New York City College of Technology

ENG 1101, Section D354, Fall 2013

Instructor: Danielle Blau

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Mon/Weds 11:30 AM –12:45, Namm Rm. 803 Office Hours: Weds 1:00 – 2:00 PM

Course Description

Welcome to English Composition I. In this class, you will learn to write clean, clear, natural-sounding prose. This takes a lot of practice, so we will be writing both in class and at home. You will hand in two short essays (500-750 words, or about 2-3 pages), as well as the beginning stages of a longer research paper. Be prepared to share your work in class, read aloud often, and participate in discussions and class presentations. As we work on expressing our own thoughts on paper, we will be reading essays, articles, poetry, and fiction that can serve as guides and sources of inspiration.

Performance Objectives

* Demonstrate the ability to write clear, logical sentences, using correct spelling, grammar and syntax, and conventional punctuation.
* Paraphrase, summarize, and quote from articles competently.
* Arrive at the start of class, equipped with the appropriate materials for that day (e.g., copies of your work, textbooks, assignments), and ready to show that you have spent quality time with the readings.

Textbooks & Supplies

* *The Place Where We Dwell: Reading and Writing About New York City*. Juanita But, Mark Noonan, and Sean Scanlan. Dubuque, IA: Kendall/ Hunt Pub Co
* *Rules of Thumb: A Guide for Writers*. Jay Silverman, Elain Hughes, and Diana Roberts Wienbroer. New York: McGraw Hill
* A college-level dictionary, such as the American Heritage Dictionary—**available online**
* A folder for drafts and assignments
* Computer access

Essay Formatting

* All work must be typed in 12-point font, double-spaced, with 1-inch margins. Choose a standard, legible font. This formatting makes papers easier to read and also allows for enough room on the page to make comments.
* In the upper left-hand corner of the first page, list your name, your instructor’s name, the course, and the date. (No title pages or fancy binders, please.)
* Staple your papers to ensure pages aren’t lost.

Late Work Policy

Late work will not be accepted. You may request an extension in person or via e-mail one week before the due date, but any work turned in after the due date without my direct approval will not count toward your final grade.

Attendance Policy

Attendance is mandatory. You are expected to arrive on time and attend all classes. City Tech’s attendance policy states that more than three absences will result in a WU grade. Arriving late or leaving early will count as a partial absence.

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. The complete text of the College policy on Academic Integrity may be found in the catalog.

Course Requirements & Breakdown

First Drafts, Class Presentations, Written Assignments (Graded only as ✓, ✓+, ✓−) 25% Research Project & Essays (Graded) 30%

Portfolio 15%

Quizzes, Midterm and Final Exam 20%

Class Participation 10%

Class Schedule: The following is subject to change, but I will let you know if and when you should check Blackboard for an updated schedule.

**Weds 8/28**

Introductions

Read Excerpt from “Take the F” by Ian Frazier

In-Class Writing (Narrative/ Descriptive Subway Pieces)

**Mon 9/9**

Reading Due: –“Take the F” by Ian Frazier (*The Place Where We Dwell* p. 24)

–“The Colossus of New York” by Colson Whitehead (*PWWD* p. 6)

**Weds 9/11**

Reading Due: –“Where I’m From” by Willie Perdomo (poem, *PWWD* p. 29)

–Excerpts from “My Dealing, Stealing, Squealing Neighbors” by Luc Sante (see

Blackboard)

Writing Due: “Where I’m From” Writing Task (*PWWD* p. 30), **OR** Spatio-Temporal

Autobiography Exercise (see Blackboard)

**Mon 9/16**

Reading Due: “My Lost City” by Luc Sante (see Blackboard)

Writing Due: “My Lost City” Reading Comprehension Questions (see Blackboard)

**Weds 9/18**

Writing Due: Correct “Where I’m From” Poems/ Spatio-Temporal Autobiographies

**Mon 9/23**

Reading Due: –“A Living Museum of Sad Stories” article (see Blackboard)

–“Twist in Eviction Fight: Charity as Landlord” article (see Blackboard)

**Weds 9/25**

Quiz #1

Class Presentation

Reading Due: –“In Tunnel, 'Mole People' Fight to Save Home” article (see Blackboard, OpenLab)

–“At the End of the Tunnel, a Home” article (see Blackboard, OpenLab)

**Mon 9/30**

Reading Due: –“The Homeless” by Margaret Morton (*PWWD* p. 195)

–“Homes for the Invisible” op-ed article (see Blackboard, OpenLab)

**Weds 10/2**

Class Presentation

Reading Due: “Bushwick Gets a Fresh Coat” article (see Blackboard, OpenLab)

Writing Due: Summary Paragraph of either “Homes for the Invisible” **OR** “Bushwick Gets a

Fresh Coat”

**Mon 10/7**

**Writing Due: First Draft of Essay #1** (see Blackboard, OpenLab)

**Weds 10/9**

Class Presentation

Reading Due: “From Doo Wop to Hip Hop” by Mark Naison (*PWWD* p. 162)

**Quiz #2 (Take-Home) Due:** “From Doo Wop to Hip Hop” Reading Questions (see Blackboard,

OpenLab)

**Tues 10/15**

Class Presentation

Reading Due: “The Angel Esmeralda” by Don DeLillo, pp. 73-78 (till “‘Will do,’ Gracie said.”)

Writing Due: Bring in the lyrics of your favorite song, along with a paragraph about its message

**Weds 10/16**

Class Presentation

Reading Due: “The Angel Esmeralda”

**Mon 10/21**

Reading Due: “The Angel Esmeralda,” pp 78-89 (till “Day-Glo wings.”)

**Weds 10/23**

Midterm Prep

Reading Due: Finish “The Angel Esmeralda”

Writing Due: Outline of Essay 1

**Mon 10/28**

Midterm

**Weds 10/30**

**Essay #1 Due**

**Mon 11/4**

Class Presentation

Reading Due: “Thinking Critically About Research” by Steven Krause (see Blackboard, OpenLab)

Sections—“What is ‘Research’ and Why Should I Use It?”, “What’s Different about

Academic Research?”, “Primary versus Secondary Research” (till top of p. 5)

**Weds 11/6**

Class Presentation

Reading Due: “Thinking Critically About Research” sections—“Scholarly versus Non-Scholarly

Sources”, “Sources that are Both Scholarly and Non-Scholarly?” (through p. 8)

Research Project Elements Due: –Your Topic Area

–List of at least two Sources in your chosen topic area, and **begin**

**reading them, so that you can generate your…**

**–List of at least three possible Research Questions**

**Mon 11/11**

Class Presentation

Reading Due: “Thinking Critically About Research” sections—“The Internet:  The Researcher’s

Challenge”, “Evaluating the Quality and Credibility of Your Research”,

“Complicating Factors in Evaluating the Credibility of Internet Research” (till END)

Research Project Elements Due: –Your Research Question

–List of at least two possible Thesis Statements (i.e., two possible

answers to your research question)

**Weds 11/13**

Library Visit

**Mon 11/18**

Class Presentation

Research Project Elements Due: –List of at least four Sources—including one book, two articles from

a database, and one article from a reliable Web site

–Your Thesis Statement

**Weds 11/20**

Quiz #3 Due:Take-Home Grammar

Research Project Element Due: Annotated Bibliography worksheet

**Mon 11/25**

Class Presentation

**Essay #2 Due** (see Blackboard, OpenLab)

**Mon 12/2**

Class Presentation

Quiz #4:In-Class Grammar

Research Project Element Due: Annotated Bibliography

**Weds 12/4**

Quiz #5:Practice Final Part I

Research Project Elements Due: – Introduction (presenting Thesis and Motive)

– Outline of Essay Body (presenting the evidence, including

alternative arguments. For each Body Paragraph, answer: How does

it relate to the preceding paragraph? What point does it make?

What evidence does it present to support this point?)

–Conclusion(restating thesis, summarizing evidence, suggesting

future research, elaborating on importance)

**Mon 12/9**

Class Presentation

Writing Due: Practice Final Part II

Final Exam Prep

**Weds 12/11**

Final Exam Part I

**Mon 12/16**

Portfolio Due

Final Exam Part II

**Weds 12/18**

Make-Up Exam