

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits/3contact hours. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject URB (URB - Urban Studies) Catalog Nbr 102	

Course Revision & College	
Form Submission Revised Submission	College School of Labor&Urban Studies
Please describe revisions that have been made to this course Please see updated Syllabus for URB 102 Writing 1 Language, Literacy and Culture	

Course Data		
Course ID 149835	Subject URB (URB - Urban Studies)	Catalog Nbr 102
Catalog Status Pending	Contact Hours 3	No. of Credits 3
CourseTitle Writing 1: Language, Literacy, and Culture		
Course Description Writing 1 introduces students to college-level reading and writing. This course is designed to prepare students for their work at CUNY and in their professional lives, through the lens of economic and social justice. Students engage in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. Emphasis on revision, rhetorical context, developing academic vocabulary, syntactic variety and control, editing for grammar and style, and ethical attribution and citation. Thematic emphasis on labor, urban, and language awareness studies.		
Department Urban Studies		
Pre-Requisites/Co-Requisites		

Course Syllabus [Attachment Filename(s)]
Common_Core_URB_102_Syllabus_Writing_1_Syllabus_rev2.pdf

Location(Required or Flexible) and Learning Outcomes	
REQUIRED	FLEXIBLE

<input checked="" type="checkbox"/> <p>English Composition</p> <p>Math & Quantitative Reasoning</p> <p>Life and Physical Sciences</p>	<p>World Cultures & Global Issues</p> <p>US Experience in its Diversity</p> <p>Creative Expression</p> <p>Individual and Society</p> <p>Scientific World</p>
Learning Outcomes: Questions	Learning Outcomes: Responses
<p>* 1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluation its supporting evidence.</p>	<p>This outcome will be met through substantive reading assignments, including in-class essays, reflective essay on learning outcomes, and a literacy autoethnography entails reflection on students' literacy histories in light of two or more short literacy narratives by authors such as Malcolm X, Alexie Sherman, and Annie Lamott. Students will be required to engage in close reading and associated skills of annotation, summary, paraphrase, and analysis.</p>
<p>* 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.</p>	<p>This outcome will be met through close reading, summary, critical analysis, synthesis, thesis development, quotation, proper citation, peer review, and revision. Assignments include a literacy autoethnography, critical essay assignments, and a portfolio reflective essay which will allow practice in analytical writing, quotation, summary, and citation.</p>
<p>* 3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</p>	<p>Students will gain research skills through two distinct critical essays that will introduce them to the practice of locating, gathering, and evaluating sources. Students will learn thesis development and gain practice in evaluating secondary and primary sources.</p>
<p>* 4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</p>	<p>This outcome will be met through practice in extemporaneous academic writing, repeatedly identifying theses and arguments in assigned readings, and continual instruction in rhetorical contexts, purposes, audiences, and persuasive strategies, and regular practice in oral, written, visual, and electronic applications throughout the semester.</p>
<p>* 5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</p>	<p>In order to meet this outcome and begin to formulate original ideas in disciplinary discourse, students must grasp not only the technical and formalistic elements of citation but also the threshold concept of academic writing as a scholarly conversation; the definition and consequences of plagiarism; and the specific arguments made by the authors they cite?all aspects of which are interwoven into the course through direct instruction and application.</p>

A. If there is a change to the course title, what is the new course title?	
B. If there is a change to the course description, what is the new course description?	
C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?	

Chair (Approver) Comments
Comments Meets SLOs.

Writing 1: Language, Literacy, and Culture

Course Description

Writing 1 introduces students to college-level reading and writing. This course is designed to prepare students for their work at CUNY and in their professional lives, through the lens of economic and social justice. Students engage in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. Emphasis on revision, rhetorical context, developing academic vocabulary, syntactic variety and control, editing for grammar and style, and ethical attribution and citation. Thematic emphasis on labor, urban, and language awareness studies.

Required Texts & Materials

- ❑ Coates, Ta-Nehesi. *Between the World and Me*. Spiegel and Grau, 2015
- ❑ Photocopied & electronic essays to be supplied (see appendix 1)
- ❑ *Webster's Dictionary* or equivalent
- ❑ A class notebook, pens, and a flash drive (or cloud storage)

Learning Outcomes

- ❑ Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- ❑ 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.
- ❑ Demonstrate basic research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- ❑ Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- ❑ Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Required Writing

- ❑ 3-5-page literacy autoethnography utilizing one or more course texts + Letter to the Reader
 - The literacy autoethnography entails reflection on students' literacy histories in light of two or more short literacy narratives by authors such as Malcolm X, Alexie Sherman, and Annie Lamott. Close reading, summary, critical analysis, and synthesis (outcome 1); thesis development, quotation, proper citation, peer review, and revision (outcomes 2 & 4);
- ❑ Two 3-5-page critical essays
 - Critical essays (CE) #1 and #2 entail close reading and critical listening skills to identify assumptions and assertions underlying authors' arguments and evaluate evidence in order to develop a definition of literacy for CE #1 and a thesis-driven topic in literacy based on course readings for CE #2 (outcome 1); thesis development and practice in evaluating secondary and primary sources (outcomes 2, 3 & 4); and

- practice in citation skills (outcome 5).
- 2 in-class essays
 - In-class essays cultivate close reading and listening skills (outcome #1) and practice in extemporaneous academic writing (outcomes #2 and 4)
- 3-5-page portfolio reflective essay on learning outcomes
 - Portfolio reflective essay requires self-evaluation on how well course learning outcomes have been met and depends on critical reading of published texts and students' own writing (outcome #1) and practice in analytical writing, quotation, summary, and citation (outcomes #2, 4 & 5)
- Reading journal
 - The reading journal places major emphasis on cultivation of reading and associated skills of annotation, summary, paraphrase, and analysis (outcomes #1, 2, 4, and 5)
- Final Portfolio, including: 1) literacy autoethnography; 2) one critical essay; 3) portfolio reflective essay.

Formal Essays and Drafts

All drafts **MUST BE TYPED and DOUBLE-SPACED** (12 pt. Times Roman font, one-inch margins all around. Indent paragraphs; do not skip extra lines between them; be sure to number pages). Submitted drafts *must be typed* although you may certainly start drafts with pen and paper if you prefer. First drafts should be as fully developed as possible and follow all formatting guidelines. All drafts and revisions must be submitted electronically before class meets the day they are due; *late papers automatically result in a half point deduction of the final grade each day after the due date*. If you are presenting an essay, you must upload the draft at least one day prior to the date of the workshop in order for your classmates and me to read it in advance.

Reflective Writing

This letter to the reader (LTR) serves several purposes. Mainly, it provides a place for you to reflect on your own writing and make notes to yourself and other readers about what you like, dislike, or feel uncertain about; how finished or unfinished a piece of writing is; the extent to which you feel satisfied that it meets your goals; and what specific questions you have about moving forward to revise it. **The LTR should be at least 2 double-spaced pages and is part of the paper grade.**

Plagiarism

The Council of Writing Program Administrators defines plagiarism thus: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (www.wpacouncil.org). This is a good definition, and you should keep it in mind as you write. *If the idea and/or the writing is not your own, you need to document it; if you are not sure and cannot ask me, document to be safe.* Plagiarism is theft and can lead to failing the class and even to suspension.

Grading

A/B/C/D/F/I. The "I" (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that the Incomplete is reserved for students with good attendance records who have kept up with their work but experience an emergency that prohibits completion of the coursework.

You will be evaluated on the basis of formal writing, class participation, and attendance. Your final grade will be calculated as follows: portfolio = 60%; electronic discussion participation = 20%; attendance, classwork, and class participation (other than electronic discussions) = 20%. Your final grade may be affected by failure to meet your responsibilities as follows:

- Every two times you are late to class will count as one absence.
- More than the equivalent of two weeks' absences may result in failing the course.
- Coming to class unprepared may affect your final grade.
- For every day an assignment is late, a half point will be deducted from your grade.

Office Hours

Please come see me during my office hours if you have any questions about the syllabus, assignments, or class discussions; if you ever feel uncomfortable in the classroom or disturbed by course material or interactions in class; or if you have a personal problem that prevents you from doing coursework or meeting deadlines (or you just need someone to talk to). It is much better to contact me—or any professor—before an absence or missed deadline than afterward or in response to a question about it. I will also schedule at least two conferences with you to discuss your writing.

Tentative Schedule

DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 1: Language & Identity			
WEEK 1	Introductions; Jamila Lyiscott Ted Talk In-class essay ~ Diaz		
	Literacy narratives; Introduce literacy autoethnography	Alexie, "The Joy of Reading and Writing: Superman"; Lamott, "Shitty First Drafts"	
WEEK 2	Literacy narratives cont.	Malcolm X, "Learning to Read"	
	Workshop		Literacy auto-ethnography draft
WEEK 3	Identity Tool Kits; intro to ethnographic interview	Gee, "What Is Literacy?"	
	Primary & Secondary Discourses	Gee cont.	
WEEK 4	Sponsors of Literacy	Brandt, "Sponsors of Literacy"	
	Sponsors of Literacy cont. Introduce Critical Essay #1	Brandt cont.	
Unit 2: The Rhetorical Situation and the Rhetoric of the "Other"			
WEEK 5	What Is Rhetoric? Rhetorical Appeals Practice ethnographic interviews	Sylva Rhetoricae What Is Rhetoric Persuasive Appeals Baldwin, "Letter to My Nephew"	Literacy auto-ethnography revision
	Rhetorical Strategies Coates & Baldwin	Coates, pp. 1-72	
WEEK 6	Rhetorical Exigencies Situated Rhetoric	*Bitzer, "The Rhetorical Situation," pp. 1-6	
	Workshop drafts		Draft Critical Essay #1 "What Is Literacy?" Return literacy autoethnography
WEEK 7	Discuss research questions and interviews. Introduce Critical Essay #2		Research question Ethnographic interview write-up
	In-Class Essay #1		Midterm Evaluations

DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 3: Making Knowledge: Researching Identity and Literacy			
WEEK 8	Library visit #1	Library sources	
	Workshop sources Introduce Critical Essay #2		
WEEK 9	Nobody Mean More to Me	Jordan, "Nobody Mean More to Me"	Critical Essay #1 Revision + LTR
	Library visit #2	Students Right to Their Own Language - SRTOL	
WEEK 10	The Language and Literacy of Food Service Workers SRTOL	Mirabelli, "The Language and Literacy of Food Service Workers"	
	Workshop		Critical Essay #2 Draft Literacy Ethnography
WEEK 11	Coates	Coates, discussion #2	
WEEK 12	Workshop/ Conferences		
	Workshop/ Conferences		
WEEK 13	Editing Workshop		Critical Essay #2 Revision
	Editing Workshop		
Unit 4: Self-Reflection and Becoming			
WEEK 14	Workshop		Portfolio Reflective Essay Draft
	Final In-class essay		Portfolio