**New York City College of Technology Professor Jacquelyn Blain**

English 902W – 3U05 Office: Namm 529 – Adjunct office

MoTuWed 9:00am-1:00pm Email: DBlain@citytech.cuny.edu

Th 9:00am-12:45pm Office Hours: 1:00 – 2:00 pm

Room: Namm 1001

**Developmental Writing I/Ii**

**Course Description and Competencies:**

This combined beginning course in writing skills focuses on instruction in basic grammar, drafting and revising the response essay, and preparing for the CATW, English 1101, and subsequent college courses.

***Competencies for successful completion of ENG 902W***

1. The student will demonstrate an understanding of the basic rules of standard written English: A. to identify parts of speech (nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections) B. to use verbs and tenses correctly C. to have subjects and verbs agree D. to use pronouns correctly (agreement, case, and reference) E. to use punctuation correctly (period, comma, semi-colon, question mark, apostrophe, quotation marks) F. to capitalize correctly G. to use active and passive voice appropriately.
2. The student will demonstrate the ability: A. to use simple, compound, and complex sentence structures B. to use conjunctions to connect phrases and clauses in sentences C. to use transitional expressions to show the relationship between ideas in sentences and paragraphs D. to coordinate and subordinate ideas
3. The student will be able to write narrative and expository paragraphs of approximately 150 words that demonstrate his/her ability: A. to identify and write effective topic sentences B. to develop a topic sentence by means of supporting sentences C. to identify and use a pattern of organization demonstrating the ability to introduce ideas(s), develop ideas, and write a concluding sentence. D. to develop themes from readings, personal experience, and observations.
4. The student will be able to write paragraphs that reflect his/her ability to distinguish between general and specific ideas.
5. The student will be able to use the dictionary: A. to divide words into syllables and to spell words correctly B. to determine principal parts of words.
6. The student will increase their awareness of and proficiency in
   1. Process: utilizing a recursive, social writing process involving pre-writing, revisions, peer review, and self-review/reflection;
   2. Structure: writing essays that exhibit basic, conventional structural elements including: introductory paragraph, thesis statement, body paragraphs, logical transitions, and a concluding paragraph;
   3. Development: developing ideas in order to provide sustained discussions and explanations to readers;
   4. Focus/Cohesion: focusing their writing within and among paragraphs;
   5. Evidence: offering evidence to support and illuminate their claims;
   6. Outside texts: drawing on outside texts and their own experiences and analyzing those texts and experiences in their writing; and
   7. Conventions: using conventions appropriate to audience, genre, and purpose (including style, word choice, syntax, sentence structure, and grammar).

**What we’ll be doing**

Writing. Reading. Writing. Talking about writing and reading. More writing… The truth is, people learn about writing by writing, and they learn about grammar by using it, so that’s what we’ll be doing. In addition, we’ll also learn some of the language of grammar and writing, so that you’re likely to end up knowing a lot more about grammar than pretty much anybody you know! Some of it is fun, some is tedious, but if you’ll jump in and get involved – and come to class every day prepared and willing – you could end up ready not just for the CATW and/or the next writing course, but also more prepared for college in general.

***Books***

* *Freedom to Write* – This book is designed to help you learn about and practice the skills you’ll need in order to pass the CATW. This is yours to keep.
* *Companion for the First Year at CityTech* – This has lots of great information about how to survive at CityTech. We’ll be working with it some. This is also yours to keep.
* You’ll also need a paper dictionary by the time you take the CATW since they don’t allow electronic ones in the test-taking area.

***Open Lab:*** CityTech has its own open pedagogy system – OpenLab – which is essentially a place where a lot of blogs live. I’ll demonstrate how to use it, and make sure you sign up for it because we’ll use it for our main digital home in the class – a place where you can post some of your course work and respond to each other.

It’s also where you’ll be able to sign up for the two required tutoring sessions that will make up part of your final grade assessment:

***Assessment***

1. Response essay #1 15%
2. Response essay #2 20%
3. Two CATW Practice essays (5% each) 10%
4. Required tutoring sessions (2) 10%
5. Participation, homework, etc. 10%
6. CATW 35%

**TOTAL 100%**

**Other Important Things**

***Accommodations:*** If you have a documented need for accommodations, be sure I get a letter from The Center for Student Accessibility as soon as possible. If you need to get a letter, that office is Atrium 237, phone number 718-260-5143. If you have questions about how to get documentation, get in touch with them – they’re terrific people!

***New York Times subscription:*** Every student at CityTech has a free subscription to *The New York Times*… which is wonderful! A lot of instructors use *The Times* as a resource, and the opinion pieces are often used for English Departmental Finals and coursework. I’ll show you how to get yours.

***Plagiarism/Academic Integrity:*** I don’t generally have problems with this. My position is that you can use pretty much anything as long as you tell me where you got it. However, here’s the official College policy:

**New York City College of Technology 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.

 

***And finally…*** The best way to get in touch with me is via email: [DBlain@citytech.cuny.edu](mailto:DBlain@citytech.cuny.edu). I’m also obviously here every day except Friday, so please get in touch if you want to discuss something, talk to me during the break, or come see me after class. My most important job is to help you get through this class in good shape, so use me as a resource as well as an instructor. If you’re having trouble, you and I can sit down together privately and discuss what’s going on and how to address the problem(s).

**Welcome to CityTech!** Get ready to work hard and have some fun along the way.

**Course Schedule**

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| **Class meeting/date** | **In class** | **Homework for tomorrow** |
| 1.  Mon 7/16 | Introduction to course.  Distribute *Freedom to Write*. Look at Chapters 1-2.  Writing is rhetorical. Writing has genres. Writing is a process.  Open Lab signup  ***Grammar Lab: “Where Are You” diagnostic*** | HW: **Day 1 Image** – post an image that means something to you and explain why you chose it. |
| 2.  Tues 7/17 | Writing the response essay – using “Standing Desks in the Classroom” as practice for the parts of the writing process:  The writing process – part one: reading and annotating  The writing process – part two: brainstorming response ideas  *Freedom to Write* chapters 3-4  ***Grammar Lab: Sentences*** | HW: **Procrastination**   * Read p.33 “It Begins with P – Procrastination” and p.52 “Criteria for Success” in *The Companion.* * On Open Lab, post your response to the prompt under **Procrastination.** * Respond to at least one other person’s post. |
| 3.  Wed 7/18 | The writing process – part three: the summary  *Freedom to Write* chapter 5 p.18-22  ***Grammar Lab: Conjunctions*** |  |
| 4.  Thurs 7/19 | The writing process – part four: Introduction and Thesis Statement  *Freedom to Write* chapter 5 p.23-25  ***Grammar Lab: Using coordinating conjunctions*** | HW: **Place Description**   * On Open Lab, post your response to the prompt under **Place Description.** * Respond to at least one other person’s post. |
| 5.  Mon 7/23 | The writing process – part five: Body Paragraphs  *Freedom to Write* chapter 6  Discuss Description Project  Specificity and detail.  Transitions.  *Freedom to Write* chapter 8  ***Grammar Lab: Subordinating Conjunctions*** | HW: **Attendance**   * Read p.35 “First Week Attendance Really Does Matter” in *The Companion.* * On Open Lab, post your response to the prompt under **Procrastination** * Respond to at least one other person’s post. |

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| 6.  Tues 7/24 | The writing process – part six: Conclusion  *Freedom to Write* chapter 9  Discovery Draft/Outline  In class: read and brainstorm responses for Response Essay #1: Stephen King, “Why We Like Horror Movies”  ***Grammar Lab: Subordinating Conjunctions*** | HW: Discovery Draft for Essay #1 |
| 7.  Wed 7/25 | How to workshop  Workshop Discovery Draft  Quoting and paraphrasing.  *Freedom to Write* chapter 7  ***Grammar Lab: Fragments*** | HW: First draft for Essay #1 |
| 8.  Thurs 7/26 | Workshop First Draft  Revision and the Reverse Outline  ***Grammar Lab: Fragments*** | HW: Publish Draft for Essay #1 |
| 9.  Mon 7/30 | Proofreading Workshop  The CATW – a specific type of response essay  *Freedom to Write* chapters 1-2  ***Grammar Lab: Sentence Boundaries*** | HW: Read materials from Kingsborough and answer Reading Questions |
| 10.  Tues 7/31 | Discuss materials from Kingsborough  Write a CATW (Discovery/Outline) as a class  ***Grammar Lab: Sentence Boundaries*** | HW: **Stereotypes**   * On Open Lab, post your response to the prompt under **Stereotypes.** * Respond to at least one other person’s post. |
| 11.  Wed 8/1 | Practice CATW-1  ***Grammar Lab: Subject-verb agreement*** |  |
| 12.  Thurs 8/2 | Workshop Practice CATW-1  ***Grammar Lab: subject-prepositional phrase-verb issues*** | HW: **“Girl”**   * Read “Girl” by Jamaica Kincaid (handout) * On Open Lab, post your response to the prompt under **Procrastination** * Respond to at least one other person’s post.and write a creative post on Open Lab |
| 13.  Mon 8/6 | Read and brainstorm article for Essay #2: TBD  ***Grammar Lab: Editing – sentence level*** | HW: Discovery Draft/Outline for Essay #2 |
| 14.  Tues 8/7 | Workshop Discovery  ***Grammar Lab: Editing -- clarity*** | HW: Rough Draft for Essay #2 |
| 15.  Wed 8/8 | Workshop Rough Draft  ***Grammar Lab: Editing – sentence boundaries*** | HW: Publish Draft for Essay #2 |
| 16.  Thurs 8/9 | Proofreading Workshop  Individual Conferences  ***Grammar Lab: Commas*** | HW: **My First Term**   * On Open Lab, post your response to the prompt under **My First Term.** * Respond to at least one other person’s post. |
| 17.  Mon 8/13 | Practice CATW-2  ***Grammar Lab: Commas*** |  |
| 18.  Tues 8/14 | Workshop CATW-2  ***Grammar Lab: Verb tenses*** | HW: Revisions of Essays 1 and 2 |
| 19.  Wed 8/15 | Recapping the CATW, getting ready for the test  ***Grammar Lab: last looks*** |  |