New York City College of Technology

English Department

**First Year Writing Program**

**Annual Report**

Academic Year 2018-2019

Compiled by Professor Jennifer Sears

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Item 1: 2018-2019 Learning Outcomes for ENG 1101 and ENG 1121

**I. Introduction**

**A. Description of City Tech’s 2018-2019 First Year Writing Program**

The First Year Writing program offers City Tech’s incoming students two courses.

* ENG 1101 (Composition 1), 3 hours/ 3 credits in addition to 1-hour lab session resulting in 4 hours/3 credits total
* ENG 1121 (Composition 2), 3 hours/3 credits

*From the 2018-2019 ENG 1101 and ENG 1121 course competencies:*

Taken together, the courses (ENG1101 and ENG1121) in the First-Year Writing Program at the New York City College of Technology seek to develop student competencies in five general categories, identified as learning outcomes on the 2018-2019 course competencies.

Develop Rhetorical Awareness and Knowledge

* Understand and Engage with Writing and Reading as Processes
* Develop Critical Thinking, Reading, Writing, and Researching Skills
* Compose in Manual and Digital Environments
* Develop Knowledge and Understanding of Academic Conventions

See the complete 2018-2019 course competences for ENG 1101 and ENG 1121.

Additional activities conducted by the FYW Program Committee include: coordination with the College’s Learning Center for writing tutoring, coordination with the College’s Open Educational Resource programming, creating and disseminating a departmental final exam, regular committee meetings, and faculty trainings and mentorship.

**B. First Year Writing Mission Statement**

The mission of City Tech’s First-Year Writing Program is to provide students with the applied knowledge to successfully assess and adapt to different writing contexts. Students who come through the program learn critical thinking and problem-solving skills in order to apply their knowledge to understand and assess the writing contexts of new situations. To this end, the first-year writing program provides students with ample opportunity to write in a variety of different genres and to compose in different mediums. Students also apply these skills by being able to deduce and speculate what the most advantageous writing styles and mediums are most effective in any one unique writing situation. This emphasis on being able to assess a new situation and adapt to it is consistent with the mission of the College which provides an emphasis on place-based learning, problem-solving skills, and the ability to hone one’s own capacity to learn and adapt.

**II. Students Served by the FYW Program**

A. FYW Program Enrollment

Numbers of Sections Run in Fall 2018-Spring 2019:

ENG 1101:

Fall 2018 sections: 129

Spring 2019 sections: 49

ENG 1121

Fall 2018 sections: 41

Spring 2019 sections: 75

**III. Faculty of the FYW Program:**

**A. Instructional Staffing Structure:**

During the academic year 201802019, sections of ENG 1101 and ENG 1121 were taught by full-time faculty and part-time faculty as follows

**ENG 1101**

Fall 2018: 129 sections

23 sections taught by full-time faculty

 106 sections taught by part-time faculty

Spring 2019: 49 sections

10 sections taught by full-time faculty

 39 sections taught by part-time faculty

**ENG 1121**

Fall 2018: 41 sections

3 sections taught by full-time faculty

 38 sections taught by part-time faculty

Spring 2019: 75 sections

11 sections taught by full-time faculty

 64 sections taught by part-time faculty

**B. First Year Writing Committee:**

i. FYW Committee chair:

2018-2019: Professor Robert Lestón

Incoming Fall 2019: Professor Carrie Hall

ii. FYW Committee members:

Aaron Barlow, Jackie Blain, Leigh Gold, George Guida, Carrie Hall, Kim Liao, Suzanne Miller, Jody Rosen, Patricia Rudden, Sarah Schmerler, Jennifer Sears

**C. FYW Faculty and Committee Activity**

i. Committee meeting activity:

 Fall 2018 Meeting Dates: 9/27, 10/25, 11/08, 12/11

 Spring 2019 Meeting Dates: 2/28, 3/21, 4/11, 5/9

ii. October 25: The committee had a guest presenter at the meeting, Lisa Blankenship from Baruch College, who discussed assessment

iii. ENG 1121 Pilot Subcommittee: 10/18, 10/30, 11/8, 12/6, 12/18

**D. FYW OpenLab sites:**

https://openlab.citytech.cuny.edu/fyw/

The current FYW OpenLab site houses information about FYW meetings, activity, curriculum development, and professional development.

i. FYW Professional Development site: <https://openlab.citytech.cuny.edu/fywpd/>

This site contains materials relevant to faculty working on the ENG 1121 curriculum. The site includes training materials and links to websites for instructors working on the project: Professors Aaron Barlow, Jackie Blain, Carrie Hall, Leigh Gold, Kim Liao, and Sarah Schmerler.

**IV. Current Curriculum and Programming:**

**A. ENG 1101: English Composition 1**

i. ENG 1101 Course Description

ENG 1101 - English Composition I

A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing.

Prerequisite: CUNY proficiency in reading and writing

**ii.** . ENG 1101 Course Outline (from the English Department website)

**ENG 1101 - English Composition I – 4 hours, 3 credits**

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.

Taken together, the courses (ENG1101 and ENG1121) in the First-Year Writing Program at the New York City College of Technology seek to develop student competencies in five general 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 are able to demonstrate how their courses attend to these matters.

See Learning Outcomes in the Appendix

**B. ENG 1121: English Composition 2**

i. ENG 1121 Course Description

ENG 1121 - English Composition II

An advanced course in expository essay writing that requires a library paper. Further development of research and documentation skills (MLA style). Assigned literary and expository readings.

Prerequisite: ENG 1101

ii. ENG 1121 Course Outline (from the English Department website)

**ENG 1121 - English Composition II – 3 hours, 3 credits**

This is an advanced course in communication skills, including the expository essay and the research essay. This course further develops students’ reading and writing skills through literary and expository readings.

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

Taken together, the courses (ENG 1101 and ENG 1121) in the First-Year Writing Program at the New York City College of Technology seek to develop student competencies in five general 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 are able to demonstrate how their courses attend to these matters.

See Learning Outcomes in the Appendix

**C. FYW OER Activity**

Submitted by Jody R. Rosen
English Department OER Liaison
AY 2018-2019

As the English Department’s OER Liaison, I have met with Chief Librarian Maura Smale and OER Librarian Cailean Cooney to establish goals for the year. These include orienting ENG faculty to Open Educational Resources and related concepts (such as Creative Commons license, Zero Textbook Cost), report on OER/ZTC adoption throughout the department, and maintaining the English Department’s OER OpenLab site (or the OER portion of the First Year Writing OpenLab site, if that’s where the materials live). I have also met with Robert Lestón, in his capacity as chair of the First Year Writing committee/Director of First Year Writing and other members of the committee. There are other OER/ZTC options being developed in the department outside of First Year Writing, but I have not yet have any involvement with those.

Faculty in the department developed four OER texts for First Year Writing through the OER fellowship in previous years, and eleven faculty members (all part-time) participated in OER professional development to adopt OER materials already developed for the English Department. That was before the new learning outcomes were developed, the new professional development was conceived/developed/funded, and before the modules/units were developed to serve as models for revised ENG 1101 and ENG 1121 syllabi. It is unclear what materials from the already developed OERs work well with the updated outcomes and modules/units.

To move forward, I have consulted with Cailean Cooney in monthly meeting. As a result, I have advocated for the English Department to move forward with OER/ZTC in three arenas:

1. The metacognitive readings: the FYW professional development seminar has identified a number of articles about writing that faculty should acquaint themselves with and use to motivate discussions about the writing process with students. The list of articles will likely grow in the three years the professional development is offered (and beyond!), and these can be maintained as an OER. Articles that are not open access but that are available in full text in the library databases can be included (as ZTC, not OER specifically) via their permalinks from the databases. All students and faculty with an activated ID card will be able to access these materials.
2. The readings that faculty in the professional development seminar assign in ENG 1101 and ENG 1121, particularly in service of the new learning outcomes can be a second section of the FYW OER/ZTC collection. All other faculty can add to this list. We should generate a list of all the readings, whether they are openly/freely available or not, and provide links to the texts when available. The texts that are not openly/freely available are obviously not part of the OER/ZTC, but it would be helpful to compile a list of texts that faculty see as instrumental to teaching FYW, particularly to support the new learning outcomes.
3. The module/unit assignments developed in the professional development seminar and the full range of assignments (prewriting, freewriting, drafting, group work, low-stakes, formal assignments, peer review, etc) that work with the modules/units developed for FYW can comprise the third section of the FYW OER/ZTC collection. This will acknowledge the efforts of all contributors, and will show the range of possibilities in the modules/units that have begun to be collected. These materials can relate to texts that are not themselves OER/ZTC, which is why it is valuable to list them in #2 even if they cannot be openly/freely linked.

As OER Liaison, I have also met with Juanita But and Cailean Cooney to support the development of an OER for the new ENG 1101CO. Juanita is first developing an instructor’s guide, which will be instrumental not only for instruction in ENG 1101CO but also for instructors throughout the college who want to better support students in reading and writing. Materials for an OER/ZTC for student use will follow.

Another opportunity on the horizon is the Teagle grant, led at City Tech by Ruth Garcia and Suzanne Miller. This grant will promote among participants the use of texts from the Columbia Core as a way of providing CUNY students experience with foundational texts in literature, philosophy, the arts, etc. OER options can be pursued within this program especially since so much of the material is in the public domain. Materials surrounding/supporting the readings can also be incorporated into the OER/ZTC collection as in #3 above, regardless of the whether the readings are openly/freely available.

As an assessment measure, we should work to gather data about which sections use OERs, ZTC, or low-cost options. I worked with Jason Ellis as the Bookstore Liaison to compile a spreadsheet of courses that did not have textbooks connected to them, and reached out to those instructors individually to understand what they were using instead. This was helpful for the Library to report on OER/ZTC adoption. We could make this data collection more robust to help us better understand the landscape department-wide and see where further support can be offered, where inroads need to be made, and what impact these choices have.

As the department develops this three-part approach for First Year Writing into an OER/ZTC that can be added to the options for textbooks for ENG 1101, ENG 1101CO, and ENG 1121, I can meet regularly with faculty, particularly part-time faculty, to answer questions about OER/ZTC and to support their efforts to convert their courses to OER/ZTC. City Tech’s ENG 1101 was recently (and still could be!) the largest course in CUNY. It is imperative to make low/no cost options available to this large cohort of students; it is also incredibly valuable to provide open resources in the context of writing and reading that students can return to after the semester—possibly even after graduation—as their next endeavors require.

**D. ENG 1101 and ENG 1121 Final Exam Procedures**

Submitted by Professor Suzanne Miller

**1101 Exam**

The Final Exam Committee (which typically consists of two full-time faculty members) creates two separate exams (for security’s sake) based on the same model. The model is an exam article and a choice between two prompts. Several years ago, the English 1101 exam was a two-day exam: The first session consisted of students receiving the exam article and reading it (for the first time and with no discussion) in class and summarizing it; the second part of the exam consisted of the students writing a five-paragraph essay reflecting on the article and following specific prompts that they received during the second exam period.

Currently, we have done away with the first part of the exam (the summary), and faculty give students the exam article during the class that meets prior to the exam day class. While the students may not discuss the exam article with the instructor, they are told to bring it home, read it, look up definitions for words they don’t know, etc. They are also told to bring the article (annotated and hopefully absorbed) back to the classroom on the exam day. On the exam day, the students receive the exam, which asks them to choose between two prompts and write an essay of about five paragraphs.

To date, the article has always been chosen from *The New York Times*. It is usually from the Op-Ed page, and is approximately 800 words in length. In recent years, we have tried to write the prompts so the students have a choice between writing a personal reflection on the article and writing an argumentative piece (that either agrees or disagrees with the article’s thesis).

In sum, the Final Exam Committee selects two articles, edits them to the appropriate length, and creates two prompts for each article. The committee is careful to choose articles that are similar in terms of reading level and in terms of their scope. The committee also steers clear of “hot button” issues (e.g. politics) that might be difficult to write about during a pressurized exam period. To reiterate, the committee makes two separate exams to decrease the chances of students “sharing answers”—although, admittedly, this is not really a concern with an exam like this.

The department secretary coordinates with reprographics so copies of the exams are ready for the many English 1101 sections. The secretary prepares the packages (exam articles, prompts, and blue books), and all faculty pick up (and sign for) them the week prior to exam week.

In addition to the actual exam, the Final Exam Committee prepares a memo detailing exam protocol: when to pick up the exams, how to administer, and when to turn in the graded exam packages. The Final Exam Committee also fields questions and concerns (typically from newer, part-time faculty) about the process. Graded exam packages are due to the English Department on or before the date semester grades are due.

**1121 Exam**

Around mid-semester, the department secretary sends out a survey asking part-time faculty if they are planning to make their own exam or if they want to take the departmental exam. If faculty wish to use the departmental exam, then Lily provides them with both blue books and the exam questions. If not, then only blue books are provided. Regardless of whether part-time faculty make their own or use the departmental exam, they must grade and turn in exam packets to the English Department by the date semester grades are due. The policy is the same for full-time faculty, although the secretary does not send out a survey since it is very rare for the full-time faculty to request a departmental exam.

**VI. FYW Program Development and Program Initiatives**

**A. Proposed Curriculum Change: Student Learning Outcomes for ENG 1101**

**i. Summary of activity:**

Throughout the 2018-2019 academic year, the FYW committee created a new set of Learning Outcomes for the English Department’s ENG 1101 courses.On April 4, 2019, the First Writing Committee proposed new curriculum changes during the departmental meeting. The curriculum was voted in by the department. The final draft of the new Learning outcomes follows on the next page.

ii. New Learning Outcomes (Effective Fall 2019)

**ENG 1101 - English Composition I**

**4 hours, 3 credits**

Prerequisites: CUNY certification in reading and writing.

**Preamble:** The audiences for the learning outcomes below are instructors, students, and the larger college and university communities. These outcomes include instances of specialized language that may be unfamiliar to new students but that can be easily understood with the guidance of their instructor.

It is expected that at a minimum, students in ENG 1101 will:

1. **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.
2. **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.
3. **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.).
4. **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.
5. **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.
6. **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.

**B. Draft of Proposed Unit Descriptions for ENG 1101 and ENG 1121**

FORTHCOMING

**C. New Program: Professional Development**

i. Summary of Spring 2019 activity

ii. Forecast for Fall 2019

FORTHCOMING

**D. Statement of Need: College Writing Center**

Forthcoming

**APPENDIX**

**Item 1: 2018-2019 Learning Outcomes for ENG 1101 and ENG 1121**

|  |  |  |
| --- | --- | --- |
| **Learning Objectives for****ENG1101 and ENG1121** | **By the** | **end of first year composition, students should have the ability to** |
| **Develop Rhetorical** |  | Focus on a purpose |
| **Awareness and** |  | Respond to the needs of different audiences |
| **Knowledge** |  | Respond appropriately to different kinds of rhetorical situationsUse conventions of format and structure appropriate to the rhetorical situation |
|  |  | Adopt appropriate voice, tone, and level of formality |
|  |  | Understand how genres and disciplines shape reading and writing practices |
|  |  | Write in several genres |
| **Understand and Engage** | ● | Be aware that it usually takes multiple drafts to create and complete a successful text |
| ● | Develop flexible strategies for generating, revising, editing, and proof-reading |
| **with Writing and Reading** | ● | Understand writing as an open process that permits writers to use later invention and |
| **as Processes** |  | re-thinking to revise their work |
|  | ● | Be aware that it usually takes multiple drafts to create and complete a successful text |
|  | ● | Understand the collaborative and social aspects of writing processes |
|  | ● | Learn to critique their own and others' works |
|  | ● | Learn to balance the advantages of relying on others with the responsibility of doing |
|  |  | their part |
| **Develop Critical Thinking,** | ● | Use writing and reading for inquiry, learning, thinking, and communicating |
| ● | Understand a writing assignment as a series of tasks, including finding, evaluating, |
| **Reading, Writing, and** |  | analyzing, and synthesizing appropriate primary and secondary sources |
| **Researching Skills** | ● | 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 |
|  | ● | Understand how to read, interpret, and respond to argument-based readings and |
|  |  | consider how the structure and content of these readings may relate to student writing |
|  |  | projects and processes |
|  | ● | Write in genres related to academic inquiry |
|  | ● | Integrate a student's own ideas with those of others and practice summarizing, |
|  |  | paraphrasing, quoting, and documenting this work in various writing projects |
|  | ● | Locate, evaluate, organize, and use research material collected from digital sources, |
|  |  | including scholarly library databases; other official databases (e.g., federal government |
|  |  | databases); and 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 textsUnderstand and exploit the differences in the rhetorical strategies and in the |
|  |  | affordances available for manual and digital composing processes and texts |
| **Develop Knowledge and** | ● | Learn common formats for different kinds of texts |
| ● | Develop knowledge of genre conventions ranging from structure and paragraphing to |
| **Understanding of** |  | tone and mechanics |
| **Academic Conventions** | ● | Practice appropriate means of documenting research sources |
|  | ● | Control such surface features as syntax, grammar, punctuation, and spelling |
|  |  |  |

It is expected that, at a minimum, students in ENG1101 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.

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

* Draft and revise a range of formal and informal writing assignments and writing projects both in-class and outside-of-class in a variety of genres and modes to meet appropriate rhetorical purposes related to academic inquiry, totaling, at a minimum, 2500 words. Two or more of these assignments or projects must include the use of thesis statements and incorporate the ideas and words of other writers as exhibited through the use of textual evidence, summarizing, paraphrasing, and quoting.
* Draft and revise a researched writing assignment or project 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.
* 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.
* Submit drafts of work for instructor and peer-review so students can 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.
* Understand how to apply and use the basic structure and conventions of Standard Written English (SWE) and exhibit basic competency in SWE.
* Pass a departmental final exam.