



First-Year Writing Faculty Handbook

New York City College of Technology

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FYW Faculty Handbook

Welcome to the First Year Writing Program! In this handbook and on the FYW@CityTech OpenLab site: <https://openlab.citytech.cuny.edu/firstyearwriting/> you will find resources for teaching, discussing, and learning about the First Year Writing (FYW) Program at the New York City College of Technology (City Tech) including sample syllabi and assignments or Introduction to Composition (ENG 1101) and Advanced Composition (ENG 1121), as well as a resources for best practices in teaching writing in general, in the disciplines, and across the curriculum. Some information about college policies and resources is available here; new faculty should find answers to many FAQs here.

Faculty members teaching writing for the first time may also want to consult First Time Up: An Insider's Guide for New Composition Teachers. There are several very useful scholarly articles related to writing pedagogy in the Readings section of FYW@OpenLab.

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LEARNING OUTCOMES: ENG 1101 (4 HOURS, 3 CREDITS)

An introduction to college writing for incoming freshman, ENG 1101 serves multiple purposes. It is an introduction to the processes, rhetorical situations, structures and registers of college writing and reading, and it introduces students to discourse communities and practices of college. As a course that includes several types of writing assignments (informal, scaffolded, formal, discipline-specific) across several different writing platforms (web-based, paper, notebook, mobile) and genres (personal essay, argumentative essay, research essay, blog post, letter, Tweet, proposal, bibliography, editorial, report) the course is a practicum for understanding and engaging with college writing assignments and critical reading practices, textual analysis, critical thinking, and composing and revision processes.

Learning Objectives

Develop Rhetorical Awareness and Knowledge

By the end of first year composition, students should have the ability to

- Focus on a purpose
- Respond to the needs of various audiences
- Respond appropriately to various rhetorical situations
- Use structure appropriate to rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genre and discipline shape reading and writing practices
- Write in several genres

Understand and Engage with Writing and Reading as Processes

- Know that successful writing occurs by multiple drafts
- Generating, revising, editing, and proof-reading
- Understand writing as a process: use invention and rethinking to revise work
- Understand that writing is social and collaborative
- Learn to critique their own and others' work
- Rely on others as well as oneself for writing guidance

Develop Critical Thinking, Reading, Writing, and Researching Skills

- Use writing and reading for inquiry, learning, thinking, and communicating
- Writing is a series of tasks: finding, evaluating, analyzing, synthesizing primary and secondary sources
- Read, analyze, and interpret texts in various genres, disciplines, and media for academic inquiry, rhetorical and textual analysis, and understanding, improving, and critiquing writing processes and reading strategies
- Read, interpret, respond to argument; know how structure and content relates to writing projects and processes
- Write in genres related to academic inquiry
- Integrate a student's ideas with those of others; practice summarizing, paraphrasing, quoting, and documenting work in various writing projects
- Find, evaluate, organize, use research material from sources including scholarly and other official informal digital networks and internet sources

Compose in Manual and Digital Environments

- Use digital and manual tools and environments for drafting, reviewing, revising, editing, and sharing texts
- Understand and use different rhetorical strategies for composing

Develop Knowledge and Understanding of Academic Conventions

- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate documenting research sources
- Control such surface features as syntax, grammar, punctuation, and spelling

This 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.

Prerequisites: CUNY certification in reading and writing.

This course develops competencies in five categories: rhetorical knowledge; writing and reading processes; critical thinking, reading, writing, and research; composing in manual and digital environments; and knowledge of academic conventions. Individual faculty incorporate these competencies into their courses in different ways, but all faculty should demonstrate how their courses attend to these matters. It is expected that, at a minimum, 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 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.

And that these outcomes will be achieved by giving students the opportunity to:

1. Draft and revise formal and informal writing assignments and projects in class and out of class in a variety of genres to meet appropriate rhetorical purposes related to academic inquiry, totaling a minimum of 2500 words. Two or more assignments or projects must include thesis statements and incorporate the ideas and words of other writers in textual evidence, summarizing, paraphrasing, and quoting.
2. Draft and revise writing assignment or project that includes the incorporation of material from library resources and databases and citation and attribution appropriate to a specific discipline.
3. Read, analyze, and interpret texts in 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 for instructor and peer-review to see the various stages of writing and revising as a process, as well as be assessed on their ability to develop and revise formal writing assignments.
5. Understand how to apply and use the basic structure and conventions of Standard English (SE) and exhibit basic competency in SE.
6. Pass a departmental final exam.

LEARNING OUTCOMES: ENG 1121 (3 HOURS, 3 CREDITS)

An advanced composition course, ENG 1121 is a discipline-specific exploration of the practices, processes, research, and genres from ENG 1101. With an emphasis on analytical approaches to argumentation and a research project, in ENG 1121 students refine academic, critical, and informational literacy skills. Although the course can be an introduction to disciplinary genres and guidelines of English Studies, the course helps students further understand projects and assignments that they may encounter in an advanced college writing course. Distinct from an Introduction to Literature course by its focus on close-reading and textual analyses, ENG 1121 is an inquiry- and research-based writing practicum.

Prerequisites: ENG 1101; CUNY certification in reading and writing.

This course develops student competencies in five categories: rhetorical knowledge; writing and reading processes; critical thinking, reading, writing, and research; composing in manual and digital environments; and use of academic conventions. Faculty incorporate these skills into courses in different ways, but all faculty should demonstrate how their courses attend to these matters. It is expected that, as a minimum, students in ENG 1121 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 academic formats (such as formal essays, research papers, and reports) using Standard English and appropriate technology to critique and revise 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 using ethical attribution and citation.

And that these outcomes will be achieved by giving students the opportunity to:

1. Draft and revise assignments and projects to meet purposes of discipline-specific academic inquiry totaling at a minimum 1500 words. Two or more assignments or projects must include thesis statements and incorporate ideas and words of other writers using evidence, summarizing, paraphrasing, and quoting.
2. Draft and revise a research project that may include a proposal, annotated bibliography, and research paper. This project totals a minimum of 1500-2000 words and incorporates material from library resources and includes methods of citation and attribution appropriate to a specific discipline.
3. Read, interpret, and respond to literary or other discipline-specific academic inquiry, rhetorical and textual analysis, and understanding, improving, and critiquing writing processes and reading strategies.
4. Submit drafts to be introduced to the various stages of writing and revising as a process, as well as be assessed on their ability to develop and revise formal writing assignments.
5. Apply and use the structure and conventions of Standard Written English (SWE).
6. Pass a departmental final exam.

RESOURCES AND POLICIES

City Tech Email

Your City Tech E-mail address consists of your first initial + last name@citytech.cuny.edu. For example, Jan Doe would be JDoe@citytech.cuny.edu. If another user already exists with the same first initial and last name, then your email address is first initial, middle initial + last name@citytech.cuny.edu. For more specific information go to the following link:

http://cis.citytech.cuny.edu/Administrative/it_admin_email.aspx

It is important to use and check your City Tech e-mail account since all college and English department communication is sent to this address—this is particularly relevant for observations, re-appointment, exams, and other communication. You will need a City Tech e-mail account to use for the City Tech OpenLab. It is possible to have your City Tech e-mail forwarded to your personal e-mail account by changing the settings your email account; if you need assistance, contact Computer Support Services at x5610

Computers, Printers, and Photocopying

There is a faculty computer lab next to AG35 with computers, printers, and a high-speed photocopier. There are also two computers in the adjunct office on the 5th floor of Namm by the English department.

There are three photocopiers for course materials in the English Department for small jobs (30 single or double-sided handouts): one in N512 and two in N503. For large copying jobs, instructors can submit jobs to Reproduction Services, located on the Ground Floor of Namm (NG17). There is no limit on the number of photocopies that instructors can request, but Reproduction Services will need anywhere from three days to a week to complete a job. For larger class-based photocopying needs, faculty should use the high speed copiers located in the Faculty Computer Lab in the Atrium Building on the ground floor.

Instructors should be aware that many students do not have access to printers at home. However, there are several college computer labs with printers and students may print 30 pages/day for free.

If you wish to use the scanning feature on the photocopy machines, you must first ask that your email address be added by one of the secretaries in either N503 or N512 and it will take about three days for their order to take effect. Use the directions for scanning above or near the machines. The documents will appear in your CityTech inbox but the address/subject line is oddly-labeled as “Bizhub . . .”

CUNYFirst

The University initiative to manage students’ educational records, faculty/staff employment and benefits information, and all College business operations. You will have to sign onto CUNYFirst to:

- View your teaching schedule
- View and enter instructional materials for your assigned classes
- View the exam schedule
- View the class roster
- Contact students on the roster
- Submit the verification and attendance roster
- View and enter student grades

To create your account go to:

http://www.citytech.cuny.edu/cunyfirst/docs/Claiming_your_CUNYfirst_Account.pdf

For more information go to: <http://www.citytech.cuny.edu/cunyfirst/faculty.shtml>

Student Evaluation of Teaching

Each semester the office of Assessment and Institutional Research sends instructions on how the student Evaluation of Teaching (SET) should be administered. You will receive a packet for every class that you teach. Several weeks or even months after the assessment is complete, you will receive the forms and a sheet with the final assessment for your records. A summary of the reports is sent to the department chair for your permanent record. The SET is one criterion used for reappointment, tenure and promotion.

Peer Evaluation

All full-time members of the department engage in classroom observation and assessment. Evaluation should be approached not just as an evaluative process but also as an opportunity to receive coaching designed to help improve teaching effectiveness. The Collective Bargaining Agreement provides guidelines for these observations: 1) A faculty member must be notified at least 24 hours prior to the observation; 2) the observer must remain in the classroom for the entire class period regardless of length; 3) the observer must meet with the observe within 2 weeks of the observation to discuss the results.

During the semester, you will be observed by a full-time faculty member if you are an adjunct and if you are untenured you will be observed by a tenured faculty member. The observer will contact you in advance to set a date for the observation in writing and possibly by email—it is important to the college that there be records of these transactions because of contractual matters. You may be asked to provide pedagogical materials. You can access a copy of the City Tech observation [here](#).

After the observation you will meet no later than two weeks to discuss the class and the written report prepared by the observer. That written report will be submitted to the department by the observer (you will receive and sign a copy acknowledging receipt at the meeting). There is a deadline set by the college for the observer to turn in the report so it is imperative that all parties cooperate.

The observation is to make sure you are teaching appropriate material effectively. It also leads to an often helpful conversation about teaching tools and methods. Your rapport and interaction with your students is important, and you should have a good, basic structure for the class period—but also realize that your observer is a colleague, also an instructor, and understands that not everything always goes as planned.

Class Cancellations

There are occasional situations that may keep you from fulfilling classroom assignments. For events between 9 A.M. and 5 P.M. call the department (718-260-5392); after 5 P.M. call the Evening Office (718-260-5565); on Saturdays call 718-260-5562. Faculty in multiple position assignments may be excused for illness, emergency, death in the immediate family, personal needs that cannot be postponed, or religious observance, for a period of 1/15 of the total number of class hours in a particular session. Specific leave requests must be made in writing to the department chair, and when possible, in advance.

Payroll Services

City Tech no longer has an onsite payroll office. CUNY has centralized all payroll operations for the Brooklyn campuses at 395 Hudson Street in Manhattan. If you have specific questions about payroll-related matters, you may direct your inquiry to: Angela.Brower-Bass. If you are unable to get a response to your question, please contact the Office of Instructional Staff Relations. Important payroll-related forms, including timesheets, pay date calendars, holiday and annual leave periods, may be found here:

<http://www.cuny.edu/about/administration/offices/ohrm/cohr/payrollandleave.html>

Emergency Response/Crisis Intervention

An emergency is an event that requires immediate attention and prompt action to establish safety. If someone is hurt, or there is an immediate danger, the Security Office of Public Safety in the Namm Lobby must be contacted immediately. To reach Security, dial x5555 on campus or call 718.260.5555.

Student Counseling Services

If a student is in need of psychological and emotional support, please direct the student to Counseling Services Center, Namm Hall 108 at 718.260.5030. The office provides a range of services designed to assist students in negotiating college and academic life.

The Ursula C. Schwerin Library

The library's information resources include books, periodicals, multimedia materials in print and electronic formats. Materials can be located on the library's website and one can use resources offline after activating your college id at the circulation desk.

Library faculty provide comprehensive one-on-one reference service to students and other members of the college community. In addition, with information resources instructional programs emphasizing information literacy and basic library skills, training in the use of traditional and electronic resources is provided to students in Academic Access (AA101) and English Composition (ENG 1101) as well as to students in sections of courses in other disciplines.

The library provides special services for faculty classroom activities and professional research interests.

For more information about services for faculty go to:

<http://library.citytech.cuny.edu/services/faculty/index.php>

The library is on two floors of the Atrium Building, with the entrance on the fourth floor. For more information see: <http://library.citytech.cuny.edu/>

Library Books on Reserve

Faculty may request materials be placed on reserve by filling out an online or printable form—please give them about two weeks notice at the beginnings of semesters, as they are very busy. Please contact the Circulation Desk at 718.260.5470 or the reservation desk at libraryreserve@citytech.cuny.edu. Reserved books include required texts and readings for courses, inter-campus loans, and articles for students use. The library can also purchase some textbooks for course reserves--ask early!

Find Faculty/Staff

If you'd like to find another person in the English Department, start with the administrative assistants in N503 and 512—they can provide you with some contact info for our colleagues. Likewise, the college directory allows you to search by department or by name. In addition, the Office of Student Affairs issues a general list of important college numbers every semester. If you haven't been given this list, check with the department secretary. To access the directory go to: <http://www.citytech.cuny.edu/aboutus/directory>

FYW Textbooks

Texts generally comprise a rhetoric, readings, and a handbook. The FYW Program requires adjunct instructors to choose from one of several options. Since there is no standard rhetoric assigned for either course, many instructors use their own materials, or Open Access rhetorics, including selections from the Purdue OWL and other Web-based online writing labs to take the place of a standard rhetoric. Most instructors supplement readings from the assigned text for the course with additional readings taken from a variety of sources, for instance *The New York Times*.

You can consult the @FYW/Open Access and @FYW/Book Recommendations for recommended resources. Information about textbooks for FYW courses is below. Desk and review copies of books are also available; please ask Lily Lam in N512 for desk and review copies.

Because most students rely on financial aid for textbooks, some may be unable to purchase them the first week (indeed, according to the bookstore many students never purchase books). As a result, instructors should expect few students to have purchased the textbook by then and, if possible, plan on distributing the first week's readings and course materials to students. For information on photocopying, see above.

Ordering Books for Your Course:

There is a standing order for required textbooks at the City Tech bookstore. Therefore, if you are using one of the required textbooks, you may find that you need not place a separate book order. However, if you do need to place a special order for books, please consult with the director of the FYW program, and the English Department bookstore liaison, who collects orders and submits them to the bookstore. This is time-sensitive, as the department liaison must give information to the bookstore; the bookstore must receive requests in order to process and order them from the publisher; and the college is legally bound to provide the information on its website to students. If you would like to use a book not on the list of departmental textbooks, or if you are interested in supplementing one of the books below, please make an appointment to meet with the Director of Composition to discuss the books you would like to use and the steps you will need to take for ordering and procuring these books for your courses.

Introduction to Composition/ENG 1101 Collections of Readings

They Say/I Say with Readings: <http://books.wwnorton.com/books/webad.aspx?id=4294986798>

The Longman Reader: <http://www.pearsonhighered.com/educator>

The Place Where We Dwell: <https://www.kendallhunt.com/readingwritingnyc/>

The River Reader: <http://www.cengage.com/>

Reading and Writing Across the Curriculum: <http://www.pearsonhighered.com/>

Advanced Composition/ENG 1121 Collections of Readings

Writing to the Point: <http://birchgrovepublishing.com/>

Reading and Writing Across the Curriculum: <http://www.pearsonhighered.com/>

The Literary Experience: <http://www.cengage.com/>

The Longman Reader: <http://www.pearsonhighered.com/educator>

Literature for Composition: <https://www.pearsonhighered.com/>

Lead, Follow, Or Move Out of the Way: <https://www.kendallhunt.com/readingwritingnyc/>

English Handbooks

Good Writing Made Simple

Rules of Thumb

The Purdue OWL

Professor Rodgers's Open Access English Handbook

Writing to the Point: <http://birchgrovepublishing.com/>

Open Access Rhetorics

Professor Rodgers' Open Access Rhetoric

The Purdue OWL

The Informed Writer by Charles Bazerman

The Writing Commons
Aristotle's Rhetoric

Some Suggested First Week Readings

“Active Reading” by Brogan Sullivan

“Reading Rhetorically” by Malea Powell

“Superman and Me” by Sherman Alexie

“How To Read Like a Writer” by Mike Bunn

“City Limits” by Colson Whitehead

“Writing” by Charles Bazerman

Choose an Article from the NYTimes.com website and Activate your CUNY Pass

Commonly Assigned Fyw Essays

Nicholas Carr, Is Google Making Us Stupid?

Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America

Lars Eighner, My Daily Dives in the Dumpster

Loren Eiseley, How Flowers Changed the World. Reading Questions

Malcolm Gladwell, The Order of Things.

Martin Luther King, Letter From Birmingham Jail

Paule Marshall, To Da-duh, In Memoriam

H.L. Mencken, The Penalty of Death.

George Orwell, Why I Write

Michael Pollan, Unhappy Meals

Anna Quindlen, Execution.

Amy Tan, Mother Tongue

Lewis Thomas, The Technology of Medicine

Essays By Citytech Students

City Tech Writer is an annual publication of distinguished student written across the disciplines at City Tech. Instructors are strongly encouraged to consider teaching some of the many excellent essays published in this journal. Current and past issues can be accessed on the English Department website.

FYW Syllabus Planning And Course Design

On the FYW Open Lsb site, you will find resources for planning your course and developing your syllabus, including sample syllabi and assignments for Introduction to Composition (ENG 1101) and Advanced Composition (ENG 1121), this handbook, as well as a range of resources related to best practices in teaching writing in general, in the disciplines, and across the curriculum.

Other resources that can be found on the City Tech website and the FYW OpenLab site are The college calendar, syllabus templates, and guidelines and suggestions for the 1101 lab hour.

Syllabus Design And Development:

The following is from the “Course Management” memo from the provost. Each syllabus should provide:

* Course title, number, and section code

* Instructor name

* Instructor contact information: office address, telephone number, email address and office hours

* Required text(s) and other required items

* Clear statements about grading policies and the grade breakdowns by percentages

* CityTech’s policy on academic integrity and plagiarism (MUST BE INCLUDED ON SYLLABUS):

“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.”

- * Instructional objectives and course goals and outcomes
- * Attendance policy (City Tech policy is students may miss without penalty 10% of course meetings)
- * Topics to be covered
- * Major assignments and grading
- * Required and recommended readings

Many instructors find that giving this information in advance can reduce grade disputes. Moreover, when grade disputes do come to the English Department Grade Appeals Committee, and faculty do not have this information on a syllabus, it reflects poorly on our professionalism.

Office Hours

Faculty who teach two or more courses a semester must hold at least one office hour per course per week. Instructors have found that a limited number of students will actively make use of faculty office hours and so faculty are strongly encouraged to make appointments to meet students during office hours when students are available. Feel free to require that students meet with you at least one or more times a semester. Adjuncts are paid for one office hour a week, though student desire or need sometimes exceeds what the college will provide. Please try to accommodate competing issues as much as possible.

Instructor Absences

If you know that you will miss, please make a course plan and arrange with another faculty member at the college to cover the class session during your absence. If you are ill and cannot attend a class session, please call the English Department (718.260.5392) and speak to English Department administrator. She will ask you for the time and location of your course sections and will leave a note on the classroom door informing students that your class is cancelled for the day. If possible, e-mail your students to inform them that you will be absent for the day and to update them regarding existing and future assignments.

Blackboard

Blackboard is a learning management system for use in all CUNY courses. At City Tech, faculty workshops on using Blackboard are hosted by the Instructional Technology Center (iTEC): on the iTEC website. Once instructors log into the CUNY Portal (www.cuny.edu), they can access the Blackboard system and find their courses. Very important: while instructors can access courses and information about them, **STUDENTS CANNOT** access these courses until the instructor makes each course “available.” To do that, click on the course, on the Control Panel Menu, locate the CUSTOMIZATION sub-menu, click on PROPERTIES. Under #3, you will then see where/how to make your course available.

OpenLab

An open access digital community designed for City Tech faculty and students, the City Tech OpenLab is a WordPress-based environment that faculty are encouraged to use either in place of, or in conjunction with, Blackboard. You will need access to a City Tech e-mail account to register on the OpenLab and then you can build your own course or “project” site. Faculty are also encouraged to look at the structure and components of various courses in the FYW Program, in the English Department, and across the college that have dedicated OpenLab websites. While students are automatically enrolled into BlackBoard, they will need to register for OpenLab and instructors should not assume that students will be either registered or familiar with it. Many workshops dedicated to introducing students to the OpenLab

are available at the college and students may be able to get assistance with registering for the OpenLab at the numerous computer labs at the college.

Library Visit

Library faculty schedule each 1101 section a 75-minute session to acquaint students with the library's resources. The Coordinator of Library Instruction will contact faculty just before each semester to solicit input, but instructors are encouraged to contact the Coordinator before the semester begins to find the best time for both schedules. When contacted by the librarian who will teach the lesson, please send materials, handouts, syllabi, ideas, and other information so the class can be tailored to the assignment.

Assignments

Specific assignment guidelines including types of assignments and recommended length are included in the ENG 1101 and ENG 1121 Learning Objectives. The exact number and nature of assignments may vary depending on the structure of one's FYW course. The 1101 Learning Outcomes state that the course contain a "research component"; that phrase is broad. Although some faculty assign a research paper, others choose to "scaffold" discrete stages of the research process and complete every assignment leading up to the research project. The research assignment is an introduction to information literacy practices and students should consider and evaluate outside sources, both print and electronic, and be introduced to in-text and documentation practices. Research projects can be a summary or abstract of an article, an essay incorporating primary and secondary research sources, an annotated bibliography. While approximately one third of the semester is dedicated to research and information literacy in ENG 1101, the majority, if not all, of the ENG 1121 is dedicated to writing with sources and research.

Sample assignments can be found on the FYW OpenLab site:

<https://openlab.citytech.cuny.edu/firstyearwriting/college-writing-resources-links/syllabus-planning-and-course-design/sampleassignments/>

Guidelines and Resources for the Eng 1101 Writing Lab Hour

Beginning in the fall 2015 semester, ENG 1101 became a three credit/four hour course; students receive three credits for a course that meets four hours a week and instructors are paid for four contact hours. The fourth contact hour is referred to as a "lab hour," and is meant to be an extension and component of the ENG 1101 course with a particular focus on active learning and engagement with others in the class.

Instructors and students use the extra fourth hour to work on active learning exercises that promote course goals and learning objectives so that students achieve confidence and proficiency in FYW courses. Some things to consider are how students develop rhetorical awareness; how they understand and connect with reading and writing processes; developing critical thinking, reading, writing, and research skills; composing in different environments; workshoping; invention and brainstorming; drafting, editing, revision, active reading or guided writing activities. Instructors should use this extra hour as a student-centered workshop with a focus on hands-on composing and exercises related to course assignments.

While instructors should be creative with the fourth hour, it is important that this additional time NOT be dedicated to instructor-dominated discussion, actual or practice test-taking, or unstructured "study-hall" activities. Sample lab-hour activities by week are available on the FYW website. If instructors wish to share assignments or seek information regarding assignments and activities, please contact the FYW director for samples or visit the FYW OpenLab site for advice.

Midterm Exams and Grades

Many FYW writing faculty administer a midterm essay exam in their courses, even though this is not a course requirement. Faculty give a midterm for several reasons: so students can engage with structural, generic, and process conventions of exam writing prior to the final; to collect samples of formal writing; to align writing course assessment with assessment tools students may encounter in other courses at the college. There is no specific rule about the midterm exam except that it should occur before midterm grades are due. You may find sample exams on the FYW OpenLab site or contact the FYW director, or use your own. In general, faculty assign values of 10% or 15% to the midterm and final.

Midterm grades are just that: an indication of how students are performing at the mid-point of the semester, though they are not formally registered on transcripts. There is no longer a formal procedure for submitting midterm grades because CUNYFirst superseded CityTech's grading program. In the absence of that, the college IT department added a section in Blackboard so that students can see these grades confidentially. You can also send email to students or provide them with a formal document—this is important as far as a paper trail goes for your records, and so that students understand their standing at the midpoint. The midterm grades are P (pass), B (borderline), and U (fail).

Final Exams

An in-class final is required in ENG 1101 and ENG 1121. For details, please see below or see the FYW@CityTech web site or contact the FYW director. The exams are given on either the ultimate scheduled class session or the penultimate class session. (These are NOT the Uniform Final that is on the college calendar—that does not pertain to English department courses.) Consult the college calendar for specific dates. Faculty do not create exams for 1101, as they are a department-administered exam. You can, however, either use the ENG 1121 exam created by the department or create your own; if you use your own let Ms. Lam in N512 know this. Exams must be picked up during exam week and signed for in N512. You grade and return them to the department when final grades are submitted. Faculty assign values of 10% or 15% to the midterm. Last, students must pass the final exam to pass 1101 or 1121.

ENG 1101 Final Exam

The exam is based on a short reading, usually from periodicals such as *The New York Times*, *The Atlantic*, *Harper's*, and the like. Students write an in-class essay analyzing and responding to the article's argument and ideas. Faculty may distribute the reading to students the class one class period prior to the exam to ensure that students have sufficient time to read and understand the article. However, the exam questions cannot be distributed until the day of the exam. Faculty are responsible for preparing students for the exam and some faculty designate the class session prior to the exam as a reading day, asking students to read and summarize the article in class. Although the exam is written by members of the department, it is graded by the professor, and it is weighted variously from 10-15% of a student's final grade. The exams can be picked up in the department chair's office and must be signed for in N512. They are to be marked and returned to the department when final grades are submitted. For models and other information, please contact either the FYW director or Suzanne Miller at smiller@citytech.cuny.edu.

ENG 1121 Final Exam

Instructors may use the departmental exam, or create their own. If instructors choose their own, a copy of the exam must be submitted to the Director of Composition for review three weeks prior to the date the exam. The exam is weighted generally from 10-15% of a student's final grade. The exams must be signed for in N512. They are to be marked and returned with a copy of the exam questions to the department when final grades are submitted in N512.

Course Folders and Submitting Course Grades

City Tech uses an electronic system for all courses. With the eFolder system (an Excel file), instructors submit grades, grading criteria, and attendance records at the end of the semester. While instructors can keep paper records, they are STRONGLY encouraged to keep these records electronically, as this will

save considerable time at the end when submitting final grades and Course eFolders. To prevent taking attendance twice, consider taking attendance via an electronic device save the file each day.

Currently, the eFolders work best in Excel. However, the Excel file has been ported to Google Drive for those who prefer to access the file online. It is recommended that you keep a version of your Course eFolder in Excel, as that is the official file format for submitting eFolders at the end of the semester.

To populate your Course eFolder, login to CUNYFirst and locate your course section. Once you have pulled up a course roster (click on the icon of a person), DOWNLOAD this file as an Excel file. From this file, copy the names of students and their IDs. Once you have done that, you should name and save the file. At the end of the semester, you will need to save and submit the file accordingly:

CourseNumber SectionNumber InstructorName Semester. For Professor Rodgers's Spring 2015 ENG 1101/HD69 course, the file will be named: ENG1101 HD69 Rodgers Spring2015

To save even more time filling out eFolders, you may copy the dates of each class session from the class schedule included in the ENG 1101/1121 Syllabus Template and, by hitting "paste special" and choosing "transpose" in Excel, paste in the dates of all 30 class sessions at the bottom of the Course eFolder. If you like to keep track of student grades in electronically use the Course eFolder format. If interested in reading more about Course eFolders, please look at the information about eFolders on the City Tech website. At the conclusion of the semester course folders are emailed and course final exams are returned to Lily Lam in N512—we must return hard copies of exams in person.

Grades

Even though adjunct or untenured faculty may feel pressure to inflate grades, it is important to avoid doing so. They are a disservice to students and an embarrassment to the English department when faculty from other departments see students with weak skills and high grades. The English department chair is very supportive of faculty and the grades they assign. Sample rubrics can help with scoring assignments, essays, and exams and are on the FYW site. The English department provides grading guidelines on the first day of class.

If a student fails, the student will later repeat the class and the grade will REPLACE the F grade on the transcript and in the calculation of their GPA. While students can be reluctant to do so because of time or financial issues, it is often necessary for a student to achieve a solid foundation in skills required to succeed in college. While you can give a D in ENG 1101/1121, this grade should be used for only students who do not need to retake the course. Unlike an F, a D grade remains on a student's transcript and, for many programs including nursing and architectural technology, is not considered passing. Nevertheless, if the student has earned a D, then that is what you must assign. Additionally, the college does not offer a C- or D+ so deciding whether to give a C or D final grade can take some getting used to. A note about the WU grade: Please assign this grade ONLY to students who have stopped attending your classes or who have missed a great many periods. A WU is different from an F and for many students it is better, from a financial aid perspective, to receive an F rather than a WU.

Finally, when submitting final grades to CUNYFirst, please note that the grades are not listed in descending order; some of them are out of order and please double check which grade you click on and save because once submitted to the Registrar, only a Change of Grade form can accomplish this.

Attendance

A student may not pass with absences exceeding more than 10% of class meeting. Instructors must keep track of attendance and provide attendance, lateness, and grading policies on the syllabus. Instructors are required to take attendance each class session; everyone must submit these in electronic files which are

checked by administrators at the end of the semester. CityTech students have many demands on their time and a clear attendance policy can help them understand the importance of attending each class.

TUTORING RESOURCES

The Atrium Learning Center is in the Atrium Building AG-18 (718-260-5874). Students are seen by professionals (instructors or graduate students), for ½-hour appointments. Students need to make appointments, as times fill up fast, though there are some drop-in times. Faculty do not need to fill out referral forms for students, nor do they receive reports after a student has gone—but the Learning Center likes to have referral forms in case they wish students to address certain, specific issues and on which instructors can communicate with Learning Center staff. Please remind students to bring in texts, assignments, and drafts to their tutoring session, as the tutors will need background information on your course. You may find referral forms for regular and ESOL tutoring on the City Tech Open Lab site.

ESOL Learning Center Hours

ESL tutoring is available for City Tech students by appointment at the City Tech Learning Center (AG18), which is open M-F: 9 am – 8pm and F/Sat: 9 am – 5pm.

Identifying and Assisting ESOL Students in ENG 1101/ENG 1121

Linguistic diversity characterizes our students and makes teaching writing interesting, and, at times, challenging. Adding to the complexity of teaching writing at an urban, public university is the fact that every composition course at City Tech will have students from a range of backgrounds and at varying skill levels. Identifying the skill levels and language needs of your students will help you better assist them and will enable them to get additional assistance. Although the term ESOL may be applied to a large number of students at City Tech, these students have a wide range of abilities.

Types of ESOL Students

Students born and educated in the U.S. who have grown up in monolingual or bilingual households may have some writing issues. However, these students are very different from international students who have yet to achieve full competency in spoken or written English. It is crucial that instructors assist all ESOL students and establish appropriate expectations for the course; the possibility is that students may need to drop the course and repeat it when they have achieved better English competency. Please alert them to various resources available for additional language instruction.

How Language Proficiency May Affect Performance

It is not unusual for students who have spent fewer than five years in the U.S. to be placed in ENG 1101/ENG 1121 without the requisite skills to pass the course, especially if they have passed the Regent's exam in New York State or have a NYS high school diploma. In fact, students who have yet to achieve competency in spoken and written English may very well need to take ENG 1101 more than once.

How to Help

Please refer students to the Learning Center (AG18). For other resources, see Tutoring Resources on the FYW@CityTech site or the City Tech English Writer's Corner. If you have additional questions about language needs of students, contact Lubie Alatraste, ESOL Program Coordinator, or the FYW director.

Some Useful Resources

Responding to ESOL Student Writing:

<http://resources.jjay.cuny.edu/erc/faculty/student.php>

Working With ESOL Students/Rutgers Writing Center

<http://insttech.rutgers.edu/documents/tutors/workingwithESLstudents.pdf>

Ann Raimes--ESL Grammar Tip Sheets

https://docs.google.com/file/d/0B_AWsp3ol_kVOTU5YWII1MTUtzDRjYi00MjNjLTkwMzgtOTJiMGM2ZTNiNTA1/edit

Ann Raimes--What ESL Students Do As They Write

https://docs.google.com/file/d/0B_AWsp3ol_kVNGUwMDQ1MmEtODgxOS00ZGI5LWJiYTQtMzUyMzE0NGMwOThi/edit

Paul Kei Matsude--“Reading an ESL writer’s text.”

http://sisaljournal.org/archives/mar11/matsuda_cox/

Dana Ferris--Treatment of Error in Second Language Learning

<http://books.google.com/books?id=SxFaAAAAMAAJ&q=error&dq=error&cd=1>

Cuny Placement Exams

Students are exempt from City Tech placement exams if they pass the New York State Regent’s exam with a 75 or above; they receive a score of at least 56 on the CUNY-wide writing exam called the CATW (CUNY Assessment Test in Writing) or a score of 70 or higher on the reading exam. They may also be directly placed into credit writing courses if they have a baccalaureate degree from another country.

Student Support Services

The Student Support Services Program (SSSP) is the disabilities service provider at City Tech, designated to provide support to enrolled students who have documented permanent or temporary disabilities. You can refer students to SSSP in the Atrium Building 237 (A-237) and can be contacted at 718.260.5143 or by e-mail (see the college Web site for contact information). It is important that students get help if they need it and provide documentation of needing services to you.

Student Counseling Services

The Counseling Services Center (N108) supports and promotes the educational, psychological and career development of students. You can refer students to the CSC and consult them if you are having issues with a student. Links to two important documents prepared by Counseling Services for faculty are below:

[Dealing with Students in Crisis \(pdf\)](#)

[Handbook – Helping Students Manage Stress \(pdf\)](#)

SAMPLE FIRST YEAR WRITING EXAMS

ENG 1101 Final Examination

The New York Times
April 9, 2007

Texting Shorthand Annoys Purists and May Have Lasting Impact

By Seth Mydans

NEW YORK — If u cn rEd ths, ur doin gr8. It is the newest variant of English, a compressed jumble of letters and numbers that has emerged in recent years as the language of the text message. Quick, inventive and utilitarian, it is a minimalist form of the language that some call irrelevant and many schoolteachers say is an insult to the English language. But with more than a trillion text messages sent every year, it is impossible to ignore. Texting also, according to linguists, has three characteristics—the rapid rate at which it generates neologisms, or new words, its “communicative efficiency,” or ease of use, and its global pervasiveness --that may make it a particularly effective agent for language change.

Texting has produced its own vocabulary of acronyms, homonyms and abbreviations, things like LOL (laughing out loud) and CUL8R (see you later) that have, in their own context, become new English words. WYGOWM (will you go out with me). MTFBWY (may the force be with you). PU (this stinks). SUP (what's up).

The vocabulary of text messaging realizes an old lexicographical dream -attempted and failed at by luminaries like George Bernard Shaw -the realignment of spelling with sound. No more rough, trough, thought, through -just ruf, trof, thot, thru. New conventions in spelling have emerged, like the use of a capital letter to denote a long vowel: ths is EzE to rEd.

And there is evidence that some spellings are leaking out into broader use. Last November, the Scottish Qualifications Authority, which sets standards for the testing of students, said phrases like 2B R NT 2B and I LUV U would be acceptable in exam papers. Also late last year education officials in New Zealand said they might accept some abbreviations like WOT or WANNA or CUZ on examinations.

There was, of course, a backlash. Newspapers called the Scottish proposal ridiculous. In New Zealand, Judy Turner, a member of Parliament, put her objection in writing: “Skoolz r ther 2 educ8 + raze litracy 2 certn standrds.”

But there is no pristine version of English that must be protected from alien incursions, said Denis Pyatt, principal of Papanui High School in Christchurch, New Zealand, who is a linguist. “Text messaging is one of the more exciting developments of language that has occurred for a long time,” Pyatt said in a telephone interview. “I think it's another wonderful example of how language grows, and it's another example of how language change cannot be stopped.” He added: “Given the global village we are now part of, the immediacy of all communications now and how quick it all is, I can't see how this would not influence the future of the language.”

For those who don't want to be left behind, any English word or phrase can be instantly translated into Text Speak at www.transl8it.com. “d qix brown fox jumped Ovr d lazy K9,” for example. Even the

British Council, one of the arbiters of the international use of English, seems to be giving ground. Its Web site offers a lesson plan for Valentine's Day that lets students “create their own romantic text message in English.” This bastion of the Queen's English offered a couple of suggestions: WUBMV, it said -Will you be my Valentine? And xoxoxoxoxo -hugs and kisses.

Choose A or B and write a well-developed essay of about five paragraphs.

A. In his essay, Seth Mydans writes about texting as an effective agent for language change and the reactions to such change from various parties. Based on your own experience, consider how change has occurred in your life or in the lives of those around you. Describe in detail the agent of change and the effects it had. What lesson did you learn about change from this experience? How does Mydan’s view on the impact of texting on language compare to what you have experienced? If you like, instead of referring to a situation in your own experience, you may write about a situation described in something you've read. In the course of writing your essay, you must state clearly the point of Mydan’s article, what he is basing it on, why he feels it is important, and how it compares to what you have experienced or read about. You may address this question in any order, but be sure to respond to all parts of this assignment and to connect your thoughts into a single, clearly organized essay.

B. In his essay, Seth Mydans writes about texting as an effective agent for language change and the reactions to such change from various parties. Think about another instance when change has divided those around you—at school, at church, at work, in your family. Describe in detail the particular agent of change and its effects. Then write about the two different reactions to it. Explain the reasons for the change and why for some it is seen as positive and for others as negative. If you like, instead of referring to a situation in your own experience, you may write about a situation described in something you've read. In the course of writing your essay, you must state clearly the point of Mydans’ article, what he is basing it on, why he feels it is important, and how it compares to what you have experienced or read about. You may address this question in any order, but be sure to respond to all parts of this assignment and to connect your thoughts into a single, clearly organized essay.

**NEW YORK CITY COLLEGE OF TECHNOLOGY
ENGLISH DEPARTMENT
FINAL EXAMINATION
ENG 1121 – FORM A**

YOU MAY USE A DICTIONARY. ALLOW TIME FOR RE-READING AND CORRECTION.

Suggested Time: 1 Hour and 15 Minutes

DIRECTIONS: Write a 500-700-word essay on **one** of the following topics. Choose your topic carefully. Before you begin to write, take time to think through your approach. It might be helpful to make a rough outline or a list of points you want to cover. Remember to pay close attention to organization of ideas, paragraphing, transitions, sentence structure, and spelling. Your essay should be clearly structured with an introduction, body, conclusion, and title.

1. Family can be a source of support, encouragement, love and acceptance, but sometimes conflicts within families create stress, pain, and sadness. Discuss your family dynamics as well as those in two works you have read this semester to show that family conflicts can be the most difficult to bear.

2. Tyrants come in all shapes and sizes. They can be political leaders, tyrannical bosses. They can be schoolyard bullies that terrorize other classmates; they can even be professional football players. Discuss the tyrants and bullies you have encountered in your own experiences and in two works you have read this semester.

3. Even in the 21st century, women can be seen as less intelligent or less resourceful than they actually are. Discuss the perceptions of women that you have encountered in your experiences and in two works that you have read this semester. Discuss the accuracy of those perceptions and draw conclusions about how we and society should think about the talents and abilities of women.

NEW YORK CITY COLLEGE OF TECHNOLOGY
ENGLISH DEPARTMENT
FINAL EXAMINATION
ENG 1121 – FORM B

YOU MAY USE A DICTIONARY. ALLOW TIME FOR RE-READING AND CORRECTION.

Suggested Time: 1 Hour and 15 Minutes

DIRECTIONS: Write a 500-700-word essay on **one** of the following topics. Choose your topic carefully. Before you begin to write, take time to think through your approach. It might be helpful to make a rough outline or a list of points you want to cover. Remember to pay close attention to organization of ideas, paragraphing, transitions, sentence structure, and spelling. Your essay should be clearly structured with an introduction, body, conclusion, and title.

1. We are a society concerned with technology and its effects on our lives, but technology need not be cutting-edge to have an impact. Consider two texts you have read this semester, and discuss the extent to which some form of technology influenced the characters or outcome of the text. You might also include your own views on technologies as you construct your essay.

2. Whether on a small, epic, or somewhere in between, quests are often driving forces in literature and in life. Discuss two quests that you have read this semester and reflect on their success. You might consider your own quests and those of people you know as you construct your essay.

3. Deception often creates intrigue. Discuss two instances of deception in your reading this semester, and reflect on how much information the writer gave you concerning the deception. Were you included from knowing about the deception in advance? How was your reading experience impacted from this inclusion or withholding of information? You might also consider your own experiences with deception as you build your essay.