**Syllabus – ENG 1101 LC01**

**Fall 2020 – FYLC**

Instructor: Jacquelyn Blain Email: DBlain@citytech.cuny.edu

Class Meeting times: optional TBD Location: Zoom ID **894 6880 5493**

Office Hours: Mon 12-12:45, Thur 6-7 Location: Zoom ID 896 9429 0810

**Composition I – FYLC “Game On, Python!”**

**Course Description:**

This course is the first semester of the first-year writing sequence, and is designed to introduce you to rigorous reading, research and investigation… but in a way that will be useful to you in other courses, your own lives and communities, and your careers. We’ll offer you tools to become more successful in your writing process, and more aware of why we make the choices we make when we write. The ultimate goal of ENG 1101 and ENG 1121 at City Tech is to provide you with the rhetorical awareness and tools to transfer your writing skills to any type of situation that requires a written response.

This is also part of the First Year Learning Community “Game On, Python!” with CST 1100 and CST 1101. You’ll be learning a lot about the gaming business and even creating a text-based game, and in this Composition class you’ll get to investigate issues that are important in the video game world.

**Prerequisite***: CUNY proficiency in reading and writing*

**Learning Outcomes:** It is expected that at a minimum, students in ENG 1101 and 1121 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, Chicago, 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.

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**University Policies**

**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 and Plagiarism Statement**

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 at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

**Sanctions for Academic Integrity Violations**

In accordance with the CUNY Policy on Academic Integrity, NYCCT empowers its Academic Integrity Committee and Academic Integrity Officer to process violations of the CUNY Academic Integrity Policy. As stated in the student handbook, all instructors must report all instances of academic dishonesty to the Academic Integrity Officer.

**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

**Course Policies**

**Attendance**: Ah, this is interesting since we don’t have a regular time to meet. In other words, we’re “asynchronous” although I’ll be scheduling a weekly session (which I’ll record) for us to chat and talk about the assignments. Which means that attendance isn’t a matter of “did you show up for the sessions” but rather a “did you contribute to the Discussions in a meaningful way, did you do the assignments in a timely fashion, did you stay in touch if you were having trouble.” In short, did you participate in the life of the course in a way that was more than just “that’s a cool post, dude.”

As I’m sure you know by now, especially if you took any summer classes, you have to check into the class site regularly in order to check for Announcements and changes so that you don’t fall behind, and that’s the kind of thing I’ll keep notes about. One thing about this class, however, is that I’m using a Slack channel to make it easier to stay on top of announcements and let everybody DM each other (without giving up any private phone numbers or emails), and I’ll be keeping notes about that, too.

So attendance… yeah. The biggest thing is to simply stay in touch with me. Let me know why I haven’t seen you on the site, or you haven’t posted anything (and there’s lots to do!). Things happen. Tech fails. WiFi goes away. And we’re in a pandemic situation so sometimes people get sick, either you or family members. I’ll work with you to overcome those things *as long as you stay in touch!!* I have multiple ways of getting in touch with me (as long as your phone holds out), so keep me posted and we’ll figure it out if it’s even remotely possible.

**Missed Work and Late Papers:** Pretty simple: don’t. If you fall behind, you’ll likely never catch up. And I won’t read things that are posted/uploaded late, just because I don’t have time either!

**Major Units/Projects and Assignments**

I’ll have a more detailed assignment sheet for each project, but here’s a brief overview:

**Unit One: Digital Education Narrative**

We’re all shaped by the education we receive, whether it’s a formal one at school or informal ones at the hands of family or society/culture, and you’re a unique group in that you’ve chosen computing and/or video games as your future career. Which means the digital realm connected with your education in ways that sent you in this direction. So for this Unit Assignment, you’re going to tell us a story about something that happened that made you the learner or writer or thinker that you are today – that led you here. It can be good, bad, or otherwise. It can be written formally or informally. It can talk about the whole education system or just a small thing that happened to you personally. The most important part? That it tells us a story, something that we can see or hear or just jump into.

**Unit Two: Reflective Annotated Bibliography**

This is not a research paper! This is not a research paper! This is not a research paper! Or at least it’s not the kind of research you’re used to, and it certainly won’t look like that “research paper” genre you got stuck with before. For this, you’ll be compiling a bibliography, which is simply a gathering of sources, about an issue in the gaming or computing field – things like in-game representations of gender or race, cultural appropriation, and what the industry itself looks like in terms of audiences of games and/or creators. “Annotated” means you’ll be analyzing those sources in terms of what they’re saying, how they said it, why you think they said it, and who you think they wanted to have read it. And “reflective” means you get to tell us what you think about what those sources are saying and whether you think they got their message across.

The point is to gather information, not to persuade a reader about something. It is, in fact, the kind of information-gathering and analysis that people in all kinds of fields do, whether it’s about what software is available for your office or about issues in biology.

**Unit Three: Writing in a New Genre (New Audience, New Genre)**

This is really the end of Project Two – you’ll take what you learned from your Annotated Bibliography and write about it in an unusual genre: interactive fiction. You’ll create a text-based game story (that you’ll be programming in Python in CST 1101) which addresses the issue that you researched in Unit 2. So if you were looking at representations of women, you might write a game with a strong realistic woman as the main character. Or you can teach us more about your culture that you think games have gotten wrong. You’ll also write an Artist’s Statement to go along with us, telling us why you did what you did, what you went through to get it done, how well you think it turned out, and what you learned from doing it.

**Final Portfolio & Final Reflection**

As you’ll see below, each of these Units isn’t worth all that much at the time you’re doing them (unless you don’t do them at all, or do them sort of halfway, in which case you could be in trouble). In fact, each one is only worth 10% of the course final grade. So where does that other 60% come from (there’s 10% for participation/attendance)? The Final Portfolio! You’ll submit final revisions of your Unit 1 and 2 assignments, and an explanation about what you changed and why. You’ll also be writing a Final Reflection that talks about how you feel you developed as a writer over the term and what it might mean for you in the future.

**Using the other Course Tools**

**Blackboard:**

We aren’t using Blackboard except for introducing you to the class. After that, everything moves to OpenLab, which is CityTech’s WordPress-based system.

**OpenLab:**

This is the heart of the class. Everything will be here – course assignments, discussion areas, a link to the Google Drive (more below), information on using Zoom, the grade book, and a whole lot more. There are also a series of “How to” videos that will show you how to create a post for the Discussions and some other things (as I think of them). I’ll walk everybody through the site on the first day. What’s nice about OpenLab is that, unlike Blackboard, you’ll have access to everything even after the course is completed, so if you write or create something you really like and want to use it at some point later in your academic/professional career, or even for yourself, you’ll always be able to get to it.

OpenLab does have a few limitations, however, which is why we’re using a Google Drive, Zoom, and Slack (more about those below). You do have to do some work to get onto OpenLab. On Blackboard, you’ll find links to how to join Open Lab (you need your CityTech email to be up and running) and how to find a Course once you’re a member. I’ll also talk you through how to do that in the welcome video on Blackboard – it’s easy but has a couple of tricky parts.

**Zoom:**

Yes, I know. But it’s still the easiest and one that everybody knows. We’ll have our class sessions using Zoom starting the second week, and I’ll record them and keep a text file of the chat so everything is available if you request it. I’m also using Zoom for office hours and appointments. The Meeting ID and password are on OpenLab under *Resources.*

**Google Drive Class Folders:**

I created a folder for each of the major assignments: Unit 1 – Education Narrative, Unit 2 – Reflective Annotated Bibliography, Unit 3 – Writing in a New Genre, and the Final Portfolio & Final Reflection. In some of the folders, there are work groups so you can comment on each other’s work. You’ll also find the Course Syllabus for you to play with the first week. The link is on OpenLab under *Resources.*

**Slack**

I’ve also set us up a Slack Channel (it’s like Discord if you’re familiar with that one). Email can get lost in the system, and regular texting means you have to give out your phone number. But Slack gives us a way to text each other without giving up our phone numbers or email addresses. You can even do private DM-ing to each other without me being involved at all! And you can attach files, links, images, whatever you want. It really has worked well for my classes so far, so I’m keeping it. We’ll set this up the first couple of days of the term – you’ll use the regular CityTech email to send me the email address you would like the invitation sent to. Then you’ll click on our channel – eng1101fylc2020 – and you’re good to go.

**Grading Policy**

**Grade Book/Grading Procedure:** We’ll be using the Grade Book on Open Lab as well as the Google Drive for getting grades and feedback to you. The link to the Grade Book is on the right-hand menu/widget area -- that’s where I’ll put the grade as well as my more extensive comments about how to make the assignment better. I’ll use the Google Drive/Google Docs to make in-line Comments; you’ll find  I don’t do a lot of grammar correction but what I do mark is where I get confused by a sentence or section, and then I make suggestions about how to make it better.

**Grade Calculation:** The grade calculation is below. Even though this is a portfolio class and the only grade that really counts is the one that reflects whatever revisions are submitted as part of the Final Portfolio, I’ll give you an “if I were really giving you a grade on this, here’s what it would be” grade just so you can decide what kind of/how much revision work to do. A really good revision will make that Unit grade go up, by the way – I reserve the right to give you a higher grade! We’ll be using the GradeBook on OpenLab for me to post those interim grades and to give you my comments/feedback/notes on the assignment – things to work on when you revise it for the Final Portfolio.

A word about the *Participation/Attendance* grade: I don’t give little 1-2 point grades for each post. That’s a waste of everybody’s time. What I do is keep track of how much you contributed to both the Workshops (in the Google Drive folders) and the Discussion Forums (thoughtful, helpful). I also have an anonymous survey for everybody to comment on how helpful or engaged they found the other members of their Workshop groups to be, and that survey counts just as much as my own observations. To do a good job in Workshop doesn’t mean making lots of Comments; it just means taking seriously your job to be helpful along the lines we’ll talk about.

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***To the right is the CUNY grading scale/policy***. Some majors require a specific grade in order to move into either their major or their major courses; you need to check on that – one program’s C

is another program’s F. There’s no such thing as a C- or a D+.

**Grade Calculation**

Three Units (10% each) 30%

 Discourse Community Report

 Issue Investigation Report

 Multimodal Project & Artist’s

 Statement

Participation/Attendance 10% Turning things in on time

 Being present in the Workshops

 Responding to Discussions

Final Portfolio 60%

**TOTAL 100%**

**Tentative Course Schedule ENG 1101 FYLC**

This is a short grid just to show you what’s happening overall, but there will be complete explanations for all the assignments as we get to each section/Unit of the course.

**NOTE:** course runs Monday midnight - Monday midnight. Assignments are due by 11:59 pm on either Friday or Monday.

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| **Week**  | **Tuesday Class sessions****Work for this week** | **Due EOD Friday** | **Due EOD Monday** |
| 1 | **8/26****WEDNESDAY: Start of term 8/26** | 8/28Read: Introductory Activities.Start posting things | **8/31**Post: being an online studentComplete tech surveyJoin SlackAnnotate syllabus in Google Drive |
| 2 | 9/1**Unit 1- Digital Literacy Narrative** | 9/4Post: your Time Capsule | **9/7**Read: article by Ellen CarilloPost: response |
| 3 | **9/8**All about writing and composing | **9/11**Read/post Double Entry Journal: Amy Tan, “Mother Tongue” Watch and post response to Lysicott video | **9/14**Read: Digital storytelling blog and DLNs on reynolds.edu sitePost: response and own ideas for your DLN |
| 4 | **9/15**Genre conventions of the education narrative | 9/18 Watch/Do: Lynda Barry video and activity | **9/21**Post: my scene |
| 5 | **9/22**Visualizing scenes. How to do workshops the right way. | **9/25**Read: DePeter articlePost: Two activities in De Peter and what you would like from good feedback  | **9/28****Draft of Digital Literacy Narrative + Reviewers Memo due in Google Drive folder** |
| 6 |  **9/29****NO CLASS –** Monday schedule**(but we’re starting on Unit 2, so do the workshop comments, read the Assignment and Schedule, and do the homework for 10/5)** | **10/2**Comments on group DLNs  | **10/5**Read: *Bad Ideas* and *Guardian.*Post: Baldwin response  |
| 7 | **10/6****Unit 2 – The Reflective Annotated Bibliography.** What is research? What does it mean to ask questions? | **10/9**Read articles on gaming and computer industryPost: Curiosity idea | **10/12**Post: KWL activity on idea for Unit 2 |
| 8 | **10/13**Doing the Source Analysis | **10/16**Post: Research questionPost: helpful comments, questions, suggestions  | **10/19**Post: Source Analysis for Sources 1 and 2 |
| 9 | **10/20**Source Analyses Issues. Writing the Conclusion. | **10/23**Post: Source Analysis for Source 3 | **10/26**Post: Source Analysis for Source 4 and Conclusion |
| 10 | **10/27**Putting it all together. How does it look?  | **10/30****Draft of Reflective Annotated Bibliography and Reviewer’s Memo due in Google Folder** | **11/2**Post: Workshop Comments |

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| 11 |  **in class****Tue 11/3****Begin Unit 3 – Writing in a New Genre** * Interactive Fiction – text-based adventure games Storytelling: What makes a good story. The Aristotelian model. The Hero’s Journey
 |  **due EOD** **Fri 11/6*** Play through first chapter of your pick of games on Choiceofgames.com
* Post your reaction to doing it
* Do Character Creation Assignment and post.
 |  **due EOD****Mon11/9**“Pitch”* Summary of your game story based on the issue
* Story laid out according to Aristotle (ordinary world etc)
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| 12 |  **in class****Tue 11/10*** Discuss pitches
* Branching narratives
* Concept Maps
* Some example walkthroughs
 |  **due EOD****Fri 11/13**Visual map of story and branches |  **due EOD****Mon 11/16**First 1/3 of game story |
| 13 |  **in class****Tue 11/17**Workshop |  **due EOD****Fri 11/20**Second 1/3 of game story |  **due EOD****Mon 11/23**Full draft |
| 14 |  **in class****Tue 11/24**“Play” the gamesWriting an Artist’s Statement | **Fri 11/27****THANKSGIVING BREAK 11/26-29** |  **due EOD****Mon 11/30**Final DraftArtist’s Statement |

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| 15 | **12/1****Begin Final Portfolio & Final Reflection**  | **12/4**Post: Time capsule revisited | **12/7****Post: Rough draft of Reflection in Google Drive folder** |
| 16 | **12/8**Revision help | **12/11**Post: Comments on Reflection rough draft | **12/14****Final Portfolio and Final Reflection due 12/18** |
| 17 | **12/15**Final looks | **12/18****Final Portfolio and Final Reflection due EOD** |