**English 1101Co: Composition I + Corequisite**

**New York City College of Technology, CUNY**

**Fall 2019**

**Professor:** Instructor Margo Goldstein

**Email:** mgoldstein@citytech.cuny.edu

**Classroom:** P501 **Time: Mondays and Wednesdays:** 11:30-2pm

 **Office Hours:** Tuesdays 10-11am @529N

**Course Description**

English 1101Co is a writing- intensive course designed to strengthen your composition skills. Writing a variety of essays, in addition to a research paper, will help you develop skills such as building an argument, adopting your writing for different needs and situations, interpreting and responding to a text, incorporating secondary source material effectively, and mastering the mechanics of quoting, citing, and documenting sources. The poems, short stories, essays, visual media, films, and newspaper articles we will read and observe together are focused on helping you develop your writing and critical thinking skills. We will be reading pieces both for their inherent literary value and also as models of composition that you may employ in your writing assignments. Reflecting on your own experiences alongside these texts will ensure active discussion regarding communities, public space, urban art forms, education, class, race, gender, crime, gentrification, and other topics of debate.

The “Co” in English 1101Co stands for corequisite, and means that alongside English 1101 we dedicate time to strengthening reading and writing. We will focus on establishing vocabulary and critical reading skills, scaffolded approaches to writing assignments, correct grammar and punctuation, and positive habits for collegiate success, including note taking and study skills. Enrollment Requirements: Prerequisite of 46-55 on the CUNY Assessment Test in Writing, and/or 46-54 on the ACCUPLACER Reading Test. Or grade of 'S' in 090W without writing proficiency and/or grade of 'S' in 090R without reading proficiency.

**Requirements**

Literacy Narrative Essay 15%

Dystopian Genre Analysis (short dystopian story) 15%

OP-ED (plus presentation) 20%

Midterm (Practice Final) 15%

Final Exam 15%

Participation (homework and verbal contributions) 20%

* All reading assignments require additional work that we will go over together. These assignments are designed to help you greatly reflect on both the readings as well as your overall writing. In addition, it gives you the opportunity to enhance your skills.

**Required Materials**

* All readings are available on Blackboard
* *First-Year Companion* (provided)
* Pocket Dictionary
* Notebook or binder + folder ***dedicated*** to this class. The folder will house your portfolio (collected writing).

**Policies and Procedures**

*Participation* Respect for everyone in the room (not just the professor) is crucial. Cell phones should be silent and invisible.

*Late Work* All assignments are due on the date listed on the syllabus. Assignments turned in one class period late will receive a reduction of one full-letter grade (B → C). Assignments turned in more than one class period late will not be accepted.

*Accessibility Statement*

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street, Library Building 237 (L-237), phone 718-260-5143 or <http://www.citytech.cuny.edu/accessibility/>.

*New York City College of Technology 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. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Resources**

There are several really important resources to support you beyond our classroom.

* Tutors

3 sessions are required. Bring a reading or a piece of writing to go over. 3 sessions = the minimum; take advantage of this positive resource early and often, throughout the semester!

Location: Library Building 31 (LG 31)

Schedule: Monday & Wednesday 10-11am & 2-5pm (Tutor: Margo Goldstein); Tuesday 11am- 3pm (Tutor: Margo Goldstein); Thursday: 11-3pm (Tutor: Leigh Gold)

* Peer Mentors

We will have a peer mentor assigned to our class who will stop by regularly and also be in touch via email regarding useful college workshop opportunities (which will often feature pizza). More info will be forthcoming!

* Advisors

The transition to college is challenging for everyone. It is helpful to periodically reflect on how you are doing in your classes, and how your anticipated area of study (major) is progressing, as well as to plan next steps. Academic advisors are able to help you navigate these paths. If you are in SEEK or ASAP or have declared your major, you have an assigned advisor with whom to schedule appointments. Others should seek out appointments with Dr. Julian Williams, Director of Liberal Arts & Sciences, in Pearl 616

**Course Schedule**

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| **Unit 1: Literacy Narratives** | **LEARNING ACTIVITIES** |
| 8/28 Wed.   | Syllabus/Overview of the course/Icebreaker Exercise/Analyzing famous quotes about reading and writing |
|  9/4 Wed.  |  Bunn, “How to Read Like a Writer”/Reading Strategies: annotation. Academic habits and self-regulated learning. First Year Companion Exercise. |
|  9/5 Thurs.    | ReviewingLiteracy Narrative Elements; “Learning to Read” by Malcom X and “Don’t Panic: A Hitchhiker’s Guide to My Literacy” by Lucas Pasqualin. Reading strategies: distinguishing main ideas from supporting details. |
|  9/9 Mon.    |  “Mother Tongue” by Amy Tan. Descriptive Writing Strategies; Essay 1 is assigned and discussed; Brainstorming literacy-related experiences |
|  9/11 Wed. | Literacy Narrative practice cont’d; Reading and writing strategies: developing supporting details; responding to texts |
|  9/16 Mon. | Literacy Narratives cont’d; integrating quotes into an essay; making connections between references used in class and students’ life experiences |
|  9/18 Wed.  | Bring essay to class for a peer review; proofreading strategies; development, structure, grammar, and sentence structure/Grammar: reviewing parts of speech; identifying parts of speech exercise |

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| **Unit 2: Dystopian Fiction** |  **Learning Activities**  |
|  9/23 Mon. | Essay 1 is due; attach peer response and draft with evident revisions. Introduction to Dystopian elements; “The Lottery” by Shirley Jackson. Analyzing the use of symbolism And foreshadowing used in Dystopian literature. Grammar: Phrases; identifying and writing Different phrases. |
|  9/25 Wed.  | “Harrison Bergeron” by Kurt Vonnegut. Analyzing the use of dialogue, imagery, and Symbolism used in dystopian literature/Grammar: Clauses; identifying clauses and using Them/Creative dystopian writing practice.  |
|  10/2 Wed. | Viewing of Black Mirror’s “Nose Dive;” Essay 1 is returned and revision discussion;Analyzing the use of imagery, symbolism, as well as various cinematic elements that communicate the dystopian experience |
|  10/7 Mon.  | Essay 1 Revision is due; Essay 2 is assigned; students will work on genre analysis + Brainstorming their own dystopian story topics/Grammar: Sentence Types |
|  10/16 Wed  | Essay 2 Drafting Workshop /Midterm Review |
|  10/21 Mon.  | Midterm; Essay 2 is due; grammar: Sentence Errors |
|  10/23 Wed.  | Proofreading Games/competititions |

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| **Unit 3: OPEDS/The Art of****Rhetoric** |  **Learning Activities**  |
|  10/28 Mon. | Essay 2 is returned and revision process is discussed; Characteristics of OPEDS; “How the B word is Used to Bring Women Down” by Peggy Drexler; reading and writing Strategies: rhetorical devices and logos, ethos, and pathos. |
|  10/30 Wed.  | “How Social Media Puts Extremism on Overdrive” by Jillian Peterson and/Reading and writing strategies: identifying, as well as utilizing research and supporting arguments; analyzing rhetorical situations |
|  11/ 4 Mon.  | Final draft of essay 2 is due; “Why Religion is Bullshit” by George Carlin; strategies: Counterarguments and rhetorical devices; essay 3 is assignmed. Students will brainstorm And share potential topics. |
|  11/6 Wed. | Students will work on OPEDS/Tedtalk: “How to Spot a Liar” by Pamela Meyer /research presentation strategies: finding research on chosen topics |
|  11/11 Mon. | MLA format review/ “The Science of Flirting” Tedtalk; research presentation strategies:Using visual aids in a presentation |
|  11/13 Wed.  | “Eric Garner and Our Justified Fear of Police” by Steven W. Thrasher; strategies: using Anecdotes and personal experiences as supporting arguments; developing OPED outlines andBrainstorming appropriate anecdotes; rhetorical analysis practice |
|  11/18 Mon. | Amy Cuddy’s “Power Poses;” presentation strategies: body language and non-verbal Communication strategies; OPED outlines are due; students will work on MLA works cited In class. Body Language practice.  |
|  11/20 Wed.  | Students will be given conferences on their OPEDS; students will continue to develop their OPEDS. |
|  11/25 Mon. | Viewing of the movie, *Get Out*; Analyzing how the film is used to address social concerns and systematized racism; analyzing the rhetorical elements of socially aware cinema; first draft of OPED is due, including works cited list. |
|  11/27 Wed. | *Get Out* cont’d; contest: rhetorical Analysis contest of the film/contest 2: creating their own Social Horror stories about Thanksgiving |
|  12/2 Mon. | Developing Presentation Outlines/OPEDS are returned and students will peer review one another’s drafts. |
|  12/4 Wed.  | Presentations  |
|  12/9 Mon.  | Presentations/Final draft of OPEDS are due/Final Review |
|  12/11 Wed.  | Final Review/Portfolio Conferences |
|  12/16 Mon. | Final exam/Final Portfolio is due |
|  12/18 Wed.  | Last Day of Class (Attendance is optional) |