New York City College of Technology
ENG 1101-D381: English Composition I
Telling Brooklyn Stories
Fall 2013
M/W 1:00-2:15PM
Namm 420B

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Office Hours: M 2:15-3:15, W 10:30-11:30, and
     by appointment

COURSE DESCRIPTION AND OBJECTIVES

Brooklyn is a collection of neighborhoods and location, a microcosm of the world. This semester our Being in Brooklyn Learning Community will explore Brooklyn through archives at the Brooklyn Historical Society and library research, integrating our own experiences in the City Tech vicinity. Our goal is to communicate effectively, through reading and writing and listening and speaking, what it means to exist in Brooklyn. We will use a variety of approaches including spoken and written assignments that employ interactive technologies including City Tech's OpenLab digital platform as well as other readily available programs and sites. These assignments will create a digital archive of life in Brooklyn that will be available to explore in the future.

This course is part of a Learning Community in conjunction with Prof. Davis's SPE 1330-D366: Effective Speaking, M/W 11:30-12:45. The Learning Community will have a peer advisor, Tamrah Cunningham, who will help you navigate your first semester at City Tech.

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 at least 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.

Understand the relationship between context and audience

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, 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.

COURSE REQUIREMENTS:

Textbooks and Supplies:

- Access to a computer, the Internet, and a printer: instead of a textbook, all of our readings will be available online, and much of our writing will be completed and submitted online, with printed drafts due in class. To access our course materials, you will need:
  - An OpenLab account: sign up at http://openlab.citytech.cuny.edu

- o Membership in our OpenLab course, Being in Brooklyn
- o A functioning City Tech email account: your address should be firstname.lastname@mail.citytech.cuny.edu; access it at Live.com.
- Access to the Circulating Collection, the Reserves, and the Databases at the Ursula C. Schwerin Library for supplemental and research materials. **You must go to the Ursula Schwerin Library on the 4th floor of the Atrium building to have your ID card activated.**
- Access to an online writing guide, such as the Online Writing Lab: http://owl.english.purdue.edu
- A college-level dictionary, such as the *American Heritage Dictionary*. An online dictionary such as http://m-w.com can suffice.
- A sturdy folder to hold your work and course handouts.
- A notebook for class notes and reading notes
- Various in-class handouts, including all of your course readings

Attendance: Attendance is mandatory in this discussion-based, fieldwork-oriented course. Arriving late, leaving during class, or leaving early will count as **half of an absence**. City Tech's policy states that **four or more absences will result in a WU grade**. I will not grant excused absences; instead, use your three permitted absences wisely. Absence is not an excuse for missing or late work; you must get class notes and assignments from classmates and keep up with your coursework.

Participation: To meet course goals, you must participate in each class. Come prepared, bring any required materials, and contribute to the day's activity. Your physical presence is not enough! If you do not contribute to the discussion, workshop, or small group activity, I will assume you are unprepared. Similarly, participation on the OpenLab course site is essential for our virtual community. Please be respectful of other viewpoints or opinions in class and online. **Distractions such as food, non-ENG 1101-materials, or cell phones are not welcome, since they will negatively affect your participation, and in turn, your success in this course.**

Writing: This is a writing course, so you will write in class, on the course site, and outside of class. There will be due dates for drafts and finished versions of projects, but you will be responsible for pacing your work and completing drafts. Formal assignments should be submitted using MLA formatting—further details will be posted on our OpenLab site. Assignments are due digitally by the beginning of class unless otherwise noted. If you have a legitimate reason for requesting an extension for a project, ask me at least 24 hours before the due date. Assignments submitted late but without an extension will be severely penalized. In-class writing will contribute to your essay assignments, and will affect your essay grade, your in-class writing grade, and your participation grade. These pieces of informal writing must be accessible in your writing folder, since we will return to texts, themes, and ideas throughout the semester.

Revisions: Revision is an essential part of writing. Formal assignments will include both draft and revised versions. Please be aware that revision is not the same as correcting errors—it requires re-envisioning your essay, refashioning and rewriting it. Guidelines for required revisions will be available with the project description. If you would like to revise a project after I have graded it, you must first make an appointment with me and adhere to our revision contract.

Homework: Homework is listed on the schedule of classes. In addition to the reading, blog, and drafting assignments, assignments written on a rotating basis will be due before each class.

Course site: In addition to our class meetings, this Learning Community will share a virtual community on the OpenLab (http://openlab.citytech.cuny.edu). **You will need your City Tech email account to create an account on the OpenLab.** Readings will be available on our OpenLab site, formal and informal assignments will be posted there in various formats, and we will hold discussions there as well. **You will be responsible for posting according to the homework schedule.** Additional posting assignments will be announced as appropriate. Posts should be

200-250 words, comments 100-150 words, unless otherwise indicated. I encourage you to blog and comment beyond the assigned schedule; doing so will improve your grade and enrich our community. There will be a glossary assignment due throughout the semester, and a summary assignment due on a rotating basis. Additionally, you should consider adding your best work from this Learning Community to your ePortfolio throughout the semester.

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.

Project #1 (Profile biography and avatar reflection): 5%

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

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

Project #4 (Research Project): 20%

Project #5 (reflections and revisions): 10%

Project #6 Final Exam (Summary and Essay about an Article): 10%

Oral Presentations (Drafting; On-site): 5%

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

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

Class policies: Please be respectful of anyone in our classroom or online community, punctual, prepared, alert, and free of distractions such as cell phones, food, or other courses' materials. Email must be sent from your City Tech email address or OpenLab account for me to respond.

Support: I strongly encourage you to speak with me during my office hours or by appointment—this is one of the most direct and effective ways to improve your work or to seek advice! Other support at City Tech includes your Learning Community peer advisor, the College Learning Center, the Academic Advisement Center, and the Counseling Service Center. Students with disabilities should consult with the Student Support Services Program for documentation and support, and should speak with me privately to coordinate appropriate accommodations.

ACADEMIC INTEGRITY:

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."

Plagiarism, the act of presenting another person's ideas, research, or writing as your own, intentionally or unintentionally, is not tolerated at City Tech. Using proper documentation (MLA style for citations) and thorough textual analysis will help you avoid plagiarism. **Any cases 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. Read more about City Tech's academic honesty policies: http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf.

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Date	Schedule of Classes:	Homework
W 8/28:	Introduction to Telling Brooklyn Stories Course Site Introduction	Register for the OpenLab and join Being in Brooklyn! Project #1 prewriting—see blog for instructions Complete Project #1 **Read** "Fort Greene Dreams" by Nelson George
M 9/2	**School Closed—no classes**	
W 9/4:	**No classes scheduled**	
M 9/9:	**Project #1 due** Reading images In-class writing on "Fort Greene Dreams"	**Write a blog post** about the online photographs, noting your observations and interpretations
W 9/11:	Discuss "Fort Greene Dreams"	**Write a blog post** in which you summarize "Fort Greene Dreams" and offer feedback on your groupmates' summaries via comments
M 9/16:	What is a summary? Handout: Writing a Summary	**Edit your blog post** to add a revised summary of "Fort Greene Dreams" **Read** "City Limits" by Colson Whitehead **Read** "The Bloomberg Years: Reshaping New York"
W 9/18:	Discuss "City Limits"; summary	**Write a blog post** summarizing "City Limits"; offer feedback on your groupmates' summaries via comments **Revise** Project #1
M 9/23:	Discuss "City Limits" and "Reshaping New York"Project #1 Revision due	**Read** "A Literary Visitor Strolls in From the Airport" by Charles McGrath **Write a blog post** reflecting on your experience walking in New York.
W 9/25:	Discuss "A Literary Visitor Strolls in From the Airport"	**Write a longer blog post and comment** on your groupmates' posts describing your chosen location for Project #2 and how to get there; choose two quotations from our

		reading, and write about how each relates to what you're writing about in your essay (Add your chosen location to the Being in Brooklyn map)
M 9/30: 11:30-2:15	Brooklyn Historical Society and Walking tour—be prepared to walk! Meet at the Adams Street entrance Handouts: Walking questions and notes	**Write a blog post** reflecting on the map session at BHS. Comment on your groupmates' posts. **Read** Ben McGrath, "Who Knows Brooklyn?"
W 10/2: 11:30-2:15	Ursula Schwerin Library visit, A540: meet outside the library in the Atrium building Draft of Assignment #2 due electronically by the start of class	**Write a blog post** about the library session; **comment** on your groupmates' blog posts Review "Who Knows Brooklyn"
M 10/7:	Discuss "Who Knows Brooklyn" Review how to find sources	**Examine** "View of the World from 9th Avenue" by Saul Steinberg Write a blog post reacting to Steinberg's image and the questions posed on the blog
W 10/9: 11:30-2:15	Discuss "View of the World from 9th Avenue" and apply what we've learned about maps	Read maps handout from BHS **Read** "The Happiest and Saddest Places in New York City, According to Twitter" by Ben Merchant **Write a blog post** brainstorming about your happiest and saddest places in New York and pin your happiest place on the Being in Brooklyn map—details to follow in a blog post
M 10/14:	**School Closed—no classes**	
T 10/15: 11:30-2:15	**Classes follow a Monday schedule** Maps at the Brooklyn Historical Society: meet at the Adams Street entrance	**Write a blog post** reflecting on our BHS visit, the maps, and the speeches **Project #2 due online by 10/16 at 11:30am**
W 10/16:	Discuss mapping through "The Happiest and Saddest Places in New York City, According to Twitter"	
M 10/21:	Review: how to write a timed essay	Prepare for the Midterm Exam: Read Yonette Joseph's "Tunnel Rats of Atlantic Avenue" and write a one-paragraph summary. **Use the blog** to ask questions as you study

W 10/23:	**Project #3**: Midterm Exam Submit summary	Read Jennifer Egan, "[Reading Lucy](#)"
M 10/28:	SPE 1330	Write a blog post answering one of the posted questions about "Reading Lucy"
W 10/30:	Discuss "Reading Lucy" Incorporating source materials	Read selected Lucy Kolkin letters **Write a blog post** summarizing "Reading Lucy," using 2 quotations from the text. **Review** "[The Tunnel Rats of Atlantic Avenue](#)"
M 11/4:	Reading Lucille Kolkin archives Review "Reading Lucy" summaries Discuss Midterm Exam and reading Project #4 assignment	Read "Gotham Farmers Sprout Cash Crops" by Lisa Fickenscher. Write a blog post brainstorming about Assignment #4; **comment** on your groupmates' posts. **In a blog post**, brainstorm about your topic for Project #4, and make suggestions to your groupmates in comments
W 11/6:	Discuss "Gotham Farmers Sprout Cash Crops"	Write a blog post following instructions for farm-fresh interviews **Read** "The Brooklyn Bridge" by Philip Lopate and **"Prologue" from *Brooklyn Bridge* by Alan Trachtenberg**
M 11/11: 11:30-2:15	Discuss Brooklyn Bridge readings Writing workshop for Assignment #4; **Draft of Project #4 due** in class and electronically.	**Write a blog post** update about Assignment #4, and comment on your groupmates' posts **Review** Brooklyn Bridge photographs—and add any of your own Brooklyn Bridge photographs to the blog for our discussion
W 11/13:	Discuss excerpts from *The Things They Carried* by Tim O'Brien	**Write a blog post** following instructions about war, memory, and memorials, and pin your location to the Being in Brooklyn map
Th 11/14 **OPTIONAL**	Literature Roundtable: *The Things They Carried* by Tim O'Brien 12:45-2:15, Atrium Amphitheater	**Write a blog post** summarizing and reflecting on the Literature Roundtable
M 11/18:	Continue discussion of Brooklyn Bridge photographs and readings	Review New York photographs
W 11/20:	New York photographs	**Write a blog post** about the photographs—details to follow

M 11/25: 11:30-2:15	Writing workshop: Project #4 and Project #5	**Write** your research project abstract as **a blog post**Work on Project #4
W 11/27:	**Classes follow a Friday schedule**	
M 12/2:	SPE 1330-6366; **Project #4 due**	Peer feedback on Project #5
W 12/4:	SPE 1330-6366	
M 12/9:	Review for Project #6, Final Exam using reading	**Project #5 due** Provide peer feedback on your groupmates' video drafts Review summary instructions for Part I of the final exam Ask questions and share advice for the final exam via our blog
W 12/11:	**Project #6:** Final Exam Part I	Study for Part II of the final exam Ask questions and share advice for the final exam via our blog **Post videos**
M 12/16:	**Project #6:** Final Exam Part II	Prepare for video review
W 12/18:	Conclusions: Project Review	
	Spring classes begin January 27, 2014. Enjoy the break!	