

New York City College of Technology

English 1101

An Introduction to College Writing

Spring 2015

Office Hours:

Professor _____

Office:

email:

CONTENT IN BLACK IS REQUIRED; [CONTENT IN BLUE IS OPTIONAL](#)

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) Anthology of Readings: [The Place Where We Dwell](#). Juanita But, Mark Noonan, and Sean Scanlan, Eds. 2) [The World's Greatest Short Stories](#). Edited by James Daley. (YOU WILL NEED TO PURCHASE A COPY OF THIS BOOK IN THE CITY TECH BOOKSTORE. IT COSTS \$3.50. PLEASE MAKE SURE YOU BUY A COPY DURING THE FIRST WEEK OF CLASSES.)

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.

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.

Essay #1 (Self-introduction: passion, philosophy, and future vision): 10%

Essay #2 (Walking and Writing in Overlapping New Yorks): 15%

Essay #3 Midterm Exam (Summary and Essay about an Article): 10%

Essay #4 (Research Project): 20%

Essay #5 (SAFA reflections and revisions): 5%

Essay #6 Final Exam (Argumentative Essay In Response to a Reading): 10%

Oral Presentation (Verbal Drafting of Research Project): 5%

Course Site writing and participation (including summary, glossary, and blog posts): 15%

In-class participation, quizzes and in-class assignments: 10%

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.

You are expected to arrive on time and attend all classes; City Tech's attendance policy states that more than three absences can result in a failing grade for the course. Arriving late or leaving early will, depending on the specific situation, count as a full or partial absence.

The work for this course is cumulative, which means that one assignment builds from the next and it is difficult to catch-up once you fall behind. Please remember that being absent is not an excuse for missing or late work, so be sure to get notes and assignments from a classmate or from our course Web site so that you can be informed and prepared for every class.

While I plan to attend each one of our classes, I am also aware that illnesses and emergencies arise. As a result, it is my policy to grant students three absences to manage over the course of the semester. Grades for those students who have no absences will be positively impacted; those with three absences will not be affected; and those with more than three absences will be negatively effected. With four absences, a student cannot expect to receive a grade higher than a B, with five, a grade no higher than a C, with six, a grade no higher than a D. With seven absences, a student will receive a failing grade for the course. Please also keep in mind that three latenesses are the equivalent of one absence and that leaving a class before its completion will be counted as an absence, as will arriving for class after the first half hour. Finally, if situations arise that are beyond your control and that will result in a prolonged absence, please come talk to me.

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 1.25 inches. 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

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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.

Date	Schedule of Classes:	Assignment
W 1/28:	Course Introduction	Essay #1 prewriting: Freewrite in your notebook about your passion in life, your life philosophy, and where you see yourself in five to ten years.
M 2/2:	<p>What is an essay? What is a summary? Essay #1 draft: in-class essay on your passion, philosophy, and vision of your future in the next five to ten years.</p> <p>Handouts: Essay #1 assignment; summary</p>	<p>Find or take a photograph that captures your passion or philosophy or vision of your future in five to ten years. Write a blog post describing the photograph and bring both the photograph and paragraph with you to class on 9/5.</p> <p>Review photographs on the course blog; write a blog post describing one of them.</p>
W 2/4:	<p>Reading images You must obtain <i>The Place Where We Dwell</i>, 3rd ed to complete your homework!</p>	<p>Read: George, “Fort Greene Dreams” (D) Write a blog post in which you summarize “Fort Greene Dreams”</p>

M 2/9:	Discuss "Fort Greene Dreams" Writing workshop: passion, philosophy, future	Read: Perdomo, "Where I'm From" (D) Write a new blog post with a revised summary of "Fort Greene Dreams"
W 2/11:	Discuss "Where I'm From" Writing with / Essay #1 due —cover letter in class Place: description, comparison, process writing	Read: Deák, "The People, Parks, and Ambience of Brooklyn" (D) Write a blog post identifying one aspect of "The People, Parks, and Ambience of Brooklyn" that stands out; comment on at least one post. Post on the blog your version of your version of "Where I'm From"
M 2/16:	No classes scheduled	
W 2/18	Essay #2 assignment description	Read Whitehead, "City Limits" from <i>The Colossus of New York</i> (D) and Steinberg, "View of the World from 9th Avenue" (OL) Write a blog post —topic TBA.
M 2/23:	Place: description, comparison, process writing, continued Discuss "City Limits" from <i>The Colossus of New York</i> ; maps	Read: Capote, "A House on the Heights" (OL) Write a blog post and comment —topic TBA
W 2/25:		
M 3/2:		Write a blog post abouts the map session Read Ben Mc Grath, "Who Knows Brooklyn" (http://www.newyorker.com/magazine/2009/09/21/who-knows-brooklyn) Draft of Essay #2 due
W 3/4 :	Ursula Schwerin Library visit, A540: meet outside the library in the Atrium building	Write a blog post about the library session; comment on at least one other blog post
M 3/9:		
W 3/11:	Discuss "Who Knows Brooklyn"	Read: Furman journal excerpts (OL)

	Essay #2 due—cover letter in class	Write a blog post about reading Furman’s journal
M 3/16:	Short review: how to write a timed essay Essay #3: Midterm Exam	Read Egan, “Reading Lucy” (D) Write a blog post TBA
W 3/18:	Review midterm exam and reading Discuss “Reading Lucy” Incorporating source material Handout: Essay #4 assignment description	Read: TBA Write a blog post brainstorming about Essay #4; comment on at least two posts.
M 3/23:		Read: Kolkin letters Write a blog post about the documents session; comment on at least one other post
W 3/25:	Discuss Essay #4 Persuasive essay	Write a blog post update about your topic for Essay #5; Read Introduction to Brooklyn!: An Illustrated History (http://www.temple.edu/tempress/chapters_1100/1197_ch1.pdf)
M 3/30:	Discuss Introduction to Brooklyn!: An Illustrated History	Read Lopate, “The Brooklyn Bridge” (D) and other Brooklyn Bridge readings Write a blog post about at least two of the readings; comment on at least one other post.
W 4/1:	Discuss Brooklyn Bridge readings	Write a blog post—topic TBA
	SPRING RECESS APRIL 3 - APRIL 11	
M 4/13:	Writing workshop for Essay #4; Draft of Essay #4 due	Prepare for your presentation Write a blog post about preparing.
W 4/15:		TBA

M 4/20 :		Read: TBA Write your research essay abstract as a blog post
W 4/22	Essay #4 due —cover letter in class	Review blog posts; comment on three posts by anyone in class.
M 4/27:		Read Gross, “Despite Setbacks, Bloomberg Plan Has Made New York Greener” (D) and other Green New York readings Write a blog post about Green New York; comment on one other post.
W 4/29:	Discuss Readings	Peer feedback on Essay #5
M 5/4:		Essay #5 due
W 5/6:		Read: TBA
M 5/11:		Study for the final exam
W 5/13:	Prepare for Final Exam	Study for the final exam
M 5/18:	Essay #6: Final Exam	
W 5/20:	Make-up Final Exam	

Date	Schedule of Classes:	Assignment
Th 1/29:	Course Introduction	Essay #1 prewriting: Freewrite in your notebook about your

		passion in life, your life philosophy, and where you see yourself in five to ten years.
Tu 2/3:	<p>What is an essay? What is a summary?</p> <p>Essay #1 draft: in-class essay on your passion, philosophy, and vision of your future in the next five to ten years.</p> <p>Handouts: Essay #1 assignment; summary</p>	<p>Find or take a photograph that captures your passion or philosophy or vision of your future in five to ten years. Write a blog post describing the photograph and bring both the photograph and paragraph with you to class on 9/5.</p> <p>Review photographs on the course blog; write a blog post describing one of them.</p>
Th 2/5:	<p>Reading images</p> <p>You must obtain <i>The Place Where We Dwell</i>, 3rd ed to complete your homework!</p>	<p>Read: George, "Fort Greene Dreams" (D)</p> <p>Write a blog post in which you summarize "Fort Greene Dreams"</p>
T 2/10:	<p>Discuss "Fort Greene Dreams"</p> <p>Writing workshop: passion, philosophy, future</p>	<p>Read: Perdomo, "Where I'm From" (D)</p> <p>Write a new blog post with a revised summary of "Fort Greene Dreams"</p>
Th 2/12:	No classes scheduled	
T 2/17:	<p>Discuss "Where I'm From"</p> <p>Writing with /</p> <p>Essay #1 due—cover letter in class</p> <p>Place: description, comparison, process writing</p>	<p>Read: Deák, "The People, Parks, and Ambience of Brooklyn" (D)</p> <p>Write a blog post identifying one aspect of "The People, Parks, and Ambience of Brooklyn" that stands out; comment on at least one post.</p> <p>Post on the blog your version of your version of "Where I'm From"</p>
Th 2/19	<p>Essay #2 assignment description</p>	<p>Read Whitehead, "City Limits" from <i>The Colossus of New York</i> (D) and Steinberg, "View of the World from 9th Avenue" (OL)</p> <p>Write a blog post—topic TBA.</p>

T 2/24:	Place: description, comparison, process writing, continued Discuss “City Limits” from <i>The Colossus of New York</i> ; maps	Read: Capote, “A House on the Heights” (OL) Write a blog post and comment —topic TBA
Th 2/26:		
T 3/3:		Write a blog post abouts the map session Read Ben Mc Grath, “Who Knows Brooklyn” (http://www.newyorker.com/magazine/2009/09/21/who-knows-brooklyn) Draft of Essay #2 due
Th 3/5 :	Ursula Schwerin Library visit, A540: meet outside the library in the Atrium building	Write a blog post about the library session; comment on at least one other blog post
T 3/10:		
Th 3/13:	Discuss “Who Knows Brooklyn” Essay #2 due —cover letter in class	Read: Furman journal excerpts (OL) Write a blog post about reading Furman’s journal
T 3/17:	Short review: how to write a timed essay Essay #3: Midterm Exam	Read Egan, “Reading Lucy” (<i>D</i>) Write a blog post TBA
Th 3/19:	Review midterm exam and reading Discuss “Reading Lucy” Incorporating source material Handout: Essay #4 assignment description	Read: TBA Write a blog post brainstorming about Essay #4; comment on at least two posts.
T 3/24:	Documents at the Brooklyn Historical Society	Read: Kolkin letters Write a blog post about the documents session; comment on at least one other post
Th 3/26:	Discuss Essay #4, documents at BHS Persuasive essay	Write a blog post update about your topic for Essay #5; Read Introduction to <i>Brooklyn!: An Illustrated History</i> (http://www.temple.edu/tempress/chapters_1100/1197_ch1.pdf)

T 3/31:	Discuss Introduction to <i>Brooklyn!: An Illustrated History</i>	Read Lopate, “The Brooklyn Bridge” (D) and other Brooklyn Bridge readings Write a blog post about at least two of the readings; comment on at least one other post.
Th 4/2:	Discuss Brooklyn Bridge readings	Write a blog post —topic TBA
	SPRING RECESS APRIL 3 - APRIL 11	
T 4/14:	Writing workshop for Essay #4; Draft of Essay #4 due	Prepare for your presentation Write a blog post about preparing.
Th 4/16:		TBA
T 4/21 :		Read: TBA Write your research essay abstract as a blog post
Th 4/23	Essay #4 due —cover letter in class	Review blog posts; comment on three posts by anyone in class.
T 4/28:		Read Gross, “Despite Setbacks, Bloomberg Plan Has Made New York Greener” (D) and other Green New York readings Write a blog post about Green New York; comment on one other post.
Th 4/30:	Discuss Readings	Peer feedback on Essay #5
T 5/5:		Essay #5 due
Th 5/7:		Read: TBA

T 5/12:		Study for the final exam
Th 5/14:	Prepare for Final Exam	Study for the final exam
T 5/19:	Essay #6: Final Exam	
Th 5/22:	Make-up Final Exam	