**English 24, Freshman English II (Section D33F; Fall 2012)**

**Kingsborough Community College**

**Department of English**

**Professor Rachel Ihara**

Phone: (718) 368-4952; Room: C117; email: rachelihara@yahoo.com

Mondays, Tuesdays, and Thursdays; 1:50 p.m. to 2:50 p.m.; Rooms M206, D216, and T7105

Office Hour: Thursdays 12:30-1:30, and by appointment

**Course Description**

English 24 is a course in college composition in which students explore the writing and research methods of various disciplines. Rather than teach students how to research and write about literature, the ultimate goal of English 24 is to teach students to integrate scholarly and interdisciplinary reading, writing, and thinking into their own research so that they can write more skillfully and critically about the various subject matters that impact their lives. To this end, students of English 24 will engage in several research projects, each of which will require them to deepen their knowledge of different modes of research and information literacy.

This particular section of English 24 is organized around the theme of “Work,” which means that we will be considering issues of labor and occupations using different methodological approaches. This is not a course in “career planning,” but rather one intended to provide you with the tools to think and write critically about the meaning of work, in your own life and in society, while becoming more familiar with academic research methods and writing conventions.

**Required Text** (other readings supplied)**:**

Bowe, John, Marisa Bowe, and Sabine Streeter, Eds. *Gig: Americans Talk About Their Job*s. New York, Three Rivers Press, 2000.

**Required Web Resource:**

The Online Writing Lab at Perdue University http://owl.english.purdue.edu/owl/resource/747/01/

**Learning Outcomes**

Reading

* Look at problems and issues from the perspectives of different disciplines and different types of texts
* Recognize attitude, tone, purpose, point of view, and intended audience in readings from a range of disciplines.
* Recognize types of evidence, styles of argumentation and ways of knowing that are typical of different disciplinary genres.
* Recognize that different genres require different reading strategies and apply these strategies to texts from different disciplines.
* Identify how socio-historical and disciplinary contexts shape texts.
* Differentiate between reliable and unreliable observations; differentiate between reliable and unreliable statements of fact.
* Distinguish between primary and secondary sources and their uses in research writing.
* Critique arguments: uncover key assumptions, find logical inconsistencies, trace cause-and-effect relationships, test validity of inferences, challenge interpretations, ideas, and values found in reading and research; imagine alternatives.

Writing:

* Engage in several different research writing projects that result in extensive written essays. Become familiar with different modes of academic research and different types of evidence and analysis through these different research projects.
* Identify own perspective and position with regard to the issue in question; frame own view in light of other perspectives and positions, including those of the instructor and peers in the course.
* Use quotation, paraphrase, and summary by way of analyzing other ideas and developing/elucidating own ideas; incorporate quotation, paraphrase, and summary smoothly, accurately and appropriately (MLA or APA style).
* Use informal writing like prewriting, freewriting, brainstorming, journals, notes, lists, concept maps and outlines to help generate ideas.
* Develop drafts of formal research projects on the basis of informal writing; continue to utilize feedback from instructor and peer reviewers; engage in active, significant revision of earlier drafts of formal research projects.
* Communicate clearly, correctly, fluently, and effectively, according to appropriate conventions of language; follow instructor’s instructions as to proper format and acceptable presentation of written work (MLA or APA style).
* Become familiar with formal documentation styles (MLA, APA, Chicago) and why they are used.

Information Literacy

* Access information and ideas that shed light on a given topic, issue, or problem, drawing on research sources including the library and the Internet. Increase fluency in using research search terms.
* Evaluate research sources for reliability, relevance, authority, complexity, and bias.
* Access CUNY+ and online scholarly databases to search CUNY libraries and KCC library holdings; locate books, journals, and periodicals in KCC collection (electronically and/or in print).
* Document research sources fully and accurately, using academic conventions; avoid unintentional plagiarism through correct use of documentation; understand issues involving intentional or unintentional plagiarism; follow conventions to produce a Works Cited page and/or References list.

**Types of Assignments and Grading Breakdown**

In this class, you will be completing three formal assignments in distinct stages. Each part of the three assignments is designed to increase your familiarity with some aspect of scholarly research, while deepening your understanding of the course theme and the career you eventually select for further research. (Brief descriptions of the assignments are below; more information to come!) The final drafts of these essays account for 60% of your grade for the course and you will have approximately two weeks to complete each one. The remaining 40% of your course grade will be based on completion of reading, participation in class discussion, attendance and punctuality, and informal in-class and take-home assignments.

Unit I: Reading Closely

* Essay #1 is an exploration of a challenging text. You will begin by tracking your initial reading process and your responses to a piece of fairly dense academic prose. Then you will be asked to reread the text by zeroing in on terminology, competing claims, and references. Finally, you will identify one reference within the text and do a small amount of research to deepen your understanding of it. Your formal essay will be a process piece in which you describe your experience of reading the assigned text in these three stages. (2 pages; 15%)

Unit II: Synthesizing Information

* Essay #2 requires you to draw connections among three texts of different genres. We will be reading several critical texts related to the topic of work as well as a number of testimonials by workers in our course text, *Gig*. Your assignment will be to advance a theory about work and show how your ideas connect to, or diverge from, those advanced in 1-2 of the critical texts, making use of at least two first-person accounts to support or illustrate your position. You may also include information on one or more of the careers described in *Gig* obtained through outside research (3-4 pages; 20%).

Unit III: Exploring Further

* Essay #3 asks you to conduct original research on a career (in the form of an interview) and then extend your understanding of that career through library research. You will begin by developing interview questions, identifying a participant, conducting the interview, and composing a textual representation of that interview, ultimately moving beyond reporting to highlight some issue or problem to explore further. The second part of the assignment asks you to locate materials in the library databases that help to answer the questions or problems raised by your interview. The final essay is a synthesis of your findings from these two approaches to research (4-5 pages; 25%).

**Absence Policy**

Students are allowed 6 hours of absence from English 24 before they may be given an Unofficial Withdrawal (WU) in the course. An “absence” is any time that you are not in class. There is no distinction between an “excused” and “unexcused” absence in college. Late arrivals to class will count towards the total number of absences.

**Plagiarism Policy**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” ([www.dictionary.com](http://www.dictionary.com)). If you plagiarize in any of the work you submit in your English 24 course, you risk failing the course.

**Cell Phone Policy**

Texting, reading text messages, or talking on your phone during class is unacceptable. It is disrespectful and rude. If I have to ask you multiple times to put away your cell phone I may ask you to leave your phone with me when you enter the classroom. If you become a chronic offender, I will reduce your final grade by 10%.

**Tentative Course Schedule**

Monday, September 10

* Syllabus review and student feedback

Tuesday, September 11

* Student introductions
* Discussion of reading strategies; reading assigned (Muirhead)

Thursday, September 13

* In class work to identify terms, claims and references
* Initial writing for Essay #1; essay assignment handout distributed

- NO CLASSES Monday, September 17 and Tuesday, September 18 -

Thursday, September 19

* Essay #1 due in class
* New reading assigned (Benkler and Pink)

Monday, September 24

* Discussion of the Benkler and Pink
* New reading assigned (Gordon and Damaske)

- NO CLASS Tuesday, September 25 -

Thursday, September 27

* Discussion of Gordon and Damaske
* Part A of Essay #2 assigned (developing a theory of work)

Monday, October 1

* Part A of Essay #2 due in class
* In class reading: excerpt from *Working* by Studs Terkel
* Bring the course text *Gig* to class

Tuesday, October 2

* For class: read 2-3 interviews from *Gig*

Thursday, October 4

* For class: read 2-3 interviews from *Gig*

-NO CLASS Monday, October 8-

Tuesday, October 9

* For class: read 2-3 interviews from *Gig*

Thursday, October 11

* For class: read 2-3 interviews from *Gig*

Monday, October 15

* For class: read 2-3 interviews from *Gig*

Tuesday, October 16

* Preparation for library research
* Discussion of Essay #2, part B

Thursday, October 18

* Class meets in the library

Monday, October 22

* Library Research assignment due in class

Tuesday, October 23

* Career Panel: class meets at 2 p.m. in V219

Thursday, October 25

* Essay #2 assigned and discussed

[Monday, October 29- Monday, November 5 classes cancelled due to Hurricane Sandy]

Tuesday, November 6

* Draft #1 of Essay #2 due in class
* Peer review session

Thursday, November 8

* Writing workshop: peer review, feedback returned, individual paper conferences

Monday, November 12

* Second draft of Essay #2 due in class
* Brainstorm careers to research
* Develop interview questions for Essay #3

Tuesday, November 13

* Work on revision issues for Essay #2
* Strategize about securing interviewees/ conducting interviews
* Identify issues related to your chosen career
* Independent library research assignment? (Career Cruising)

Thursday, November 15

* Preparation for the library research session
* Independent library research assignment? (Newspapers)

Monday, November 19

* Library Research- class meets in L304

Tuesday, November 20

* Introduction to Essay #3
* In-class work on Essay #3

- NO CLASS Thursday November 22 -

Monday, November 26

* First draft of Essay #3 due in class

Tuesday, November 27

* Student Conferences/ class work on issues related to revising essay #3

Thursday, November 29

* Student Conferences/ class work on issues related to revising essay #3

Monday, December 3

* Student Conferences/ class work on issues related to revising essay #3

Tuesday, December 4

* Student Conferences/ class work on issues related to revising essay #3

Thursday, December 6

* Student Conferences/ class work on issues related to revising essay #3

Monday, December 10

* TBD

Tuesday, December 11

* TBD

Thursday, December 13 [classes follow a Monday schedule]

* TBD