

**V41.0180: Writing New York**  
**Spring 2010**  
**V41.0180.002 (W 3:30-4:45pm)**  
**V41.0180.004 (W 4:55-6:10pm)**

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This section works in partnership with the lecture to provide you with a valuable forum to discuss texts and ideas, encouraging a better understanding of the material and a deeper engagement with the themes and issues of the course. Thus, while discussions in section may build on ideas presented in lecture and questions about the lecture are welcome, section is not a summary or a rehearsal of the lecture, but rather, an extension. You will have the opportunity to improve close reading, critical thinking, and writing skills. To accomplish these goals, section requires you, in addition to your responsibility as an attentive and engaged listener, to also be an active participant and respectful member of a discursive community.

## **POLICIES**

**Attendance:** *Your attendance in lecture and recitation is required. Any more than two absences from section will have consequences.* You are expected to be present in lecture or section at the beginning of class and to remain for the duration of the session. You should bring all readings to class with you.

### **Academic Integrity and Plagiarism:**

(<http://gls.nyu.edu/page/gls.academicintegrity>)

As a college writer, you are expected to use writing to develop and assert your own ideas and beliefs - to think for yourself. But at the same time, you are expected to engage the thinking of others, to place your own writing within the context of academic discourse by using and criticizing arguments from that discourse. This double obligation provides a framework in which to discuss plagiarism.

Plagiarism is the unacknowledged and inappropriate use of the ideas or wording of another writer. Because plagiarism corrupts values to which the university community is fundamentally committed - among them the pursuit of knowledge and intellectual honesty - plagiarism is considered a grave violation of academic integrity and the sanctions against it are correspondingly severe. Plagiarism can be characterized as "academic theft."

Plagiarism is:

The submission of material authored by another person but represented as the student's own work, whether that material is copied in verbatim or near-verbatim form or paraphrased.

**Plagiarism is a matter of fact, not intent;** whether or not there was an intent to deceive, the undocumented use of sources (that is, of any work authored by another person) constitutes plagiarism.

The submission of material authored by another person constitutes plagiarism even if it is subjected to editorial revision (to cover up the dishonesty) that results in substantive changes in content or major alteration of writing style.

Improperly acknowledging or failing to acknowledge sources from the Internet, as well as from textual essays, papers, or presentations.

Submitting the same paper for two different classes, either in the same semester or in a different semester, without the express consent of **both** instructors.

Procedures and Sanctions:

See: <http://cas.nyu.edu/object/bulletin0810.ug.academicpolicies>

## ASSIGNMENTS

### Response Papers:

For the first half of the semester, you will be asked to submit a 1-2 page response paper each week in section. The tone of these papers may be casual, though the ideas discussed should be mature and insightful. Responses offer you the opportunity to engage with an aspect of the text (or two) that sincerely interests you. Select an idea, a pattern, or a stylistic or structural element of the text and explore the role(s) and implication(s) of this element in the text. Alternatively, you may select a paragraph (or even a line) for a detailed close reading. You might consider the driving questions of the course to get you started:

- What claims to knowledge about the city and its inhabitants do these texts make?
- What images or views of New York do they help construct (and how?)?
- What forms—literary, artistic, social, cultural, political—have New Yorkers created to comprehend, represent, or reform the city or its people?
- How has city experience differed along lines of class, race, gender, ethnicity, age, religion, and sexual orientation?

You do not need a specific thesis, argument, or introduction (though you do need a focused topic); rather, the papers should reflect the development of your thinking—probing an idea, questioning your assumptions, and exploring the implications. If you end up with more questions than answers, you've written a strong response.

Response papers will be graded on a completion basis only, though I do expect a consistent and sincere effort. Any concerns or suggestions for improvement should also be addressed.

### Blogging NYC:

For this semester, become a regular follower of a NYC blog. Explore a little—find one that interests you—perhaps by neighborhood (East Village, Bowery, West Village), by theme (history, local politics, architecture), or by mode of engagement (walking, cooking, shopping). There is a great list online at Patell and Waterman's History of New York blog: <http://ahistoryofnewyork.com/>. When looking, take note of how often the blogger posts—you'll want a blog that has a new entry at least every week or so.

This assignment asks you to consider the blog as a unique way of knowing the city. What vision of NYC (or of an area within NYC) is the blog crafting (or resisting)? What operative words would you use to describe the blog's ideological, political, or social stance? Does it have a specific agenda? How does the blog "remap" NYC?

On April 7<sup>th</sup> (Week 11), you will be asked to turn in a short analysis of your chosen blog and your experience reading it. More details to follow.