ENG 2150 STA Fall 2024 Syllabus
Culture, Taste, & the American Dream

Instructor: DJ Dolack
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Meeting Time (In-Person): Tuesdays 5:40pm – 7:20pm
Location: 17 Lexington Ave, Room 1224

Course Description:

This course will help to improve your ability to analyze information and all of the ways it's delivered to you, including via alphabetic text (not text message, or maybe text message?), images, audio, and more. This semester, you will consume and respond to work from a variety of discursive genres, and will use your analytical skills to synthesize and compose viable persuasive arguments for and against them. You will also look at the work of your peers to help you better understand what techniques and approaches can make writing successful. With the comments of your instructor, as well as those of your peers, you will emerge with opinions that are clearer, more concise, well argued, and that present a mature and informed unique voice. You will also become proficient in analyzing sources, both credible and not-credible, and including relevant findings in research projects. That is, if you put in the effort!

After completing ENG 2150, you should be able to:

- **Critically analyze texts in a variety of genres**: 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.
- **Use a variety of media to compose in multiple rhetorical situations**: Apply rhetorical knowledge in your own composing using the means of persuasion appropriate for each rhetorical context (alphabetic text, still and moving images, and sound), including academic writing and composing for a **broader, public audience using digital platforms.**
- **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.

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What you need for this course:

- A Blogs@Baruch account and access to the course blog.
- Access to the NY Times and WSJ, online version preferred (they're free)
    - Go to nytimes.com/passes and enter your Baruch information
    - Go to: https://partner.wsj.com/enter-redemption-code/CUNYnd5wtb6z

You should use your Baruch email to sign up for the WSJ.

Course Expectations and Grading:

Because we meet in-person only on Tuesdays, you will also need to demonstrate engagement and participation online throughout the week, whether that be in your own blog posts, or in thoughtful, constructively critical responses to others' work in your comments on your peers' work. In many ways, composing and responding to ideas in this way will more closely mirror the world outside of academia, and better equip you to more effectively engage in such discourse in your courses across the curriculum and beyond graduation.

A note on feedback: Students in traditional writing courses tend to rely on their instructor's feedback for the "correct" way to frame an argument, develop a paragraph, or even craft a thesis statement. While that individual feedback can be very important to developing your skills as writers, it's not the only way to progress. **In fact, paying close attention to the class discussions about the craft of writing and learning to trust yourself to implement that guidance can often be more impactful, and can help you develop your skills more quickly.**

Much of my feedback comes in the form of discussion, critiques, and questions during class time. This is why it's so important for you to be active participants during each class. **I will give you written feedback on your work, don't worry, but I will not rely on it as the primary way to improve your skills. You need to be active in that development as well.** If you take good notes, ask good clarifying questions, and actively try to take ownership over your own process, you will become a better, more effective thinker and writer in all of your courses, and throughout your career. Soon enough, there will be no instructor making comments on your work. Let's try to see what that feels like this semester. (Again, don't worry, you'll receive plenty of personalized feedback from me, regardless.)

Breakdown of Grades:

I will do my best to be clear about your assigned grade in every aspect of this course. I will be using a 100% grading scale, with no curve, to assess your individual assignments and your overall course grade. Larger assignments will also be accompanied by a general grading rubric on which I will base my scoring. Prior to any major assignment, we will review that rubric as a class, and I will answer any questions you might have about the grading process. At any time, if you would like to speak with me about your grade, please just ask. I am more than willing (and happy!) to discuss your progress in the course and goals for improvement.

Weekly Reading/Writing (25% of course grade)
Weekly written responses to course readings; informal reflective essays; responses to your peers' ideas and opinion and overall engagement online. **Please expect to write at least 500 words per week.**

Analysis Essay 1 (30% of course grade)
~ 2,000 words; 6 double spaced pages; two drafts

Analysis Essay 2 (30% of course grade)
Research-Based Argument Essay
~ 3,500 words; 9-10 double-spaced pages; two drafts

Class Participation & Attendance (15% of course grade)
Class Participation includes your ***active*** discussion in class (both in Tuesday's class and in your comments on peers' work), the effort of your participation in group work, your preparedness for class (did you clearly do the reading?), etc.

Lateness and Absences

It is very important that you are in attendance every night we have class. Of course, things happen, holidays happen, and this somewhat new class modality can be difficult for all of us at some point, so I understand that your attendance is not always possible, but please do your best to notify me as soon as you know that you will be late or absent. Also, if you know that you will have difficulty making it to class on time for any reason at all – including work, childcare, disability, etc. – please just let me know and we can figure something out.

Only three (3) Tuesday evening unexcused absences are permitted. After three absences, your participation grade will be impacted and lowered by one full letter grade. So if you miss 4 classes, the best possible participation grade you can earn would be a B. This might not sound like much now, but when it comes time to calculate grades, it is often a major factor.

Students with six unexcused absences for class sessions will unfortunately earn a WU for the course.

Excused absences (i.e., those that do not adversely affect your grade) are granted at the discretion of the instructor (that's me). If you are absent from class, it is your responsibility to get all due work to me! Please talk to me if there are any questions concerning absences from this class. I am always willing to discuss!

Academic Honesty and Integrity:

As a member of this class, I expect you to maintain ethical standards for research and writing, and I expect everything you hand in to be your own work, unless appropriately cited.

This certainly means that AI-generated essays (those generated with substantial help from AI) will not be accepted, and/or you will receive an F for the assignment. I understand that AI can be a powerful tool, and we'll talk more about that in class discussion, but you're here to craft arguments and essays with your own brains. What you'll see as the semester goes on is that learning how to argue – how to craft an argument and present it to any audience – goes a long way toward helping you in ALL aspects of your academic and professional careers!

Because this course revolves in many ways around the idea of truthfulness, honesty, and integrity, we as a discursive community will be paying close attention to the ethical standards work is created, revised, and submitted. So please, do yourself and your classmates a favor: do not engage in dishonest practices when it comes to this course. As Baruch College's policy on Academic Honesty states, in part:

Cheating and plagiarism are serious offenses. The following definitions are based on the College's Academic Honesty website at:
https://provost.baruch.cuny.edu/academic-affairs/academic_honesty/

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaborating on a take home assignment or examination
- Using unauthorized notes during a closed book examination
- Using unauthorized electronic devices during an examination
- Taking an examination for another student
- Asking or allowing another student to take an examination for you
- Changing a corrected exam and returning it for more credit
- Submitting substantial portions of the same paper to two classes without consulting the second instructor

· Preparing answers or writing notes in a blue book (exam booklet) before an examination
· Allowing others to research and write assigned papers including the use of commercial term paper services

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's ideas or theories in your own words without acknowledging them (this includes the use of AI technologies such as ChatGPT)
· Using information that is not considered common knowledge without acknowledging the source
· Failure to acknowledge collaborators on homework and laboratory assignment

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

What else?

You'll need to bring empathy and respect to all class interactions. Due to the format of this course, much of the work I will ask you to do will be posted online. This includes commenting in discussion threads and on your peers' work. As you know, sometimes the online format tends to bring out aggressiveness or a lack of empathy in certain discussions. All one has to do is scroll through Twitter feeds to understand that we can sometimes NOT be at our best when engaging in online discussion. But that's not ok here. (Nor should it be ok anywhere, but let's stick to the point.) Of course, you will (and very well should!) engage in discussions of dissenting opinion, and some of those discussions might get spirited and emotional. That can be a great thing for healthy discussion and understanding! However, your contributions to this class, online and in person, should be respectful, empathetic, and attentive to the multitude of opinions and identities shared by your classmates and the diverse community at Baruch College. **Throughout the semester, we will strive to provide an inclusive, safe, and trusting space for all students to share their ideas and opinions. We will also treat each other with respect and fairness, regardless of our ethnic, cultural, and/or religious backgrounds, beliefs, sexual orientations and personal identities.**

We're living in an exceptional time in the history of this country, and tolerance and understanding are integral to effective dialogue. If we as a class come to find one of our members actively working against such precious values, swift administrative action will be taken involving the highest levels of this institution. In short, express yourself, but also be a good listener, and more than anything, be nice.