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English 110: Freshman Composition 5BC2 [24980]  
Fall 2020 | ONLINE (ASYNCHRONOUS)  
Course Site: <https://resistance2020.commonsc.cuny.edu/>

Virtual Office Hours:  
Fr 12:30PM – 1:30PM and by appointment  
Zoom link: <https://ccny.zoom.us/j/92791225580>

## Introduction and Course Description

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### Writing Resistance:

#### Understanding Rhetoric & Creating for Change

*“You write in order to change the world, knowing perfectly well that you probably can't, but also knowing that literature is indispensable to the world... The world changes according to the way people see it, and if you alter, even but a millimeter the way people look at reality, then you can change it.”*

– James Baldwin

#### Course Description

This first-year writing course asks students to intellectually engage with texts, in a variety of forms, that demonstrate the intersection of writing and social justice and affirm the concept of art as a form of activism to confront, challenge and ultimately change the existing status quo. In doing so, students will be able to recognize and adhere to the rhetorical conventions (i.e. author, purpose, audience, exigence, genre, stance) that govern a given piece of writing and apply this knowledge to assignments that ask them to contribute to written discourse about a social issue of their choice. Furthermore, students will holistically consider what it means to write academically at the college level through regular self-reflection and revision. This course encourages students to develop an iterative writing process that they will be able to apply to written assignments across genres and disciplines throughout college and beyond.

***Note: This is an asynchronous online course. While you will complete a significant portion of the coursework independently on your own time, you will be asked to regularly engage with your peers and instructor through email, discussion boards, social networking, and other collaborative learning tools.***

#### First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

#### Course Learning Outcomes

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

## Required Material

**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).

**CUNY Academic Commons:** Other reading and writing materials, PowerPoint slideshows, educational links and videos will be posted online on the CUNY Academic Commons throughout the semester. **Note: You must use your CCNY email address in order to access the Academic Commons.** Register for an account at <https://commons.gc.cuny.edu> in order to receive important course announcements.

## Course Policies

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### Student Code of Conduct

**co·ex·ist** (kō'ĭg-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](#).

### Participation

Success in this course is dependent on your active participation and engagement throughout the semester. As such, students are required to complete all assignments by the designated due date, and to actively participate in online discussion forums. If you find that you cannot meet these requirements due to special circumstances, please contact me as soon as possible. I'm happy to work with you to help you successfully 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 day that passes after the time in which it was due. In addition, submission links will be closed one week following the assignment due date. Technological malfunctions are not an excuse for late work.

## Resources

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### The Writing Center

<https://www.ccnycuny.edu/writing>

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

### Purdue OWL

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

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material to assist with many writing projects.

### CCNY Counseling Center

<https://www.ccnycuny.edu/counseling>

Provides mental health services including screening and assessment, crisis intervention, individual short-term counseling, group counseling, referral and case management, and workshops.

### Gateway Advising Center

<http://www.ccnycuny.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

<http://www.ccnycuny.edu/accessibility/>

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

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

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

## Essay Assignments

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### Essay #1: Source-Based Essay

*For this assignment, you will write a 5-6 page (1250 – 1500 words) source-based essay in which you will analyze and make connections between the concepts of rhetorical situation, purpose, audience, genre, and stance.*

### Essay #2: Inquiry-Based Research Essay

*For this assignment, you will write an 6-8 page (1500 – 2000 words) research essay. The objective in developing this inquiry-based research essay is probably not like other research essays with which you may be familiar. In an inquiry-based essay, the development of a research question is the cornerstone of the essay, providing a guideline for you to follow your research wherever the information takes you.*

### **Essay #3: Composition in Two Genres**

*For this assignment, you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition that uses two different genres to communicate to a targeted audience about that same topic. You will use your previous research to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. These two genres are up to you to decide upon, based on your analysis of the rhetorical situation and the way in which you respond to it.*

### **Essay #4: Portfolio and Theory of Writing**

*The Portfolio and Theory of Writing, required in all sections of composition, are in many ways the most important documents that you'll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.*

## **Other Assignments**

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### **Short Writing Assignments**

Throughout the semester, you will craft several short essay assignments designed to assist you in the writing process. In addition to posting your response on the course blog, you will also be asked to comment on at least two of your classmates' posts, which will count towards your participation grade.

### **Discussion Forum**

Students must complete all assigned readings and post their responses to the group discussion forums on the CUNY Academic Commons. Your original comments (100 - 150 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.

### **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. Your ability to give and receive feedback will be important to the revision process and ultimately to your overall grade.

## **Grade Weights**

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<b>Active Participation</b>	<b>10%</b>
<b>Short Writing Assignments</b>	<b>10%</b>
<b>Essay #1: Source-Based Essay</b>	<b>15%</b>
<b>Essay #2: Inquiry-Based Research Essay</b>	<b>25%</b>
<b>Essay #3: Composition in Two Genres</b>	<b>20%</b>

Essay #4: Portfolio & Theory of Writing	20%
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## Grade Schema

A+ (97-100)	A (94-96)	A- (90-93)	
B+ (87-89)	B (84-86)	B- (80-83)	
C+ (77-79)	C (74-76)	C- (70-73)	
D+ (67-69)	D (64-66)	D- (60-63)	F (0-59)

## Course Schedule

\*Bb = Blackboard

	COURSE INTRODUCTION
<b>Week 1</b> Aug 28	<ul style="list-style-type: none"> <li>• <b>Review</b> course site and syllabus</li> <li>• <b>Confirm</b> CCNY email address in <a href="#">class roster</a></li> <li>• <b>Sign-up</b> for <a href="#">CUNY Academic Commons</a> with CCNY email address and <b>accept author invitation</b> to course site via email</li> <li>• <b>Read</b> "<a href="#">Composition as a Write of Passage</a>" by Nathalie Singh-Corcoran</li> <li>• <b>CLASS INTRODUCTION DUE</b></li> </ul>
	THE RHETORICAL SITUATION
<b>Week 2</b> Sept 4	<ul style="list-style-type: none"> <li>• <b>Complete</b> Diagnostic Essay (Bb)</li> <li>• <b>Watch</b> "The Rhetorical Situation" Lecture</li> <li>• <b>Read</b> "<a href="#">Rhetorical Analysis in the Real World: A Useful Thinking Tool</a>"</li> <li>• <b>Post</b> your response to the assigned reading on the group discussion forum</li> <li>• <b>RHETORICAL ANALYSIS DUE</b></li> </ul>
	INTRODUCTION TO SOURCE-BASED ESSAY
<b>Week 3</b> Sept 11	<ul style="list-style-type: none"> <li>• <b>Review</b> Essay #1 Assignment Sheet</li> <li>• <b>Watch</b> "Introduction to Source-Based Essay" Lecture</li> <li>• <b>Read</b> "<a href="#">What in the world is a rhetorical analysis?</a>"</li> <li>• <b>Post</b> your response to the assigned reading on the group discussion forum</li> <li>• <b>ESSAY #1 TOPIC REFLECTION DUE</b></li> </ul>

	CUNY ACADEMIC DATABASES
<b>Week 4</b> Sept 18	<ul style="list-style-type: none"> <li>• Read <a href="#">Secondary Sources in Their Natural Habitats</a></li> <li>• Post your response to the assigned reading on the group discussion forum</li> <li>• Watch “Accessing CUNY Academic Databases” Lecture</li> <li>• <b>ESSAY #1 SOURCE LIST DUE</b></li> </ul>
	PEER REVIEW WORKSHOP
<b>Week 5</b> Sept 25	<ul style="list-style-type: none"> <li>• Read sample essays</li> <li>• <b>ESSAY #1 FIRST DRAFT DUE</b> (Bb)</li> <li>• Post peer review comments to Bb <b>no later than Monday, Sept. 28th 11:59pm</b></li> </ul>
<b>Week 6</b> Oct 2	<b>ESSAY #1 FINAL DRAFT + REFLECTION DUE</b>
	INTRODUCTION TO INQUIRY-BASED RESEARCH ESSAY
<b>Week 7</b> Oct 9	<ul style="list-style-type: none"> <li>• Review Essay #2 Assignment Sheet</li> <li>• Watch “Introduction to Inquiry-Based Research Essay ” Lecture</li> <li>• Read <a href="#">Developing a Research Question</a> and <a href="#">Narrowing a Topic and Developing a Research Question</a></li> <li>• <b>ESSAY #2 RESEARCH TOPIC REFLECTION DUE</b></li> </ul>
	INQUIRY-BASED RESEARCH ESSAY CNTD
<b>Week 8</b> Oct 16	<ul style="list-style-type: none"> <li>• Read sample essays</li> <li>• Review <a href="#">Identifying And Reading Scholarly Works</a> and <a href="#">Tips for Identifying Scholarly (Peer Reviewed) Journals</a></li> <li>• <b>ESSAY #2 RESEARCH PROPOSAL DUE</b></li> </ul>
	INQUIRY-BASED RESEARCH ESSAY CNTD
<b>Week 9</b> Oct 23	<ul style="list-style-type: none"> <li>• Read <a href="#">“Reading Games: Strategies for Reading Scholarly Sources”</a> by Karen Rosenberg</li> <li>• Post your response to the assigned reading on the group discussion forum</li> <li>• <b>ESSAY #2 REPORT ON RESEARCH IN PROGRESS DUE</b></li> </ul>
	PEER REVIEW WORKSHOP
	<ul style="list-style-type: none"> <li>• Read <a href="#">“Shitty First Drafts”</a> by Anne Lamott</li> </ul>

<b>Week 10</b> Oct 30	<ul style="list-style-type: none"> <li>• <b>Post</b> your response to the assigned reading on the group discussion forum</li> <li>• <b>Watch</b> “Incorporating Research into your Writing” Lecture</li> <li>• <b>ESSAY #2 FIRST DRAFT DUE</b> (Bb)</li> <li>• <b>Post</b> peer review comments to Bb <b>no later than Monday, Nov. 2nd at 11:59pm</b></li> </ul>
<b>Week 11</b> Nov 6	<b>ESSAY #2 FINAL DRAFT + REFLECTION DUE</b>
<b>Week 12</b> Nov 13	<p style="text-align: center;">INTRODUCTION COMPOSITION IN TWO GENRES</p> <ul style="list-style-type: none"> <li>• <b>Review</b> Essay #3 Assignment Sheet</li> <li>• <b>Watch</b> “Introduction to Composition in Two Genres ” Lecture</li> <li>• <b>Read</b> Sample Essays</li> <li>• <b>ESSAY #3 POTENTIAL GENRES PROPOSAL DUE</b></li> </ul>
<b>Week 13</b> Nov 20	<p style="text-align: center;">UNDERSTANDING AUDIENCE</p> <ul style="list-style-type: none"> <li>• Read <a href="#">What to Think about When Writing for a Particular Audience</a> by Amanda Wray</li> <li>• <b>Post</b> your response to the assigned reading on the group discussion forum</li> <li>• <b>Watch</b> “Knowing Your Audience” Lecture</li> <li>• <b>ESSAY #3 AUDIENCE STRATEGY DUE</b></li> </ul>
<b>Week 14</b> Nov 25	<p style="text-align: center;"><i>*Classes follow Friday schedule*</i></p> <p style="text-align: center;"><b>ESSAY #3 FINAL DRAFT + REFLECTION DUE</b></p>
<b>Week 15</b> Dec 4	<p style="text-align: center;">PORTFOLIO AND THEORY OF WRITING ASSIGNMENT</p> <ul style="list-style-type: none"> <li>• <b>Review</b> Portfolio and Theory of Writing Assignment Sheet</li> <li>• <b>Watch</b> “CUNY Academic Commons” Lecture</li> <li>• <b>Read</b> <a href="#">"Why I Write"</a> George Orwell</li> <li>• <b>Post</b> your response to the assigned reading on the group discussion forum</li> <li>• <b>ESSAY #4 GENRE REFLECTION DUE</b></li> </ul>
<b>Week 16</b> Dec 14	<b>FINAL PORTFOLIO AND THEORY OF WRITING DUE</b>