

**ENGLISH
COMPOSITION II** ALSO

KNOWN AS **ENG 121** ALSO

KNOWN AS **13FY** ALSO KNOWN AS

58304



**SPRING 2020,
HOSTED BY PROFESSOR
WALIA** ALSO KNOWN AS **DW** ALSO

KNOWN AS **DHIPINDER**

ZINE
EDITION

WE WILL NEED WRITERS
WHO CAN REMEMBER
FREEDOM.
URSULA K. LE GUIN

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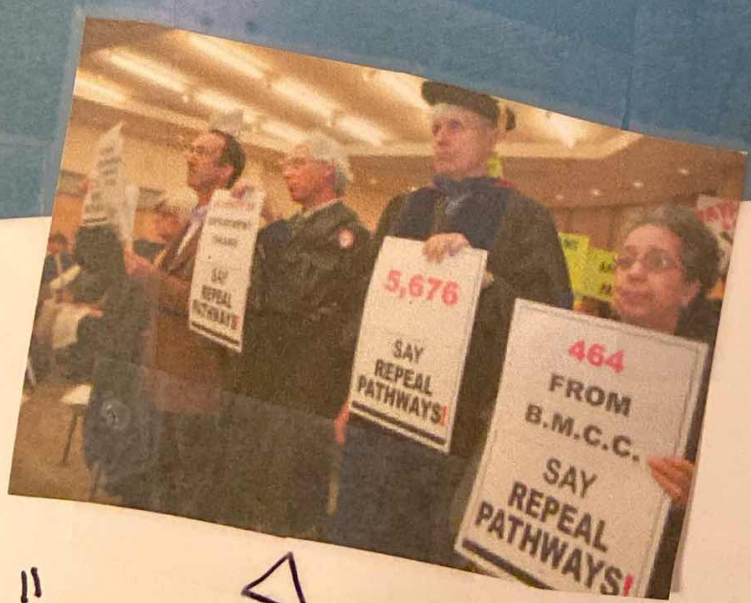
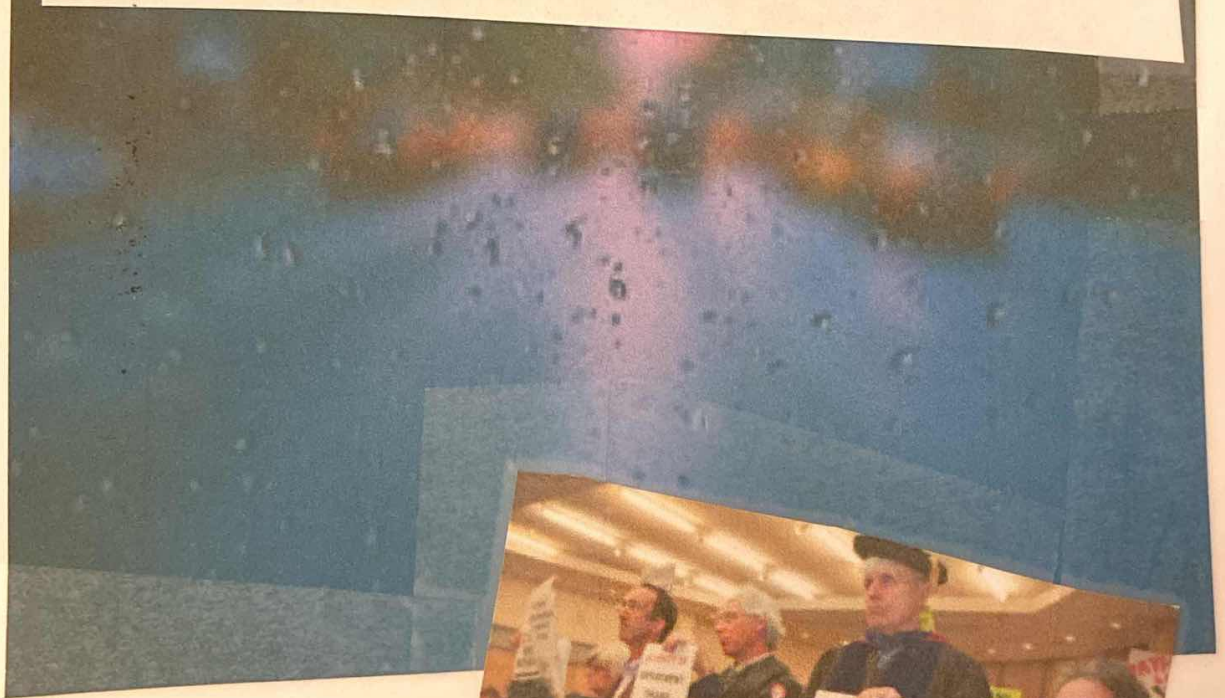
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What is this (according to Lehman)

English 121 is a continuation of the work you have accomplished in ENG 111. ENG 121 will advance critical reading skills and essay development with an emphasis on writing analytical essays and papers based on research in various academic disciplines.

Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.



"Taking CUNY to Court" in The Advocate (for all the tea on Pathwayshistory)

What is this (according to DW)

English Composition 121 has always been a space to think about how we communicate with different audiences (**rhetorical strategies**), how our communication strategies have shifted over time, and our current writing process. Every semester, I try to come up with a collection of readings and writing exercises that will make this kind of critical thinking possible. In a previous semester, we focused on reading scientific articles and writing literature reviews, in another semester, we read *Animal Farm* and ran our own political campaigns.

This semester, we're going to spend some time reading about higher education, specifically the past, present, and future *fight* for free education and open admissions. We will think through these readings by *writing* about place, people, history, and data. We will also consider community-facing writing projects by transforming our conversations about higher education into zines. For the second half of the semester, you'll be making all of the same considerations towards your own *personal project*. This personal project will resemble an autoethnography.

Throughout all of our writing journeys, we will try to answer the following questions: How can writing "in the dark" lead to potential research ideas? What does research involve? What does community-facing writing look like?

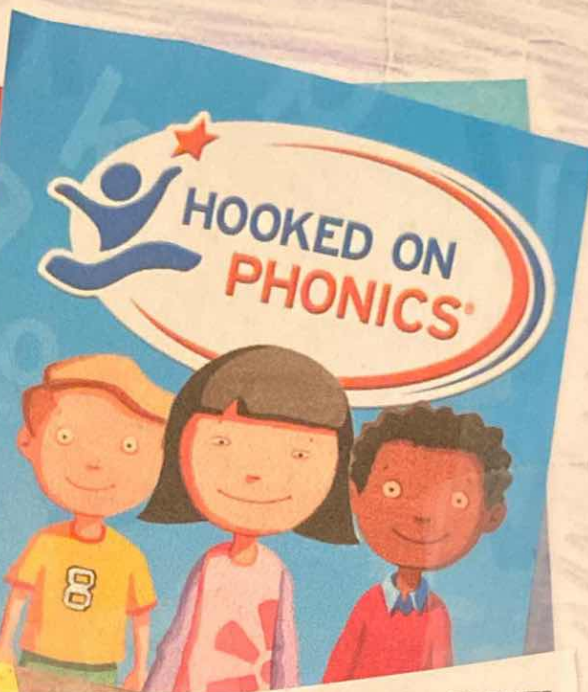
What is this (according to YOU)



ⓧ
Zines are Booklets created by a person/people and are not intended for large audiences. Because zines are independently published, they tend to contain subject matter that is niche + controversial.

WHY ZINES?

I FIRST LEARNED ABOUT ZINES THROUGH RIOT GRRRL (FEMINIST, RADICAL, PUNK ROCK MOVEMENT) I FELT LIKE I WAS READING SOMETHING DANGEROUS AND FULL OF LOVE. I NEVER TRIED MAKING MY OWN ZINE UNTIL LAST SEMESTER FOR A CLASS PROJECT. I DECIDED TO TAKE MY FINAL PAPER ON IMMIGRANTS AND CHILDCARE AND TRANSFORM IT INTO A ZINE FOR THE STUDENT PARENTS WHO HELPED ME WITH MY RESEARCH. THE TACTILE PROCESS WAS CATHARTIC (ESPECIALLY SINCE WHEN I WAS YOUNGER, MY TEACHER WANTED ME TO REPEAT A GRADE BECAUSE I HAD VERY POOR FINE MOTOR SKILLS) AND THE ACT OF CREATING SOMETHING FOR A SPECIFIC AUDIENCE MADE ME THINK ABOUT MY PROJECT IN A DIFFERENT WAY.

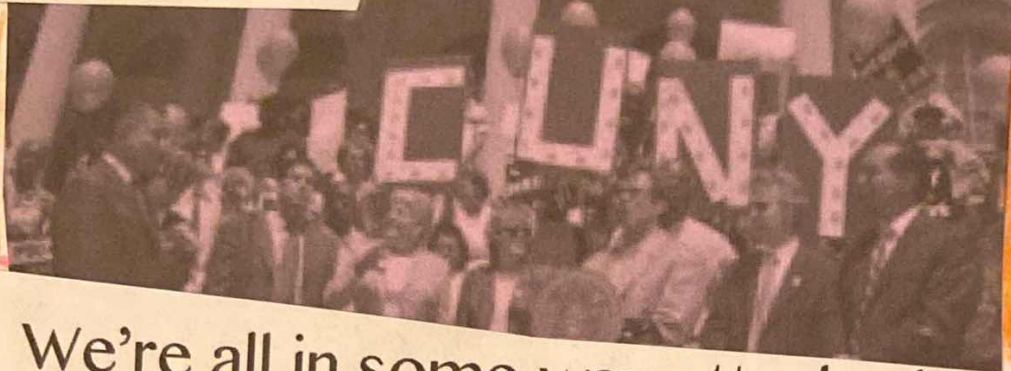


**RUNNING WITH THE RABBITS BUT
HUNTIN WITH THE DOGS. CARMEN
KYNARD S GRANDMOTHER**



**THERE S NO SUCH THING AS PERFECT
WRITING, JUST LIKE THERE S NO SUCH
THING AS PERFECT DESPAIR. HARUKI
MURAKAMI**

Why Higher Education (as a theme for this course)



We're all in some way attached to higher education, yet how often do we think about the way it has been studied, written about, and argued for or against? We will use Lehman College, our personal experiences, and archival material as a research method for answering larger questions about access, equity, and public higher education.

Also, I want to be real here, I'm in a PhD program where I hope to complete a dissertation about the rhetoric of diversity in higher education, so thinking through these questions alongside you will help me tremendously.



Cause I'm Real

Why Autoethnography?

Sarah Wall defines the autoethnography as getting to culture through ourselves.

In English 121, you are required to write a research paper. A long, long time ago, I thought this meant generating a research question, finding sources that help you answer this question, summarize and analyze these sources, and hopefully through all this work generate some new knowledge that will contribute to your field of interest. I thought any mention of an "I" or the "self" was NOT okay. But in fact that's *not true at all!* Carmen Kynard writes about the problems of the old concept of the research paper in her article, "Problematizing and Rethinking the Research Paper Genre." My main takeaway is our lived experiences are research. Our feelings *are* useful to bring into the writing space. The genre of writing that attends to the value of the "I" is the *autoethnography*. There are tons of examples of this kind of project on our course blog:

<https://english121.commons.gc.cuny.edu>. I

hope you'll find the genre as challenging and fulfilling as I have found it both as a writer and an instructor.



SO WHAT ARE WE DOING?

Good Question. Every class, we will consider/discuss readings by responding to writing prompts related to people, place, history, and data. You will bring in An artifact that represents your reaction to assigned readings. These artifacts will be pasted together to create a "class zine. You will also work in mini-groups to transform our discussions into a community-facing zine. You'll work with your groupmates to figure out which community and what questions you want your zine to answer. Finally, you will work on developing an autoethnography. I don't want you to do this in one sitting though.that's terrifying. So while you think about this project,you will respond to prompts that have to do with the people your project might deal with, places your project live in, histories that you want to retrieve through your project, and data your Project will support/create/challenge.

HOW DOES THAT SOUND?



30 PERCENT-COLLABORATION

COLLABORATION MEANS COMING TO CLASS, YES. BUT IT ALSO MEANS PARTICIPATING IN WRITING EXERCISES, AND SUBMITTING HOMEWORK.

HOMEWORK WILL ALMOST ALWAYS BE TO READ + BRING IN EITHER AN IMAGE OR SENTENCE/PARAGRAPH RESPONSE TO READINGS.

MY VERY BASIC MATH: 12 IMAGES/SENTENCES/PARAGRAPH RESPONSES X 2=24 + 6 POINTS FOR COLLABORATING IN OTHER WAYS (SHARING YOUR IDEAS, WRITING RESPONSES, ETC.)

15 PERCENT- GROUP ZINE

After about six weeks of talking about higher education, open admissions, CUNY, and literacy, I will share a class zine that consists of all of our ideas. I will share what questions I think this class zine answers and my process.

I will then give you 2 class periods to work in a group and develop a zine of your own. The goal of this collaborative zine is to transform our conversations into something critically engaging for a particular community. For instance, you might work with your group mates to develop a zine meant for incoming freshmen that offers tips/tools for attending college on a budget. Some pages might incorporate history of tuition increases, maybe a manifesto on how (freaking) expensive it is to live in NYC, etc. I am sure you'll come up with something cooler!



My basic math:

Does the zine address a particular community? Yes. Cool 5 points.

Does the zine incorporate some outside sources? Yes. Cool 5 points.

Does the zine answer/address a specific question/issue? Yes. Cool 5 points.

30 PERCENT- WRITING
ABOUT/AROUND/TOWARDS
YOUR FINAL PROJECT

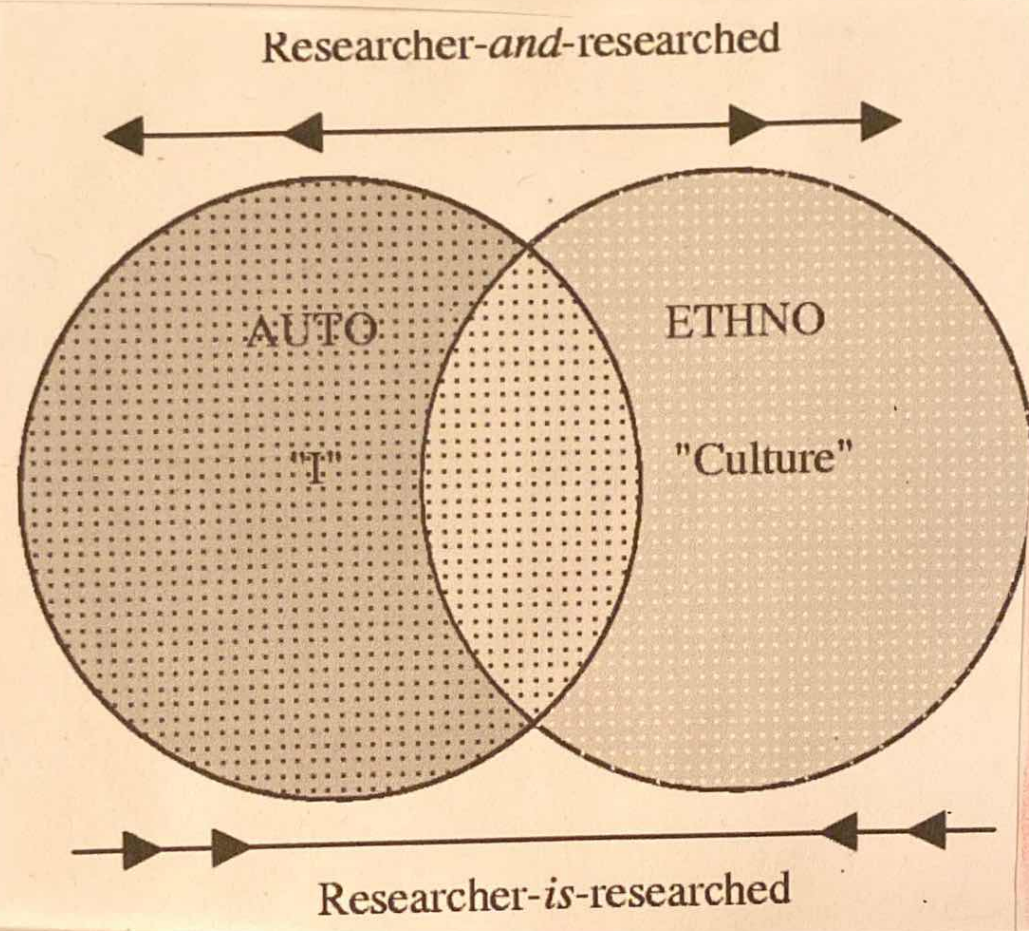
DURING THE SECOND HALF OF THE SEMESTER, YOU WILL BEGIN THINKING ABOUT YOUR OWN WRITING PROJECT/AUTOETHNOGRAPHY. IN AN EFFORT TO AVOID WRITER'S BLOCK AND INCOMPLETE SUBMISSIONS, YOU ARE REQUIRED TO COMPLETE FIVE (5) WRITING RESPONSES. EACH OF THESE RESPONSES WILL NEED TO BE BETWEEN 700 TO 800 WORDS AND WILL ADDRESS A PARTICULAR AREA OF YOUR PROJECT:
PERSON, PLACE, HISTORY, DATA, EXPERIMENTS.

MY BASIC MATH: EACH POST IS
WORTH 6 POINTS X 5 POSTS= 30
POINTS



15 PERCENT- FINAL PROJECT

**YOU WILL SUBMIT A 7 TO 8 PAGE
AUTOETHNOGRAPHY BY APRIL 28TH.**



***PLEASE NOTE, THE PERSONAL ASPECT
DOES NOT MEAN YOU NEED TO
DISCLOSE ANYTHING YOU ARE NOT
COMFORTABLE WITH DISCLOSING. I
ALWAYS HATED WHEN INSTRUCTORS
WANTED ME TO SHARE
UNCOMFORTABLE THINGS FOR THEIR
OWN PLEASURE. UM. NO THANKS.**

10 PERCENT- ALTERNATIVE PROJECT

13



Okay, so remember how you are going to create a zine about higher education? And remember how I mentioned I am interested in community-facing writing? Well, for this assignment, I am asking that you take your final written project and transform it into an alternative project meant for a specific audience. Alternative projects can include zines, short video clip, photo essay, a podcast, a song, etc. One example from the past: a student wrote about her relationship to her body and the idea of fatness. Her alternative project was a zine for as she described, "those that are fat and proud." In this zine, she had images and writing that informed readers about fat positivity, self-esteem, health, and mantras to use when in doubt of their fabulousity. It was AMAZING. You'll have time in class to think about this project and *share* what you come up with.

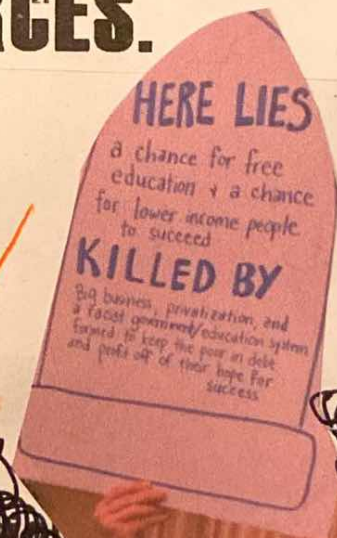
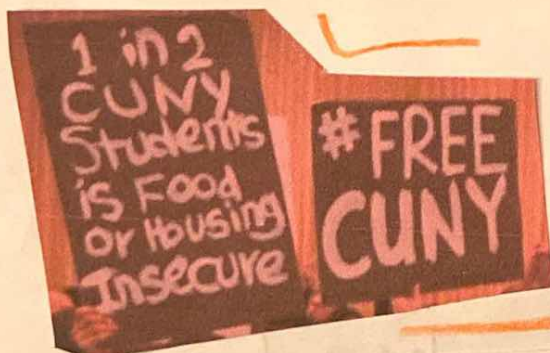
What are some ideas you have for an "alt-project?"

2

**NO TEXTBOOKS! ALL READINGS
WILL BE AVAILABLE ON
BLACKBOARD (ALTHOUGH I AM
OPEN TO USING GOOGLE DRIVE)**

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**ALSO, DID YOU KNOW THERE'S
A ZERO-COST TEXTBOOK
ATTRIBUTE TO COURSES THAT
DO NOT REQUIRE TEXTBOOKS?
IT IS PART OF GOVERNOR
CUOMO'S INITIATIVE FOR OPEN
EDUCATIONAL RESOURCES.**



Also, tutorials and general information
about Blackboard are available on our
blackboard page and here:

<http://www.lehman.edu/online-education/students/blackboard-help-documents.php>.

P.S. I will communicate with you through email + blackboard.

COME TO CLASS PLEASE.

when I was an undergrad at Queens College, I was juggling a failing relationship, a full-time job at the airport, and disappointed parents. Instead of reaching out to my instructors about how overwhelmed I was, I isolated, missed a ton of classes, and rolled my eyes when my instructors penalized me for it. The truth is though, I wish I did come to class. I would have added to the discussions *and* I might feel less insecure now when I talk to colleagues about British literature and philosophy.

the point here is come to class. We miss you when you're not here. The point here is also I understand there are priorities and English composition can't always be top five (ten), so try to keep me in the loop when you're in need of time away/support/extensions.

as a general policy, if you miss more than two classes, your grade is impacted.

stop texting.
start talking.

MENTAL HEALTH IS A CRISIS.

From Higher Education Today: Recent survey data indicate that in the past year, three out of five students experienced overwhelming anxiety, and two out of five students were too depressed to function. Many students are struggling with mental health concerns like anxiety, depression, and substance abuse. But only a small percentage (10-15 percent on average) of these students seek services at their counseling center. Instead, they continue to struggle, which can have a substantial impact on their academic performance.

Sometimes a writing assignment *can feel impossible* because of other factors. Write to me, talk to me, visit our counseling center, our office of disability services, talk to a friend. Do something to confirm that there are others who care about you.

My own practices in taking care of my mental health: checking in with my husband when I feel anxious, therapy, journaling, and walking my dog.

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability services. For more information: 718-960-8441.)

I can't

KEEP CALM AND CARRY ON

Plagiarism

If you need an extension on an assignment, please ask. I'd rather you submit late work than work that is not your own. Also, if you're unsure of how to give credit to another person's work, check out <https://owl.purdue.edu> or just ask me!

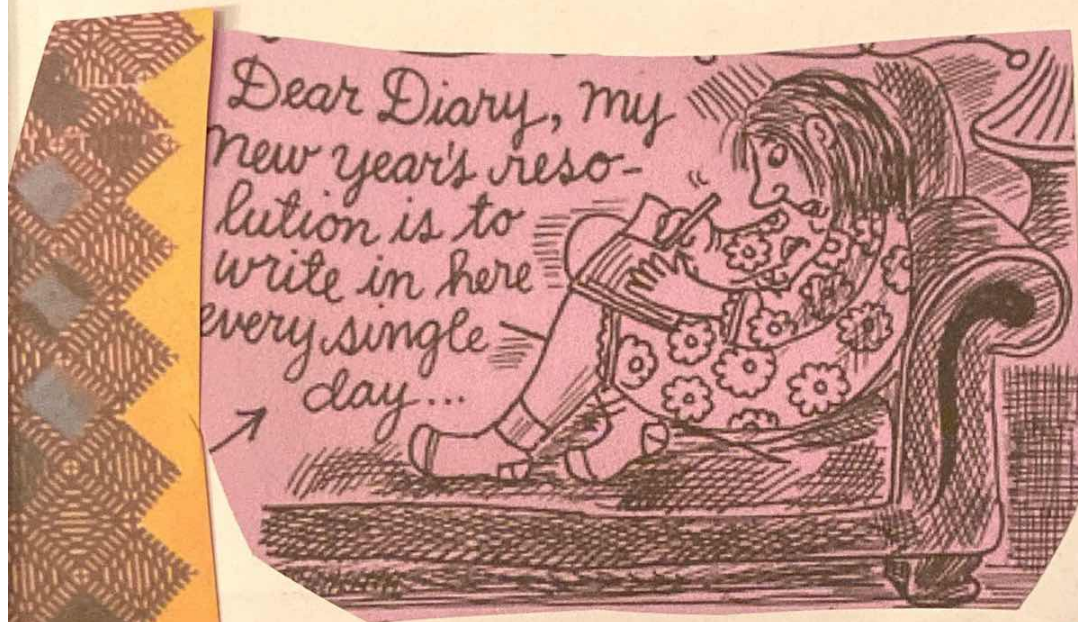
JANUARY/FEBRUARY

1/28	<p>-what are zines? -assignments overview -higher education collaging <i>Homework:</i> Read a sample zine; write a paragraph summarizing your zine</p>
1/30	<p>-summary through collaging; -summary in general -in-class reading of productivity essay + letters from former 121 students <i>Homework:</i> Read "Open Admissions and the Inward I" and watch short documentary on Open Admissions and Louis Reyes Rivera and Read "CUNY Students and faculty Rally against \$200 Tuition hike" + bring in a sentence or image that represents your reaction to one or all texts.</p>
2/4	<p>-higher education + brainstorming our area of interest - analysis + collective zine collaging <i>Homework:</i> Read Brier's "Why the history of CUNY matters" + 11 Lessons from the History of Higher Ed + bring in a sentence or image that represents your reaction to one or both texts.</p>
2/6	<p>-history + research -summarize an event + create a timeline <i>Homework:</i> Read "We Demand" + Read a primary source from cdha.cuny.edu + print it out (in full or a part that is especially important to you)</p>
2/11	<p>-history + primary resources -synthesis <i>Homework:</i> Read "Pictures from an Institution" + bring in a picture of someone you believe we should investigate to understand higher education/free CUNY</p>
2/13	<p>-people + research -summarize your person -techniques of writing a profile <i>Homework:</i> Read "First Year Professor" + Watch Interview with Mayor Lindsay + think of a person you'd want to interview, bring in a question you would ask</p>
2/18	<p>-people + interviews -conducting interviews of our own +reporting back on what we learned <i>Homework:</i> Read "Bronx Soundscape" + bring in a picture of a space that represents your reaction to the reading</p>

05

19

2/20	-place + research -field notes + in-class writing Homework: Read "Industry City" + complete this sentence: Higher Education versus _____. Choose words/a word that is in some way connected to place/space.
2/25	-place +research + maps -creating our own maps Homework: Read "Hispanic Serving Institutions" + count something, observe something + transform into a statistic, bring it in to class! (try to relate it to higher education if possible)
2/27	-data + research -what's behind the numbers Homework: Watch Raj Chetty's presentation on CUNYtv + Come up with five questions you'd put on a survey that you think would be helpful for our research





MARCH



3/3	-discussion of Chetty -what data do we want? How can we obtain this data? -begin process of collecting data <i>Homework: Collect data + craft a one paragraph summary of finding</i>
3/5	VIRTUAL ASSIGNMENT- DW is PRESENTING AT AWP CONFERENCE
3/10	-what's science got to do with English? -experiments - reflection of data collecting -Zine Project discussions
3/12	Work on Zine Group Project <i>Homework: continue working on zine</i>
3/17	Work on Zine Group Project <i>Homework: Continue working on zine</i>
3/19	-share zines -moving forward with your own project - brainstorming exercises
3/24	-writing process, what comes after brainstorming? -develop reading list + submit to DW
3/26	VIRTUAL ASSIGNMENT- DW IS PRESENTING AT CCCC.
3/29	*ZINE FESTIVAL AT BARNARD* (optional, but I'm going!)
3/31	-DW shares collaborative reading list and final project instructions -in-class writing <i>Homework: Read TBD from collaborative reading list and complete writing response if necessary</i>



“ALL WATER
HAS A PERFECT MEMORY
AND IS FOREVER TRYING TO GET
BACK TO WHERE
IT WAS.” - TONI MORRISON

2/1000

APRIL/MAY

21

4/2	-discussion of TBD reading -in-class writing related to people + place <i>Homework: Read TBD from collaborative reading list + complete writing response if necessary</i>
4/21	-discussion of TBD readings -in-class writing related to data/experiments + <i>complete writing response if necessary</i>
4/23	WRITING DAY <i>Homework: Complete final writing response + complete Final Project + bring in paper copy to class</i>
4/28	Proofreading/Topic Sentences/Conclusions <i>Homework: Read Partner's paper + complete workshop letter</i>
4/30	Conference with partner about their project + read feedback from DW + think about transforming project into "alternative project"
5/5	ALTERNATIVE PROJECT CREATION DAY <i>Homework: Continue working on alternative project</i>
5/7	Share alternative project with class (and/or with the community it is intended for...more on this idea later)
5/12	Share alternative project with class + letter to future ENG 121 student
5/14	Party/Study Break/Celebrations

Spring break!

THE PAST

Let's set some goals: ⁽²²⁾

1.

2.

3.

