

English Composition 1

What I meant to say is. . .what I think this means is. . .This might sound better if I. My opinion has more relevance because. . . .What the author proves is. . . I conclude. . . The writer continues with . . . To my mind. . .But the author here is wrong because. . . . In the beginning,. . . . I take issue with this statement. For one thing. . .Let me show why this is so. . . .In my experience,I will continue my argument with this point: Her ideas are convincing; however,After considering many expert opinions, I have concluded that. . .My experience in **ENGLISH COMPOSITION 1101** has enabled me to. . . .First, let's consider. . . .With this in mind, I'll continue with the statement. . . .For the sake of clarity, I will explain why . . .His harrowing experience has helped me understand. . . .Her argument is convincing because. . . In this case, the facts show that. . .My ideas on this issue have been sharpened after reading. . .What comes to my mind first is. . . In this case, authority means. . .What this evidence really shows is. . .My personal experience disproves the common perception that. . . However, when I consider the situation more closely. . .Let me tell you why.

Thinking and Writing Critically and Effectively in College

COURSE DESCRIPTION:

(Excerpted from Dept. Competencies for ENG 1101)

This is a course in effective essay writing and basic research techniques and an introduction to library research methods. Readings from distributed handouts are assigned for classroom discussion and as models for essay writing.

It is expected that students in ENG 1101 will:

- 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 to critique and improve one's own and others' texts.
- Demonstrate research skills using 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.

These outcomes will be achieved by giving students the opportunity to:

1. Draft and revise a range of formal and informal writing assignments and writing projects in a variety of genres and modes. Develop thesis statements and incorporate the ideas and words of other writers as exhibited through the use of textual evidence, summarizing, paraphrasing, and quoting.
2. Draft and revise a researched writing assignment that includes the incorporation of material from library resources and databases and includes the use of methods of citation and attribution appropriate to a specific discipline (MLA).
3. Read, analyze, and interpret essays and texts across a variety of genres, disciplines, and media for the purposes of academic inquiry, rhetorical and textual analysis, and understanding, improving, and critiquing writing processes and reading strategies
4. Submit drafts of work for instructor and peer-review to better understand the process of writing and revising.
5. Understand how to apply and use Standard Written English (SWE).
6. Pass a departmental final exam.

Note: You will receive a complete version of the department's competencies in class.



ENG 1101-LC76
ENG 1101 - CL76
Mondays and Wednesdays
1-2:15 p.m.
Namm 519
Monday Lab:
2:30-3:20 p.m.
General Building 208

Professor Jennifer Sears
jsears@citytech.cuny.edu
Office: Namm 503
Office Hours:
Mondays: Noon-1 p.m.
Tuesdays: 2-3 p.m.

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REQUIRED MATERIALS:

Our primary textbook is:

[Writing for Success](#)



<http://open.lib.umn.edu/writingforsuccess/>

This text is free and available online. Supplementary readings and discussion materials will be online or made available as handouts.

You must purchase a notebook and folder to be used only for this course to organize resources and to keep track of your own work.

The New York Times

Lastly, you must activate your *New York Times* subscription using your City Tech student account. See our class OpenLab site on how to set this up.

Open Lab Expectations:

All students will be expected to have Open Lab accounts and active City Tech email addresses. On our course OpenLab site, materials for all assignments will be available and you will also get reminders for due dates and other information. If need assistance activating your OpenLab account, please see our FYLC Peer Advisor or the assistants in the Learning Center.

Actor James Franco (pictured right) in the movie *127 Hours*. See First Year Learning Community.



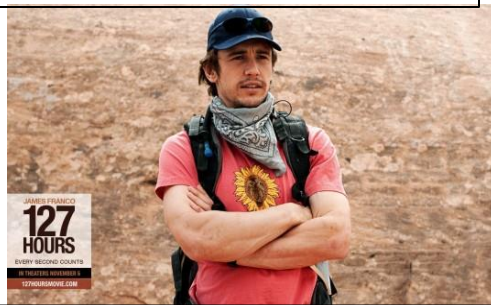
We will read essays about gentrification in New York City. Photo by Betty Tsang (Flickr/Creative Commons)

GRADING PROCEDURES: ENG 1101

2 OpenLab Posts:	10%
2 Reading Quizzes:	10%
Essay 1:	10%
Essay 2:	10%
Essay 3:	10%
Essay 4:	10%
Research Essay:	15%
Final Exam (2 Parts):	15%
Attendance/Participation:	10%
Total:	100%



Ta-Nehisi Coates (pictured above). Photo: Eduardo Montes-Bradley/Creative Commons. We will read Coates' "A Letter to My Son."



We will watch Tim Urban's TEDTalk, "Inside the Mind of a Master "Procrastinator." (above)

ATTENDANCE AND LATENESS POLICY

Due to the College's policy, missing class more than 10% of class time will have a negative consequence on your final course grade. Our class meets 2.5 class sessions per week for 14 weeks and 2 sessions the final week. (Labs are tabulated as a half session.) This equals 37 sessions. Absences totaling more than 4 sessions will affect your final ENG 1101 grade.

To clarify: if you miss a full day on a Monday (lecture period plus the lab), this will be recorded as 1.5 absences. If you miss a full Wednesday, this will be recorded as 1 absence. Being late will be recorded as half an absence. Leaving class for more than ten minutes after class has started or leaving early will be recorded as half an absence.

The College's attendance policy is intended to cover sickness, work, and family commitments, and transportation

Late Paper/Revision Policy

Most papers are graded twice. The first time when papers are "due." The second time when revisions and late papers are due, typically one week after papers are returned. Papers not received by the second date will be recorded as an "F." Mid-term, diagnostic, and final exams can't be completed late or revised. It is to your advantage to turn papers in for a possible revision.

Learning Community: Fall 2017

EMOTIONS 101: Learning to Navigate the Challenges of College and Life

Through readings, writing assignments, and a shared screening of *127 Hours*, our students will work to identify stresses in their own lives, recognize stresses they share with other students entering college, and collaboratively develop effective coping skills to address them. Our reading assignments will include recent articles and blog posts educators and researchers have written to explore and identify the stressors encountered by college freshmen, the troubling rise of crises associated with this transition, and possible ways to deal with them. These articles include "Why College Freshmen Need to Take Emotions 101" from the *Washington Post* and a photo essay from *The New York Times*. PSY 1101 taught by Professor Barbara Chutroo meets Mondays and Wednesdays, 10-11:15 a.m.