**Syllabus – ENG 1101 O148**

**Fall 2020 – Synchronous Online**

Instructor: Jacquelyn Blain Email: [DBlain@citytech.cuny.edu](mailto:DBlain@citytech.cuny.edu)

Class Meeting times: MW 10-11:40 am Location: Zoom ID 814 9272 9851

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

**Composition I – Writing Here, There & Everywhere**

**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.

**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**: This course has been designated a “synchronous online” course, which means we’ll be having regular class sessions on Monday and Wednesday, 10:00 – 11:40 am. As with face to face classes, you’re expected to attend those synchronous sessions. However, there is no mandatory “three absences and you fail” policy; however, if you have trouble consistently either getting to the real-time sessions or even logging into the class, you could fall behind easily, so I will be taking attendance just to see who’s showing up consistently.

Part one comment on that: I know that people have issues with getting and staying online, either in general or occasionally. I’ll be recording the class sessions, but it’s not exactly the same, so if you know you’re going to be having trouble with this, let me know – you may need to switch into an asynchronous section which has *no* scheduled class sessions.

Part two comment: 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: 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. 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. 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 you care about. “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**

This is really the end of Project Two – you’ll take what you learned from your Annotated Bibliography and write about it using a genre of your choice and directing it toward an audience you think needs to know about that topic. 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 the first day’s class session. 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 on the first day – 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 each folder, 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.*

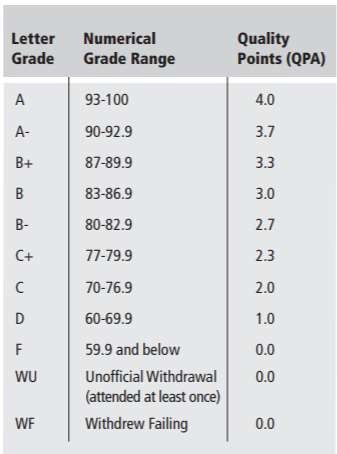
**Slack**

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 – eng1101fa2020 – and you’re good to go. Again, I’ll talk about this on Day 1.

**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!

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.

***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%**

**Course Schedule ENG 1101 sync FA 2020 (MW 10-11:40 am)**

**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 Sun midnight-Sun midnight. Assignments are due by 11:59 pm on either Wednesday or Sunday**

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| --- | --- | --- | --- | --- |
| Week | Monday | Homework ***(due Wed EOD)*** | Wednesday | Homework ***(due Sun EOD)*** |
| 1 |  |  | **9/26**  *On Collaborate Ultra/Blackboard*   * Intros * Overview * How to join OpenLab | * Post: being an online student * Complete tech survey * Slack * Annotate syllabus in Google Drive |
| 2 | **8/30**  *On Zoom*   * Checking in * All about writing | Post: your Time Capsule | **9/2**  Begin Unit 1 – Education Narrative | * Read article by Ellen Carillo * Post response |
| 3 | **9/7**  **NO CLASS** | * Finish up all the introductory work * Complete the post/response for Carillo article | **9/9**   * Genre Awareness * How to do a Double Entry Journal * What “education” might mean | * Read/post Double Entry Journal: Amy Tan, “Mother Tongue” * Watch and post response to Lysicott video |
| 4 | **9/14**  Genre conventions of the education narrative | * Read and post DEJ for “Save Myself” * Ideas for your own Education Narrative | **9/16**  Getting specific | * Watch/Do: Lynda Barry video and activity * Post: activity |
| 5 | **9/21**  Visualizing scenes | * Read: DePeter article * Post: Two activites in De Peter and what you would like from good feedback | **9/23**   * Getting to the draft * The Reviewer’s Memo * Using the Google Drive to workshop | **Draft of Digital Literacy Narrative + Reviewers Memo due in Google Drive folder** |
| 6 | **9/28**  How to workshop | Workshop comments due for your group members | **9/30**  **Begin Unit 2 – Reflective Annotated Bibliography** | * Read: *Bad Ideas* and *Guardian* pieces * Post: Response |
| 7 | **10/5**  What is research? What does it mean to ask questions? | Post: What are you curious about within this set of ideas? | **10/7**  What’s a KWL? | Post: KWL activity |
| 8 | **10/12**  **No Class** | * Post: Proposal * Post: helpful comments, questions, suggestions | **10/14**  Doing the Source Analysis | Post: Source Analysis for Sources 1 and 2 |
| 9 | **10/19**  Source Analyses Issues | Post: Source Analysis for Source 3 | **10/21**  Writing the Conclusion | * Post: Source Analysis for Source 4 * Post: Conclusion |
| 10 | **10/26**  Putting it all together | **Draft of Reflective Annotated Bibliography and Reviewer’s Memo due in Google Folder** | **10/28**  Issues and workshopping | Post: Workshop Comments |
| 11 | **11/2**  **Begin Unit 3 – Writing in a New Genre** | * Post: Idea for new genre * Post: Comments, Suggestions, Help | **11/4**  Writing the Proposal | Post: Proposal |
| 12 | **11/9**  Helpful sources and resources | Post: Comments, Suggestions, Help | **11/11**  Checking in | Post: Evidence of Progress on genre project |
| 13 | **11/16**  Writing the Artist’s Statement | * Read & Post DEJ: Donald Murray, “Maker’s Eye” * Post: how’s it going? | **11/18**  Revising the genre project | **Post: Project “Work in Progress” in Google Drive folder** |
| 14 | **11/23**  Sharing some of the works in progress | **Artist’s Statement and final draft of project *due Sunday EOD*** | **11/25**  **THANKSGIVING** | **Artist’s Statement and final draft of project *due Sunday EOD*** |
| 15 | **11/30**  **Begin Final Portfolio & Final Reflection** | Post: Time capsule revisited | **12/2**  Writing revisited | **Post: Rough draft of Reflection in Google Drive folder** |
| 16 | **12/7**  Revision help | Post: Comments on Reflection rough draft | **12/9**  Revision help | **Final Portfolio and Final Reflection due 12/18** |
| 17 | **12/14**  Final looks | **Final Portfolio**  **12/18**  **and Final Reflection**  **due** | | |