ENG 2100: Writing I

Hybrid: Mondays on campus/Wednesdays online synchronous
Baruch College
Course Syllabus • Fall 2024

Instructor: Kate Eickmeyer

Course Meeting Time: MW 2:55-4:35 pm

Course Location: Mondays on campus: B-Vert 6-150
Wednesdays online synchronous: https://baruch.zoom.us/my/eickmeyer

Instructor Email: keickmeyer@gmail.com (I get tons of email. If you need a quick reply, text me).
Instructor Cell Phone (text is best): (360) 870-3795
Instructor Office Hours: MW 4:35-5:40 (Mondays on campus in B-Vert 6-150, Wednesdays on Zoom) and other times via Zoom by appointment. Just text me and we'll set it up.

Required Texts: *Join the Conversation: First Year Writing at Baruch College*, 5th Edition. Get it by joining our Perusall course at this link here: https://app.perusall.com/join/eickmeyer-3emxf and use this code: **EICKMEYER-3EMXF**

The book costs about $25. You do have to buy it because we'll use its annotation capabilities in various weekly assignments. It's only available online on Perusall. Any additional required texts will be distributed via Brightspace.

Course Meeting Format: We're meeting Mondays on campus and Wednesdays online at the times and locations above. Many of our classes will involve small group work, written interaction, one-on-one conferences, and/or independent work. The Assignment Schedule posted on Brightspace will tell you what you need to do before each class. It will be regularly updated, so pay attention to it and any Announcements sent via Brightspace for changes and current information.

- **How do I know what I need to do for the next class?** The Assignment Schedule posted on Brightspace has your answer.

Technology Overview: We will use **Zoom** for Wednesday classes and office hours and any online one-on-one conferences, **Brightspace** for announcements, assignments, and course documents, and **Google Drive** for sharing drafts and collaborative revision. Brightspace announcements will also go to your **Baruch email**, so check it. **If I need to delay or cancel a class, or if I make a change to the Assignment Schedule, I'll notify you via this announcement system, so check your Baruch email.**

Brightspace: The course's Brightspace page will be our communications hub where you can view all course announcements, assignments, and your grades as they become available. We'll also use Google Drive for work on some assignments, but Brightspace is your main source of official information for the class. You'll also turn in your final drafts of the three major writing projects via Brightspace.

Special Note on Turning in Work on Brightspace:

- For final drafts of major writing assignments (Essays 1, 2, and 3), upload a PDF or Microsoft Word doc. Don't turn in anything formatted in the Apple software, Pages.
- For any weekly writing assignments due on Brightspace, you can either upload a PDF or Microsoft Word version of your response OR you can type your responses into the assignment's response text box. Each assignment will tell you which one to do (Brightspace won't allow you to choose for some reason, so you may have to cut and paste. Sorry about that.)

Course Description & Goals

On a practical level, this class will prepare you for the many writing assignments you will encounter at Baruch and in life. No matter what your major is or how you choose to spend the years ahead of you, you'll be doing some writing. You want that writing to be clear, well-structured, and to communicate arguments effectively, regardless of the subject. Fortunately, writing is a craft that you can learn, develop, and practice, and this class is designed to facilitate that process. We'll cover some practical skills like understanding what writing assignments are asking for, developing a good thesis, and organizing arguments in your academic papers. As a class, we'll think about strategies for managing time and anxiety, two of college's biggest challenges. If you love writing, you'll get to do a lot of it in this class; if you don't love it, this class offers you the chance to assemble a solid box of tools for getting it done with more fun and less pain.

Writing is argument, and argument is writing; telling one story twice with subtle differences of tone, emphasis, or rhetorical strategy can produce two completely different meanings. We will read and discuss a wide variety of texts—for example, creative non-fiction pieces, news articles, academic articles, films, and writing on social media—with careful attention to the role of rhetorical conventions such as style, genre, audience and purpose. Studying the writing styles and rhetorical moves of professional, published writers will inform your approaches to your own development as a writer within academic contexts and beyond.

Learning outcomes for ENG 2100 and 2150 are:

Read and analyze texts critically: Analyze and interpret key ideas in various discursive genres (e.g. essays, news articles, speeches, documentaries, plays, poems, short stories), with careful attention to the role of rhetorical conventions such as style, tropes, genre, audience, and purpose.

Write your own texts critically: Compose with an awareness of your own rhetorical situation (audience, purpose, genre, medium) and the role of personal experience and social convention play in shaping how and what we write.
Identify and engage with credible sources and multiple perspectives in your writing: Identify sources of information and evidence credible to your audience; incorporate multiple perspectives in your writing by summarizing, interpreting, critiquing, and synthesizing the arguments of others; and avoid plagiarism by ethically acknowledging the work of others when used in your own writing, using a citation style appropriate to your audience and purpose.
Compose as a process: Experience writing as a creative way of thinking and generating knowledge and as a process involving multiple drafts, review of your work by members of your discourse community (e.g. instructor and peers), revision, and editing, reinforced by reflecting on your writing process in metacognitive ways.
Use conventions appropriate to audience, genre, and purpose: Adapt writing and composing conventions (including your style, content, organization, document design, word choice, syntax, citation style, sentence structure, and grammar) to your rhetorical context.

Assignments

The following are your assignments for the semester, along with the weight each carries toward your final course grade, using a 100% standard grading scale. All major projects will include a series of drafts and reviews by your peers and instructor. Grading rubrics for each major paper will be provided.

Part I: Literacy Narrative Essay

1,500-1,800 words / ~ 5-6 double-spaced pages
20% of course grade

Part II: Critical Analysis Essay

1,800-2,100 words / ~ 6-7 double-spaced pages
25% of course grade

Part III: Research-Based Argument Essay

2,400 words / ~ 8 double-spaced pages
30% of course grade

Weekly Writing

We will have weekly writing assignments throughout the semester. These assignments will include written homework, annotations on Perusall, in-class writing, quizzes, participation in writing groups, peer-review workshops, collaborative work, and other assigned exercises.
25% of course grade

Grading

I use Baruch's 100% grading scale to assess individual assignments and your final course grade. If at any time you have a question about your grade in the class, please bring it to my attention immediately. I take it as a point of honor to be open to your perspective, and I will make every effort to be transparent about grades and rubrics.

	B+ 87-89	C+ 77-79	D+ 67-69
A 93-100	B 83-86	C 73-76	D 60-66
A- 90-92	B- 80-82	C- 70-72	

Class Participation

Attendance

If you miss more than 3 or 4 classes, I will try to reach out to you to see how you're doing and ask what's going on, but know that you're beginning to enter the danger zone. If you miss more than 6 classes, you're potentially subject to receiving a grade of WU (the equivalent of an F). I always want everyone to pass, and if you're dealing with difficult or extenuating circumstances, please reach out to me and I will work with you. Please do not simply stop showing up or turning in work for long periods of time. I can't stress this enough: If you're having trouble keeping up with the class, please reach out to me and I will work with you to help you get back on track.

Ethical Participation

Let's proceed in the spirit of inquiry, while respecting each other and our diverse opinions. College is a place to learn, exchange ideas, discover other perspectives, and find new ways of thinking about difficult topics. To that end, I encourage you to experiment and take some risks in your thinking and writing. My role includes mediating and moderating discussion and collaboration, so if you're ever uncomfortable with a subject or an interaction, let me know. Text me at 360-870-3795 or email me at keickmeyer@gmail.com.

Accessible Participation

Baruch College is committed to making individuals with disabilities full participants in the programs, services, and activities of the college community through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch College that no otherwise qualified individual with a disability will be denied access to any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations. If you require any special assistance or accommodation, please contact the **Office of Services for Students with Disabilities at (646) 312-4590**, and let me know as soon as you can, ideally during the first three weeks of the semester. I encourage persons with disabilities or particular needs that impact course performance to meet with me to co-design accommodations.

For additional information see:
http://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm

Feedback

Professor
You and I will meet (at least) two times for a conference about your writing. Your conference with me will be held in lieu of class, so missing your scheduled conference = missing class.
Everyone will get holistic feedback on their writing. You can also ask for more detailed feedback and I will deliver. I won't mark up your essays with a bunch of red ink as a standard practice, but I'm happy to do so on request.

Peer and Writing Center
The Writing Center offers free, one-to-one (in-person and online) and small-group workshop writing support to all Baruch students. The Center's consultants work collaboratively with you to deepen your writing and English language skills. At any step in the process, they'll help you become a more confident and versatile writer. I encourage you to schedule your appointment well in advance of when your writing is due. You can schedule an appointment at: https://bc.mywconline.com/. Log on to their website, writingcenter.baruch.cuny.edu, to learn more.

Additional Policies

What if I need to drop the course?
If you feel you must drop or withdraw from this course (and I hope you don't find yourself in that situation), you must do so by the dates on the Baruch College academic calendar. Merely ceasing to attend class is not the same as dropping or withdrawing; dropping and withdrawing are separate, formal administrative procedures. Dropping is officially removing the course from your schedule within the first three weeks of class with no grade of W appearing on your transcript; withdrawing is officially removing the course from your schedule any time between weeks 3 and 11, and as a result, receiving a permanent "W" on your transcript for the course. If you're having difficulty in the class for any reason, I encourage you to let me know so we can try to find a solution besides withdrawing.

Can I turn work in late?
All work is due at the time specified within the assignment details. Please note that technology issues, including files you turn in that I cannot open, do not constitute an excuse for late work. Double check your files before and after you submit them to make sure your peers and I who will be reviewing them can open them.

How much time will the class require?
The college standard is that students spend about two hours working outside of class for every hour spent in class. For this three-hour course, that equals approximately six hours of time outside of class. It won't take that much time most weeks, but consider it a baseline for your planning and time management over the course of the semester.

Academic Integrity

Plagiarism is a serious offense that, if done knowingly and depending on the severity and other factors, can result in a failing grade (or worse) and a mark on your permanent academic record. I'll expect you to compose your projects ethically, meaning that if you use the work of others you cite that work, and that all work in this course is original, composed for the first time for this course, and is entirely your own, to the degree that anything we write is entirely our own. **All students enrolled at Baruch are expected to maintain the highest standards of academic honesty, as defined in the Baruch Student Handbook.** Cheating and plagiarism are serious offenses. The following definitions are based on the College's Academic Honesty website:

Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:

> Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
> Presenting another person's ideas or theories in your own words without acknowledging them
> Using information that is not considered common knowledge without acknowledging the source

If you ever have any questions or concerns about plagiarism, please ask me. You can also check out ***the online plagiarism tutorial*** prepared by members of the Newman Library faculty at http://newman.baruch.cuny.edu/help/plagiarism/default.htm and Baruch College's academic integrity policy at http://www.baruch.cuny.edu/academic/academic_honesty.htm.

Backing up Your Work

As you may have learned the hard way in the past, it's a good habit to save important files such as course work to a location aside from your laptop or whatever computer you may use for your classes—for example, Google Drive, your own free Dropbox account, and/or an external hard drive. Hard drives crash, thumb drives get lost, and unfortunately laptops can get stolen. While I'll be sad along with you should this happen to you, it's your responsibility to make sure you back up your work so that life—and your effective participation in this course—can go on.

Chat GPT, Large Language Models (LLMs), and Other AI Tools

We'll work with these tools sometimes in the class, but the rules for using them will be different for each assignment. Here are some general guidelines for the whole course:

- In general, it's always fine (and encouraged!) to use ordinary spell check and grammar-checking tools to help you polish your writing. It's also fine to use Chat GPT to help you polish your spelling and grammar and/or help brainstorm ideas.
    - One caveat to this: Many college instructors in the humanities are requiring more and more in-class writing because they've been burned by students using LLMs. If you want to work on grammar and sentence structure more than usual in this class to prepare for that (these things aren't our major focus), let me know and I can give you extra feedback and/or help. Obviously, if that's your situation, using LLMs to polish your writing won't do you much good, but it's up to you.

- Do not use GPT to do the actual thinking and writing for you; that defeats the whole purpose of the class. Also, neither I nor anyone else wants to read a blatantly AI-generated personal narrative (or one heavily padded with GPT-generated description), or GPT's analysis of the "rich tapestries of themes" in *The Giver*, or *1984*, or *The Lord of the Flies*, or *The Great Gatsby*, or *The Handmaid's Tale*, or any other novel frequently assigned in middle or high school. If your work appears to be AI generated, I'll run it through multiple online AI detectors. If one of them flags your work, I'll give it back to you without a grade and you'll have to redo it. Persistent or severe violations will be referred to a higher authority, and disciplinary action may ensue. If it's obviously AI, it's a problem.
- You are always responsible for the accuracy and authenticity of the writing you turn in, and LLMs have major limitations, especially when it comes to accessing real sources and information. LLMs, even the paid models, regularly hallucinate fake sources and false information, so be extremely cautious using them for help with research papers in this or any other class. They're good for brainstorming, polishing, and perhaps organizing, but there's no algorithm for truth.
- Don't use AI to do annotations on Perusall.