**English Composition 1: Course Syllabus**

**Professor**: Rebekah Coleman

**Course**: Eng. 1101, Section 0156

**Office Phone:** (718) 260-5392

**Office Hours:** Mondays 11:30 5o 12:30

**Email:**RColeman@citytech.cuny.edu

**Meeting Time:** Mondays and Wednesdays 10 to 11:40 am

**Online Location:** <https://openlab.citytech.cuny.edu/groups/eng-1121-d430-spring-2020/>

**Class Zoom Link:**

<https://zoom.us/j/93988064050?pwd=K2pldkptbWc0YkRsYW9oeUZ1SCtKQT09>

Meeting ID: 939 8806 4050

Passcode: 0156

One tap mobile

+19292056099, 93988064050#,,,,,,0#,,0156# US (New York)

**Office Hours Zoom Link:**

<https://zoom.us/j/99172923707?pwd=eHQwMWl1ZHRONElueHFPdEJJNWRGQT09>

Meeting ID: 991 7292 3707

Passcode: 0156

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

**Course Description**

Welcome to English 1101! This course focuses on writing both short and long pieces in many different genres on a range of topics. We will learn basic research techniques that include using the library, how to choose accurate and credible sources, and how to evaluate, synthesize, and analyze the sources with a critical lens. We will (re)discover key writing techniques and strategies to make our writing stronger and more effective. We will engage with a range of different texts and multimedia sources as a guide for our writing, a source of information, and to generate stimulating conversations. Throughout the course, we will also frequently pause to reflect on the writing process and what we have learned so far. The course culminates with a revised portfolio of all your finished work and will consist of at least 6,000 words. Don’t panic! It will include a combination of your favorite low-stakes writing assignments, some of our shorter writing pieces (composed both in class and at home), our culminating writing assignment and a final reflective piece.

**Learning Outcomes:**

Please see the attached sheet that details our learning outcomes or goals for the semester. The course is designed to meet these outcomes and we will periodically return to the list to see our progress.

**Course Policies, Requirements, and Expectations**

**Required Texts**

* You are not required to buy any texts for this class. The texts used will be easily accessible on line and will be posted on the OpenLab site. Consider bookmarking the class texts so they’re easily accessible.
* Dictionary, online MLA formatting guide such as Perdue Owl
* Computer folder ***dedicated***to this class. The folder will house your assignment drafts and portfolio (collected writing)
* *The New York Times* (create a free [Academic Pass account](https://myaccount.nytimes.com/verification/edupass) with your City Tech email)

**Online Resources/ Platforms**

We will use the following platforms and resources throughout the course of the semester. Please let me know immediately if you have any challenges accessing or using the following platforms.

* OpenLab
* Zoom
* Dropbox
* Google Docs/ Google Drive for collaborative projects

**Course Expectations and Policies**

To become strong and proficient writers we must write and write and write. Each week you will be asked to write different pieces for different purposes. The writing will vary in length and genre and will cover a range of topics. There will also be readings each week that will serve as mentor texts to inspire and enhance our writing.

**Online Class Structure (Synchronous vs. Asynchronous Assignments and Times)**

Each week, an assignment will be posted on the OpenLab site. The assignment will include links to PowerPoints or Videos that cover key concepts and outline the assignments for the week. On the PowerPoints or in the Videos, there will be activities and short answer responses that will counts toward your Weekly Assignment Grade.

Our class is scheduled to meet twice a week. I would like to continue this synchronous schedule online via Zoom. If you are unable to makes these synchronous meetings, the materials will be posted online and can be completed asynchronously. However, the synchronous sessions will be very important in terms of supporting you and your learning this semester.

In general on Mondays from 10-11, we will meet to discuss the reading and go over the week’s PowerPoint/ key lessons. I will use this time to introduce your 3 major projects, go over the content you are expected to know and engage in whole class discussions of the Readings. On Wednesdays from 10-11, depending on the point in the semester, I will schedule to meet individually with each of you in one-on-one or very small group sections, or arrange for you to meet in small groups to work on projects and engage in activities like peer editing for your major assignments.

This is a discussion-based class and assignments are cumulative. It is crucial that you keep up with the work and participate on a regular basis. Students who regularly fail to keep up with the readings, writing, and discussions (online or on Zoom) will fall behind on the daily reading and writing assignments. The daily assignments build upon previous work and lead towards success in the major projects. In order to succeed in the class, students will need to **stay on task and keep up with the work**. Students who fall behind will likely have a difficult time catching up.

**Late Work**

Work is counted as late if it is not provided to **me before or during the class time on the due date** (if you email it to me later that day, it is considered late). If outside circumstances make a deadline impossible to meet, it is your responsibility to contact me ahead of time to discuss a possible extension.

Assignments turned in one class period late will receive a reduction of one full-letter grade (B → C).  Assignments turned in more than one class period late will not be accepted.

**Office Hours**

You are always welcome to meet with me! In fact, I highly recommended that you visit me during virtual office hours **at least** once over the course of the semester. This visit will count toward your Weekly Assignment grade. Our office visits will be much more effective if we can look at past assignments together to find patterns in your writing, so please be prepared to discuss one of your writing assignments during our meeting. We will use the time to discuss your progress in the course and address any particular writing challenges or goals you may have. Of course, please feel free to talk with me as many times during the semester as you like!

**OpenLab**

You will need to access OpenLab and join our course immediately. I will post everything you need for the class on OpenLab and you will have to engage in Discussions on the site as well. It will be your responsibility to learn the navigation OpenLab during the first week. If you need help with this, see me immediately, and make sure to come to our synchronous sessions.

**Course Load Expectations**

A full time course load for a college student is 4 classes. At forty hours per week, that breaks down to 10 hours per class. Plan to spend to spend at least 2.5 hours for class-based work (discussions, group work, assignments) and 7.5 hours on homework for each week on average. Some weeks will be more. Some less.

**MLA Citations**

All formal assignments should be typed and formatted according to MLA guidelines. We will review the MLA guidelines in class. There are several great websites to use as a guide: Purdue’s Online Writing Lab found at https://owl.english.purdue.edu or Excelsior Owl's Writing Lab found at <https://owl.excelsior.edu> and the MLA site at https://style.mla.org.

**Plagiarism**

I expect the words and ideas that you hand in to be your own or else properly cited. Plagiarism is when you copy specific information from a source or take someone else’s original ideas and do not give credit to the source. Even when you paraphrase someone’s original ideas, it is still considered plagiarism if you do not credit the author for their word. In class we will discuss exactly what constitutes plagiarism. Please come and speak to me if you have any questions about how to incorporate ideas from a source or how to credit a source. Plagiarism will result in an automatic F grade for the assignment. (See additional information under University Policies section).

**Grading Policy**

**Grade Calculation** 

 *Weekly Assignments* 40%

 (short writing, reading, activities)

 *Final Portfolio* 60%

***Weekly Assignments***

Forty percent of your grade will be based on the quantity and quality of the weekly assignments for the class. They will consist of reading the assigned texts readings, written responses to readings, postings on Open Lab, and a compilation of short writing assignments. You will also have to view the weekly PowerPoint or Video and complete the activities attached to it.

Even though this class is online, the success of the class depends on **your participation. Your opinions matter** and the more we are involved in class, the more we can get out of it. Participation means being **actively involved in class**, not just being physically present. If you are unable to participate in the synchronous meetings, then you are expected to be actively involved in the Discussions on OpenLab. Not just posting your comments, but reading those of your classmates and replying to their thoughts as well.

The weekly assignments must be turned in on the day they are due. Why? Because it is preparation for what will be done in class that day. If you are not going to be able to meet deadlines, please email me in advance, or it will be marked late. The weekly assignments will be graded with either satisfactory (credit) or unsatisfactory (no credit).

***Final Portfolio***

This course is a portfolio-based writing course, meaning that where you end up is more important than where you start, at least in terms of grading. In other words, 60% of your grade is based on your final portfolio. This is an opportunity for you to collect and showcase how your writing has grown and developed over the semester. The final portfolio will include the final revision of Projects 1, 2, and 3, your Units 1 and 2 reflections, your Final Reflective Personal Essay, and any other pieces from the semester that you feel demonstrate your growth as a writer.

The portfolio grade will include the final project grades, the credit for submitting drafts of the projects, and a grade for your final reflection. You will be graded on the final version you submit of the project, so if you submit a revised version of your second project that incorporates the feedback given to you, the grade will reflect your improvements! The break down is as follows: Project 1: 10%, Project 2: 15%, Project 3: %15, Final Reflection 10 %, Unit 1 and 2 Reflections, any favorite additional pieces, an example of your revision process (a draft) 10%)

**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, please contact the Center for Student Accessibility. 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**

The NYC College of Technology Policy on Academic Integrity states: “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 Office.

**Unit Overviews and Assignments**

**Unit 1: The Literacy Narrative**

The focus of this unit will be on developing a strong writing (and reading!) identity. You will reflect on the types of writing you have engaged in previously, your strengths, and goals for future writing. The overarching genre of the unit will be memoir.

**Project 1:**  Crafting a Literacy Narrative

A literacy narrative tells the story of the development of a person as a reader and writer. It may capture important pieces of the author’s identity, struggles, turning points, or people who influenced them.

You will craft a literacy narrative of at least **1000 words**. The narrative should depict a moment that captures an important element of your life with a focus on the development of your reading or writing identity.

You will not tell the whole story of your life, but rather present a slice of your life. You will focus on **one or two** key events, moments, people, etc. that influenced the development of your literacy identity. The narrative should tell a personal story about your experience as a reader and a writer.

**Unit 2: Research in Many Genres**

You will begin a research and inquiry process that will span Units 2 and 3. The topic can be on an urgent current event or an issue related to your community or NYC. In Unit 2, you will be gathering the research, looking at the reaching from 4 different genres, thinking about how the different genres presents the research/ information on the topic and finally introducing the topic, problem and presenting a possible solution to the problem.

They key in this unit is to think about how different genres present the information on the topic. Who is the intended audience of each piece? What is the genre? What are the constraints? How effective is the message? Would a different genre be more effective? Why or why not? These are the questions that should drive your research and your writing this unit.

**Project 2:** Rhetorically Analyzing Our Research

You will research a topic, find 4 sources on the topic in at least 3 different genres, and present your research to the class (in a synchronous meeting, if possible). You will write a rhetorical analysis of the 4 different sources on your topic, focusing on how the different genres present the research on the problem/ solution connected to your topic. Each rhetorical analysis should be at least **300 words**. The final project should be at least **1200 words** and include the 4 Rhetorical Analyses, an introduction, and conclusion.

**Unit 3: Writing in a New Genre**

In Unit 3, you will be repurposing your research! You will take the research that you compiled, carefully choose your audience, choose one of the genres you researched and write a piece about the topic in a genre to best meet your intended audience!

**Project 3:** Writing in a New Genre

You will write a piece using the research you complied in Unit 2. You will choose ONE of the GENRES that you researched in Unit 2 to use as a guide for writing YOUR OWN PIECE! You will also write an artist or author’s statement! Combined the two pieces must be at least **1800 words**!

**Unit 4: Final Portfolio**

Your final portfolio will be a showcase of the work you have completed in class so far. It must have at least **6,000 words**. It will include the following items:

Project 1: 10%

Project 2: 15%

Project 3: 15%

Final Reflection: 10%

Units 1 and 2 Reflections and any favorite additional pieces: 10%

One example of your revision process (a draft)

**Course Syllabus**

All Readings and Assignments are DUE on the day they are listed. **This syllabus may change**. Any changes made to the following schedule will be announced on OpenLab. It is your responsibility to keep up with all announced changes.

**Week 1**

**Wed. August 26 Unit 1: The Literacy Narrative**

Introduction to the course, review of syllabus, review of Week 1 PowerPoint

*Weekly Assignment* (Due Monday, September 31st)

* Read “All Writing Is Autobiography” by Donald Murray, write a response on OpenLab
* Technology Survey
* Week 1 PowerPoint and Activities

**Topics:**

Literacy narrative, writing in response to reading, genre, writing identity

**Week 2**

**Mon. Aug. 31 Unit 1: The Literacy Narrative**

**Wed. Sept. 2**

Project 1 assigned, discussion of Murray reading,

*Weekly Assignment*

* Read “Mother Tongue” by Amy Tan, write a response on OpenLab
* Reading/ Writing Identity Survey
* Week 2 PowerPoint and Activities

**Topics**: Narrative techniques, sentencing, written vs. spoken English, short form writing (Micro Autobiography), genre

**Week 3**

**Wed. Sept. 9**  **Unit 1: The Literary Narrative**

Planning, drafting Project 1, discussion of “Mother Tongue,” “Five Reasons Why People Code Switch” by Matt Thompson”

*Weekly Assignment*

* Read **“**My Life as an Undocumented Immigrant” by Antonio Vargas, write a response on OpenLab
* \*\*Draft of Project 1 Due Sept 16th\*\*\*
* Week 3 PowerPoint and Activities

**Topics**: Genre/ audience/ purpose, getting started/ writer’s block, paragraphing, code switching

**Week 4**

**Mon. Sept. 14 Unit 1: The Literacy Narrative**

**Wed. Sep. 16.**

**\*\***Draft of Project 1\*\* DUE Wed. Sep. 16.

**\***Wednesday Section: Small Group Peer Review

Revising vs. editing, discussion of “My Life as an Undocumented Immigrant,” in weekly PowerPoint read and discuss “Shitty First Drafts” by Anne Lamont

*Weekly Assignment*

* Read “Learning to Read” by Malcolm X and write a response on OpenLab
* Week 4 PowerPoint and Activities
* Unit 1 Reflection Assigned (250 Words)

**Topics:** Revising/ Editing, Reflection

**Week 5**

**Mon. Sep. 21**  **Unit 2: Research and Inquiry**

**Wed. Sep 23**

Discuss reading, define and explore Project 2 assigned, choose topics, discuss “The Place Where We Dwell” by Gang Starr

*Weekly Assignment*

* Read **“**Wikipedia Pops Up in Bibliographies” by Larry Gordon and write response on OpenLab
* Week 5 PowerPoint and Activities
* Final Project 1 Due TUESDAY Sept 29th, Unit 1 Reflection Due

**Topics:** Topic choice, primary/ secondary sources

**Week 6**

**\*\*Tues. Sept 29 Unit 2: Research and Inquiry**

**Wed. Sept. 30**

**\*\***Final Project 1 Due TUESDAY Sept 29th\*\*Introduction to research process, research questions, search terms

*Weekly Assignment*

* Read “Is Google Making Us Stupid” by Nicholas Carr and write response on OpenLab
* Week 6 PowerPoint/ Video and Activities
* Find 1 to 2 sources for Project 2. Prepare to share key information (that will be provided to you closer to the date) them on Monday, October 5th during synchronous class meeting time or via OpenLab.

**Topics:** Merging information from multiple sources, research and inquiry, techniques for finding primary sources

**Week 7**

**Mon. Oct. 5**  **Unit 2: Research and Inquiry**

**Wed. Oct. 7**

**\*\*Note\*\*** Library Research will be covered this week. Try to make synchronous meeting times. Mon. will be whole group session. Wed. will be individual/ small group times to discuss research on topics.

Introduction to a rhetorical analysis, discussion of your sources (be prepared to share at least 1 of your sources with the class), source credibility

*Weekly Assignment:*

* Read **“**Wikipedia Pops Up in Bibliographies” by Larry Gordon and write a response on OpenLab
* Week 7 PowerPoint/ Video and Activities
* Draft of at least 1 rhetorical analysis
* Find all 4 sources

**Topics:** Paraphrasing, synthesizing, evaluating, analyzing sources

**Week 8**

**Wed. Oct. 14 Unit 2: Research and Inquiry**

Discuss key elements of a rhetorical analysis, review *how*, *when* to cite sources, intros/ conclusions

*Weekly Assignment*

* Read “Popular Culture is Killing Writing” by Bronwyn T. Williams and write a response on OpenLab
* Week 8 PowerPoint and Activities
* Draft of 2 rhetorical analysis due Monday October 19th
* Prepare to present research Mon. Oct. 19th or Wed. Oct. 21st either during synchronous class meeting or on OpenLab

**Topics:** Citations, elements of a rhetorical analysis, introductions, conclusions

**Week 9**

**Mon. Oct. 19** **Unit 2: Research and Inquiry**

**Wed. Oct. 21**

Workshop, revise and edit rhetorical analyses, discuss the reflection process (metacognition)

\*Either in synchronous sections or on OpenLab, students will be expected to present their research

*Weekly Assignment*

* Read Sandra Giles: “Reflective Writing and the Revision Process: What Were You Thinking?” and write a response on OpenLab
* Week 9 PowerPoint and Activities
* \*\*Draft of all 4 Rhetorical Analyses Due Mon. October 26 and Unit 2 Reflection (250 words)

**Week 10**

**Mon. Oct. 26** **Unit 3: Multi-Genre Writing**

**Wed. Oct. 28**

\*\*Project 2 Draft Due Monday October 26th\*\*

Sharing and celebration, short form persuasive messages, choose a genre for short persuasive writing piece (at least 300 words), excerpts from *This I Believe* website

*Weekly Assignment:*

* Read Laura Carroll: “Backpacks vs. Briefcases” and write a response on OpenLab
* Week 10 PowerPoint and Activities

**Topics:** Identifying a claim/ counterclaim, using visuals to strengthen a message, rhetorical appeals

**Week 11**

**Mon. Nov. 2 Unit 3: Multi-Genre Writing**

**Wed. Nov. 4**

\*\*Final Project 2 Due Mon. Nov. 2nd

Discussion of “Backpacks vs. Briefcases,” planning, drafting, choosing a genre to match purpose and audience, listen to excerpt from **“**Howard University Commencement Speech” by Barack Obama, introduce Project 3

\*Wednesday synchronous class will be small group or individual meetings to discuss Project 3

*Weekly Assignment:*

* Short Persuasive Piece in pre-approved genre (at least 300 words)
* **“**23andMe Is Terrifying But Not for the Reasons the FDA Thinks” by Charles Seife and write response on OpenLab
* Week 11 PowerPoint and Activities
* Genre/ Audience/ Purpose Statement for Project 3 Due

**Topics:** Credible, persuasive voice and tone, thesis statements

**Week 12**

**Mon. Nov. 9 Unit 3: Multi-Genre Writing**

**Wed. Nov 11**

Small group workshop of Project 3, drafting

*Weekly Assignment:*

* Read “Why Don’t Convenience Stores Sell Better Food?” by Olga Khazan and write a response on Open Lab
* Week 12 PowerPoint and Activities
* Draft of Project 3 Due Wed Nov. 18th

**Topics:** Using mentor texts to inspire our writing, techniques to strengthen writing, transfer

**Week 13**

**Mon. Nov. 16 Unit 3: Multi-Genre Writing**

**Wed. Nov. 18**

Peer revision, adding visuals or multimedia to projects

**\*\***Draft of Project 3 Due Wed. Nov. 18

*Weekly Assignment:*

* Read “Inherit the Word” by Annie Liontas and write a response on OpenLab
* Week 13 PowerPoint and Activities

**Topics:** Adding multimedia and visuals to strengthen and expand ideas, revising, editing

**Week 14**

**Mon. Nov. 23 Unit 3: Multi-Genre Writing**

Writing an Author’s Note/ Artist’s Statement, introduction to Final Portfolio, planning for portfolio

*Weekly Assignment:*

* Read “Finishing His Sentences” by Walter Mosley and write response on OpenLab
* Final Project 3 Due Wed Dec. 2nd
* Week 14 PowerPoint and Activities

**Topics:** Writing process and strategies that are transferrable across genres and content areas, ways we use writing in our lives

**Week 15**

**Mon. Nov. 30 Unit 4: Final Portfolio**

**Wed. Dec. 2**

\*\*PROJECT 3 DUE WED. DEC. 2nd. (CANNOT ACCEPT LATE PROJECTS)

Compiling a final portfolio, writing a final reflection, elements of a reflection

\*There will be time during the synchronous meeting times for one-on-one conferences

*Weekly Assignment:*

* Work on compiling final portfolio
* Writing final reflection

**Week 16**

**Mon. Dec. 7 Unit 4: Final Portfolio**

**Wed. Dec. 9**

\*\*If possible, please join for synchronous class! Celebration of learning, sharing of Portfolios!

**\*\*\*Fri. Dec. 18 Final Port folios Due\*\* LATE PORTFOLIOS WILL NOT BE ACCEPTED**