**NEW YORK CITY COLLEGE OF TECHNOLOGY**

The City University of New York

**ENG 1121, English Composition II**

**Description**: This is an advanced course in expository essay writing. The course requires a library paper and use of research and documentation skills (MLA style). Literary and expository readings are assigned for classroom discussion and essay writing.

**Prerequisite:** ENG 1101

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| **Learning Outcomes****In the left column explain the course assignments and activities that will address the learning outcomes in the right column.** |
| Understand the conventions and attributes of various genres of writing, as well as the critical concepts and terminology for analyzing and interpreting texts in a particular discipline. Practice reading, interpreting, and responding to discipline-specific readings and consider how the structure and content of these readings may relate to student writing projects and processes. | * Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
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| Draft and revise writing projects and assignments totaling 2500-4000 words, one of which includes a research project. Develop an understanding of the basic structure and conventions of Standard Written English (SWE) and exhibit basic competency in SWE. Understand that it usually takes multiple drafts to create and complete a successful writing project. Practice flexible strategies for generating, revising, editing, and proofreading. Learn to critique their own and others’ writing projects. Use digital environments for drafting and sharing assignments and essays. Clearly understand the parts of speech and how to control such surface features as syntax, grammar, punctuation, and spelling in relation to specific rhetorical contexts and genres.  | * 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.
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| Understand the research process, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. Practice appropriate means of responding to the work of others, including summarizing, paraphrasing, and quoting, as well as discipline-specific textual citation and bilbiographic guidelines.  | * Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
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| Students will respond appropriately to different kinds of discipline-specific writing assignments and projects, as well as study and practice the form and use of argumentative and analytical writing in a particular discipline. Use digital environments for drafting, reviewing, revising, editing, and sharing texts | * Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
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| Draft and revise a research proposal, annotated bibliography, source overview, and research paper using appropriate digital and library resources and documentation methods.  | * Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
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**Objectives:**

1. Be an active reader: take note of who, when, where, what, and why

 2. Be an active writer: brainstorm, paragraph, write, revise, and proofread

 3. Be an active learner: develop strengths, troubleshoot weaknesses

 4. Write Process Essay (Essay 1)

 5. Write Comparison Essays (Essays 2, 3, 4, and Final Exam)

 6. Find, quote, paraphrase, and cite articles for Research Essay (Essay 5)

**Required:**

Literature for Composition, 9th edition, edited by Barnet, Cain, and Burto

Pygmalion, 1994 Dover edition, Shaw

Rules of Thumb*,* 7th edition, Silverman, Hughes, and Wienbroer

Merriam-Webster’s Collegiate Dictionary, 1lth edition, hardcover

Two Folders, one for class hand-outs, one for all graded papers

Stapler

**Grading:**

Essays 1, 2, 3, 4 are each 10% of the final grade. In-class Writing, Essay 5, and Final Exam are each 20%. Students are expected to attend all classes, be on time, and stay the full period. Students who miss more than two classes will have their grades lowered. Students must follow instructions for assignments. Also, hand in papers on time; papers handed in the following class will be marked down for lateness. Students are expected to participate in class discussion with comments and questions.

**Schedule:**

Sept. 1 Introduction

 Blake, “The Shepherd” and “The Chimney Sweeper”

Sept. 8 Essay 1 due;

also bring Armas, “El Tonto del Barrio,” and Maupassant, “The Necklace”

Sept. 15 Essay 2 due; we’ll meet in classroom & go together to “Poetry on the Plaza”

Sept. 22 “Two Interpretations by Students” of Frost’s “Stopping by Woods on a Snowy Evening” ;

 Dickinson, “Wild Nights”; Anonymous, “Western Wind”;

 Brooks, “We Real Cool”; Hughes, “Harlem”;

 Lazarus, “The New Colossus”; Blake, “And Did Those Feet”

Oct. 6 Welty, “A Worn Path”; also bring Pygmalion

Oct. 13 Read Shaw, Pygmalion (pp. 1-82); hand in work-sheet

Oct. 20 Sanders, “The Men We Carry in Our Minds”;

 Raya, “It’s Hard Enough Being Me”

Oct. 27 Essay 3 written in class (Midterm);

 Lam, “Who Will Light Incense When Mother’s Gone?”

Nov. 3 Washington, “Atlanta Exposition Address”;

 Du Bois short excerpt, “Of Mr. Booker T. Washington and Others”;

 “A Call for Unity”; King, “Letter from Birmingham Jail”

Nov. 10 Essay 4 due; discussion of Essay 5 including Works Cited page;

 bring Rules of Thumb

Nov. 17 Due today: Essay 5 topic-choice paragraph, photocopied sources, and Works Cited page; also bring Hurston, “A Conflict of Interest”

Nov. 22 Essay 5 due with Works Cited page and photocopied sources;

 also bring Hughes, “Salvation”

Dec. 1 Bring Staples, “Black Men and Public Space”;

discussion of Final Examination

Dec. 8 Final Examination, Part 1 and Part 2

Dec. 15 Conclusion

**Overview:**

**Reading**: To become confident and vigorous writers, students need to become experienced readers. We will read imaginative literature first—poems, short stories, a play—and talk about the characters and the things they do. Then we’ll read essays, focusing on the writer’s main idea or thesis. For each work we read, students need to make connections within and between works, and notice their own responses.

**Writing:** Your writing should be genuine, organized, energetic, and clear. For fifteen minutes of each class when a reading is assigned, you will write a paragraph about the reading in response to a question provided in advance. When you are absent, you must email me for the in-class writing question! Four essays, two or three pages each, will be required in the first half of the semester. During the second half of the semester, students will write a four or five page essay using the database LexisNexis. You will choose a topic, find three sources, and present key ideas from your sources. A full two and a half hour class will be devoted to a two-part final exam at the end of the semester.

**Revisions:** Writing is a process; revision is a key step for writers at all levels, and can raise grades significantly. Hand in revisions with the original essay and my comments. On heading, write "Revision, Essay 2" (for example) and the date you are handing it in.

**Requirements:** My flyer spells out requirements for typed papers. The English Department flyer describes skills required to pass the course. Students with weak verb and sentence skills must hand in exercises; see http://home.earthlink.net/~eg121/grammar.htm

Meeting regularly with one of the tutors is helpful. To pass the course, you must pass the research essay and final examination. Lateness to class counts as half an absence.

Personal conferences are important. Come to my office to discuss your strengths and weaknesses as a writer or any concerns. Email is also excellent for asking me questions. Be sure to check for my responses. If you call my voice mail, leave your name, telephone number, question, and a good time to reach you. Students who ask for my help do well.

**This course is rigorous and personal.** Each week, in addition to the two and a half hours in class, you’ll need five hours outside class so that you can do the reading and writing assignments.

**Notes:**

**Your most important tool is time**. Slow down when you read. Note when the work was written, where it takes place, and the names of key people. Notice what you do and don’t understand. Register in your mind when you don’t like something, but keep an open mind; I’ve assigned each reading because there’s something of interest in it.

**The dictionary is a key tool**. Look up words you don’t know. Take your time.

**Rules of Thumb is a key tool**. Look it over so you have an idea of how it can help you. You may have received a good grade in ENG 1101 and still have serious problems with sentence structure or verbs. If I write “Grammar” on a paper, it means you will not pass the course unless you follow my suggestions for improving your grammar.

**Except for LexisNexis for Essay 5, the Web is not an acceptable tool for this course!**

**The 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.”