

# college writing II

## writing about literature

engl 130-33146 | spring 2023

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**office hours:** Wednesday 9:30 – 10:30 a.m.  
Or email to schedule an appointment.

**class meetings:** Mon | Wed 10:45 a.m. – 12:00 p.m.  
Your CUNY login is required.

**Zoom videoconference**

**meeting ID:** 864 9307 7428 | **passcode:** 913321

**course website:** Blackboard

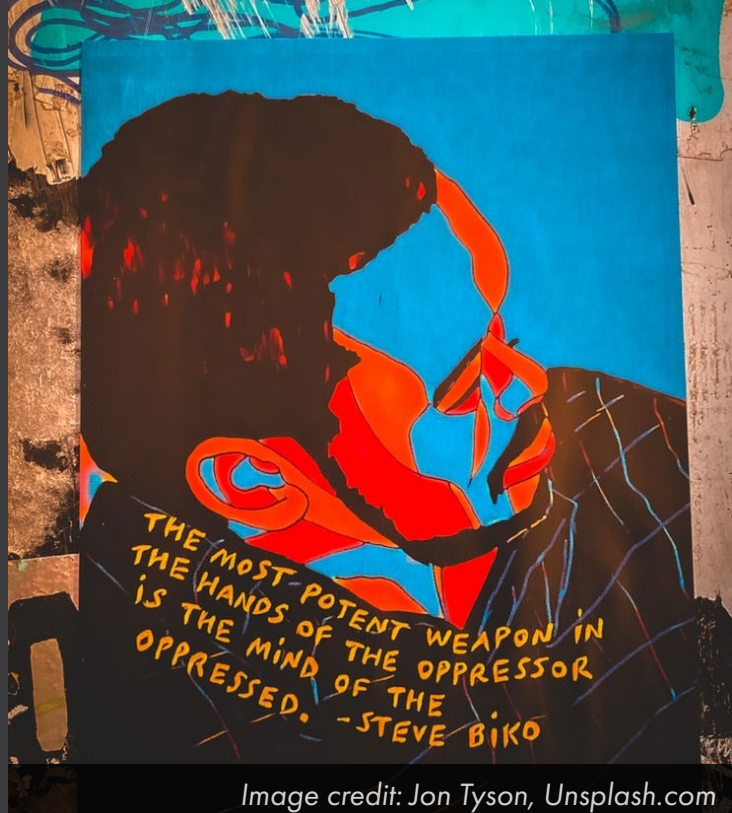


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## COURSE DESCRIPTION

College Writing 2 (CW2) is a methods course in a discipline. In CW2, ENG 130: Writing About Literature, you will learn how to engage in scholarly conversations about literature by using close reading of primary and secondary sources, conducting original research, and developing analytical arguments about literary texts in different genres. You'll build on the interdisciplinary work you did in ENG 110 by learning to write well in the discipline of English Studies. My aim is to teach you to write about literary texts in ways that connect with the practices, methods and conventions of the discipline, and that are also shaped by the questions and interpretations that are meaningful to you. Using methods of reading, writing and research that are common to English Studies and other literary fields, you'll identify the questions that interest you most about the texts you read.

Over the course of the semester, you will read and discuss texts, complete regular informal reading and writing exercises, write several longer essays, and prepare a brief retrospective, all while exploring works of literature. You will learn how to construct critical conversations about literature through independent research into the historical, theoretical, and critical contexts of the work. These skills will encourage you to claim ownership over your work and learn how to develop your writing independently.

## shaping a world

Our entry point for the literary texts we will be reading this semester will be the question of how literary texts challenge cultural oppression and the roles defined by it. How does status defined based on a character's race, ethnicity, gender, sexuality, and economic status? How does power contribute to those definitions, and how do literary texts provide a means to defy that power? We'll pursue answers to these questions (and more) through the lenses of history, race, gender, ethnicity, nationality, class, colonialism, and power. As we pursue answers to those questions, you'll learn how to contribute meaningfully to scholarly conversations and perhaps start conversations of your own.

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# learning objectives

In order to develop as confident academic writers, you will produce writing that responds to diverse forms of literature and take ownership of your work as emerging scholars.

Course Goal	Assessed by
Learn how to engage with other scholars in meaningful conversations about literature.	Discussion posts, annotations, writing assignments, essay drafts
Obtain overall fluency in the elements of academic writing: including thesis, evidence, analysis, format, revision, critical reading, quoting, summarization, and paraphrasing.	Discussion posts, annotations, writing assignments, essay drafts
Attain reasonable fluency in modes of thinking and writing about literature, including analyzing and interpreting texts through close reading, evaluating and arguing textual analysis, deploying critical terms and making inferences.	Reading, annotations, writing assignments, essay drafts
Make use of prewriting and invention techniques: including freewriting, notetaking, brainstorming, and developing ideas and language through a process of planning, drafting, revising, and editing.	Reading, annotations, writing assignments, essay drafts
Analyze your own and other students' writing for clarity, focus, and rhetorical effectiveness and understand yourself as a writer developing a voice.	Writing assignments, essay drafts and revision, and peer review
Learn research practices that will help strengthen your writing and thinking.	Writing assignments, annotated bibliography, Research Essay
Take ownership of your work and gain an understanding of your own voice, style, and strengths.	Writing assignments and essay drafts and revision

English 130 is the foundational writing class at Queens College and fulfills the English Composition 2 Pathways requirement.

## tech requirements, setup, and skills

### High-Speed Internet Connection and Audio Input/Output

In order to access materials and assignments for the course and to participate in our Zoom meetings, you will need a high-speed Internet connection. You will also need speakers or headset for audio input, along with a microphone or equivalent audio output in order to verbally participate in discussions.

### Blackboard

Course materials and assignments are posted on Blackboard. Your login for Blackboard is the same login that you use for CUNYfirst (your CUNYfirst Username followed by "@login.cuny.edu"). Review the [Student Starter Guide](#) for information on how to use and navigate Blackboard.

### Queens College Email Address

I'll contact you via your [QC email address](#) (your CUNYfirst Username followed by "@qmail.cuny.edu"). If you haven't yet set up your QC email account, review the [Student FAQs page](#) on the Help Desk website.

### Zoom for Class Meetings

In order to join our class Zoom sessions, you will need to login using your CUNY login, the same login you use for CUNYfirst. Go to <https://cuny.zoom.us> to log in. Follow these instructions [if using the Zoom app](#).

A professional profile photo is required. Review the [Customizing your profile instructions](#) for how to add or update your profile photo. You will need to log in to save the profile photo.

### Microsoft Office 365

[Microsoft Office 365](#) is included with your QC enrollment. Instructions for downloading Microsoft Office 365 are available on the [Help Desk website](#). You will use Microsoft Word for your essays and PowerPoint to develop your final essay presentation.

### Acrobat Reader DC

For this course, you are required to annotate the texts we read, and there are various tools that you can use to accomplish that. I recommend [Adobe Acrobat Reader DC](#), which is free and allows you to annotate texts using comments and highlighting. We'll discuss how to use it in class, and [information on how to annotate in Acrobat is available on the Adobe site](#).

## succeeding in this course

The following are policies, best practices, and expectations for this course, many of which you will likely find to be helpful in any college course. Arguably, the most important aspect of succeeding in any college course is your active involvement in and pursuit of your higher education. In other words, your success largely depends on you.

### best practices and expectations

- **Daily:** Check your college email daily for updates about the course and from the college.
- **A few times per week:** Review the Course Calendar to help you to plan for upcoming writing and reading assignments.
- **At least twice per week:** Check Blackboard, where I post announcements for the whole class.
- **Prior to our class meetings:** Complete reading assignments and review videos. Complete writing assignments so that you are prepared for class discussion.

### course policies and expectations

To receive a passing grade (D or above) in this course, students must at minimum:

- **Complete the three essays and drafts:** Submit a final draft of the three essays ranging from 1400 to 2100 words (required by the English Department), each accompanied by a zero and a formal draft (required by the instructor).
- **Be present:** Attend class session (barring rare emergencies), complete in-class writing assignments (must be completed in class), and participate in class discussions. If you can't make it to class, please contact me **before** class.
- **Be prepared:** Complete writing exercises on time, view and annotate videos, and annotate readings in response to authors.
- **Be an active learner:** Actively participate in discussions, meaning volunteer to thoughtfully contribute to our conversation without waiting for me to call on you and take notes.

## contact me for help

### Don't be shy—I'm here to help you learn!

Reach out if you need anything necessary to support your learning and well-being. If you're unclear about any of the assignments or you're unable to complete classwork, please let me know so we can work out possible alternatives together.



**Email:** I'm available 10:00 a.m.–3:00 p.m. Monday–Thursday via email to answer your questions. I usually respond to emails within one to two business days.

***I am not available on weekends, so please review assignments during the week so that there is time for me to respond to your questions.***

### a note on time management and college courses

Most professors rely on a 2:1 ratio for time spent doing work for a class outside of class meeting time to time spent in the (virtual) classroom. In other words, if your class meets about four hours a week, you are expected to work approximately eight hours per week on your own time. That includes time spent reviewing your class notes; watching lecture videos; completing the reading, including annotation and taking notes, thinking and writing about the reading; doing additional research; and writing and revising your essays.



# respectful participation in a writing community

As your instructor, I'm committed to supporting all students in our class and maintaining a safe virtual space as we navigate life and learning. I want to establish some guiding principles as we move forward together with the semester.

**Respect each other's differences and humanity.** As we explore academic writing through cultural representation and the media, I hope we can also practice empathy and be cognizant that our own day-to-day realities might be different from one another. **This class is a collaborative space for a diverse group of people, and that's exactly the way we want it to be.** Keep in mind that every person must feel comfortable expressing his or her unique ideas in class. We need to respond to each other with respect, even if we do not agree. **Our intellectual goal is to question, critique, and challenge ideas—not people.**

This course operates under a spirit of **nondiscrimination and equality.** While I don't anticipate any problems, note that disruptive behavior or offensive language will not be tolerated and will result in removal from the classroom. **If you experience any inappropriate interaction with your classmates, I encourage you to contact me.**

**Be professional.** Your coursework is more than learning about any specific subject; you are preparing for the world beyond college. In your interactions with your classmates and instructors, please ensure that your conduct and communication reflect courtesy and professionalism.

**View multiple languages as valuable an asset.** I fully support the following statements from Ligia Mihut, Assistant Professor of English at Barry University for our classroom experiences.

**"The ability to communicate in multiple languages and/ or use varieties of English is a valuable asset.** In this course, you are encouraged to use or draw on your varied linguistic and cultural resources. Although we will generally employ English(es) and Standard Written English (SWE) in the classroom, you may resort to other languages and rhetorical practices for particular assignments. To ensure effective communication, we need to consider audience, purpose, and rhetorical strategies on the premise that not all rhetors have the exact same understanding of rhetorical principles.

Hence, whenever you deem necessary, supplement information, resources, and experiences that would enhance the communication practice. For instance, if most of your audience does not speak Spanish(es), you may need to provide translation or captioning; if you discuss writing in international sites or cite authors unknown in Anglophone spaces, offer additional commentary or footnotes to facilitate your audience's understanding of your rhetorical context; or, if you use a particular image in your multimedia project that carries certain cultural connotations, you need to provide supplementary information so that your message effectively attains the intended purpose. **Remember that words, accents, and discourses have power. In this class, you're invited to explore, reflect on, and interrogate power dynamics manifested in personal, home, professional, and academic discourses."**

**Protect the privacy of our classroom,** which also protects your privacy as a student. No one wants to be worried about being trolled while trying to learn. The world is crazy enough, so let's make our virtual class a safe space for everyone.

The following are considered **violations of privacy and are strictly prohibited** without the express consent of the instructor and each student in the class:

- Recording or photographing (screenshots) class Zoom sessions.
- Sharing any codes, content links, or video from this course with persons not registered as students within the course.

**Stay connected.** We can remain connected through various communication platforms. If you're sick and unable to join our virtual class or complete classwork, please let me know so we can work out alternatives together.

**Take care of yourself.** Get enough rest, food, exercise, and anything you need to keep yourself in good health. There are numerous QC resources listed on page 12 and on our Blackboard Resources page, and I'm happy to serve as a connector if you're looking for something particular.

# class structure and policies

## attendance and lateness

Your regular participation is crucially important to developing a **learning community**. To do well in this course, you need to be present for our synchronous meetings and to participate in asynchronous discussions. The discussion and workshop elements that are at the center of this course cannot be made up, so attendance is vital. Additionally, lateness is disruptive to the entire class and interferes with your ability to participate, which affects your grade.

**If you must miss class**, please write me a brief, formal email to notify me; you do not need to explain the reason for your absence. It is your responsibility to catch up with the learning you missed; I suggest contacting peers and reviewing posted materials as a first step. If you want to further discuss class materials or topics covered, you are welcome to visit me during office hours. **Please do not write to me asking if you missed anything important or requesting that I summarize a missed class for you over email.** If you will miss classes due to religious observance or if you have a chronic condition that you believe will cause you to miss more than two classes, please inform me during the first week of classes.

**If you miss more than 3 classes by the middle of the semester**, I'll ask you to meet with me to discuss your capacity to successfully complete the course.

## video cameras: class discussion participation

I encourage you to have your camera and microphone on during class sessions and when sharing your thoughts and questions during class discussion or during group work. Being able to see and hear each other as we interact during this semester is crucial to developing a compassionate, ethical, and supportive learning community. Social connections and collegial discussion are essential to developing ideas for writing. If having your camera on is problematic for your WiFi connection, please let me know. **A professional profile photo is required.** Make sure that your virtual background and profile photos are professional—no violent, obscene, or offensive imagery, please.

## anyone can be an effective writer

I don't think of anyone as a "bad writer," because I operate on the firm belief that anyone can be an effective writer if they develop a strong process of writing and revision. Strong writers understand that writing is a process of writing and re-seeing their writing to make it clearer to their audience. I will provide you with feedback on your writing with the goal of helping you to **learn to pose questions of your own writing**. Rather than approaching writing as good or bad or as something of which I as your instructor approve or disapprove, we will approach writing as a collaborative process that develops and facilitates insightful, intellectual conversations.

## developing a reproducible writing process

As much as you are learning how to write for an academic audience in this class, you are also **developing a strong, reproducible writing process** that you will carry forward with you throughout college and beyond. Writing for college requires a thoughtful commitment to developing your own scholarship.

Only through thoughtfully **producing and extensively revising** a significant quantity of writing will you improve the quality of your writing. The writing process work you do will form the basis for our discussions and for your final essay assignments.



# writing process assignments—building an academic essay

WHAT IT IS	WHAT IT DOES	FEEDBACK TYPE
<b>annotating readings and lecture videos</b>	<p>Academic reading is like listening to enter the conversation of academic writing. Actively annotate to respond to texts and to identify potential evidence, key terms, and ideas. In other words, when you read, you're writing. You will also need to take notes as you watch brief lecture videos.</p> <p><i>How do themes, patterns, and rhetorical technique provide insight into the meaning of literary texts? What questions do you have about the meaning? What remains ambiguous?</i></p>	<p>Your close reading of literary texts and review of lecture videos advance your own learning and your ability to participate in class discussions.</p>
<b>inquiry and brainstorming</b>	<p>The informal writing process exercises and in-class writing you complete will help you to construct your essays and to improve the quality of your writing. They also facilitate your participation in class discussions.</p> <p><i>What discrete components do you need to make your argument in your essay? What questions are you posing of your writing?</i></p>	<p>Feedback is addressed to the class as a whole and minimal on most writing process exercises, but I read them all.</p>
<b>zero drafts</b>	<p>Generate rough ideas for your essay and find the raw material that can be formalized and further developed in subsequent drafts. Ignore errors and allow your thoughts to unfold and develop on the page. Write in the language in which you're most comfortable.</p> <p><i>What are your messy, nascent thoughts and questions? How do you want to develop your argument about the literary text? What's motivating you to write?</i></p>	<p>Feedback is addressed to the class as a whole.</p>
<b>formal drafts</b>	<p>Develop and refine your analysis through extensive revision using ideas from class and suggestions provided in my feedback. Incorporate key terms and ideas and establish connections. Add structure and organization and focus your ideas. Draft your working thesis, introduction, and conclusion and consider an audience of peers.</p> <p><i>How are your writing choices and organization making your argument clear and specific? What does your audience need?</i></p>	<p>You will receive my detailed feedback and feedback from your classmates in a formal peer review.</p>
<b>final drafts</b>	<p>Produce a polished and extensively revised final draft of your essay through development of your formal draft for a public academic audience using ideas from class and suggestions provided in my feedback and in peer review. Clarify your argument and organize your discrete paragraphs. Carefully proofread and edit in order to ensure clarity and your credibility as a writer.</p> <p><i>How can I make my argument clear to an academic audience?</i></p>	<p>Evaluated and graded with feedback aimed at development at future essays.</p>

# formal essay assignments

The class is organized into three progressions, each culminating in a final, graded essay assignment. Each essay progression helps you to develop essential academic writing practices. All writing process assignments help you to construct a polished essay, so it is important that you complete all of them to build your essays.

ESSAY	ASSIGNMENT SUMMARY	LEARNING
1	<b>close reading of a poem</b> Through close reading, identify an interpretive problem in one of the poems we examined and develop a thesis that addresses it. Use at least one literary term to analyze the text and support your thesis with close reading.	How do we use literary terms to analyze the meaning of poetry?
2	<b>lens analysis of a short story</b> Use close reading of "The Starfruit Tree" by Ashwak Fardoush, in conversation with the contextual lens "The Women's Movement in Bangladesh: A Short History and Current Debates" by Sohela Nazneen and the theoretical lens "Feminist criticism" by Lois Tyson. You will analyze the relationship "The Starfruit Tree" constructs between gender and identity, using literary terms and key terms to support your analysis; define those terms precisely, with reference to the secondary texts. You should make your thesis as narrow and focused as possible and attempt to think through the contextual lens provided by Nazneen's article and the theoretical lens provided by "Feminist criticism."	How do we apply contextual and theoretical lenses in order to develop our analysis of a literary text?
3	<b>multimodal researched argument</b> Use a variety of contextual, theoretical, and argument sources to produce a multimodal PowerPoint presentation or equivalent video in order to make an insightful argument that answers an interpretive question that you raise about <i>Things Fall Apart</i> by Chinua Achebe. Support your argument with close reading, using secondary texts to define your terms precisely. Begin with the cultural/historical and theoretical texts that we studied in class and refer to at least two scholarly sources that you find through original research in the QC Library Database.  In order to produce your researched argument, you will also develop a complete annotated bibliography and compose a cover letter that thoughtfully reflects on the writing practices and critical faculties that you gained in the course.	How do we expand the conversation and research credible academic sources?



# essay submission guidelines

You will submit essay formal and final draft assignments electronically to Blackboard as PDF files (no Google Docs, links, or Pages files will be accepted). They are due on the day indicated on the course calendar. Use the following protocol to name the files you submit:

**[Student Last Name][First Initial]\_[Essay#]\_[Assignment Name]**

For example, a student named Frida Kahlo, who is submitting the Essay 2 final draft will name her essay: **KahloF\_E2\_FinalDraft**.

**NB: Following submission guidelines is part of the assignment grade.**

## evaluation and grading

In English 130, you will learn and practice a reflective, recursive, and collaborative writing process as you develop final drafts of your writing for a public audience. Therefore, your final course grade will be a combination of your final draft grades and your writing process grade. Your final course grade will be computed on the 4.0 scale, according to [Queens College grading policies](#).

Assignments	Grade Weight
Writing Process Grade	50%
Participation	15%
Informal process writing and quizzes	20%
Zero and formal essay drafts	15%
Essay Final Drafts Grade	50%
Essay 1: Critical Analysis	5%
Essay 2: Lens Analysis	10%
Annotated Bibliography	10%
Essay 3: Multimodal Researched Argument	20%
Cover Letter	5%

# notes on grading

## participation

Effective participation involves asking thoughtful questions, listening to and elaborating on your peers' comments, and speaking up without dominating. Effective participators don't wait for the "right" words to speak and instead volunteer share reactions, questions, and beginning ideas. Class discussions help you to develop the conversation of academic writing in your essays.

In order to effectively participate in class discussions, you will need to **be prepared by watching videos and actively reading and annotating texts**. As you read and annotate, respond and identify potential evidence, key terms, and ideas. Think about how authors' writing choices contribute to the reasoning of their arguments and what you have to say in response. Your review of materials is measured by statistics tracking.

**A:** Daily, thoughtful participation in discussion; review of all posted materials.

**B:** Frequent to occasional participation in discussion; review of all posted materials.

**C:** Participation only when called on or prompted; some attendance problems; review of most posted materials.

**D:** Refusal to participate even when called on; attendance problems; minimal review of posted materials.

**F:** Consistent lack of preparation for class; no review of posted materials, and severe attendance problems.

## informal and formal writing

**The keys to your success with informal and formal writing are to:**

- thoughtfully complete all assignment instructions in the order posted
- submit on time
- extensively revise your writing using feedback and strategies learned from materials and in class

## informal process writing

Informal process writing is completed using discussion boards, in-class writing (ICW), and quizzes.

## zero and formal drafts

For Zero and Formal Draft assignments, you are graded on thoughtfully completing all assignment tasks; with Formal Drafts, you will receive a grade based on rubrics.

## final drafts

For each Final Draft assignment, you will access assignment guidelines that include a grading rubric. Each final essay for the progression will receive a letter grade from A (or A+) to F.



# assignment due dates/times

Submitting on time ensures that you have the opportunity to receive timely feedback that can guide your revisions. All assignments must be submitted by the deadline on the course calendar and Blackboard to be considered “on time.” Unless otherwise noted:

- **Informal writing process exercise assignments and quizzes** are due by 8:00 a.m.
- **In-class writing assignments** are due at the end of class and can only be completed if you are in class.
- **Essay drafts** are due by 11:59 p.m.

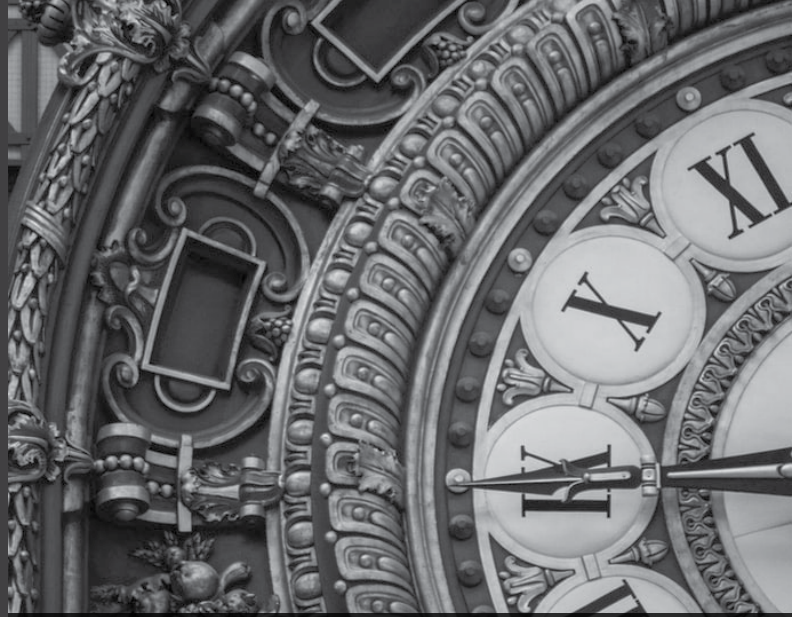


Image credit: Sophie Louisnard, Unsplash.com

## late assignments

Submitting work late and not submitting work at all make it much harder for you to build your essays and to stay on track with the work for our course.

- Late informal assignments and essay drafts will not receive detailed feedback. However, you are always welcome to schedule office hours to discuss your submissions. For late submissions, the grade will be lowered by 10 points (e.g. from a B to a C) per day beginning the minute after the deadline. The grade will continue to go down by a letter grade every 24 hours until the assignment is submitted.
- For late final essay drafts, your draft grade will be lowered by 5 points (e.g. from a B- to a C) per day beginning the minute after the deadline. The grade will continue to go down by half of a letter grade every 24 hours until the essay is submitted.

## extensions

If you require an extension on an assignment, you should email me at least one day prior to the due date/time. I don't need to know the reason and usually extend the deadline by one day. I don't typically give extensions for problems such as computer crashes, conflicts with other course assignments or extracurricular activities, oversleeping, or other personal difficulties. I also strongly advise you to keep backups of your works-in-progress. **Use extensions sparingly—only one is recommended.** Ultimately, you're accountable for completing the course work.

## missing assignments

Missing a deadline is stressful. Sometimes it's just a one-off, but sometimes it's the result of something more persistent—struggling with the material, life circumstances, or mental state. **If you're struggling with the material or to meet deadlines, contact me so that we can work out a plan for you to complete the work.**

## free passes

### Informal Writing Exercises

You are automatically granted exemption from two exercises. If you want to take a third for any reason/no questions asked, write “PASS 3” at the beginning of the assignment.

### Zero and Formal Drafts

Sorry—no passes unless you **contact me at least one day prior to the due date**. However, use these passes sparingly. Submitting Zero and Formal Drafts on time is essential to ensuring that you have time to complete them and that I have time to provide you with feedback that will advance your writing. I don't provide feedback on late drafts that are submitted unless you and I have a discussion prior to the due date.

### Final Essay Drafts

For Essays 1 or 2, you may submit one day late without penalty, but you must **email me at least one day prior to the due date**. No extensions can be granted for the Essay 3 Final Draft because grades will be due.

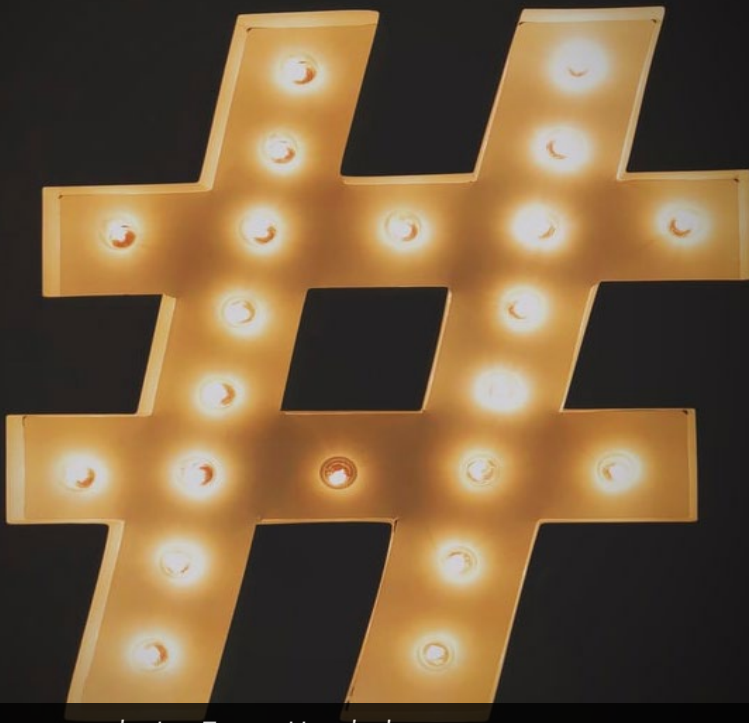


Image credit: Jon Tyson, Unsplash.com

## know your rights

### accessibility and accommodations

If you have or develop any condition that might require accommodation in this class—for example, a medical condition—you should immediately contact the Office of Special Services (OSS) at [qc.spsv@qc.cuny.edu](mailto:qc.spsv@qc.cuny.edu). OSS will ensure you receive any additional support needed to fully participate in and succeed at QC. You are welcome to inform me if you are comfortable doing so. We all have different ways of learning. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them.

### title ix/clery act notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Know your rights, and please refer to the [Queens College Title IX website](#) for more information, and/or seek assistance.

Also, please know that disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

## academic integrity

College Writing will provide you with strategies for working ethically and accurately with the texts you engage. We will discuss source use practices that prevent plagiarism, a serious academic offense that runs counter to our academic community's core values of honesty and respect for others. According to the [CUNY Policy on Academic Integrity](#), plagiarism is the act of presenting another person's ideas, research, or writing as your own. The following are some examples of plagiarism, but by no means an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Websites and businesses set up to sell papers to students often claim they are merely offering "information" or "research" to students and that this service is acceptable and allowed throughout academia. **This is absolutely untrue.** If you buy and submit "research," drafts, summaries, abstracts, or final versions of a paper, you are committing plagiarism and are subject to stringent disciplinary action.

NB: Using Artificial Intelligence, like ChatGPT, without attribution or citation counts as plagiarism, and these same policies apply.

**Final drafts that contain plagiarism will receive a zero grade, may result in failure of the course, and the case will be reported to Queens College.**



## course texts

**Watch any videos before you begin reading**, as they will help you to better understand texts. The lecture videos are part of your class participation grade and will help you to apply writing concepts and practices.

The required readings are available on the Course Texts page on Blackboard.

### essay 1: critical analysis of a poem

- "Poetry Is Not a Luxury" (1985) by Audre Lorde
- Selection of Poems

### essay 2: lens analysis of a short story

- "The Starfruit Tree" (2015) by Ashwak Fardoush
- "The Women's Movement in Bangladesh: A Short History and Current Debates" (2017) by Sohela Nazneen
- "Feminist criticism" excerpt from *Critical Theory Today* by Lois Tyson (pp. 91-93)

### essay 3: multimodal researched argument

- "An Image of Africa: Racism in Conrad's 'Heart of Darkness'" (2016) by Chinua Achebe
- "Discourse and Power" (1992) by Stuart Hall
- "Chinua Achebe and the Invention of African Literature" (1996) by Simon Gikandi
- "Post-colonial criticism" excerpt from *Critical Theory Today* by Lois Tyson (pp. 417-432, 426-427)

You are also required to purchase the following text, which is available at the QC Online Bookstore.

***Things Fall Apart* (1958) by Chinua Achebe**  
(paperback, ISBN 978-0-385-47454-2)

### readings on writing

The readings on writing will help you to think about what your writing is **"doing"** and with how and why to apply academic writing strategies and practices.

- Selections from *The Craft of Research* (TCOR on the Course Calendar) by Booth, Colomb, and Williams
- "Linking Evidence and Claims" by Rossenwasser and Stephen
- "Motivating Your Argument" by Williams and Colomb

## writing guides

The Writing Guides that we will use for this class were created by writing professors at Queens College (including me) and academic writing instructors outside of our college. They are tools to help you compose academic arguments to participate in the many conversations that exist in our intellectual communities at QC and beyond. They are short documents, but they are packed with important information that will help you develop as an academic writer (and ensure that you don't have to buy a textbook). **You are required to read writing guides for every class.**

- 8 Strategies for Engaging Secondary Sources
- Actively Reading and Annotating Texts
- Argumentation
- Citing Sources
- Closely Reading Poetry and Prose
- Connecting the Conversation
- Developing and Structuring Your Argument
- Developing Strong Claims
- Effective Paragraphing
- Effective Thesis Statements
- "Elements of the Academic Essay" by Gordon Harvey
- Elements of the Annotated Bibliography
- Functions of Sources
- Identifying Intellectual or Interpretive Problems
- Lens Analysis
- Model Sentences for Engaging Multiple Sources in Conversation
- Model Student Introductions
- Organizing and Developing Argument
- Proofreading and Editing—The Final Step
- Radical Revision
- Rhetorical Situation and Appeals
- Sandwiching Quotes
- Section Titles and Signposting
- Socratic Questioning Method
- Strong Research Questions
- Theme to Thesis
- Transition Words and Phrases

**You will also read infographics.**



Images: Audre Lorde (Spellman College Archive), Ross Gay (author website), Ashwak Fardoush (provided by author), Sohela Nazneen (Institute of Development Studies website), Chinua Achebe (Paris Review)

# resources

## student resources

There are numerous services available to Queens College students, all which seek to support your physical, psychological, educational, and social well-being. Each department attempts to address your overall adjustment to college and assist you in any way it can. Here are a few resources, but feel free to reach out to me if you're looking for something that you don't see here.

- [The Office of Special Services](#)
- [Counseling Services](#)
- [Minority Student Affairs](#)
- [Health Services](#)
- [Academic Support Center](#)
- [Knights Table Food Pantry](#)

## writing resources

If you need additional help with your writing beyond our class or my office hours, you are encouraged to utilize any of the following writing resources.

[The QC Writing Center](#) provides free writing support services to all enrolled Queens College students and is a helpful resource for writers at any level. Visit the website to make an appointment. I give credit for up to two visits.

[The Queens College Benjamin S. Rosenthal Library](#) provides students with remote access to its database and electronic collection from anywhere, using their QC ID or CUNY login credentials. Help is available 24 hours a day, seven days a week.

[The Purdue OWL Writing Lab](#) is an invaluable reference for citation formatting and style. Bookmark it, since we'll reference it often.

[The University of North Carolina Writing Center](#) has numerous helpful handouts on writing, some of which we'll use in our class.

## support in a time of crisis

If you are experiencing a mental health crisis, **please reach out for help**. The CUNY Crisis Text Line is free, 24/7 support for CUNY students in crisis. **Text CUNY to 741741** from anywhere in the US to text with a trained Crisis Counselor. The volunteer Crisis Counselor will help you and support you. **And remember: it takes courage to ask for help.**

Visit the website for more information.

<https://www.crisistextline.org/>

