

SPRING 2022 ENGLISH 1101 ML D105

Professor Joshua Belknap

Email: jbelknap@citytech.cuny.edu

Course Site: <https://openlab.citytech.cuny.edu/belknap-eng-1101-ml-spring-2022/>

Course meeting times: Mondays and Wednesdays 8:30-11:00am Room N-521

Weekly student hours: Mondays 12-1pm Room N-529

Zoom link, student hours: <https://bmcc-cuny.zoom.us/j/86564737199>

Welcome:

Welcome to City Tech and English 1101. We are living through a very difficult time in our city, country, and world, and trying to adapt. In our class, we will prioritize intellectual nourishment, community, and humanity. If you have any concerns about the course or college, or if there is any situation preventing you from participating, please do not hesitate to reach out to me. Know that I am here to work with you.

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.

Every City Tech (and CUNY) student takes Composition I, which features reading and writing assignments that will help prepare you for college and beyond. Together we will work on communicating effectively, building an argument, adapting your writing for different needs and situations, interpreting and responding to a text, incorporating and citing secondary source material. We will be reading pieces both for their inherent literary and informational value and also as models for our own writing projects. Sharing your own ideas and experiences and adding your voice to our discussions will enrich our class community.

Prerequisite:

CUNY proficiency in reading and writing

Course Meetings:

This course will meet twice a week in Room N-521 in Namm Hall, from 8:30-11:00am Mondays and Wednesdays. (This information can also be found on CUNYFirst and Blackboard).

Students must commit to scheduled class times

You will have homework due each Tuesday and Friday, and daily readings. I will post all the work for each week by noon each Monday. Many times, I will ask you to respond to each other's writing. We will work on developing community both in our classroom and in our online written community— by writing. This work is also required!

Course Website:

Our homework and messages from me will be on this website:

<https://openlab.citytech.cuny.edu/belknap-eng-1101-ml-spring-2022/>

It is extremely important that you familiarize yourself with our website and find out where everything is. This is where you will find your assignments and post your homework as well as finished units. This is how we'll keep in touch, so please check in on the website **daily!** You are responsible for being up-to-date and knowing what is on our course site. You are also responsible for checking your CityTech email daily. Please contact me if you are having trouble!

Course Tools and Required Materials :

- This is a ZERO cost textbook course. All texts can be found on our OpenLab course site.
- The New York Times (create a free [Academic Pass account](#) with your City Tech email)

Grading Breakdown :

Unit 1	20%
Unit 2	20%
Unit 3	20%
Final Reflection	10%
Low-stakes Writing (Homework and In-class Exercises)	30%

You'll see that "low-stakes writing" counts for **30%** of your grade in this class. What does this mean? What is "low-stakes writing?" How is this calculated? Why is this such a high percentage?

That is because in this class, you're graded almost as much on your weekly low-stakes assignments as you are on your high-stakes essay assignments. A lot of this is the stuff we do in class as well as the less formal stuff you do at home. This means you have to be in class to get credit for it, and you have to keep up with the day-to-day to get that 30%

In this class, you're not learning how to write one particular paper, or how to do one particular thing, you are learning about the process of writing (and reading—and researching) and all of those things are the behind-the-scenes work.

How will low-stakes writing be graded?

More or less, if you do it, you'll get the credit. You have to do it thoroughly and thoughtfully, and you have to do it in a timely manner. (If you're having trouble with getting things done on time, please let me know.) Writing is largely about discipline and routine, so this is a good way to learn that— and to earn 30% of the credit for this course.

Late Paper Policy:

Major essays are due before class begins on the due date. If you are having difficulty completing a major assignment please talk to me before it is due.

Revision Policy:

In this course , you can—and will!-- revise all major unit projects and written work. Your new grade entirely replaces your old grade. You can also revise your units sooner than that if you feel you'd like more feedback. Please come see me during student hours if you're confused about my comments or you'd like additional feedback.

University Policies:

Statement for Syllabi of Online Synchronous Classes

Synchronous classes resemble traditional on-campus in-person classes in that students must all be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must, therefore, commit to scheduled class times and sign onto their virtual learning platforms on schedule. During these classes, students will engage with the instructor and each other with online lessons, presentations, breakout rooms, and/or discussions. Active participation is an essential part of the learning process and is required of all enrolled students. A student who, for any reason, engages in non-class related activities during scheduled class times forfeits and loses the benefit of the education being provided.

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.

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.^[9]

Diversity Policies:

City Tech Diversity and Inclusive Education Syllabus Statement:

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Support Resources:

College Writing Center:

Online writing tutoring is available through the [Writing Center at City Tech!](#) I encourage you to utilize their services. Keep in mind you'll need to make an appointment ahead of time. It's unlikely they'll be able to squeeze you in at the last minute, especially during busy times, so plan ahead!

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. Once advisement begins, you will be assigned a faculty advisor. During this period, if you have not been emailed and/or you do not see your advisor/appointment on CUNYFirst, go to your major's homepage; there, you will find advisement details that will include contact information, as well as dates and times.

English 1101 Learning Outcomes

Departmental Learning Outcomes:

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

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.

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.

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, Chicago, etc.).

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.

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.

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.

CUNY Pathways Learning Outcomes:

A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

ENG 1101 ML D105 Course Schedule

Meetings	Classwork	Homework
	COURSE INTRODUCTION	

<p>WEEK 1 Mon. 1/31/22</p>	<p>W-Introduction to the course, syllabus review, student introduction, detailed review of grading policies, introduction to all platforms. Brief paragraph assignment about what you expect to learn from this course.</p> <p>Reading diagnostic</p> <p>W--Writing Diagnostic</p>	<p>-Fill out student profile questionnaire -Activate school emails. - Download Microsoft office</p>
<p>Wed. 2/2/22</p>	<p>R- Discussion of relationship between reading & writing; reading/writing diagnostics.</p>	<p>-Read and summarize the article "Bunn, Mike. "How to Read Like a Writer." Due 2/7</p>
<p>WEEK 2 Mon. 2/7/22</p>	<p>W: Summary writing/revision, the language of summarizing, using rhetorical verbs</p> <p>R: Unit 1: How to read like a writer. -10 steps for reading and annotating a text -Discussion of critical reading -Introduction to writing strategies and writing patterns in reading. .</p>	<p>-Revise summary using checklist</p> <p>-Write a paragraph about a learning experience</p> <p>-Reread "Read like a Writer using the strategies we used to Read like a Reader."</p>
<p>Wed. 2/9/22</p>		

	<p>-Parts of speech, syntax, Vocabulary Development: Context clues, morphological clues, use of dictionary.</p>	<p>-Annotate the text using all the annotation strategies we discussed. Consider the elements we will use to outline the text. -Practice the vocabulary for “Read Like a Writer” -Read “How to Tame a Wild Tongue” and respond to the questions. Identify the language that is difficult for you to understand.</p>
	Unit 1: Educational Narrative	Homework
<p>WEEK 3 Mon. 2/14/22</p>	<p>R: Introduction to the narrative genre. “How to Tame a Wild Tongue”: Identifying main ideas; supporting details; writing patterns: compare/contrast, narrative, descriptive, simple division Group work: Spanish language speakers peer- tutor non-Spanish speakers to understand the dialog. -Review of vocabulary logs and development -Discussion of rhetorical modes, paraphrasing, (narration, comparison/contrast, persuasion);</p> <p>W: Introduction of Unit 1 assignment and due dates for first, second and final drafts. Brief introduction to writing a narrative. (narrative elements, return to the senses and the role of dialog.) - PowerPoint presentation on peer review - Guided peer review. Why? and How? - Write a peer review of homework paragraph responding to questions</p>	<p>-Write a brief paragraph reflecting on how it felt to be a peer tutor or tutee. Due 2/15.</p> <p>-Read “Fish Cheeks” and “First Day”</p> <p>-Complete narrative essay charts. Due 2/19</p> <p>-Sentence Structure Practice Due 2/22</p> <p>- Outline for Unit 1- narrative paper Due 2/23.</p>
<p>Wed. 2/16/22</p>		

	- Sentence structure: simple and compound sentences; transitions; punctuation; run-ons and fragments	
	Unit 1: Educational Narrative	Homework
WEEK 4 Mon. 2/21/22	COLLEGE CLOSED: PRESIDENT'S DAY	-Read First Day, take notes and then listen to the recording and take notes. Take pictures of both sets of notes and submit them Due 2/23
Wed. 2/23/22	R: Review narrative elements, read "Fish Cheeks" and "First Day" together, discuss the role of dialog, find themes, plots, character development and fill in the forms together. Work on logical inferences. (Dialog) -Vocabulary Development Log 2; how vocabulary in the two narratives provides context. W: Write a paragraph comparing the experience of reading and listening to an identical piece. Explain how you understood and responded. - Components of an essay (introduction, thesis statement, body, conclusion) - Organizing ideas in a narrative essay - Use of evidence to support ideas; citations and quotations -Compound sentences: clauses of comparison and contrast.	-Practice vocabulary for First Day, Fish Cheeks, Wild Tongue, What you Read and Reading Like a Writer for vocabulary test 2/28 -Read an Interview with Edward Jones and respond to questions that connect his story and interview. Due 2/28. -First draft of Unit 1 narrative paper due 3/1. - Compound sentences Practice Due 2/28
	Unit 1: Educational Narrative	Homework
WEEK 5 Mon. 2/28/22	R: Vocabulary Test -Review of Edward Jones's interview in order to develop pre-planned questions. -Develop peer Interview questions based on the	-Reminder: narrative first draft Due 3/1 -Read "Shitty First Drafts" and make a list of the author's writing/revision steps.

<p>Wed. 3/2/22</p>	<p>narrative assignment and based on E. Jones's interview. -The language and vocabulary of asking questions.</p> <p>W: Discussion of "Shitty First Draft" steps.</p> <p>-Peer interview/Pair Work: Pairs read each other's narratives and develop interview questions specific to each other's narratives. Using both the preplanned questions and the specific questions, students interview one another about their writing choices and other aspects of their narrative writing process. Students will record their interviews to submit.</p> <p>- Drafting Workshop: revising first draft: making connections, editing with the aid of peer review in the form of an interview.</p>	<p>-Be prepared to discuss them. Due 3/2</p> <p>-See and practice vocabulary from 'Shitty First Drafts.'</p> <p>-Write up your interview with your partner using the same format as the interview with Edward Jones.</p> <p>-Write Unit 1 Essay Draft 2. Be sure to include peer feedback based on your interview Due 3/6</p> <p>-Read the excerpt from "Family Life", and listen to Safwat Saleem in "Why I Keep Speaking" and "The Danger of a Single Story" by Chimamanda N. Adichie. Make connections to your personal experience in chart- Due 3/9</p>
<p>UNIT 2: Genre Determination</p>		<p>Homework</p>
<p>WEEK 6 Mon. 3/7/22</p> <p>Wed. 3/9/22</p>	<p>W: Essay 1 workshop : revision and peer review. Grammar instruction as needed. R: Introduction to Genre and Genre Analysis. -- Review of Navigating Genres: Slides 1-5 - PowerPoint Presentation on Genre Analysis part 1 and 2. Collecting samples of genres. -Vocabulary related to Genre Analysis</p>	<p>-Final Draft Essay 1 Due 3/14</p> <p>- Read "Navigating Genres" by Kerry Dirk and respond to questions. Due 3/14</p> <p>-Find three samples of different types of genres and prepare to discuss . Submit pictures of</p>

		samples by 3/15 at 6:00 PM for selection by professors.
<p>WEEK 7 Mon. 3/14/22</p>	<p>W: Group reflection on Unit 1 - Returning papers- group language issues covered in handouts or small tasks to revise sentences taken from student writing. -PowerPoint Presentation on Genre Analysis part 3 and 4 - Introduction to the language to describe a found genre. Structure of a descriptive writing presentation. Characteristics. -Introductions to making presentations of found genres. -Fill in genre analysis chart -Language instruction :Descriptive language and transitions</p> <p>R: Library Instruction- -Analytical Strategies for evaluating patterns or organization in academic genre -Recognizing rhetorical modes/patterns of organization. -10 pair presentations of found genres -Review of Vocabulary of Narrative Characteristics</p>	<p>- Write a complete description of your found genre and what makes it that genre based on the chart. Due 3/23</p> <p>-Find 3 more samples of the same genre with differences (for class presentation)</p> <p>- Read Junot Diaz “the Terror” and complete narrative chart for class discussion on 3/21 -Prepare for Midterm Part 1 Writing assessment and Grammar Quiz.</p> <p>-Review reading, writing instruction and grammar since the beginning of the semester. -Social issue selection for Unit 3 Annotated Bibliography. Due 4/1</p>
<p>Wed. 3/16</p>		
<p>WEEK 8 Mon. 3/21/22</p>	<p>W: Midterm evaluation: Writing assessment and grammar quiz</p> <p>R: Midterm evaluation: Reading and vocabulary (1 hour) -Introduction to <i>Academic Genres</i> -How to identify academic genres Characteristics of narratives: comparing</p>	<p>-Prepare for Midterm Part 2 -Review all vocabulary and re-read all work we’ve read since the beginning of class</p> <p>-Fill in the genre chart completely</p> <p>-Start to prepare the elements of your genre analysis PowerPoint presentation</p>
<p>Wed. 3/23/22</p>		

	two narratives to find similarities and differences.	
WEEK 9 Mon. 3/28/22 Wed. 3/30/22	W: Use the chart to write your final genre analysis . -Essay 2 drafting workshop Review: The language of comparison and contrast R: Critical reading: Analyze multiple texts addressing similar themes or topics; evaluate/compare the authors' points of view and approaches. Compare Wild Tongues to Junot Diaz -narrative comparison. -Peer review of Draft 1 of Essay 2	Finish Draft 1 of Essay 2 (comparison/ contrast essay) Due 3/30 -Write Draft 2- Essay 2 - Due 4/4
WEEK 10 Mon. 4/4/22 Wed. 4/6/22	W: Proofreading and Editing-Writing workshop -Proofreading checklist R: Identify quotations that demonstrate similar/different viewpoints/approaches; In class reading of "What if We're All Coming Back" Michelle Alexander -Analyzing main idea, controlling idea and overarching theme- Writer's voice The vocabulary of social issues and argument	-Write final draft Essay 2 with teachers' feedback- Due on 4/8 -Review Maslow's Hierarchy of Human needs and complete questionnaire based on the chart -Respond to questions about the class reading. Due 4/11
Unit 3: Reflective Annotated Bibliography		
WEEK 11 Mon. 4/11/22	W: Introducing the reflective annotated bibliography and its parts -Developing a research question -The grammar of argumentation/persuasion R: Evaluating Media Bias -Review of 11 forms of media bias -In class evaluation of writing pieces.	-Research your topic and find at least 5 sources from 5 different media that relate to your topic and respond to your research Questions. -Complete media bias charts by identifying the role of each

<p>Wed. 4/13/22</p>	<ul style="list-style-type: none"> -Researching authors and their credentials -Source evaluation -Language element: Vocabulary of academic integrity and verifying professional credentials 	<p>segment of the writing piece. Be prepared to share your findings by 4/18</p> <p>-Review the 5 pieces you researched in light of what you have learned about media bias and writer’s credentials, and identify which articles will be acceptable for your bibliography based on the validity that we discussed in class.</p>
<p>SPRING RECESS 4/15/22 - 4/22/22</p>		
<p>WEEK 12 Mon. 4/25/22</p> <p>Wed. 4/27/22</p>	<p>W: Discussion of Unit 3 assignment</p> <ul style="list-style-type: none"> - Elements of research: source location and evaluation; documentation. -Outline the bibliography sections in class -Developing an annotated bibliography- Practice: identifying parts of annotated bibliography samples Language component: Sentence stems for writing annotated bibliography evaluations. -Writing workshop- Revision of draft 1 Proofreading and editing <p>R: Identify author’s tone, style, purpose, and point of view in texts from various content areas- Reading comprehension practice</p>	<p>- Complete First draft of Unit 3 Annotated Bibliography leaving blank (specific areas) by 4/30</p> <p>-Reading comprehension practice</p>
<p>WEEK 13 Mon. 5/2/22</p>	<p>W: Writing workshop- Revision of draft 1</p> <p>Proofreading and editing</p>	<p>- Finish second draft of AB - Due 5/7</p>

<p>Wed. 5/4/22</p>	<p>R: Peer review of second draft of reflective annotated bibliography- -AB Revision</p>	<p>-Study for final exams (grammar, vocabulary and all the writing/reading strategies learned in class)</p>
<p>WEEK 14 Mon. 5/9/22</p> <p>Wed. 5/11/22</p>	<p>W: Second Draft Unit 3 assignment Due Writing workshop (revision practices and final peer review)</p> <p>R: Final Reading Exam Final Draft Unit 3 Essay Due</p> <p>-Reflections on final research project</p>	<p>-Complete Final Draft Unit 3</p> <p>-Annotated Bibliography Due 5/11</p>
<p>WEEK 15 Mon. 5/16/22</p> <p>Wed. 5/18/22</p>	<p>W: Writing exam final</p> <p>R: All late papers or makeup work for Unit 3 due 5/21</p> <p>Final reflection paper due</p> <p>Last class: Advisement</p>	<p>- Final reflection paper due 5/22</p>