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2018

FIQWS: Philosophy of Art Composition Section

Julianne Davidow
CUNY City College

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The City College of the City University of New York
Fall 2018 Freshman Inquiry Writing Seminar: Philosophy of Art
Writing Section

Instructor: Ms. Julianne Davidow

Fall 2018

Classroom: HA22 2-3:15 SH75; HA23 3:30-4:45 NAC 7/227

Class Schedule: Monday and Wednesday 2:00-3:15/3:30-4:45

[jdavidow@ccny.cuny.edu](mailto:j davidow@ccny.cuny.edu)

Office: NAC/321

Office Hours: Mondays and Wednesdays by appointment

Course Description

The purpose of this course is to provide further practice with a variety of genres that you'll use throughout your college career and in your professional life. These genres include reflection, analysis, reporting, arguing, and self-assessment. While you likely had experience with these genres in your primary and secondary education, this class will provide you with an opportunity to expand and develop your range. In addition to exploring these genres, we will also develop our research practices to make use of City College's virtual library.

Because this course is taken in conjunction with the Philosophy of Art topic section, our readings and writings will focus on art. What is your relationship to art? How do you interact with art? You will be able to choose your own areas of interest when writing about art and artists. Although our work in this class will reflect your study in the topic section, it will have some flexibility and will focus more on good writing rather than particular subject matter. However, in your papers for the composition section, you are welcome to use philosophical terms and methods of talking about art that you have learned in the topic section. In addition, you will meet with both instructors for personal conferences on October 12th

- This syllabus represents a plan for the semester, but that plan will be changed if the need arises. Changes to the syllabus will be posted in the Announcements section of the Blackboard site; they will also be made in the Calendar section, in the Syllabus/Calendar folder. If you rely on a printed copy of the syllabus, it will be up to you to make revisions to it based on the posted changes.

First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from

their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

English 110 and the Freshman Inquiry Writing Seminar Course Learning Outcomes

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Practice systematic application of citation conventions.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.

- **Course Policies**

Plagiarism and Academic Integrity

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. Plagiarism is unacceptable and has serious consequences that can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and, in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY's Policy on Academic Integrity, which is available here: <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Defining Plagiarism: What Counts as Plagiarism?

Plagiarism can be **intentional** or **unintentional**. It often occurs because the process of citation can be confusing, technology makes copy + paste so easy, and knowing exactly what to cite is not always easy! You can avoid unintentional plagiarism by learning how to cite material and keeping track of sources in your notes. Give yourself plenty of time to process sources so you don't plagiarize by mistake. Here are some examples of plagiarism:

- Submitting a paper written by someone else.

- Using words and phrases from the source text and patching them together in new sentences.
- Failing to acknowledge the sources of words or information.
- Not providing quotation marks around a direct quotation. This leads to the false assumption that the words are your own.
- Borrowing the idea or opinion of someone else without giving the person credit
- Restating or paraphrasing a passage without citing the original author
- Borrowing facts or statistics that are not common knowledge without proper acknowledgement

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

Student Code of Conduct

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University. The goals of the CCNY Community Standards are:

- To promote a campus environment that supports the overall educational mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct:

<http://www.cuny.edu/studentaffairs/community-standards.cfm>

Food and Drinks

Please! No eating in the classroom. Your snack could be a real distraction for other students. Drinks are fine.

Resources

Everyone here at City College is committed to making your academic experience an

enriching one, and should you find yourself in need of help, please make use of these resources.

The Writing Center

<http://www.ccnycuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

Gateway Advising Center, NAC 1/220

<http://www.ccnycuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

<http://www.ccnycuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Citation Resources

There are many resources that can make the formatting and citation process easier. Some common style guides include the following:

- [The Purdue Online Writing Lab](#): this is a popular resource that concisely explains how to properly format and cite in various academic styles.
- [EasyBib](#): in addition to having a style guide, this website allows you to paste in information from your research and will create and save citations for you.

Reference management websites and applications can also assist you in tracking and recording your research. Most of these websites will even create the works cited page for you! Some of the most popular citation tools include the following:

- [Zotero](#)
- [RefME](#)
- [BibMe](#)

Essay Assignments

Instructions for submitting assignments:

Instructions will depend on the assignment. Some assignments will be submitted on Blackboard, others need to be printed and brought to class. Certainly, for peer review assignments must be printed, as do the Art Literacy Narrative and the Analytical Essay. Instructions will be given at the time of the assignment, and are on the calendar section of the syllabus.

Required materials

Journal

In order to improve as writers, we must write often. You will begin each class session with a brief writing session during which you will write in your journals in response to the prompt for that day. Your journal entries can be as formal or informal as you like. The goal is to get comfortable with writing and to write freely. You must bring your journals to every class session.

As we will be exploring art in all its forms, I also encourage you to jot down when you notice something meaningful, striking, beautiful, ugly, captivating. Observe your immediate surroundings and watch your reactions. You may find these observations helpful when it comes to writing your essays and reflections, and sharing these notes can become a voluntary part of class discussions.

Class Texts

We will be using a combination of online texts and printed handouts. In some cases, I will provide handouts and in some cases I will ask you to print them and bring to class.

- ❖ **We will use Blackboard for discussions, uploading some assignments, and grading. But the bulk of class information is found here:**

- ✓ **Class website:**

<https://writingart.commons.gc.cuny.edu>

All assignment sheets and class study sheets are posted here for you to download.

- ❖ You must complete all reading assignments by the class due date. You must also print and bring to class all required materials as stated on the Calendar.

Site where you will eventually create your websites:

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

Helpful sites: I will provide links in the class website to pages from some of these sources below. However, you may want to look directly at these sources and read various chapters.

https://www.wwnorton.com/college/english/write/fieldguide/writing_guides.asp

<https://openoregon.pressbooks.pub/wrd/>

<https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides>

<https://writingaboutart.org/index.html>

<https://www.thesaurus.com/>

Letter Grades & Corresponding Points

A+	=	100-97 points
A	=	96.9-93
A-	=	92.9-90
B+	=	89.9-87
B	=	86.9-83
B-	=	82.9-80
C+	=	79.9-77
C	=	76.9-73
C-	=	72.9-70
D+	=	69.9-67
D	=	66.9-63
D-	=	62.9-60
F	=	Below 60

Keep in mind the following in your writing assignments:

- 1. Focus:** How well do you narrow and articulate your topic?
- 2. Purpose:** How well do you communicate your aim (directly or indirectly) to your readers?
- 3. Development:** How fully do you explain, elaborate on, and illustrate topics and subtopics? Are there sufficient quotes, examples, anecdotes, and/or research results provided as evidence for all topics and claims?
- 4. Structuring:** Is there an identifiable overall skeletal structure of topics and subtopics that makes sense to you and to your readers? Are paragraphs topic-focused and are ideas within paragraphs arranged so that your reasoning is meaningful for readers?
- 5. Argument:** When you are writing arguments, do you clearly state your informed opinion (thesis) and then provide a sequence of claims that are supported by appropriate and convincing evidence?
- 6. Use of Images and Video:** If you insert images or videos into your text, do you do so effectively and appropriately?

7. Use and Documentation of Sources: Do you use quotes, paraphrases and summaries effectively? Do you acknowledge other authors' written work or ideas MLA/APA citation conventions?

8. Use of Written Language: Does your written language communicate meaning clearly and persuasively? Is your language use appropriate for a college writing context?

Assessment Criteria Grading Breakdown:

Introductory Letter-ungraded

Art Literacy Narrative (10%)

Analytical Essay (20%)

Composition in Two Genres (15 %)

Theory of Writing (10%)

Digital Portfolio (15%) plus Self-Assessment (15%)

Blackboard assignments (15%)

Description of core assignments:

- ❖ **Note:** Each core assignment will be accompanied by a one to two-page reflection describing its *genre* (what are its characteristic features), *exigence* (what need motivated the writer), *purpose* (what did the writer hope to accomplish), *audience* (who is the potential audience for the essay), *context* (what is the writer's rhetorical situation? what is the relationship between the writer, her audience, and the medium?). You should also describe how each assignment has helped you to achieve the Course Learning Outcomes—which applied to this particular assignment and which did not. These short reflections will prepare you to write the final Self-Reflection. Grade weights for essay Reflections/Self-Assessments factor into your overall grade for that assignment.

Essay 1: Art Literacy Narrative

Assignment Notes

A literacy narrative reflects on a single event that took place during a relatively brief period of time. This kind of narrative has to do with an experience you've had with reading and writing.

In an art literacy narrative, however, you will be exploring an experience you've had with art in any form:

It should be a personal narrative, and you should use details that bring the story to life. Why was this incident, episode, or time in your life important? How did it affect you? What long term affects has it had on your approach to or feelings about art?

2-3 pages; 500-750 words plus 2-3-page reflection on course learning outcomes and beginning your theory of writing.

Self- and Peer-Assessment

Use the following criteria for assessing our and your classmates' essays. I'm be using the same rubric when I grade the essays.

- Have you explored the **meaning** the event or place has for you in a way that will interest others by making connections between your personal experience and more general experiences that your readers might share?
- Is there a recognizable **structure**? Are the various ideas in your essay brought together, or does the essay seem disjointed?
- Have you provided **specific details** that help the reader understand your subject? Have you described people and events with adequate detail? Would photographs, drawings, or other visuals help your reader get a better sense of your subject?
- Do you maintain a **speculative tone**? Have you investigated your subject with an open mind?
- Did you **edit** your essay, eliminate typos, and remove grammatical errors?

Essay 2: Analytical Essay

Assignment Notes

There are two parts to this assignment.

1. In the first part, you will describe a work of art. You will use certain questions to guide you, such as: identification of artist, subject matter, type of painting, sculpture, or building, technique, composition, function. content, purpose, importance.
2. In the second part of this essay, you will incorporate the description with a deeper analysis. You'll turn toward external sources to help you extend your thinking about a subject of your choice. Here, your goal is to gather information on a particular aspect of your topic so that you have a more informed opinion. Find a subject that has personal interest and find and evaluate some external sources.

For this essay, I want you to find at least **three sources** from the CUNY databases on your subject. I'll be able to tell, of course, because a correctly cited item will tell me the name of the

database. I want you to use the database because the material you find in it has already been evaluated by experts, which isn't usually the case on the open Web. You'll also use the virtual library throughout your college career, so you should get an early start.

5-6 pages; 1250-1500 words plus 1-2-page reflection

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Have you written an introductory paragraph that includes a thesis statement that puts forth what you will analyze and the argument about the work or works of art you have chosen? **20 %**
- Have you written a description that includes identification, subject matter, materials, technique, composition, function (see "Writing About Art: Asking Questions")? **15%**
- Have you included your reaction to the work? **15%**
- Have you used one of the methods: sociological, biographical, or iconographic, as a basis for your analysis? **10%**
- Have you **defined key terms and concepts**? **10%**
- Are your paragraphs clear and coherent and connected in a logical fashion? **10%**
- Have you included in text citations and a works cited page using MLA formatting? **10%**
- Have you edited for typos, style, and grammar? **10%**

Essay 3: Composition in Two Genres

Assignment Notes

For this assignment, you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition that uses two different genres to communicate to a targeted audience about that same topic. You will use your previous research to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. These two genres are up to you to decide upon, based on your analysis of the rhetorical situation and they in which you respond to it.

There are three parts to this assignment:

1. A **proposal** which serves as a **rationale** for your composition
2. **Two genres** of communication created for your audience(s)
3. A **reflection** (1-2 pages) that outlines the process from audience strategy to final composition, exploring the rhetorical choices—**genre, stance, and rhetorical situation**—you made in creating this project.

Evaluation Rubric

Have you

- completed all of the short assignments, responding to the questions in each assignment in sufficient detail?
- created two genres of your composition?

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

***See assignment sheet.**

Essay 4: Theory of Writing

Throughout the semester you have been **developing your theory of writing** and what your theory of writing means in terms of **its relationship to your writing**—i.e., you have been exploring whether you enact your theory of writing in your own composition. As a result of this, you have had the opportunity to create a knowledge base of writing and its practices. In this final reflection, you will be returning to your theory to discuss several questions, including (but not limited to):

- Define your theory of writing.
- What was your theory of writing coming into this class? How has your theory of writing evolved with each piece of composing?
- What has contributed to your theory of writing most?
- What is the relationship between your theory of writing and how you create(d) knowledge?
- How might your theory of writing be applied to other writing situations both inside and outside the classroom?

For each of these questions, you will need to **support your ideas with your previous writing** in this course and, **through these examples, interpret what you have learned**. You will create a compelling argument for whatever you decide to write for this, supported by evidence and analysis of the work completed in class this semester.

This is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you've acquired. **Think of this piece as another move in the evolution of your theory of writing**, and as a chance for you to fully explore yourself as a writer and maker of knowledge.

3-4 pages; 750-1000 words (no reflection)

Self- and Peer-Assessment

Use the following criteria for assessing our and your classmates' essays. I'm be using the same rubric when I grade the essays.

- Have you defined your theory of writing?
- Have you compared your theory of writing now with one that you had at the beginning of the course? How has it changed or evolved?
- What has most contributed to the change?
- How has your theory of writing influenced how you've worked and learned this semester?
- How will your theory influence your other writing in the future?
- Did you **edit** your essay, eliminate typos, and remove grammatical errors?

Other Writing Assignments

Writing is a social act; it takes place in a community of peers. Every essay assignment in this sequence is drawn from a long history of essay writing. As writers, we both follow the format of the existing genre and, in writing, add our own spin to the genre. We're taking part in a cultural tradition, but we're doing so, usually, in isolation: sitting alone in front of a computer. For this reason, we need input. We need to learn from our fellow writers whether we've hit or missed the mark. And if we've missed it, how can we get closer?

While everyone would like genuine feedback, our primary goal is to create a positive, supportive learning environment. No one benefits from being made to feel bad about their writing. While suggestions to writers can sometimes be painful to hear, they should never be intentionally hurtful. They also shouldn't be overly rosy. No one benefits from being told that their essay is so good that it doesn't need any work at all.

Journal

Bring your journal to every class. No exceptions.

Discussion Board Posts (DBP)

The DBP gives you a chance to think through and respond to the reading before class. For each DBP, I'll provide you with a prompt. Usually, the prompt will ask for a specific response; the DBPs will be evaluated based on how well you respond to the question. While these posts will ask for specific information, the DBPs are informal. You won't be evaluated for typographical and grammatical correctness as long as these issues don't interfere with your meaning.

Discussion Board Comments (DBC)

For each discussion board, you'll not only have to post a response, but you may also be asked to engage your classmates in discussion. Your goal, here, is to further the discussion, to ask

meaningful questions, and to extend your thinking on the subject. As with your primary posts, these responses are informal.

Peer Reviews and Self-Assessments

For each essay assignment, you'll be asked to use the criteria listed in the assignments to review your peers' essays as well as your own. As I note above, your goal here is to create a positive, supportive learning environment. While we are all learning to write (no matter how good we already are), we are also expert readers. The fact that you may struggle to produce a particular kind of essay doesn't mean that you can't evaluate another student's essay. On the contrary, reading someone else's work can not only assist that writer but it can also give you insight into your own writing.

English 110 and FIQWS Portfolio and Self-Assessment Assignment

The portfolio and self-assessment are in many ways the most important documents that you'll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

The Self-Assessment will provide you with an opportunity to demonstrate that you've understood the rhetorical terms that we've been working with all semester—rhetorical situation, purpose, audience, genre, stance, and media—and an introduction to your portfolio. The portfolio should include, at a minimum, the Literacy Narrative, the Exploratory Essay, and the Researched Critical Analysis. Feel free to add additional documents to the portfolio, depending on what you need to demonstrate that you've understood the rhetorical terms and met the course learning outcomes. You might want to include drafts of essays, examples of your discussion board posts, your peer reviews, or something else not listed here. The Self-Assessment allows you to evaluate your work based not only on your own criteria but also on your learning outcomes. Here are the Course Learning Outcomes:

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

In the self-assessment, you'll demonstrate to me and to anyone else who looks at your portfolio that you have (or have not) understood the rhetorical terms and achieved these goals. The

portfolio will *not* be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the rhetorical concepts and the goals that you have understood and achieved and your thoughts about the goals that you have not achieved.

To demonstrate that you have developed “reading, drafting, collaborating, revising, and editing,” you would want to include, perhaps, annotations from your bibliography or copies of the notes you took while reading to demonstrate that you have developed flexible strategies for reading. To demonstrate that your drafting process has changed, you might want to include (and refer to in your Self-Assessment) a draft from an early and a late assignment that demonstrate changes in your drafting process. To demonstrate that you have engaged in the collaborative and social aspects of writing, you might include in your portfolio a peer review that you wrote and one that you received. You would then describe these reviews, and their significance, in your Self-Assessment. Use this same approach for all of the Course Learning Outcomes. The Self-Assessment is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment, you’ll be referring to the works you’ve included in your portfolio.

Your discussion of the rhetorical terms will be up to you. You might want to devote a section of your self-assessment to this subject alone, or you might want to weave individual concepts—audience, for example—into a discussion of one of your essays that strongly demonstrates the concept.

The portfolio will be housed on CUNY's Academic Commons. Be aware of the privacy settings, and make your choices according to your own comfort level. While the arrangement of the portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you’re looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into PDFs or Web texts.

Assessment Rubric

While you won’t be asked to assess your own Self-Assessment, you should be aware of the criteria that I’ll use when I assess it.

- Have you addressed all of the course learning outcomes, even those that you feel you did not spend enough time working on?
- Have you provided evidence, in the form of your own writing, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn’t spend enough time with them or you feel that you had a strong start in those areas?
- Have you edited the Self-Assessment for typographical and grammatical errors?
- In your portfolio design, have you maintained consistency from one page to the next? Is your portfolio design simple and easy to navigate? Have you used color and contrast to make things simple for your reader?