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New York City College of Technology

English 1101

An Introduction to College Writing

Spring 2015

Office Hours:

Professor _____

Office:

email:

Course Description

English Composition I is a course in effective essay writing and basic research techniques, including the use of the library. College-level readings are assigned as the basis for in-class and online discussion and for essay writing. CUNY certification in reading and writing is the prerequisite for this course. Students should expect to spend six hours per week on work for this class in addition to class time. Through discussion, reading, writing in drafts, collaborating, revising, and presenting work, students will learn to:

- Write clear and logical sentences of varied structure, using correct spelling, conventional punctuation, and correct grammar and syntax;
- Organize sentences into paragraphs and paragraphs into well-developed essays that present persuasive arguments based on specific evidence;
- Draft, revise, and proofread essays of various modes of writing, including narration, description, comparison, argumentation, analysis and reflection;
- Use writing as a process of discovery, building habits of critical thinking;
- Develop a personal writing style.
- Read actively, carefully, and thoroughly, looking at details and at the piece as a whole;
- Formulate questions as part of the reading process in anticipation of class or online discussions;
- Demonstrate the ability to summarize, paraphrase, quote from, and argue with assigned readings
- Gain familiarity with online tools such as blogs, collaborative documents, online writing centers, and library research tools;
- Communicate professionally via e-mail and other online media;
- Demonstrate information fluency—the ability to find, evaluate, use, and create online resources.

Learning Objectives

Rhetorical Knowledge

- Understand and respond appropriately to different kinds of rhetorical situations
- Understand how genres and disciplines shape reading and writing practices
- Write in several genres

Writing and Reading Processes

- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part

Critical Thinking, Reading, Writing, and Researching

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Read, analyze, and interpret essays and texts across a variety of genres, disciplines, and media for the purposes of academic inquiry, rhetorical and textual analysis, and understanding, improving, and critiquing writing processes and reading strategies
- Understand how to read, interpret, and respond to argument-based readings and consider how the structure and content of these readings may relate to student writing projects and processes
- Integrate a student's own ideas with those of others and practice summarizing, paraphrasing, quoting, and documenting this work in various writing projects
- Locate, evaluate, organize, and use research material collected from digital sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal digital networks and internet sources

Composing in Digital Environments

- Use digital tools and environments for drafting, reviewing, revising, editing, and sharing texts
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and digital composing processes and texts

Knowledge of Academic Conventions

- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting research sources
- Control such surface features as syntax, grammar, punctuation, and spelling

Course Web Site

Please list the address for the course Bb or OpenLab site here:

Required Texts

1) The Place Where We Dwell. Juanita But, Mark Noonan, and Sean Scanlan, Eds.

2) English Handbook: Good Writing Made Simple. Monique Ferrell, Julian Williams, and Mark Noonan. (YOU CAN EITHER PURCHASE THIS ENGLISH HANDBOOK, OR USE AN OPEN ACCESS ENGLISH HANDBOOK, MANY OF WHICH ARE AVAILABLE ON THE WEB AND ONE OF WHICH CAN BE LOCATED AT: <http://www.digitalcomposition.org/openaccessenglishhandbook> . IT IS UP TO YOU WHETHER YOU PREFER TO USE A HANDBOOK IN PRINT OR ONLINE. WHATEVER YOU DECIDE, PLEASE MAKE SURE YOU HAVE MADE AN INFORMED DECISION AND LET ME AND YOUR CLASSMATES KNOW ABOUT YOUR DECISION BEFORE THE SECOND WEEK OF CLASSES.)

3) A printed monograph/book related to the theme of the class: You can choose one of the books listed in the bibliography of your Anthology of Readings. It should be at least 150

pages long. The book can be fiction or non-fiction.

4) A College-level English Dictionary. You can use reliable dictionaries on the web, e.g., Merriam Webster (<http://www.merriam-webster.com>), Oxford, and/or a dictionary that you already own.

Supplies

One notebook for In-Class Assignments and Notes.

One notebook for your Learning Journal.

One binder or a folder with pockets for Assignments and Course Handouts.

Essays: We will be discussing, drafting, and revising each of the formal writing projects for several weeks before they are due. You will be given a letter grade for these projects based on a grading rubric assessing various issues related to academic writing, all of which will be reviewed and discussed during the course of the semester. See Course Schedule for details and due dates.

Essay #1 – Due [WEEK 3 / 4 September 23, 2013](#) – [ENG1101-Essay1](#)

Essay #2 – Due [WEEK 7 / 8 October 16, 2013](#) – [ENG1101-Essay2](#)

Essay #3 – Due [WEEK 11 November 4, 2013](#) – [ENG1101-Essay3](#)

Essay #4 – Due [WEEK 13 November 25, 2013](#) – [ENG1101-Essay4](#)

Research Paper Guidelines and Schedule: [Prospectus Due WEEK 12 NOV. 18, 2013](#);
[Presentations WEEK 14/15](#); [Final Draft WEEK 16 December 18, 2013](#)–

[ENG1101-ResearchPaperSchedule](#)

Research Paper Evaluation Sheet – [ENG1101ResearchPaperEvaluation](#)

Oral Presentation Guidelines – [ENG1101OralPresentationGuidelines](#)

[City Tech English Essay Grading Guide](#)

A Note on Course Workload: Per CUNY guidelines, please calculate two hours of work per credit hour per week, EXCLUSIVE OF CLASS TIME. This means that for a 3 credit course, you will need

to budget 8.5 hours/week (2.5 class hours plus 6 hours independent study/class preparation). Taking into consideration your other professional, educational, and personal obligations, please make sure that you have the time to do the work for this course and successfully complete it. If you do not have the time to accommodate the work for this course, I STRONGLY encourage you to consider taking this course at some point in the future when you will have the time to successfully complete it.

A Note on What College Is: While the notion and function of “college” changes over time and is one that we will discuss in this class, the one thing that does not change is that one’s decision to be in college is a choice. YOU DO NOT HAVE TO BE HERE. Instead, it is your choice to be here. Please keep this in mind and try to keep an open mind towards the work you are asked to do. We will be spending quite a bit of time together this semester. Let’s try to make this time as productive and pleasant as possible. College course-work and the completion of college degrees are worthwhile and potentially valuable endeavors for those who have the time and resources to do so. The value of college course-work completed, or half-completed, without the necessary time and resources is questionable. Two elements most crucial to your actual success in college are time and timing. Recent research indicates that the more years students spend taking college courses, the less likely they are to successfully complete their degrees. This is a statistic that does not intuitively make sense. However, it is nevertheless true: a higher graduation rate exists for students who spend three to four years in college than for those who spend six to eight years in college. None of this is meant to discourage you from pursuing your studies. However, it is meant to emphasize that if you are working full time to support yourself and going to school full time and have questions about how much you actually want a college degree, you may be setting yourself up to not complete your degree and, in the process, spend and/or borrow money that you may never get back. You all have your unique gifts and you are all capable of succeeding in this and other college courses given the right conditions and environment. The tuition policies at CUNY make it difficult for incoming students to make an informed decision about whether or not it is the right time for them to be in the courses they have enrolled in or in college. At some private colleges, it is possible to spend the first two weeks of a semester shopping around for classes and deciding if one really wants to be there. At CUNY, you have exactly one day to decide whether or not you have the time and resources at the current moment to successfully complete the college courses you are enrolled in.

Grading

Grading: Your course grade will be calculated based on the following percentages, which reflect the value of the entire project; missing any component will result in a lower grade. Passing ENG 1101 is contingent upon attendance and the successful completion of all assignments and the final exam.

Participation: 20%

-This part of your grade includes active participation in class, completion of in-class assignments and completion of response questions.

Four Essays: 40%

-Assignment sheets for each essay will be passed out in class.

Research Paper and Presentation: 20 %

- This grade will include completion of a short (5-7 page) research paper based on one of the books from your reader, and a presentation.

Final Exam: 20%

-The final will be a written exam. Details about the exam will be provided later in the semester.

All essays must be turned in on time, and in print, to receive full credit. Late papers will be penalized one letter grade per *calendar* day. No papers will be accepted three calendar days after the assignment is due.

Papers are taken up at the beginning of class. Any paper turned in after that is late. (A paper turned in during the middle or at the end of class is not "on time." It will be penalized one day). This late policy also applies to "printer problems." Print your documents out far enough in advance that you can make provisions if something goes wrong.

Although grades will be calculated based on the percentages listed above, this calculation, and your ability to receive a passing grade for the course, are dependent both upon your completion of all essays and assignments, upon course attendance, and upon passing the final exam.

Course Policies

Participation: Class participation is vital to lively and focused discussions. Everyone must speak at least once each class period, no matter how shy or nervous you might be. Be respectful to your classmates, and please be free of distractions such as cell phones, food, or other non-course material.

Preparedness: Preparedness means that you will have read the text scheduled for that day and underlined passages you feel are important or about which you have questions and respect the voices and opinions of your fellow students.

Essays and Assignments: Essays and assignments are due at the BEGINNING OF CLASS on the date indicated. Late essays will not be accepted. Essays and assignments must be typed. Essays

should be formatted according to MLA guidelines, which will be reviewed in class and are explained below. Please make sure that you retain a copy of all assignments, essays, and handouts. If you must miss a class, please consult with one of your classmates or our course website regarding any assignments you may have missed.

Formatting papers: Use MLA guidelines, which include the following recommendations: Double-space the text of your paper, and use a legible font (e.g. Times New Roman). The font size should be 12 pt.. The left and right margins of your document should be 1 inch. In the upper left-hand corner of the first page, list your name, your instructor's name, the course, the date, and the assignment title. Include a title for all essays and for any assignments for which a title may be appropriate.

Contacting Me: The best ways to contact me are in-person before and after class and during my office hours. If you need to get any assignments or essays to me, please either leave them in my mailbox, which is located in Namm 503, or bring them to class. I am unable to e-mail assignments to students and unable to receive assignments or essays via e-mail.

Students with Disabilities: If you have any type of disability, please come discuss this with me so we can make arrangements to tailor any course policies or assignments to your specific needs.

Academic Integrity: City Tech Policy on Academic Integrity: “Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”

Please familiarize yourself with City Tech’s academic honesty policies:

http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf

Plagiarism, the act of presenting another person’s ideas, research, or writing as your own, whether intentionally or unintentionally, is not tolerated at City Tech. Using proper documentation (we will use the MLA style for citations) and thorough textual analysis will help you avoid plagiarism. Any cases of plagiarism or other forms of academic dishonesty will result in a grade of zero and appropriate measures taken. If you are confused or have any questions about what plagiarism is and how you might avoid it, please contact me before your assignment is due.

Cell Phones, Computers, Other Electronic Devices, etc.: Cell Phones, computers, and other electronic devices need to be turned off and stored away during class. Anyone using a computer or cell phone for purposes unrelated to a class activity will be marked absent for that class. To reduce the likelihood of portable devices causing any type of distraction, at the beginning of each class session, I will ask students to place their cell phones on the desk at the

front of the classroom.

WEEK ONE

CLASS 1: Course Introduction

WEEK TWO

CLASS 1: Russell Shorto, “Henry Hudson the Pollinator” (p. 226)

CLASS 2: E. B. White, “Here is New York” (p.37); Review the grammar section in *Rules of Thumb*, (pp. 1-60)

WEEK THREE

CLASS 1: Colson Whitehead, “The Colossus of New York” (p. 6); Katie Roiphe, “A Coney Island of the Mind” (p.11); *Rules of Thumb*, pp. 63-111

CLASS 2: Nelson George, “Ft. Greene Dreams” (p.31); Anna Quindlen, “Pregnant in New York” (p.20)

WEEK FOUR

CLASS 1: **Essay #1 Due** (NEIGHBORHOODS) *New York: A Documentary Film* (on Immigrant New York)

CLASS 2: Emma Lazarus, “The New Colossus” (p.50); Anzia Yezierska, “America and I” (p.54)

WEEK FIVE

CLASS 1: Digital Research Project: Triangle Shirtwaist Factory Fire of 1911 <http://www.ilr.cornell.edu/trianglefire>

CLASS 2: Claude McKay, “Tropics in New York” (p. 68); Ralph Ellison, “New York, 1936” (p. 16); Edwidge Danticat, “New York Was Our City on the Hill” (p.73)

WEEK SIX

CLASS 1: Essay #2 Due (IMMIGRATION) Dewitt Clinton, “Free Schools” (p. 87); Colin Powell, “My American Journey” (p. 90); Bilal Rahmani “Chronicles of a Once Pessimistic College Freshman” (p. 98)

CLASS 2: Howard Gardner, “Five Minds for the Future” (p. 111); Wallis and Steptoe, “How to Bring Our Schools into the 21st Century” (p.117)

WEEK SEVEN

CLASS 1: TBA

CLASS 2: **Essay #2 Due**, film, *Style Wars*

WEEK EIGHT

CLASS 1: Essay #3 Due (EDUCATION); *Style Wars* (continued)

CLASS 2: Mark Naison, “From Doo Wop to Hip-Hop” (p. 162); Joseph Anastasio “My Life in Graffiti” (p. 133)

WEEK NINE

CLASS 1: James Parrott, “As Incomes Gap Widens...” (p. 180); Brian Paul “Affordable Housing Policies...” (p. 188)

CLASS 2: Mark Berkey-Gerard, “Youth Gangs” (p.202); Benjamin Shepard, “Fighting Police Brutality in Global Brooklyn” (p.218)

WEEK TEN

CLASS 1: **Essay #3 Due**, Library Instruction Session – Class meets in the library, 4th Floor Atrium Building

CLASS 2: Phillip Lopate, “The Brooklyn Bridge” (p. 244); Walt Whitman, “Mannahatta” (p. 229) and “Crossing Brooklyn Ferry” (p.231)

WEEK ELEVEN

CLASS 1: Essay #4 Due (REVISION); Herman Melville, “Bartleby, the Scrivener: A Story of Wall Street” (p.272)

CLASS 2: Herman Melville “Bartleby” (continued)

WEEK TWELVE

CLASS 1: **RESEARCH PROSPECTUS DUE**; Edith Wharton, “Mrs. Manstey’s View”
(p. 292)

CLASS 2: Hart Crane, “The Bridge” (p.358); Gang Starr, “The Place Where We Dwell”
(p. 372); And other poems, p. 358-379.

WEEK THIRTEEN

CLASS 1: **Essay #4 Due (Revision)** ; Research Paper Guidelines – *Rules of Thumb*,
pp. 113-166.

CLASS 2: TBA

WEEK FOURTEEN

CLASS 1: Research Presentations

CLASS 2: Research Presentations

WEEK FIFTEEN

CLASS 1: Research Presentations

CLASS 2: Research Presentations

WEEK SIXTEEN

CLASS 1: FINAL EXAM

CLASS 2: MAKE-UP FINAL EXAM