The Syllabus

Session Five

Today's Topics

★ Course Organization
★ Contents of a Syllabus
★ Duties + Responsibilities of a Professor
★ Duties + Responsibilities of a Student
★ Academic Integrity
★ Effective Communication

Organizing Your Courses

Make folders in your OneDrive
- Organize by semester
- Organize by course

First file is your syllabus + schedule

Save ALL your work for the course

Use consistent and clear file names
- LastName_Assignment_Class_Semester
- Paruolo_Reflection4_CT101_SU21

My files > **English Department**

Name ⌄

📁 Fall 2021

📁 Spring 2021

📁 Summer 2021

My files > English Department > **Fall 2021**

Name ⌄

📁 ENG1101 LC26

📁 ENG1101 OL24

Contents of a Syllabus

Why is a syllabus so important?

ENG 1101: English Composition I, section OL41

New York City College of Technology
Spring 2021

COURSE INFORMATION

Mondays + Wednesdays from 12-1:40pm
Zoom Class: https://zoom.us/j/7606800911

INSTRUCTOR INFORMATION

Professor Sarah Paruolo, sparuolo@citytech.cuny.edu
Office Hours: Mondays from 11am-12pm + Wednesdays from 4-5pm
Office Hours: https://zoom.us/j/7606800911

COURSE DESCRIPTION

A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. The semester will focus on instructing students on how to read and communicate in various genres, disciplines, and situations. What students do in this class is not important simply for completing a requirement, as the skills developed here w be crucial to success in each student's chosen course of study going forward.

PREREQUISITE

CUNY Proficiency in Reading and Writing

COURSE OBJECTIVES

It is expected that at a minimum, students in ENG 1101 will:

1. Read and listen critically and analytically in a variety of genres and rhetorical situations: Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.
2. Adapt to and compose in a variety of genres: Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.
3. Use research as a process of inquiry and engagement with multiple perspectives: Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, etc.).
4. Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations. Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.
5. Demonstrate the social and ethical responsibilities and consequences of writing: Recognize that first year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.
6. Compose in 21st Century Environments: Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

REQUIRED TECHNOLOGY

All students should be set up with and prepared to use the following:

- CUNYfirst <CUNYfirst Login>
- Blackboard (via City Tech) <Blackboard Login>
- City Tech Email (Outlook) <Outlook Sign In>
- Microsoft Office365, this includes Word (free via CityTech) <Office365 Login>
- Zoom (free via CityTech) <Zoom Sign Up>

Please visit City Tech's Learn Anywhere website for assistance. <Learn Anywhere>

REQUIRED TEXTS + MATERIALS

- There are NO texts students are required to buy for this course.
- All required course readings and assignments will be posted on **Blackboard.**
- Although this is an online course, all students should have a notebook and writing instrument available during class.

GRADING

30% Preparation + Participation

- Preparation + Participation includes student engagement during class, posts, and activities
- Most of these assignments are graded on a scale of 0-3 [0 = not submitted, 3= excellent work]

70% Final Portfolio

- Final Portfolio includes all major essays and projects, revisions, and reflections
- Most of these major assignments will be graded on a scale of 0-100, using detailed rubrics

ATTENDANCE

Although attendance is not graded on its own, students' presence is crucial to being successful in this course. Online learning presents many challenges, and without regular attendance at Zoom classes students are putting themselves at risk for falling behind. *If you know regular attendance will be an issue, please speak with the professor right away.*

Students are not required to have their cameras on for every class session, HOWEVER it is **strongly recommended** that cameras are turned on as often as possible. One of the challenges of online learning is feeling disconnected, so by turning on cameras, there is a little more of the classroom feel. **IT IS COURSE POLICY THAT STUDENTS DO NOT RECORD ANY PORTION OF THE COURSE** (including screenshots), so students should not worry about privacy when turning on their cameras.

Arriving to class late is disruptive. Attendance is taken at the start of each class, and students who are not signed in at the beginning of class **must inform the professor at the end of class or risk being marked absent for the day.**

NOTE: Things happen, and many students will have to be absent once or twice over the course of the semester—this is okay. However, please remember that an absence today is NOT an excuse for being unprepared tomorrow. If a student must miss class, they must be responsible about it—check in with classmates, Blackboard, and the professor, so that it is clear what has been missed and what needs to be done to be prepared for the next class. *It is the student's responsibility to be ready to participate immediately upon their return to class.*

PREPARATION + PARTICIPATION

It is hard to judge preparation and participation in an online environment the same way it is graded in a physical classroom, so this grade is based on many things. Students will demonstrate preparation and participation by completing Readings (with annotations), Activities, and Posts, as well as, coming to class prepared to participate. Class participation can include: contributing to discussion, asking questions, responding to other students' questions, engaging in group work, and contributing to peer reviews. Instructions and due dates for Activities and Posts are posted on Blackboard.

FINAL PORTFOLIO

All students will have to submit a Final Portfolio in order to pass the course. The portfolio is not a single assignment, but rather a collection of assignments that the student has worked on throughout the entire semester. A detailed assignment sheet and specific directions will be posted on Blackboard after midsemester. All portfolios are due by Monday, May 24th 11:59pm. NO PORTFOLIOS WILL BE ACCEPTED AFTER THIS DATE. Students cannot pass the course without submitting a final portfolio.

All components of the Final Portfolio will be worked on over the course of the semester. All major Essays and Projects have detailed Assignment Sheets posted on Blackboard. Individual components of the Final Portfolio will have due dates throughout the semester. It is only the completed portfolio that is due Monday, May 24th.

LATE WORK

All assignments are due BEFORE class starts on the date listed (unless otherwise directed). Late work is accepted, but with a penalty. IT IS ALWAYS BETTER TO SUBMIT SOMETHING LATE THAN TO NOT SUBMIT IT AT ALL.

OFFICE HOURS

I am available to meet during office hours on Mondays from 11am – 12pm and Wednesdays from 4–5pm on Zoom. During these times, I also offer "quick response email" where I will get back to you right away. Other meeting times and arrangements need to be worked out ahead of time. If you are struggling, have questions, or need extra help, office hours are your opportunity to talk with me!

TUTORING

There is *free* tutoring available via the City Tech Writing Center for all students in ENG 1101. Students may go if they feel they need extra help with an essay; permission or referral from a professor is not needed. In some cases, students will be required to go if they are struggling with a particular issue that is not addressed in ENG 1101. To schedule an appointment or get help via email, email: **CityTechWritingCenter@gmail.com**.

EMAIL POLICY

Per college policy, students will only be allowed to communicate with the professor via their City Tech email address (the one that ends with @mail.citytech.cuny.edu) and Blackboard. Most emails receive a response within 48 hours—if you don't receive a response after two days, check the email address (and spelling), and email again. Many students find that the best way to keep track of their email is to download the Outlook app on their phone.

You are responsible for checking your email and Blackboard daily!

RECORDING POLICY

Students are NOT permitted to record any part of the class or office hours. This includes screenshots on Zoom. Each class session will be officially recorded by the professor and made accessible ONLY to students officially enrolled in the course. Individual student recordings—audio or visual—compromise the security and privacy of the rest of the class. If there is a need to record for some reason, students must get permission from the professor via email BEFORE the recording takes place.

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.
<http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf>

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, you can leave a voicemail at 718-260-5143, send an email to: Accessibility@citytech.cuny.edu, or visit the Center's website at http://www.citytech.cuny.edu/accessibility/ for more information.

**If you had an IEP in high school, you are eligible for support services in college too!

UNIT I Beginnings	CLASS + DUE DATE		TOPIC	READ + ANNOTATE	WRITE	COMPLETE
	Mon	1-Feb	Introduction + Course Overview	START HERE Materials	N/A	N/A
	Wed	3-Feb	Overview, Orientation, + Expectations	"Adapting for 2021: A Student's Guide" by R. Gurung	Introduction Post	Activity #1: My Technologies
	Mon	8-Feb	Overview, Orientation, + Expectations	"Student Tips For Online Learning Success"	Online Learning Post	Activity #2: CT Technologies

UNIT II Narrative	CLASS + DUE DATE		TOPIC	READ + ANNOTATE	WRITE	COMPLETE
	Wed	10-Feb	Reading + Annotation Strategies	"How To Read Like A Writer" by M. Bunn	Reading Response Post	N/A
	Mon	15-Feb	NO CLASS	N/A	N/A	N/A
	Wed	17-Feb	Critical Thinking	"Mother Tongue" by A. Tan	Reading Response Post	N/A
	Mon	22-Feb	Critical Thinking	"Three Ways To Speak English" by J. Lyiscott	Reading Response Post	Activity #3: My Education Experiences #1
	Wed	24-Feb	Critical Thinking	"Maybe I Could Save Myself By Writing" by J. Olivarez	Reading Response Post	Activity #4: My Education Experiences #2
	Mon	1-Mar	Writing as a Process	N/A	Essay #1, Draft #1	N/A
	Wed	3-Mar	Peer Review	Peer Review Guidelines	N/A	Activity #5: Peer Review (@ end of class)
	Mon	8-Mar	Revision	"Learning to Read" by Malcolm X	Writing Response Post	N/A
	Wed	10-Mar	Big Picture	TBD	TBD	Activity #6: Revision Plan for Essay #1

UNIT III Research	CLASS + DUE DATE		TOPIC	READ + ANNOTATE	WRITE	COMPLETE
	Mon	15-Mar	Critical Thinking	"A Talk To Teachers" by J. Baldwin	Reading Response Post	N/A
	Wed	17-Mar	Research as a Process	"Research Starts with a Thesis Statement" by E. Wierszewski	Reading Response Post	N/A
	Mon	22-Mar	Library Session	N/A	N/A	Activity #7: KWL+
	Wed	24-Mar	Research Question	"As He Himself Puts It: The Art of Quoting" by Graff + Birkstein	Research Question Post	Activity #8: Incorporating Sources
	Mon	29-Mar	NO CLASS	N/A	N/A	N/A
	Wed	31-Mar	NO CLASS	N/A	N/A	N/A
	Mon	5-Apr	Research + Annotation	"Annoying Ways People Use Sources" by K. Stedman	Reading Response Post	Activity #9: Source Entry Template
	Wed	7-Apr	Peer Review	N/A	Essay #2, Draft #1	Activity #10: Peer Review (@ end of class)
	Mon	12-Apr	Plagiarism + Ethical Citation	TBD	Essay #2, Conclusion	N/A
	Wed	14-Apr	Revision	"Navigating Genres" by K. Dirk	Reading Response Post	Activity #11: Revision Plan for Essay #2

Duties + Responsibilities of a Professor

Duties + Responsibilities of a Student

Academic Integrity

City Tech's Commitment to 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 (CUNY) and at New York City College of Technology (City Tech) and is punishable by penalties, including failing grades, suspension, and expulsion.

— NYCCT statement on Academic Integrity

Forms of Academic Dishonesty

a. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communications during an academic exercise.

b. Plagiarism is the act of presenting another person's ideas, research or writings as your own.

c. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

d. Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

e. Falsification of records and official documents includes, but is not limited to, forging signatures of authorization and falsifying information on an official academic record.

Examples of cheating:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Examples of plagiarism and internet plagiarism include:
- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Full Academic Integrity Policy

https://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf

Effective Communication

Emailing with Professors

https://www.youtube.com/watch?v=nqaRp8MyLOg&t=1s

Tips for Effective Communication

Set up your City Tech email

Check your City Tech email EVERY DAY

Check Blackboard and/or OpenLab EVERY DAY
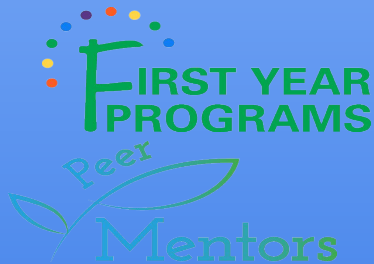
Write clear emails and ask good questions

Utilize professor office hours

For next time…

Reflection: Review your course syllabi. What does this information tell you about what you should expect at the start of the semester?

https://openlab.citytech.cuny.edu/firstyearexperience/?p=564

THANK YOU!

Lauri Aguirre, FYP Director
laguirre@citytech.cuny.edu
Sarah Paruolo, Mentor Coordinator
peermentoring@citytech.cuny.edu

Sabrina Santos, *Peer Mentor*
Evelyn Ng, *Peer Mentor/Designer*

This Student Success Workshop is brought to you by First Year Programs, and the Peer Mentors. For more information please go to fyp.citytech.cuny.edu

You have made a great choice, thank you for participating on our workshop.