

Ways of Seeing/Ways of Hearing

English 101: Introduction to Composition & Research

Sections 0803

Spring I 2022 | 3 Credit Hours

Lecture-Discussion-Workshop

Contact Information:

Instructor: Professor Paul Fess

Instructor Email: pfess@lagcc.cuny.edu

Class Meetings: Tuesday (in-person): 3:25-5:35
Room: E-107

This is a hybrid course so we will only meet in-person on Tuesdays. The online portion of the course will consist of participation in the CUNY Academic course site. This will be asynchronous, meaning you do not need to be online at a certain time to complete it. You will be able to do the work at your own pace within the due dates outlined in the course schedule.

Office hours: Tuesdays: 10:00AM-11:00PM
E-254

Virtual office hours: Thursday: 3:30PM-4:30PM
(or by appointment)
You can use this [Zoom link](#) for office hours.

Course Description:

From the Course Catalog:

In this course students focus on the process of writing clear, correct and effective expository essays in response to materials drawn from culturally diverse sources. A

minimum of one contact hour per week contains curriculum designed to improve basic skills deficiencies in writing by grammatical concepts. Emphasis is placed on using various methods of organization appropriate to the writer's purpose and audience. Students are introduced to argumentation, fundamental research methods and documentation procedures. Students write frequently both in and out of class. Admission to this course is based on college placement test scores.

Section Description:

The theme for this section of English 101 will be “Ways of Seeing/Ways of Hearing,” and in addition to discussing principles of writing we will also explore the provocations issued by John Berger in his *Ways of Seeing* project and Damon Krukowski in his recent podcast series *Ways of Hearing*. We will discuss the ways that these means of perceiving the world have developed, how they are changing, and how they affect our own experiences. In-class discussions and short online writing assignments about these projects will inform your longer essays. As you develop your writing, you will delve into conceptual frameworks for thinking about sight and sound and how our understanding of these senses define our experiences. Our exploration of this topic will occur as we discuss various principles and techniques of the writing process, and over the course of the semester you will produce four major writing assignments, including a research paper.

Student Learning Outcomes and Objectives:

Please see the [“Introduction to English 101” handout](#)

Pathways Student Learning Objectives:

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

Course Learning Objectives:

1. Introduce process-based writing, including prewriting, drafting, revising, editing, proofreading, critiquing, and reflecting.
2. Enable students to read, write, and listen critically and analytically, including identifying a text's major assumptions and assertions and evaluating its supporting evidence. As part of this process of inquiry and problem solving, faculty will familiarize students with the concepts of audience, voice, context and purpose.
3. Provide students with opportunities to write clearly and coherently in varied academic genres, rhetorical modes, and forms of argumentation using standard written English (SWE).
4. Provide early assignments that allow students to practice utilizing summation, paraphrase, quotation, and citation to create well-reasoned arguments.
5. Provide later assignments that enable students to develop research skills, most importantly the evaluation and synthesis of primary and secondary sources.
6. Enable students to formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation and avoiding plagiarism.
7. Enable students to complete essays that will increase in complexity, ranging in length from 600 to 1500 words.

Resources:

- **What technology or materials will I need?**
 - I have tried to make material accessible across different kinds of electronic devices (computers, phones, tablets), so you should be able to do the work with the hardware you already have. Of course, **if you have difficulties accessing the material let me know ASAP.**
 - I will also include captions for screencasts and other methods of making course material accessible, but if this does not meet your needs please let me know.
- [CUNY Commons course site](#)

- **Reading/Viewing/Listening**
 - *They Say/I Say* by Gerald Graff & Cathy Birkenstein (**linked in the schedule** and on the course site under [“Readings.”](#) The password is english101)
 - *Ways of Seeing* by John Berger (**linked in the schedule**)
 - Smarthistory: Art, History, Conversation (**linked in the schedule**)
 - *Ways of Hearing* by Damon Krukowski (**linked in the schedule**)
 - Any other course readings will be available on [the course site](#).
 - Password for the reading page is **english101**

Papers & Projects

- **Paper 1 (15%):**
This will be an essay that you write at home and will respond to material from the “Ways of Seeing” unit of the course. Word count: 1000
- **Paper 2 (20%):**
This will be an essay that you write at home and will respond to material from the “Ways of Hearing” unit of our course. Word count: 1200
- **Final Project (35%):**
This will be your final essay. It will address a prompt I distribute that will ask you to write about some aspect of the course theme using two or three sources. You will produce a rough draft and a revision as part of the submission process. Word count: 1500
- ***** (10%)**
- **Blog posts (20%):**
Including your introduction post, there will be 10 blog posts due this semester. Generally, you will respond to questions I pose to the class; these will typically ask you to find and discuss material from the Web that deals with the material we’re reading. Word count: around 200 words

As part of these assignments, I would also like you to respond to at least one of your classmate’s posts.

Attendance Policy:

Attendance is counted in two ways: 1. Showing up for our in-person meetings on Tuesdays; 2. through the weekly tasks you complete on the course blog. If you miss a meeting you will be counted absent for that day, and if you miss a task/assignment, you will be counted absent for that week. If you miss more than 8 hours of class, you will earn a failing grade, as per LaGuardia's handbook.

What You Can Make Up

- Making up missed work **does not erase absences**. Again, you should strive to attend every class meeting.
- **You may make up major-grade work** (such as papers) if you missed class due to **legitimate circumstances** beyond your control (i.e., a documented illness or medical emergency; a family funeral; activities at which you officially represent the College). If such circumstances should arise, please promptly communicate them to me and we can work something out.
- You may arrange to turn in major-grade work in advance or online by contacting me.

What You Can't Make Up

- **You cannot replicate the experience of participating in class discussions or group work, or completing in-class writing, or other daily class work.** Therefore, the daily work that you miss due to absence or tardiness cannot be made up.

Revision Policy:

Students are allowed to revise their first two at-home papers for an improved grade, if they follow these rules: 1) students must have turned in the first and final drafts on time. 2) students wishing to revise their papers must meet with me and present a revision plan. (This will be a detailed, written course of action to address the comments I gave you on your graded essay.) 3) students must turn in the revised paper within TWO WEEKS of getting the first grade.

Online Environment and Interactions

I want everyone to have a good experience in this class. Be respectful of each other's differences, and help me foster a class environment where everyone feels empowered to learn. If something in this class makes you uncomfortable, please let me know. I will do my best to remedy the situation.

Plagiarism

It WILL NOT BE TOLERATED. We will talk about plagiarism in class, but please note: Any paper exhibiting plagiarized work will fail immediately, thereby lowering your overall final grade. If the case is severe (more than one or two sentences), you will also fail the course, and your work will be reported to the college via an Academic Integrity Complaint. The LaGuardia Community College Policy on Academic Integrity can be found here: <http://library.laguardia.edu/files/pdf/academicintegritypolicy.pdf>

Emergency Communications Policy

If I have to unexpectedly cancel class for any reason, please check your LaGCC email or look on our Blackboard page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

Accessibility

Please let me know, in person or by email, if you have any accessibility issues with the course. You can also register with the Office for Students with Disabilities (OSD), which provides services for students with disabilities to ensure access to College programs. They offer personal, academic, career, and accommodations counseling, evaluation referrals, testing for learning disabilities, and adaptive/assistive technology. They are located in M 102, and can be reached at (718) 482-5279 (TTY x6057).
<http://www.lagcc.cuny.edu/osd/>

Schedule

Ways of Seeing

Week 1 (03/08-03/11)

Tuesday (03/08): 1st Day of class

Welcome!

Register: [CUNY Academic Commons](#)
(create an account using your LaGuardia email address.)

Familiarize yourself with our [course page](#)

Friday (03/11):

Read: [They Say/I Say “Introduction”](#) by Gerald Graff & Cathy Birkenstein

Password: english101

Watch:

- From *Smarthistory*
 - [“The Power to Look”](#)
 - [“How Art Can Help You Analyze”](#)

Respond: [Blog post #1](#)

Week 2 (03/15-03/18)

Tuesday (03/15):

Read: [They Say/ I Say, “Chapter 1: ““They Say”: Starting with What Others Say”](#)

Watch: [Ways of Seeing “Episode 1” by John Berger](#)

[Complete in-class handout](#)

[Discuss Paper #1](#)

Friday (03/18):

Watch: [*Ways of Seeing*, “Episode 2” by John Berger](#)

Respond: [Blog post #2](#)

Week 3 (03/22-03/25)

Tuesday (03/22)

Read: *They Say/I Say*, [“Chapter 2: ‘Her Point Is’: The Art of Summarizing”](#) (The file contains chapters 2 & 3. **You only need to read Chapter 2**)

Friday (03/25)

Watch: [*Ways of Seeing*, “Episode 4” by John Berger](#)

Respond: [Blog post #3](#)

Week 4 (03/29-04/01)

Tuesday (03/29)

Read: *They Say/I Say*, “Chapter 4: ‘Yes/No/OK, But’: Three Ways to Respond”
Sheridan Baker Thesis Machine

Watch: Screencast

Friday (04/01)

Respond: [Blog post #4](#)

Week 5 (04/05-04/08)

[Paper #1 Due](#) (04/05)

Individual Zoom Meetings; no in-class meeting

Ways of Hearing

Week 6 (04/12-04/15)

Friday (04/15)

Review Assignment for [Paper 2](#)

Spring Break (04/15-04/24)

Week 7 (04/26-04/29)

Tuesday (04/26): Irregular Day: classes follow Friday schedule; no meeting

Friday (04/29):

Listen: [Ways of Hearing, “Episode 2: Space”](#) (This link will take you to the homepage for the entire show. For this week, you only need to listen to “Episode 2: Space.” You can also find this podcast on other platforms such as [Spotify](#), Apple Podcasts, etc.)

Read: [“The Soundscape”](#) by R. Murray Schafer
They Say/I Say, [“Chapter 3: ‘As He Himself Puts It’: The Art of Quoting”](#)

Week 8 (05/03-05/06)

Tuesday (05/03):

Review Assignment for [Paper 2](#)

Listen: [Ways of Hearing, "Episode 3: Love"](#)

Read: ["How A.S.M.R. Became a Sensation"](#) *New York Times* April 4, 2019 by Jamie Lauren Keiles

They Say/I Say, "Chapter 6: Planting a Naysayer in Your Text"

Watch: [A.S.M.R. on YouTube](#)

Respond: [Blog post #5](#)

Friday (05/06)

Respond:

Week 9 (05/10-05/13)

Tuesday (05/10):

Read:

Listen: [Ways of Hearing, Episode 4 "Money"](#)
[Ways of Hearing, "Episode 5: Power"](#)

Friday (05/13)

Week 10 (05/17-05/20)

Tuesday (05/17):

[Paper #2 Due \(05/17\)](#)

Discuss [final project](#)

Friday (05/20):

Read: The Process of Research Writing by Steven D. Krause

- Chapter 1: [Thinking Critically about Research](#)

Informed Arguments: A Guide to Writing and Research, by Terri Pantuso; Sarah LeMire; and Kathy Anders

- [7 Introduction to Research Writing](#)
- [7.1 Developing a Research Question](#)

Choosing & Using Sources: A Guide to Academic Research by Teaching & Learning, Ohio State University Libraries

- [Chapter 1: Research Questions](#) (This links to the first section of Chapter 1, but be sure to read the entire chapter.)

Week 11 (05/24-05/27)

Tuesday (05/24):

Discuss research questions

[Blog Post #6](#)⁺⁻

Friday (05/27)

Read:

Informed Arguments: A Guide to Writing and Research, by
Terri Pantuso; Sarah LeMire; and Kathy Anders

- 7.3 [Developing A Research Strategy](#)
- 7.4 [Finding supporting Information](#)

*Choosing & Using Sources: A Guide to Academic
Research* by Teaching & Learning, Ohio State University
Libraries

- Chapter 4: [Precision Searching](#)

[Blog Post #7](#)

Week 12 (05/31-06/03)

Tuesday (05/31): First Draft Due

06/07: Final project revisions due

Blog Post #8:

Final grade meeting TBA