hall 173

Office Hour: Tuesdays 3:35-4:35 PM and by appointment

Office Location: KP 735

Semester: Spring 2024 **Section:** 02

Semester End Course Evaluation: [Link](#)

COURSE MATERIALS & ACCESS TO



Laptop/Desktop



Internet
& [GDRIVE LINK](#)



Name & Photo



Cell
phone/Tablet



Notifications will be made available via Blackboard, QC email, and Drive Folder.

COURSE DESCRIPTION

ENG109 is an intensive writing course designed to support you in preparing for first-year academic writing practices. In this section of the course, you are invited to critically consider how identity shapes academic and professional writing beyond just the college setting. You are also encouraged to test out new possibilities in amplifying your voice as a writer.

COURSE EXPECTATIONS

As a student in this course, you can expect to design and revise documents in a variety of genres. Each document should work to establish an argument, sense of audience awareness, and sense of the writer's purpose and position. You can also expect to work independently, with a partner, and in a small group (teams) to investigate, share findings, and compose and deliver presentations, as well as to practice and evaluate interpersonal and team dynamics in action. Per university request, at the end of the semester, you will be asked to complete a course evaluation ([link above and here](#)).

ENGL 109 is designed to facilitate the following Student Learning Practices and Outcomes (SLPOs):

- Develop critical and active reading strategies.
- Engage in writing as a process and practice.
- Engage with and analyze the rhetorical situation.
- Cultivate revision and editing strategies.
- Strengthen your writerly voice.

GRADING POLICY

DESIGN	POINTS	Total
Post-Its: (PDF) (Shared Drive)	20	
Published on our course website (10 x 2) (app. 150-300 words each)		
Project 1: Languaging in my Neighborhood	20	
Project 2: The Media Response	25	
Project 3: My Writerly Practice	25	
Participation:	10	
TOTAL	100	

Grade Equivalencies at Queens College

98-100=A+, 94-97=A, 91-93=A-, 88-90=B+, 84-87=B, 81-83=B-, 78-80=C+, 74-77=C, 71-73=C-, 68-70=D+, 64-67=D, 61-63=D- ≤62=F

GRADE QUESTIONS Due to federal privacy policy (FERPA), no grades will be discussed over email. I will gladly discuss your grades with you, from individual projects to your final semester grade, but we will need to speak during office hours or virtually over zoom on an agreed appointment.




PARTICIPATION

We live in a culture with limited access to physical, emotional, and mental healthcare, as well as inequitable digital access; These are all social and material factors that impact our learning experiences. More so, we are currently facing an unprecedented public healthcare crisis, a pandemic, which continuously impacts our communities differently. *While active participation and interaction will positively influence your experience with this course's material and writing process, I understand that there will be times when you won't be able to join us in person.* For this reason, this course treats participation as a broad encompassing set of practices, and your ways of being present in our course. For instance, your active and respectful interactions with fellow student-educators, as well as myself—your instructor, your tackling of critical works via post-its, and your preparedness when we there is a task at hand are all part of the multiple ways in which you can express participation.

A helpful guideline for you to keep in mind is that **we meet approximately 22 times in 16 weeks**, and some of those times are dedicated to “write-in” sessions, so if you must miss more than 4 classes during the academic semester it can become that much more of a challenge for you to keep up with the collaborative, writing, and thinking aspects of our course. You may also consider how lateness may impact your writing practice. **Please let me know if there is an issue that is impacting your schooling, and for which we should develop a plan of action for you to stay on task.**

RESOURCE(S)

	<p>THE QUEENS COLLEGE WRITING CENTER</p> <p>The Writing Center is every writer’s best friend! I strongly encourage you to make an appointment in advance. Email them at: qc.writing.center@qc.cuny.edu. More information about the Writing Center is available at: https://www.qc.cuny.edu/academics/wc/ Keep in mind that going to the QC Writing Center is making use of your student tuition, and researching the practice of writing. I’d like to think about the writing center as a writing studio, a place where you can collaboratively design and execute your own writing ideas and study.</p>
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UNIVERSITY POLICIES

ACADEMIC INTEGRITY POLICY As you develop as a writer, you will be asked to read a variety of different essays both personal and critical. You are allowed to incorporate text from these works and works you find through research; however, you must acknowledge their work through specified citation practices. If you have any questions regarding what plagiarism is, feel free to speak with me. Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as outlined below at: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>

ACCESSIBILITY AND ACCOMODATIONS Students who have a disability (temporary or permanent) or condition that may interfere with completing assignments or otherwise satisfying course criteria are encouraged to meet with me to identify, discuss, and document any feasible accommodations. Please inform me about circumstances as soon as you can. For information and auxiliary assistance, contact the Office of Special Services for Students with Disabilities (OSS) (Freese Hall Room 111). I am happy to walk to the OSS, if this may be of help. Here’s their webpage: <https://www.qc.cuny.edu/sp/>

TITLE IX/CLERY ACT NOTIFICATION Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Also, please know that disclosure to university faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer. <https://www.qc.cuny.edu/ocd/title-ix/>

NCTE ADO/APTED STATEMENT

Linguistic and Cultural Pluralism



The practice of communicating in multiple modes and languages, including varieties of English, is a valuable asset, and you are encouraged to draw upon these linguistic and cultural resources in this course. Although we'll employ English(es) and Edited Written Englishes (EWE) for many situations, you may choose to use other languages and rhetorical practices in particular assignments. Just remember to consider audience, purpose, and rhetorical appeals (ethos, pathos, logos). For instance, if most of your audience does not speak Queens/Queenz English, you may choose to include a translation or captions.

MAIN PROJECTS

Project 1: Linguaging in my Neighborhood (1000 words) MLA Style

20pts.

Workshop 1/3: 3/7 Workshop 2/3: 3/12 Workshop 3/3: 3/14 Collected 3/19



What does language look like around your neighborhood? When you walk around, what are the things that capture your attention? One place, sign, figure that often catches your attention is...I often turn to this sign because....

This project asks that you tune into that one area, sign, or figure (perhaps sound) in your neighborhood that often catches your attention, and document it in a way that tells a story. The story can focus on the meaning you make of the sign, how the sign is a telling factor of your neighborhood (historically, linguistically, population wise), or how the sign is understood by neighbors.

Project 2: The Media Response (500 words & 2 min. Public YouTube Video)

25pts.

Workshop 1/2 (TEXT): 4/2 Workshop 2/2 (DIGITAL): 4/9 Collected: 4/16



Choose an NYC-connected media piece and develop a response to it. This project invites you to bring in a piece of media you are interested in, and which relates to NYC, and respond to it. You may think about this project as a book review with a modern twist, or as a video review of sorts. Consider the following questions: What speaks to you about this media piece? What does this piece reveal about NYC that makes it interesting or disagreeable? How do you feel about what is being said or brought up in this media? And how does your own NYC experience align or compare to this?

In developing this project, work to first establish the rhetorical situation; Let your audience know about the context of this media piece, what should they know in order to best understand your response? Once you have established the context and feeling of your selected media, consider your emergent ways of knowing as a New Yorker. The 500 words are a multimodal space designed to support the development of your video—in which you are expected to share your thoughts and response to the media.

Project 3 (Digital): My Writerly Practice (2-3 min. video & Works Cited)

25 pts.

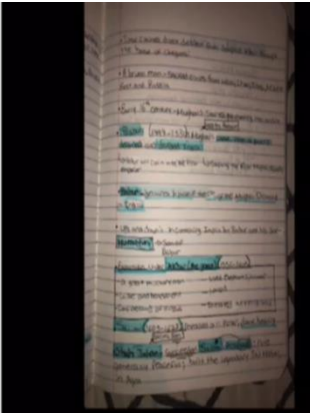
Workshop 1/2: 5/7 Workshop 2/2: 5/9 Collected 5/14

"They Called It Enemy"

George Takei's "They Called It Enemy" is a comic book that tells the story of his childhood and his imprisonment within American concentration camps during the period of World War II along with other individuals of Japanese descent. The story depicts the harsh treatment the Japanese endured in America after the bombing of Pearl Harbor but was initiated by the Japanese.

The narrative of the story is told through the first hand experience of Takei. He is arguing that the Japanese-Americans had no fault in what happened in the United States in the bombing of Pearl Harbor, and that they were categorized as enemies because of the acts of the Japanese who were the cause of the bombing. Besides they were treated unfairly and the treatment directed towards them was cruel.

The comic "They Called It Enemy" was both "New Yorker" along with "New and NFL" in order to demonstrate that the treatment towards Japanese people was cruel and unfair. This is ultimately important because all of the Japanese citizens living in America were discriminated against because of their nationality. Now, what is a comic? Comics are a publication that tells a story through the use of an illustration to represent particular points of relevance with little to no text in them. Comics are different from other genres we read because it relies heavily on pictures rather than text in order to tell a story. Comics are the best way to tell a story as opposed to any other medium because it brings something different to the table, the illustrations depict our world but



For this project you are to turn your analytical lens and narrative practice onto the mode of film (or video production). Drawing on our course's readings and your own construction of P1 and P2, you are to develop an argument that demonstrates one thread about your practice as a writer. For instance, you may choose to focus on how the media piece you selected for P2 is connected to your writerly practice, or how your

writing practice is mostly based on phone exchanges over text message and such.

For the construction of your video (or digital production), which should be made public on *YouTube*, you are encouraged to engage in different pieces of video production and language practice. Such approaches can include but are not limited to, speaking directly to the camera, utilizing pictures/images of your research findings from your own writing archive.

IMPORTANT NOTE

- 1) I reserve the right to alter the terms of this syllabus. Situations such as cancelled classes might warrant such a change. That is, the schedule below is tentative and is subject to change with prior notification.

COURSE CALENDAR

All readings must be completed **before** class. All "due" post-its must be **published** by **12:00 PM** ET of the day they are due.

Week 1	1/25: THURS	<p>NO CLASS: I am giving the 2024 Nessa Wolfson Colloquium keynote talk at the University of Pennsylvania Graduate School of Education in Philadelphia, PA.</p> <p>DUE:</p> <ul style="list-style-type: none"> Review welcome announcement & directions PDF distributed via Blackboard and email
<i>Introductions</i>	1/30: TUES	<p>NO CLASS: Medical Appointment (Follow up on minor procedure)</p> <p>DUE:</p> <ul style="list-style-type: none"> Review welcome announcement & directions PDF distributed via Blackboard and email
	2/1: THURS	<p>In-person</p> <ul style="list-style-type: none"> Introductions Task: exchange contact information with at least 2 people Syllabus 101 Overview of major assignments Digital profiles & learning in our current time (Google Drive) ENG 109 free Gmail account for our shared drive Questions and expectations? Professor, I need you to know

Week 3 <i>My feelings and knowings about writing</i>	2/6: TUES Post it # 1	<u>In-person</u> <ul style="list-style-type: none"> o GDrive and being digitally prepared. o Begin reading “Mother Tongue,” by Amy Tan, American writer (pgs. 1-2). http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf o P1 Introduction & Overview o Post it #1 <i>Writing my feelings about writing</i>
	2/8: THUR Post it #2	DUE: <ul style="list-style-type: none"> o P1: Begin identifying what you want to focus on. <u>In-person</u> <ul style="list-style-type: none"> o GDrive check o Complete “Mother Tongue,” by Amy Tan (pgs. 3-4). http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf o Mother Tongue Discussion continued o Post it #2: Writing about writing (fieldnotes). What are they? How does Tan use them to inform her own academic writing?
Week 4 <i>Writing lived experiences</i>	2/13: TUES	NO CLASS: Family Support (Spouse is having surgery on 2/12)
	2/15: THUR Post it # 3	DUE: <ul style="list-style-type: none"> o Post it # 3: write a 150-word min. <i>response</i> to one of Tan’s argument. A response is usually a reaction to, rather than a critique. Situate the context of this piece and offer your readers a sense of how this piece made you feel. o P1: Consider examples. <u>In-person</u> <ul style="list-style-type: none"> o Synthesis and its practice (summary, analysis, synthesis) o Writing to revise, moving toward synthesis
Week 5 <i>Writing lived experiences as critical inquiry.</i>	2/20: TUES	<u>In-person</u> <ul style="list-style-type: none"> o Read “Displacing Suede Patches and Stayin Fly...,” by Carmen Kynard, Associate Professor at John Jay (CUNY). o What is rhetoric? What is the rhetorical situation? o Intersections and discussion of Tan and Kynard. o What is critical inquiry? How can my description of the site I’ve selected contribute to critical inquiry in writing? o Writing to analyze/Synthesize
	2/22: THUR	NO CLASS: Classes Follow a Monday Schedule
Week 6 <i>So, what, and in what context?</i>	2/27: TUES Post it # 4	DUE: <ul style="list-style-type: none"> o Listen to “Location! Location! Location!” from NPR’s (National Public Radio) Podcast Code Switch o Post it # 4: Manually or on a free digital platform draw your understanding of the rhetorical situation presented in this podcast. Be sure to url or PDF link your drawing. <u>In-person</u> <ul style="list-style-type: none"> o How does Kairos shift or modify how I present an argument? o P1: Writing to engage and reflect
	2/29: THUR	<u>In-person</u> <ul style="list-style-type: none"> o A game! The Place I know...(START I) o P1: Writing to describe (Engaging with my senses)
Week 7	3/5: TUES Post it # 5	<u>In-person</u> <ul style="list-style-type: none"> o P1 Writing o A game! The Place I know...
	3/7: THUR	DUE: <ul style="list-style-type: none"> o P1 is DUE (Workshop 1/3) <u>In-person</u> <ul style="list-style-type: none"> o P1 Workshop 1/3 o Grading criteria o MLA

		<ul style="list-style-type: none"> ○ Passive vs. active voice ○ How to distinguish high from low priority concerns ○ Focusing on guiding question for high priority concerns.
<p>Week 8</p> <p><i>My senses; my ways of knowing.</i></p>	<p>3/12: TUES</p>	<p>DUE:</p> <ul style="list-style-type: none"> ○ P1 is DUE (Workshop 2/3) <p>In-person</p> <ul style="list-style-type: none"> ○ P1 Workshop 2/3 ○ MLA ○ Passive vs. active voice ○ High priority concerns
	<p>3/14: THUR</p>	<p>DUE:</p> <ul style="list-style-type: none"> ○ P1 is DUE (Workshop 3/3) <p>In-person</p> <ul style="list-style-type: none"> ○ P1 Workshop 3/3 ○ Submission guidelines-how to submit on Blackboard. ○ Overview of P2 ○ Examining our media consumption ○ A video setting activity ○ P2: Writing to situate my position
	<p>3/17</p>	<p>I will be virtually presenting at the 2024 American Association for Applied Linguistics (AAAL) in Houston, TX.</p>
<p>Week 9</p>	<p>3/19: TUES</p>	<p>NO CLASS: Family Support (Spouse is having surgery on 3/18)</p> <p>DUE:</p> <ul style="list-style-type: none"> ○ P1 is DUE & will be collected via Blackboard & DRIVE <p>Please be sure to have marked how many “to be” verbs you have in your paper; This excludes “to be” verbs that are part of quotes. You can post this number at the top of the paper with a comment tied to your name. Your submission to Blackboard will allow me to post your grade in the system.</p>
	<p>3/21: THUR</p> <p>Post it # 6</p>	<p>DUE:</p> <ul style="list-style-type: none"> ○ Listen to NPR Radio Rookies, “A Bronx teen grapples with a controversial plan for NYCHA apartments.” ○ Post it # 6: Using PIE (Point, Illustration, Explanation) paragraph format, summarize the situation at hand, and offer at least 2 implications of this matter. <p>In-person</p> <ul style="list-style-type: none"> ○ What is a review and how is it connected to a media response? ○ How do I rhetorically situate my media response? ○ 1 Example to examine ○ P2: Writing to understand and respond
<p>Week 10</p> <p><i>My ways of writing and responding</i></p>	<p>3/26: TUES</p> <p>Post it # 7</p>	<p>DUE:</p> <ul style="list-style-type: none"> ○ Read and take notes of “How to Outline... by Outlining” ○ Watch and take notes of “Outline or Script your videos?” <p>In-person</p> <ul style="list-style-type: none"> ○ Outlines, storyboards, and scripts exploring best approaches for video production. ○ Testing out video-making practices ○ Launching and revising my main argument ○ Forwarding my response in video
	<p>3/28: THUR</p>	<p>DUE:</p> <ul style="list-style-type: none"> ○ Upload all needed materials for P2 production. <p>In-person</p> <ul style="list-style-type: none"> ○ Testing out video-making practices ○ Launching and revising my main argument ○ Forwarding my response in video

Week 10	4/2: TUES	DUE: <ul style="list-style-type: none"> ○ P2 is DUE (Workshop 1/2)
	4/4: THURS	NO CLASS: I will be presenting at the 2024 Conference on College Composition and Communication in Spokane, WA.
Week 11	4/9: TUES	DUE: <ul style="list-style-type: none"> ○ P2 is DUE (Workshop 2/2)
	4/11: THUR	NO CLASS: I will be presenting at the 2024 American Educational Research Association in Philadelphia, PA.
Week 12	4/16: TUES	DUE: <ul style="list-style-type: none"> ○ P2 is DUE & will be collected via Blackboard & DRIVE ○ Please be sure to have marked how many “to be” verbs you have in your paper; This excludes “to be” verbs that are part of quotes. You can post this number at the top of the paper with a comment tied to your name. Your submission to Blackboard will allow me to post your grade in the system. In-person <ul style="list-style-type: none"> ○ P3 Introduction & Overview ○ P3 Conceptualization & Work
	4/18: THUR Post it # 8	In-person <ul style="list-style-type: none"> ○ P3 Conceptualization & Work
Week 13 Spring BREAK: April 22-30	4/23: TUES	NO CLASS: Spring Break
	4/25: THUR	NO CLASS: Spring Break
Week 14	4/30: TUES	NO CLASS: Spring Break
	5/2: THUR	NO CLASS: Scheduling and Specialized Medical Appointment Conflict
Week 15	5/7: TUES Post it # 9	DUE: <ul style="list-style-type: none"> ○ P3 Conceptualization & Work In-person <ul style="list-style-type: none"> ○ P3 Building & Sketching Post it #9: <i>Writing to imagine</i>
	Post it # 10: Announce...	Post it #9: <i>Writing to imagine</i>
	5/9: THUR Post it # 10	DUE: <ul style="list-style-type: none"> ○ P3 is DUE (Workshop 2/2) Post it #10: <i>Course Evaluation</i>
Week 16	5/14: TUES	DUE: <ul style="list-style-type: none"> ○ P3 is DUE & will be collected via Blackboard and DRIVE In-person <ul style="list-style-type: none"> ○ Post it # 10: Course Evaluation ○ OUR LAST DAY of CLASSES
	FINAL EXAMS 5/16 to 5/22	