

**New York City College of Technology**

English 1101 –

English Composition

D341 (Lecture) -- M/W 11:30-12:45, Midway 302

C341 (Lab) – M 10-10:50, Midway 302

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Office Hours: 10-11 am Wednesday

or by appointment

## **English Composition I**

### **Course Description**

This 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.

Specifically, what *this* class is all about is writing. Whether you love writing, or hate it, or both at the same time, it's what we do. We text friends, we deal with all the different written assignments in school, we write memos and reports for work. And it's all connected even if it doesn't seem to be.

So we'll be reading about writing, talking about writing, and, well, writing. A lot. In fact, blogging is a BIG part of each of the Units of the course, and we'll use Open Lab to post our thoughts about what we read and what we believe about writing. You'll also have a chance to do some collaborative work on a couple of projects and enlighten the rest of us about what you found. Each unit also has a final text (written, graphic, audio, whatever) that you'll be able to revise for the Final Portfolio Unit.

Along the way, you'll be developing your own personal Theory of Writing: who you are as a writer, how you got that way, what your beliefs about writing have been and are becoming, what your personal process is, and how you might be able to transfer that process to other courses and even into the world of work.

We'll also be talking about the technical part of writing. Yes, grammar, usage, and mechanics (what I call GUM). But also how power is tied up with it.

So, buckle up, as they say. I hope you learn a lot about yourself this term.

### **Goals of this Course**

- 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, 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.

- Show competency in various mods of writing and analyzing, including narration and description, comparison and contrast, definition, cause and effect, and argument and persuasion.
- Use writing as a process of discovery, building habits of critical thinking;
- Develop a personal writing style.
- Develop rhetorical awareness by understanding and responding appropriately to different kinds of rhetorical situations.

### **Texts and Materials**

- An Open Lab account.
- *The Little Seagull Handbook*. Richard Bullock, Michael Brody, and Francine Weinberg.
- A College-level English Dictionary. You can use reliable dictionaries on the web, e.g., Merriam Webster (<http://www.merriam-webster.com>), Oxford, and/or a dictionary that you already own.

### **A few specific requirements**

- To pass ENG1101, you *must* do all the assigned readings, complete all formal and informal assignments.
- You are expected to attend all classes, including the Lab, be on time, participate in activities, and stay for the full period. If you are consistently absent or late, it may have a significant impact on your work and grade. If there's a problem, talk about to me about ways to help you. **And** if you're not going to be in class, email me asap.

### **Grading Breakdown**

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|--|-----|
| • Unit 1 – Portrait of a Writer  | 10% |
| • Unit 2 – Genres and their Situations                                 | 10% |
| • Unit 3 – Research as a Process of Discovery                          | 10% |
| • Unit 4 – Remix for New Situations                                    | 10% |
| • Final Portfolio  | 60% |
| • Departmental Final (yes, I know this makes more than 100%; trust me) | 5%  |

### **More about grading**

- Each Unit has two blocks: 1) the Work of the Unit, and 2) the Revised Draft/Project and Writer's Statement.
- The Work of the Unit is worth 85% of the unit grade and includes homework, blog posts, on-time assignments, attendance, and the meeting of minimal standards for written work (mechanics, usage, length, etc.).
- The Revised Draft and an accompanying Writer's Statement are worth 15% of the Unit grade.
- The Final Portfolio is made up of two sections:
  - A final revision of all your work (if you choose to do everything) with a cover page for each piece that explains how you revised, why you made the choices you made, what you still hate about it, etc. If you didn't revise it, explain why.
  - A Theory of Writing that we'll be developing throughout the term.
- My general theory of grading is that I care more about where you end up than where you started. So if your revision for the Final Portfolio earns a better grade than the revised draft you did earlier in the term during each Unit, your first grade will be revised upward.

- I get cranky about late work. If something is due, it's due when it's due. There are multiple ways (both digital and analog) of getting your work in on time, so NO EXCUSES!

**A word about technology:** I don't ban it from class. In fact, I think it's useful for a lot of things. What we'll do is establish our own set of rules the first day or so of class – yes, you get a say – and we'll take it seriously.

**Students with Disabilities:** Let me know if you have a letter from The Center for Student Accessibility so we can be sure to make the right accommodations. If you need some help with this, they're great people, and are located in A-237 (the Atrium Building) from 9:00 to either 5:45 or 7:45 during the week.

**Academic Integrity:** City Tech 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.” Please familiarize yourself with City Tech's academic honesty policies:

[http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY\\_ACADEMIC\\_INTEGRITY\\_6-2011.pdf](http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf).

### **And finally...**

I'm a writer by trade and a teacher by choice, and my goal is to help you get better as a writer and as a thinker about writing, and to help you succeed. That sounds like bull, but it isn't – if you have a problem, let me know. If you're going to be late, let me know. If you need extra help... I'll probably tell you before you tell me, but let me know anyway! I'm here most days, and accessible by email when I'm not (if you don't hear back from me within 12 hours, email me again; sometimes the email system gets weird). As long as you stay in touch, even if you're embarrassed about it, we'll find a way to work things out.

**Course Calendar (expect it to change! Watch for updates on our OpenLab site.)**

Date	In-class	Homework for next time
1/28	Introductions. Syllabus. Joining OpenLab. <b>Begin Unit 1:</b> It's all about writing.	<ul style="list-style-type: none"> <li>Join Open Lab course site.</li> <li><i>Post U1 Blog Post 1:</i> image and post.</li> <li>Read Brandt "Literacy"</li> </ul>
1/30	Discuss literacy and power. Why we study writing.	<ul style="list-style-type: none"> <li>Read Mike Post "Rigid Rules"</li> <li><i>Post U1 Blog Post 2:</i> writing is...</li> </ul>
2/4	Lab – GUM 1 Lecture – Discuss writing. Literacy narratives	Read Cisneros "Only Daughter" and Malcolm X "Learning to Read"
2/6	Discuss readings. Discuss literacy sponsors. What are "bad ideas" in writing? How did we learn the rules?	<i>Post U1 Blog Post 3:</i> who and what are your literacy sponsors – the good, the bad, and the powerful
2/11	Lab – GUM 2 Lecture – "Bad Ideas in Writing" activity.	<ul style="list-style-type: none"> <li>Read chapter in <i>Bad Ideas</i>.</li> <li>Prepare discussion.</li> </ul>
2/13	Discuss readings. Writing your Portrait of a Writer.	<b>First draft of essay 2/20</b>
2/18	NO CLASS – Presidents Day	<b>First draft of essay</b>
2/20	How to Workshop. Workshop draft.	<ul style="list-style-type: none"> <li>Giles "Reflection Writing and the Revision Process"</li> <li><i>Post U1 Blog Post 4:</i> Revising ideas</li> </ul>
2/25	Lab – GUM 3 Lecture – Discussing and workshopping Revisions. The Writer's Statement	<ul style="list-style-type: none"> <li><b>Revised draft</b></li> <li><b>Writer's Statement</b></li> </ul>
2/27	<b>Begin Unit 2: Genre and Their Situations</b> How do we know a genre when we see it?	<ul style="list-style-type: none"> <li>Read Dirk "Navigating Genres"</li> <li><i>Post U2 Blog Post 1:</i> Response</li> </ul>
3/4	Lab – GUM 4 Lecture – Discuss genres. The Rhetorical Situation.	<ul style="list-style-type: none"> <li>Read "Backpacks and Briefcases"</li> <li><i>Post U2 Blog Post 2: Response</i></li> </ul>
3/6	How to do a rhetorical analysis. Pick groups and genres.	
3/11	Lab – GUM 5 Lecture – Collaboration workshop	
3/13	Collaboration workshop	<b>Group presentations</b>
3/18	Presentations.	<b>Unit 2 Writer's Statement</b>
3/20	<b>Begin Unit 3: Research as a Process of Discovery</b> What does it mean to do research? Getting curious.	<ul style="list-style-type: none"> <li>Read Witte ("Research Starts with Answers") and Wierzsewski ("Research Starts with a Thesis Statement") in <i>Bad Ideas</i>.</li> <li><i>Post U3 Blog Post 1:</i> How I handle research papers</li> <li>Bring in some ideas for your research</li> </ul>

3/25	Lab – GUM 6 Lecture – Brainstorm ideas and approaches	<i>Post U3 Blog Post 2: First Thoughts on the project</i>
3/27	Doing research: library, interviews, surveys, multi-media.	<ul style="list-style-type: none"> <li>• Read Kantz “Teaching Students How to Use Sources Effectively”</li> <li>• <i>Post U3 Blog Post 3: Is this me?</i></li> </ul>
4/1	Lab – GUM 7 Lecture – Collaboration Workshop	
4/3	Collaboration Workshop	<ul style="list-style-type: none"> <li>• Read: Stedman “Annoying Ways People Use Sources”</li> <li>• <i>Post U3 Blog Post 4: Response</i></li> </ul>
4/8	Lab – GUM 8 Lecture – Collaboration Workshop	<i>First draft of essay</i>
4/10	Workshop	<ul style="list-style-type: none"> <li>• <i>Revised Draft</i></li> <li>• <i>Writer’s Statement</i></li> </ul>
4/15	Lab – GUM 9 Lecture – <b>Begin Unit 4: Re-mix</b>	
4/17	Workshop	<i>Post U4 Blog Post 1: What you’re going to do.</i>
<b>NO CLASSES – SPRING BREAK</b>		
4/29	Lab – GUM 10 Lecture – Workshop	
5/1	Workshop	<ul style="list-style-type: none"> <li>• <i>Present Remix</i></li> <li>• <i>Writer’s Statement</i></li> </ul>
5/6	Present re-mixes <b>Begin Unit 5: Final Portfolio</b>	<i>Final Portfolio due on Open Lab, 5/25 11:59pm</i>
5/8	Present re-mixes	<ul style="list-style-type: none"> <li>• Read Murray, “Internal Revision”</li> <li>• <i>Post U5 Blog Post 1: Approaching Final Revisions</i></li> </ul>
5/13	Lab – Doing the Departmental Final Lecture – Practice Departmental Final	
5/15	<b>NO CLASS – CUNY READING DAY</b>	
5/20	Lab – review Practice Departmental Final Lecture – Departmental Final	
5/22	Final Discussions	<i>Final Portfolio due on Open Lab, 5/25 11:59pm</i>