ENG 101: COLLEGE WRITING I
General Education
Required Core A—English Composition
Pre-requisite: Passing score on the CAT-W, equivalent or waiver

COURSE DESCRIPTION
Practice in expository and analytical writing through reading and research-based assignments in varied academic formats such as reports, formal essays and research papers, making use of appropriate technology for composing, editing and sharing documents. Practice in conventions of academic reading and writing including clear and coherent use of standard English, use of digital libraries, and methods of ethical attribution and citation.

REQUIRED CORE AREA LEARNING OUTCOMES A ENGLISH COMPOSITION
Students will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

This course will address all Learning Outcomes.

REQUIRED TEXTS AND READINGS
This is a Zero Textbook Cost (ZTC) course. The required textbook and all required readings will be provided free of charge through the course site. For example, the Purdue Online Writing Laboratory (OWL) will be referenced for information on APA Style Citation and the CUNY Information Literacy Tutorials for an introduction to academic research online.

ASSIGNMENTS
Final grades will be based on the following types of assignments:

Finished Essays: 70%
Finished, formal writing projects (1000-1,500 words) will be the result of a scaffolded, or staged, process in which students will be guided to read and annotate required reading selections, and prepare notes and outlines. All projects will go through a drafting and revising process. *Addresses all LOs.*

Low-Stakes Writing: 20%

Low-stakes assignments will assist students as they work on the four major assignments for the course. These ten assignments will also help students increase their writing fluency and bolster their writerly self-confidence. Students will engage in rehearsal activities such as brainstorming, planning, drafting, and reflection—all of which are directly related to and part of the writing process. _Addresses all LOs._

Discussion Boards: 10%

Class Discussion will provide opportunities for students to increase their understanding of concepts and issues arising from the assigned readings and essay assignments by engaging each other while putting those concepts into practice. These include utilizing criteria for rhetorical modes, quoting, summarizing and paraphrasing without plagiarizing, etc. It will also provide opportunities for the practice of relatively informal academic discourse using standard English. Throughout the semester students will complete ten Discussion Board assignments. _Addresses LOs 1, 2, 4, 5._

COURSE GRADING

Project 1: The Research Process	20%
Project 2: Social Science Research Report	20%
Project 3: The Argument or Persuasive Essay	20%
Project 4: Critical Self-Reflection	10%
Low Stakes Assignments (10)	20%
Discussion Board Assignments (10)	10%
TOTAL:	**100%**

GRADE DISTRIBUTION

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see: Disability Services on the CUNY SPS Website.

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: "Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students."

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: Academic Integrity on the CUNY SPS Website.

TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: Tutoring.

HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the Help Desk website for contact details and semester hours.

STUDENT SUPPORT SERVICES

If you need any additional help, please visit Student Support Services.

COURSE SCHEDULE

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
**Module 1: The Research Process**		
1	**Academic Research and Literacy Narratives** ● Gain a familiarity with the course Blackboard site and the course requirements ● Gain an understanding of Module 1 and its focus on academic research ● Reflect on and offer an example of your own writing abilities	Read: - Academic Writing - Writing a Literacy Narrative Watch: - What is Academic Writing? - What is a Literacy Narrative? Review: - Project 1: The Research Process	● Read, watch, and review assigned materials ● Review Project 1 ● Participate in Discussion Board #1: Introducing Yourself and Your Writing ● Complete Low-Stakes Assignment #1: Literacy Narrative
2	**Academic Inquiry** ● Learn how to choose a research topic by engaging in academic inquiry ● Learn about a variety of research strategies including using library databases, developing research questions, and defining search terms ● Understand the importance of Intellectual Property	Read/Review: - Five required media literacy articles -"Do I Need to Cite That?" infographic Watch: - Academic Integrity Information from SPS - An Introduction to the Newman Library - Accessing Databases in the Newman Library - How to Find Articles	● Read and watch assigned materials ● Participate in Discussion Board #2: Refining Your topic ● Complete Low-Stakes Assignment #2: Research Process Proposal
3	**Researching *Toward* a Thesis** ● Understand the criteria needed for an arguable thesis ● Learn to use researched sources to	Read/Review: - "Thesis Statements" handout - "Supporting a Thesis Statement" handout - APA Style Guide from the Purdue Online Writing Lab	● Read, review, and watch the assigned materials ● Participate in Discussion Board #3: Finding Sources and Developing a Preliminary Thesis

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
	develop a thesis statement ● Understand how to evaluate and annotate sources ● Review and practice summarizing, paraphrasing, and citing sources	- APA Guide from the Excelsior Online Writing Lab - Sample Reflective Annotated Bibliography Entry Watch: - How to Find Peer Reviewed, Scholarly Journal Articles - How to Use the OneSearch Database - Evaluation and Choosing Sources - Annotated Bibliographies - Thesis Statements	● Complete Low Stakes Assignment #3: Reflective Annotated Bibliography
4	**Mapping the Conversation Using Sources** ● Understand how sources work in conversation with one other ● Compare and synthesize your sources ● Practice APA title page and reference page format	Read and Watch: - Identifying a Conversation - Conversation Between Sources - Scholarship as a Conversation - Understanding How a Conversation Changes Over Time Review: - APA Style Workshop - APA Title Page - APA In-Text Citations - APA References - APA Sample Student Paper	● Read, watch, and review assigned materials ● Participate in the Discussion Board #4: APA Format: Title page and References page ● Complete Low-Stakes Assignment #4: Source Map
5	**Revision, Reflection, and Putting It All Together** ● Understand and practice revision and final submission strategies ● Understand and produce meta-cognitive reflection	Read: - Writing and Revising Academic Projects - Reflection: We're Always Doing It - Higher Order Concerns V. Lower Order Concerns - Edit Your Essay - Editing and Proofreading Strategies	● Read and review assigned materials ● Participate in Discussion Board #5: Preparing the Final Submission **Due: Project 1, Research Process Project**

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
**Module 2: The Social Science Research Report**		
6	**Writing within a Discipline** • Understand disciplinary conventions and expectations • Understand how to write for a specific audience • Understand and create primary data	View: - Video: Introducing Writing in the Disciplines and the Social Science Research Report Assignment Read: - What to Think About When Writing for a Particular Audience - Writing for an Audience - An Introduction to Disciplinary Writing - Writing in the Social Sciences - Introduction to Primary Research: Observations, Surveys, and Interviews Review: - Second major assignment, the Social Science Research Report - Sample: Social Science Research Report	● Read and review assigned materials ● Review Project 2: The Social Science Research Report and the *Sample* SSRR ● Participate in Discussion Board #6: Considering Audience ● Complete Low-Stakes Assignment #5: Primary Research Collection—24 Hours of Language
7	**Primary and Secondary Research: Analysis and Interconnection** ● Learn how to analyze primary research ● Understand secondary research and how it can support an analytical claim ● Review and practice APA in-text citation format	View: - Primary and Secondary Sources - APA In-Text Citations, How-To Video from Excelsior College Writing Center Read: - Garcia, Ofelia. "Societal Multilingualism in a Multicultural World in Transition" - Gee, James Paul. "Literacy, Discourse, and Linguistics: Introduction" - Lowi, Rosamin. "Codeswitching: An Examination of Naturally Occurring Conversation" - Swales, John. "The concept of Discourse Community"	● Read and review assigned materials ● Participate in Discussion Board #7: Analyzing Secondary Sources and Connecting them to Primary Research ● *Mid-Semester Survey*: Share your thoughts via the anonymous survey

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
8	**Drafting Your Report** ● Review and apply the structure of the Social Science Research Report ● Learn about and participate in peer review	Read: - Peer Review - SSRR: the Introduction - SSRR: Methods - How to Write Meaningful Peer Response Praise	● Read and review assigned materials ● Participate in Discussion Board #8: Drafting the SSRR Introduction and Methods Sections and Conducting Peer Review
9	**Putting It All Together** ● Review and apply the structure of the Social Science Research Report ● Learn about and apply editing and proofreading strategies, paying particular attention to genre, audience, and purpose	Read: - Genre - SSRR: Results - SSRR: Discussion	● Read and review assigned materials ● Complete Low-Stakes Assignment #6: Reflecting on Genre, Audience, and Purpose ● **Due: Project 2, The Social Science Research Report**
	Module 3: The Persuasive Essay		
10	**Writing in the Humanities** ● Understand qualities of writing in the Humanities ● Learn about claim and argument-driven academic writing ● Understand and apply pre-writing/planning strategies	Read: - Writing in the Humanities - Finding Your Way In: Invention as Inquiry-Based Learning in First Year Writing - Writing Arguments: An Overview - The Argument Paper - Prewriting Strategies - More Prewriting Strategies Review: - Project 3: Argument/Persuasive Essay	● Read and review assigned materials ● Participate in the Discussion Board #9: Prewriting and Inquiry
11	**Employing Tools of Persuasion** ● Locate and utilize peer reviewed sources	View: - An Introduction to Ethos, Pathos, and Logos	● Read and review assigned materials

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
	• Create a thesis statement and structure an essay around it • Understand and utilize the rhetorical appeals of ethos, pathos, and logos • Understand and deploy Toulmin's concept of claim, evidence, warrant, backing, and qualifier	- Ethos, Pathos, Logos - The Toulmin Model of Argument Read: - Finding the Good Argument OR Why Bother with Logic? - Assessing Source Credibility for Crafting a Well-Informed Argument Review: - Module 1 and the resources about finding academic sources and using APA format	• Complete Low-Stakes Assignment #7: Planning Project #3
12	**Drafting and Peer Review** • Learn about and practice integrating sources • Understand ways to maintaining your voice while also citing research • Learn about and incorporate elements of style into academic writing • Understand and participate in peer review	View: - <u>Integration of sources in paragraphs</u> Read: - Making a Quote Sandwich - Integrating Sources into Paragraphs - Integrating Evidence Appropriately - Quoting, Paraphrasing, and Avoiding Plagiarism - Style - Peer Review - 'Tis Better to Give and Receive: How to Have More Effective Peer Response Groups	• Read and review assigned materials • Participate in the Peer Review on the discussion board
13	**Writing Week** • Review and implement editing and proofreading strategies • Understand and implement revision strategies	Read: - Revising and Editing - Revision is Writing. That is All. - Grammar, Rhetoric, and Style	• Read and review assigned materials • Complete Low-Stakes Assignment #8: Error Checklist

WEEK	TOPICS	READING/LECTURE	ASSIGNMENTS
			● **Due: Project 3: The Persuasive Essay**
Module 4: Self-Reflection			
14	**Reflecting on Your Writing Process and Products** ● Understand and implement reflective writing strategies ● Understand and implement revision strategies	Read: - Metacognition and Self Regulation - Revising and Editing - An Introduction to and Strategies for Multimodal Composing Review: - Project 4: Critical Self-Reflection - Work from previous weeks and assignments	● Read and review assigned materials ● Complete Low-Stakes Assignment #9: Self-Reflection Project Planning ● **Due: *Optional* Revisions of Projects 1 and 2 due**
15	**Looking Back and Looking Forward** ● Understand and implement reflective writing strategies ● Understand and implement revision strategies	Read: - Narrative Writing - Weaving Personal Experience into Academic Writing - Audiovisual Presentations made Easy(-er): Tips for Creating an Effective Powerpoint, Prezi, or Keynote - Organizing a Visual Presentation - Incorporating Effective Visuals in a Presentation - The Sixth Paragraph: A Revision of the Essay	● Read and review assigned materials ● Low-Stakes Assignment #10: Final Thoughts and Moving Forward ● **Due: Project 4: Critical Self-Reflection** ● **Due: *Optional* Revision of Project 3**