

English 103 - The Research Paper:
Dreams, Utopia & Liberation
Spring 2024 | Section 0893

Contact Information:

Instructor:	Daniel O'Brien
Instructor Email:	daniel.obrien17@lagcc.cuny.edu , or dtoprof@gmail.com <i>(email is preferred mode of communication)</i>
Class Meetings:	Fridays, 10:30 am to 2:00 pm Room E-301
Office hours:	Fridays, after class <i>(location TBA)</i>
Virtual office hours:	By appointment

Course Description:

What would the world look like if all your dreams came true? What is freedom, and to what lengths do people go to achieve their most idealistic vision(s)/version(s) of it? These questions have driven theorists, artists, and revolutionaries alike for centuries. In this section of ENG 103 we will read the novel, *The Lathe of Heaven* by Ursula K. Leguin, which will serve as the focus for a 4-stage research project: the Analytical Research Paper (ARP). This series of assignments is designed so you may go beyond the quick, superficial reading of the novel to see what studying a literary text can offer. We will pay particular attention to the genre of science fiction, the role of dreams and dreaming, world-building, utopian and dystopian societies, and how the concept of freedom drives human behavior. We will also study related supplemental materials, including film, television, and poetry, to enhance our thematic interpretations and present-day applications.

Course Description from College Catalog:

In this course, students engage in the process of developing an independent academic research project. The course emphasizes strategies for selecting an appropriate academic research topic; formulating research questions; conducting, integrating and citing research; and developing an argument. Students deepen their sense of

audience awareness, as they engage in the recursive writing process and consider different genre conventions and rhetorical appeals.

Student Learning Outcomes & Objectives

1. Create a research topic and formulate research questions.
2. Use brainstorming, pre-writing, drafting, and revising as part of the writing process.
3. Annotate and interpret sources, using summation, paraphrase, quotation, and analysis, as well as parenthetical citation.
4. Identify a text's audience, voice, context, and purpose in order to apply these concepts to developing and organizing your writing.
5. Identify, locate, and interpret print and online sources.
6. Integrate multiple sources in support of a well-reasoned argument.

Resources:

- Text you need to buy:
 - [The Lathe of Heaven](#) by Ursula LeGuin
 - All other course materials will be made available digitally.
- What technology or materials will I need?
 - You will need some kind of device to type and print your essays on/from, and a device (or hard copy) for all reading materials.
 - If you need any accommodations regarding technology, please let me know as soon as possible.
- Laguardia Community College support
 - [Academic Help & Tutoring](#)
 - [Laguardia Community College Writing Center](#)
- [Purdue OWL online writing lab](#)
 - [Purdue OWL MLA Citation Guide](#)
 - [Glossary of literary terms](#)

Papers & Projects

- **Analytical Research Paper (ARP) (60%)**
 - Primary Source Analysis - PSA (15%)
 - Annotated Bibliography - AB (10%)
 - Secondary Source Integration - SSI (15%)
 - Final Analytical Research Paper - ARP (20%)
- **Response Posts & Assignments (20%):** Throughout the semester there will be response posts due. Generally, you will respond to questions I pose to the class; these will typically ask you to begin responding to the material we are reading

with an eye for analysis, or to develop an idea for your research paper. Word count: 200-300 words.

- **Attendance, Participation, & In-class activities (20%):** During our weekly meetings we will engage in group discussions and writing activities related to where we are in the syllabus. These will be graded for completion. You will only be able to complete and get credit for these discussions and activities by attending class. See attendance policy below.

Submission Policy:

Papers will be submitted via an online platform (Google Classroom Drive) which will be highlighted on each paper prompt. All papers will be due **by 11:59 pm ET on their due date**. If you want to hand in a hard-copy, it has to be done before the due date, and ideally in-class the week it is due. Please notify me if you intend to hand in a hard-copy.

Attendance Policy:

If an issue arises which is preventing you from coming to class on time, or if you know in advance that you will miss a class, please reach out right away.

Class attendance is an essential piece of everyone's growth as writers. This course uses a writing studio model and is designed to enhance your skills as a writer in a writing community. In this course, we will do many in-class writing exercises designed to help us practice the writing skills that are crucial for the major and minor assignments. You will have the opportunity to grow as a writer by giving and receiving feedback about writing assignments. Our core essays build upon group discussions of the readings. Although participation is a key portion of all these exercises, class attendance is the vital first step. Therefore, missing too many classes will influence your overall class performance and your final grade. This happens, in part, because there will be graded in-class assignments which are not reproducible and which cannot be made up. The English Department attendance policy is as follows:

In all English department courses, students can be absent without penalty for no more than two weeks' worth of class time. Absences begin to be counted on the first day of class, regardless of when you registered. **This means you can miss no more than 2 classes without penalty.**

Students missing fewer than two weeks' worth of class time will not be penalized for those absences. However, student engagement, part of the overall course grade, relies on in-class activities such as low-stakes writing assignments, peer review, and in-class high stakes essays. Some of these cannot be made up outside

of class and may affect the engagement grade. Students who exceed the two-week limit may receive a lower course grade. **After four weeks of absence, students can no longer pass the course.**

Revision Policy:

If you wish to revise your Primary Source Analysis or Secondary Source Integration for an improved grade please make me aware of this the week you receive your grade. You will need to submit the revision one week later, and it will need to meaningfully incorporate the comments and rubric provided on the original paper.

What You Can Make Up

- **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.

Environment and Interactions

I want everyone to have a good experience in this class. Empathy is the most important “rule” in our classroom. (We can talk about why I used those quotations in 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

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 the email address you submit on your first day as your preferred communication method. 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/>

Scroll for Course schedule if you are viewing digitally

Schedule

	Summary		Coursework Due
Week 1	Friday, March 1		
	<ul style="list-style-type: none"> ● Introduction to English 103 ● Syllabus overview ● Preview Analytical Research Paper ● Introduction to Analysis 		<ul style="list-style-type: none"> ● Submit First-Day-Writing ● Submit First-Day-Survey
Week 2	Friday, March 8		
	<ul style="list-style-type: none"> ● The Analytical Frame of Mind ● Reading Analytically 		<ul style="list-style-type: none"> ● Read <i>Writing Analytically</i> Chapter 1 by class time Friday, March 8 ● Complete Notice & Focus exercise
Week 3	Friday, March 15		
	<ul style="list-style-type: none"> ● Class Discussion of LeGuin (1-3) ● Deepening our Analysis 		<ul style="list-style-type: none"> ● Read LeGuin, <i>The Lathe of Heaven</i>, Chapters 1-3, and complete a reading response by class time Friday, March 15
Week 4	Friday, March 22		
	<ul style="list-style-type: none"> ● Class Discussion of LeGuin (4-7) ● Developing A Research Topic 		<ul style="list-style-type: none"> ● Read LeGuin, <i>The Lathe of Heaven</i>, Chapters 4-7 and complete a reading response by class time Friday, March 22
Week 5	Friday, March 29		
	NO CLASS		<ul style="list-style-type: none"> ● Read LeGuin, <i>The Lathe of Heaven</i>, Chapters 8-11 and submit a reading response by Friday, March 29

Week 6	Friday, April 5		
<i>*This class will take place virtually, a Zoom link will be provided*</i>	<ul style="list-style-type: none"> ● Fleshing out your Research Topic ● Individual conferences (via Zoom) ● Work on your Primary Source Analysis 		<ul style="list-style-type: none"> ● Three Possible PSA Topics due by your conference time ● Respond to one of your classmates Discussion Posts from Chapters 8-11
Week 7	Friday, April 12		
	<ul style="list-style-type: none"> ● PSA Peer Review ● Introduction to Library Resources 		<ul style="list-style-type: none"> ● Primary Source Analysis due Friday, April 12, by 11:59 pm (if you need additional support make a zoom appointment)
Week 8	Friday, April 19		
	<ul style="list-style-type: none"> ● Class Discussion of LeGuin (8-11) ● Secondary Sources, Annotated Bibliographies, & Reading for Credibility ● In-class research & writing 		<ul style="list-style-type: none"> ● One Possible Secondary Source & Citation post
Week 9	Friday, April 26		
	NO CLASS		<ul style="list-style-type: none"> ● Annotated Bibliography due by 11:59 pm on Tuesday, April 30 by 11:59 pm
Week 10	Friday, May 3		
	<ul style="list-style-type: none"> ● Preparing to Integrate Secondary Sources ● Reasoning from Evidence to Claims 		<ul style="list-style-type: none"> ● Secondary Source Integration discussion post due by class time Friday, May 3

Week 12	Friday, May 10		
	<ul style="list-style-type: none"> ● Evolving Thesis Statements ● Secondary Source Integration Peer Review ● In-class writing time 		<ul style="list-style-type: none"> ● Secondary Source Integration due Friday, May 10 by 11:59 pm.
Week 13	Friday, May 17		
	<ul style="list-style-type: none"> ● Exploring Introductions & Conclusions ● Thematic Exploration 		<ul style="list-style-type: none"> ● Thematic Reading TBA ● Reading Response due by class time Friday, May 17
Week 14	Friday, May 24		
	<ul style="list-style-type: none"> ● Revising for Style ● In-class conferences and writing time 		<ul style="list-style-type: none"> ● Review Secondary Source Integration feedback before class time and prepare for ARP conference ● “5 Questions I Have” discussion post
Week 15	Friday, May 31		
	<ul style="list-style-type: none"> ● Final Day of Class ● ARP Peer Review ● In-class writing time ● Course Reflection & Discussion 		<ul style="list-style-type: none"> ● Analytical Research Paper (ARP) is due Monday, June 3 by 11:59 pm