

## FACULTY INFORMATION

<b>Instructor:</b>	Dr. Patrick Corbett (he/him/they/them) Assistant Professor of English
<b>Office:</b>	Namm #520
<b>Telephone:</b>	(718) 260-5429 (no voicemail)
<b>Zoom InstaMeeting:</b>	<a href="https://zoom.us/j/95774280310?pwd=akFlaUkrY3RxNFQrUkpmY09LZWgrdz09">https://zoom.us/j/95774280310?pwd=akFlaUkrY3RxNFQrUkpmY09LZWgrdz09</a>
<b>Zoom Passcode:</b>	106148
<b>Email:</b>	<a href="mailto:plcorb@gmail.com">plcorb@gmail.com</a> (how we will email each other) <a href="mailto:pcorbett@citytech.cuny.edu">pcorbett@citytech.cuny.edu</a> (how you will receive official system emails)
<b>Office Hours:</b>	You can reach me immediately for individual questions and guidance via email, Zoom (audio and/or video), or Discord during the times below: <ul style="list-style-type: none"><li>• Tuesdays 4:00 p.m. to 5:00 p.m.</li><li>• Thursdays 8:30 p.m. to 9:30 p.m.</li></ul>

I am flexible and able to connect with you at other times on a case-by-case basis. Please send me an email or Discord message to schedule.

## COURSE INFORMATION

<b>Special Note:</b>	<b>THIS IS AN ONLINE LC COURSE PAIRED WITH HMG1101 &amp; HMG1102.</b>
<b>Credits:</b>	3 (4 hours)
<b>Course Format:</b>	Asynchronous with optional synchronous activities
<b>Course Location:</b>	OpenLab ( <a href="https://openlab.citytech.cuny.edu/groups/eng-1101-lc05-writing-the-recipe-of-opportunity-fall-2020/">https://openlab.citytech.cuny.edu/groups/eng-1101-lc05-writing-the-recipe-of-opportunity-fall-2020/</a> )
<b>Synchronous Meetings:</b>	Tuesdays/Thursdays 2:30 p.m. to 4:00 p.m.
<b>Pre-requisites:</b>	CUNY Certification in Reading and Writing
<b>Catalog Description:</b>	ENG 1101 is a course in effective essay writing and basic research techniques, including use of the library. Demanding readings are assigned for classroom discussion and as a basis for essay writing.

**Synopsis:** **English 1101 – Writing the Recipe of Opportunity: Hospitality, Writing, and You** invites you to explore and share your passion for hospitality and food by taking the required courses of HMGT 1101, HMGT 1102, and ENG 1101 together as a learning community! Together with other Hospitality Management students, you will practice the essential foundations of what it means to be a hospitality professional. You will explore deeply what brought you to this field, how to think about your own interests, how to communicate your ideas in the most useful ways, and how share your goals as a professional to the widest audience possible. If you are ready to discover opportunity, this learning community will have the right recipe of experiences to help you feed your career!

## LEARNING OBJECTIVES

**Course Competencies:** The course competencies for ENG 1101 are determined by the College and can be found here: <https://bit.ly/2BPAY7H>

**Course Structure:** ENG 1101 (OL05) is a regular semester online course that can be completed 100% asynchronously via OpenLab discussion participation and written assignments submitted to Google Drive and Google Forms. This means that class meetings are optional and you can meet all course requirements without attending. The class meets 90 minutes twice per week via Zoom for students who desire the opportunity for face-to-face interaction to ask questions, see examples related to course concepts, and discuss instructions and strategies related to course assignments. While optional, these meetings are very helpful and you are encouraged to attend as often as possible.

To be successful in this course, you must be prepared for weekly deadlines that involves both reading and writing. You will do more reading and writing than you have ever done before. There is no way around this. How well you handle this workload will determine, in large part, your success. Generally, you will have shorter assignments due on Thursdays, and longer assignments due on Tuesdays.

**Topics:** Official things that this course stresses:

**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.

**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.

**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.).

**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.

**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.

**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.

**Capabilities:**

To meet the learning objectives of this course, you will need the skills and access to the technologies listed below:

- A PC or Mac with MS Word or Open Office (we won't use Google Docs).
- A Gmail account.
- Moderate-to-high ability using a computer keyboard and mouse.
- Basic experience with using the internet for research.
- Willingness to learn new digital tools and workflows.
- Online access to search engines and the digital library.
- Ability to print course materials and assignment drafts as you need.

**COURSE POLICIES**

**Our Relationship:** I am your college professor. I prefer to be called Patrick. You can also call me Professor, Professor Corbett, or Professor Patrick if these make you more comfortable. Please do not refer to me as Doctor or Mister as I do not use these conventions in my role as your instructor.

**Instructor Duties:** As your professor, I commit to communicating openly and frequently with you about this course. I will maintain a professional and safe learning environment that adheres to the policies of the College. You can expect a reply to your inquiry, be it via e-mail, through Discord, or voicemail within 24 hours. If you have a problem with this class, my evaluation of your performance, or any other aspect of our professional relationship, please reach out to me to discuss your concerns.

**Student Responsibilities:** Familiarize yourself with CUNY and City Tech policies and procedures. Many of the important policies and procedures are in the Academic Catalog on the City Tech website, located here:  
<http://www.citytech.cuny.edu/academics/academic-catalog.aspx>.

To ensure the most productive learning environment possible, I hold myself and each of you to a high degree of accountability for your words, your actions, and your academic achievement.

**CUNY OpenLab:** This course uses the OpenLab online community. You can find our OpenLab space here: <https://openlab.citytech.cuny.edu/groups/eng-1101-lco5-writing-the-recipe-of-opportunity-fall-2020/>

**Course Materials:** Please add the Google Drive app to your computing device to facilitate document sharing. All course assignments and materials I provide will go into a shared Google Drive folder called "Course Documents." You will be able to access and print copies of course materials at any time from this folder. You will also have an individual folder assigned to you that only you and I will have access to. You will upload your completed assignments to this individual folder for my review. Your shared folder is the only way I accept course materials for evaluation and where I will upload my responses. **I repeat, your shared folder is the only way I accept assignments and projects for evaluation. I will let you know which to use for each assignment.**

**Class Participation:** Obviously, you are expected to participate. Students who participate in the intellectual life of a course learn more, earn better grades, and are better prepared to enter the professional workforce. If you are not actively participating in this class then you are wasting your precious money and time. Most alarmingly, you are wasting your best chance to acquire many of the skills necessary to begin your career as a degreed professional. Your participation is encouraged via all our course activities, but it is required on OpenLab discussion questions.

**Attendance:** Your attendance is recorded and reported to the College according to CUNY policy. You are required to maintain attendance by participating in our OpenLab discussions and submitting your other work in a timely fashion. Falling too far behind typically results in class failure because you cannot keep up with the work.

**Course Withdrawal:** **TO AVOID SERIOUS FINANCIAL AND ACADEMIC CONSEQUENCES, DO NOT STOP ATTENDING THIS CLASS UNTIL YOU OFFICIALLY WITHDRAW FROM THE COURSE.**

**Late arrival:** You are welcome to join our Zoom meetings at any time. There are no late arrivals. Your attendance will be noted, but not reported.

**Submitting Work:** **(tl;dr) If you want a grade, put your clearly labeled assignment as a .doc or .rtf file in your neatly organized Google Drive folder. Do not email me your work. Do not share a Google Doc with me.**

All work must be uploaded to the specified location (usually Google Drive, but occasionally OpenLab or Google Forms) by noon on the day specified on the assignment sheet. Typically, you will submit assignments as document files (.doc, .rtf, .or docx). Do not use Google Docs to compose your assignments—I accept assignments composed in Microsoft Office or one of its free clones. If you use Google Docs to write, be sure to export your file to .doc(x) or .rtf before you upload it to Drive.

Please name your file with the assignment name, and your last name. For example, *Assignment 1\_Personal Inventory\_Smith*. Be sure to organize your Drive folder and exercise effective document control so that I can find and evaluate the correct version of your work. Do not leave old or poorly named files in your Drive folder. You want me to easily be able to find the right version of what you want me to evaluate. For the sake of my sanity, I do not accept or even acknowledge coursework that is submitted by email or shared as a Google Doc with me. They will have crossed the event horizon into a black hole of despair that is my email and shared folder – never to be seen again.

**City Tech Email:** You should email me at my gmail address, however, official course communications from the College will be delivered to your student email only. Student e-mail can be accessed at:  
[http://cis.citytech.cuny.edu/Student/it\\_student\\_email.aspx](http://cis.citytech.cuny.edu/Student/it_student_email.aspx).

**Recording:** Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose

of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. I will make these videos available to you via the documents archive.

**Class Cancellation:**

If I am unable to hold a Zoom meeting, I will notify you by email and Discord.

**Textbooks:**

Besides assigned readings that will be provided to you by me, we will also be reading essays from *Writing Spaces: Readings on Writing, Volumes 1 & 2* (<http://writingspaces.org/>). Writing Spaces is an open access series of essays written directly to first-year writing students like yourselves by experts in the fields of rhetoric and writing.

These essays demonstrate how these experts think through the kinds of writing challenges that you will be facing in this course. You will need the ideas in these essays to break down the complex problems found in our class assignments (and on the final exam).

- Writing Spaces, Vol. 1 can be downloaded in its entirety at the link below: <https://bit.ly/2MPRxjj>
- Writing Spaces, Vol.2 can be downloaded in its entirety at the link below: <https://bit.ly/2MUC6X2>

## GRADING

**Expectations:**

**You can expect to do four or more hours per week of outside reading and writing for this class.** The workload of this class is not a joke and it is not-negotiable. For those of you who are less prepared as students, you may need to invest even more time to earn an honor grade and be fully prepared for ENG 1121. You should break your work in this course up over the entire week and the weekend. You will need to be prepared to do readings, write discussion responses, complete assignments, and work on projects each week. Your preparedness is crucial to the intellectual quality of our class, your own learning, and your preparation to be successful in your goals and aspirations.

To earn the best grade possible, be sure that you thoroughly understand what assignments are asking you to do, how to break down the work for each one, and that you give yourself enough time to complete every part of the assignment and

to go over it and revise when you are finished. To do these things, you will need to read the assignment more than once, ask questions, think critically about what is being asked of you, and develop a workflow that addresses the problem. You cannot be successful in this course without planning your work, taking the time to do it thoughtfully, and reflecting on the process.

**Methods:**

I evaluate your work many different ways, including holistic rubrics, analytical rubrics, non-rubric responses, credit for completion, and oral feedback.

Graded evaluations in this course are on a points system. You will receive points for each assignment you complete and post to your Google Drive folder. The number of points you receive are based on how well your work meets the criteria articulated on the assignment sheet. All assignments will have grading criteria available to you. High-value assignments, like projects, will come with a rubric.

Your final grade is the percentage value of the number of points you earn divided by the number of points possible. That percentage is converted into a letter grade using the College standard grading scale.

**Late Work:**

All assignments are due by noon on the date specified on the assignment sheet. Late assignments are generally accepted up to one week late with a credit reduction of 0% (if you contact me in advance) up to 10% (otherwise). Very late assignments (more than a week) are accepted at my discretion with a credit reduction of up to 25% unless prearrangements are made. Assignments more than two weeks late will not be accepted except for emergency or prearranged circumstances and carry a credit reduction of up to 50%. No assignments will be accepted after the final course deadline except under extraordinary circumstances (this is very rare).

**OpenLab discussion assignments are attendance based and cannot be made up after the deadline.**

Grade	% Attained
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	70-76.9
D	60-69.9

F	59.9-0
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**Grading Scale:** Generally speaking, the equivalent of the grade of C will be awarded to work that is “average.” You can earn a C by “showing up,” i.e., doing the course work, and fulfilling the course objectives. That does not get you an A, that gets you a C. The grade of B is awarded for work demonstrating qualities that appreciably exceed what might be expected of “average.” You do the work well and demonstrate a conceptual understanding of what you are doing. An A is an honor grade, signifying consistent quality and effort that is often “outstanding.” When you earn an A, you demonstrate that you not only understand the work, but you demonstrate transferable skills in creating workflow around writing projects, composing complex ideas, and (re)working writing assignments with considerable attention to detail and focus. That is where the 4+ hours per week of work comes into play.

## ASSIGNMENTS

The workload of this course is appropriate for a 4-hour college-level writing class. You can expect to devote more time than you want or think you need to outside work for this class. While four hours a week will often be enough time to be successful in this course for many students, you will probably need more to do the work well.

This is what you will be doing for this course:

- Carefully read, take notes on, and be prepared to write about approximately 20 to 50 pages from a variety of sources per week.
- Contribute substantively to our class activities and discussions every week.
- Complete assignments totaling up to 10,000 total words of writing and projects related to course topics.
- Write approximately 3,000 words of revised assignments and projects.

### Assignment categories:

For each written and graded assignment, you will receive a detailed specification sheet, typically one or more weeks in advance. For projects, you will receive an overview document and then a detailed specification sheets for each step in the project. Discussion questions will be posted weekly on OpenLab. The directions of each assignment will explain the parameters of what you need to do and how it will be evaluated.

Course Work	Approximate Percentage of Grade
Project #1	15%
Project #2	15%
Assignments	30%
Discussion Questions	30%
Final Exam	10%
Total	100%



**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.

**Final Exam:** You will take the standardized ENG 1101 final exam.

**Extra Credit:** Opportunities for extra credit in this class occasionally appear. Unless you are active in the course, you won't be in a position to earn them.

**STUDENT ASSISTANCE**

**Office Hours:** Use my office hours as part of your successful learning strategy. They are the place where we can work one-on-one when you need it the most. I set this time aside specifically to meet with you, so it is not a bother. Students who use office hours do better in the class and many do better in their careers.

**Technical Assistance:** If your technology problem is not directly related to the content of the course, I will not be able to help you. Help is available from the Student Computer Help Desk. Consultants are available by phone at (718) 260-4900. You can receive help online (if you are connected) here: <http://it.citytech.cuny.edu/#>

If you encounter a problem, seek help immediately. Do not wait until the last minute. Be proactive in all things.

**Peer Tutor:** Each learning community section has a peer tutor assigned to it. Peer tutors are an awesome resource who gladly answer questions you have about anything related to being a student, the college, or doing better in your courses (including mine).

**The Companion:** The Office of First Year Programs at City Tech has compiled a comprehensive handbook for new students called "The Companion." You can find your copy here: <http://fyp.citytech.cuny.edu/the-companion/>

**Writing Center:** Please consult with me when you have questions about how to do an assignment, or how to develop your ideas. Many students find the college's Writing Center to also be helpful. The Writing Center hours will be posted on our OpenLab site once they are made available.

**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/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact the Student Accessibility Center (SAC) at 300 Jay Street, Room L-237; telephone: 718-260-5143; www: <http://www.citytech.cuny.edu/accessibility/>.

**COURSE CALENDAR**

This course calendar will help you budget your time. Prior to each class you will receive a more detailed synopsis of what you need to prepare for our next meeting. This calendar may change.

Date	Major Topic(s) & Assignments	Prepare for Class	Notes
8/27 TH	• Introductions		
9/1 T	• Your ENG 1101LC Course	Read Why Good Students Do Bad in College (ThinkWell)	Assignment #1 Due (50 pts.)
9/3 TH	• Class Q&A Session	Come with your questions large and small	Project #1 Assigned (Story of the Self); DQs W1 Due
9/8 T	• Self and Language	Read Borderlands (Anzaldua)	
9/10 TH	• Language, Thinking, & Culture		DQs W2 Due
9/15 T	• Story and Self	Read The Hero's Journey (Campbell)	Grade Discussion
9/17 TH	• Critical Thinking	Read Critical Thinking in College Writing (DasBender)	DQs W3 Due
9/22 T	• Creating Text, Creating Meaning	Read Consider the Lobster (Wallace)	Assignment #3 Due (Informal Analysis; 25 pts.)
9/24 TH	• Inquiry = Reading ↔ Writing	Read Finding Your Way In (Lessner and Craig)	DQs W4 Due
9/29 T	• Monday Schedule (No Zoom Session)		Assignment #2 Due (Self-Inventory; 100 pts.)
10/1 TH	• Discovering Your Writing Voice	The Voices in My Head (Longden) Words, Not Ideas (Bamman)	DQs W5 Due
10/6 T	• Composing Processes	Reflective Writing and the Revision Process (Giles)	Assignment #4 Due (Summary; 25 pts.)
10/8 TH	• Narrative and Storytelling	Storytelling, Narration, and The Who I Am Story (Ramsdell)	DQs W6 Due
10/13 T	• Understanding "Audience" & Discourse Communities		
10/15 TH	• Tools of Writing	Causes (Williams)	DQs W7 Due
10/20 T	• Constructing Effective Texts	Handout	Project #1 Due (Story of the Self; 150 pts.)
10/22 TH	• Constructing Effective Paragraphs	Handout	DQs W8 Due
10/27 T	• Constructing Effective Sentences	Handout	Self-Evaluations (Extra Credit)
10/29 TH	• Aspects of Style	Clarity (Williams)	Midterm Grades DQs W9 Due
11/3 T	• Aspects of Style II		Assignment #5 Due (Comparative Analysis; 25 pts.)
11/5 TH	• Invention	Taking Flight: Connecting Inner and Outer Realities during Invention (Antlitz)	Project #2 Assigned (Self-Analysis); DQs W10 Due
11/10 T	• "Meta-Thinking"	So You've Got a Writing Assignment. Now What? (Hinton)	Assignment #6 Due (Invention Exercise; 25 pts.)
11/12 TH	• Biases and Fallacies	Handout	DQs W11 Due
11/17 T	• Introduction to Research	Googlepedia: Turning Information Behaviors into Research Skills (McClure)	
11/19 TH	• Information Seeking Habits		DQs W12 Due
11/24 T	• Using Source Material	Walk, Talk, Cook, Eat: A Guide to Using Sources (Haller)	
11/26 TH	• Thanksgiving Holiday (USA)	No Class	College is Closed
12/1 T	• Re-envisioning Writing	The Sixth Paragraph: A Re-vision of the Essay (Lynch)	
12/3 TH	• Workshop I	Beyond Black on White: Document Design and Formatting in the Writing Classroom (Klein & Shackelford)	DQ W14 Due

**College Composition I**

ENG 1101-LC05 (#27001)

Dates: 8/26/2020 to 12/20/2020

12/8 T	• Workshop II		Assignment #6 Due (Annotated Bibliography; 50 pts.)
12/10 TH	• Workshop III		DQ W15 Due
12/15 T	• Day of Reflection		Project #2 Due (Self-Analysis; 150 pts.)
12/17 TH	• ENG 1101 Final Exam		DQ W16 Due
12/21	• Last Day to Submit Coursework		All Course Materials Due