**Syllabus ENG 1101-D398** Fall 2019

**Class Meets Mondays and Wednesdays 2:30-3:45pm Room: Midway 401**

**+ Our Lab Section Meets Mondays 4-4:50pm Room: Midway 401**

**Prof. Fox** Email: bfox@citytech.cuny.edu

Office hours: Namm 529, 1pm-2pm, Mondays and Wednesdays or by appointment

#### Readings on Blackboard will be our only textbook! Blackboard is a virtual, online classroom accessible through the college’s website under “quicklinks.” The readings will be available under the “content” tab on our class’s Blackboard site. To log in to Blackboard, use your CunyFirst username and password: Username@login.cuny.edu and CUNYfirst Password

We will also use Blackboard regularly for online discussions each week and for submitting our papers.

**Your grade in the course:**

 Attendance, participation and active discussion 20%

short writings, including written reflections 30%

Final Portfolio of *revised* writing pieces and assignments 50%

**Deadlines:** Reading and writing assignments are carefully planned to be relevant to the work we are doing in a given week, so I will not accept shorter writing assignments that are turned in after that week. If a student has a family or medical emergency, the student must bring adequate documentation to excuse any absences and make up missed work. Please make myself (and your other professors) aware of your situation as soon as it happens so that you don’t risk falling too far behind in your classes. If something is distracting you from your classes, consider visiting the Counseling Services Center in Namm 108 and/or reach out to them at 718 260-5030.

It is important in college to budget your time carefully. Students should budget *7-8 hours per week* to do work *for each class* *outside* of the classroom. Complete versions of the major assignments must also be turned in on time in order to revise them for the final portfolio. Only *thoroughly*, *thoughtfully revised versions* of these major assignments will count towards the final portfolio. It is important, then, that you submit the first versions of these major assignments on the dates listed in the syllabus.

**Structure of the course and the semester**: The course is divided into three units, each about a month long, with two weeks reserved at the end of the semester for revising writing to include in our final portfolios *-- (see next page)--*

**Unit 1 Aug. 28 – Oct. 2 Major Documents:**

**A. Personal Literacy Narrative 1200 words**

 **B. Reflection upon the process of writing our narrative 600 words**

**In the first unit**, we will raise our collective awareness about language diversity and our past, current, and future writing practices through short writing assignments and reflections, manageable theoretical readings, class discussion in person and on Blackboard, and a more formal paper, a personal literacy narrative of 1200 words. 1000 words is approximately 4 doubled-spaced, typed pages in Times New Roman.

**Unit 2 Oct. 7 - Oct. 30 Major documents:**

**A. Rhetorical Analysis of 3 genres 1200 words**

**B. An annotated bibliography of research relating to a topic 600 words**

**In the second unit**, we will focus in more detail on rhetorical situations, the rhetorical analysis of genres or kinds of writing, and the importance of genres to discourse communities like the college. Through readings, short writing assignments, and reflections, we will identify a topic interesting to each of us that we can research. We will collect 3 pieces of writing in 3 different genres that discuss the topic we each choose and write a rhetorical analysis of all three pieces. We will also each compile an annotated bibliography to help us with our work in unit 3.

**Unit 3 Nov. 4 – Dec. 4 Major documents:**

**A. Rhetorical Analysis of new, unfamiliar genre 600 words**

 **B. Research report using the form and style of the new genre as your mentor text 1200 words**

**In the third unit,** we continue our discussion ofrhetorical situations and genres by each locating a new piece of writing, in a new and unfamiliar genre, that will serve as our mentor text. Its form, argument(s), language and style will guide and shape the research document we will each write. Along with readings and shorter writing assignments and reflections, we begin this unit by first writing a rhetorical analysis of the new genre piece; writing this analysis will effectively educate each of us about the features of the new genre for the piece of writing we’ve each selected. This will be followed by a research document that will be modeled on the new genre piece we each chose.

**+ Final Portfolio 6000 words** A large portion of our overall grade for the coursewill be based on the*revised* writing we select for our individual portfolios. For the total of 6000 words, students can revise some shorter writing assignments and reflection pieces, but the bulk of your 6000 words will be a combination of revised major documents from the 3 units over the course of the semester. Earlier draft versions of paperscannot be counted towards your total of 6000 words for the portfolio; only substantively revised pieces of writing will be considered. This is why it is important to complete the first version of your major documents on time! 6000 words is approximately 24 double-spaced, typed pages in Times New Roman.

**University Policies**

**Accessibility Statement:** City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143 or <http://www.citytech.cuny.edu/accessibility/>.

**Academic Integrity and Plagiarism Statement:** 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. <http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf>

**Counseling for Students experiencing educational issues or emotional issues including stress outside of college:** You can call them at 718 260-5030 orvisit the Counseling Services Center in Namm 108 to make an appointment with a counselor

Counseling office Hours:

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 9:30am - 6:30pm | 9:30am - 4:30pm | 9:30am - 6:30pm | 9:30am - 6:30pm | 9:30am - 3:00pm |

**Calendar of Our Class Meetings**

**Start of Unit 1 Aug. 28 – Oct. 2 Major Documents:**

**A. Personal Literacy Narrative 1200 words**

 **B. Reflection upon the process of writing our narrative 600 words**

**Week 1**

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| August 28 Wednesday **UNIT 1 Literacy Diversity and our Literacy Narratives** Introduction to class A word or phrase unique to my family or friends; language diversity *For next class:* Post to our first BB Discussion Board, introducing yourself to the class and telling us about your word or phrase Print the Amy Tan essay, “Mother Tongue”September 2 Monday LABOR DAY College is Closed *For next class:*Post to Blackboard Print and read the Tan article  |

**Week 2**

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| September 4 WednesdayWriting and social situationsReflective Lab writing: What do we expect from our college English class? Discussion of “college English” and language diversity Reading and discussing our unique words and phrases*For next class:*Finish reading the Amy Tan essay, “Mother Tongue”Make sure you’ve “collected” and read through everyone’s forum post on BB, and if you haven’t yet posted out our first BB forum, do so! Respond/create a new thread to any posts that inspire you to commentSeptember 5 ***This Thursday Follows a Monday Schedule*** Reflective writing on Amy Tan’s “Mother Tongue”; discussion Looking at the Literacy Narrative For next class: Print and read Katie Martin, “ ‘How Sounding White’ Helps Get You Ahead—on Film and in Real Life”<https://slate.com/human-interest/2018/07/linguistic-prejudice-in-sorry-to-bother-you-is-a-real-world-problem.html>Post to the BB forum about Martin’s article and prejudiceDo brainstorming for the Literacy Narrative essay—jot down ideas, memories, and details for several of the 4 topic choices until you decide which one you want to really write about. You can also use the grid worksheet of boxes—page 3 of the Literacy Narrative Assignment—to help you brainstorm if you’re a more visual thinker.  |

**Week 3**

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| September 9 MondayEvaluating our brainstorming for the literacy narrative; the rhetorical triangle Discussion of Martin’s article and literacy diversity Screen Boots Riley’s *Sorry to Bother You**For next class:*Reflect in writing on 3 of the possible choices for the literacy narrative for our BB forumRead student sample of a literacy narrative from *CityTech Writer*Write 1 paragraph response—your thoughts about this exampleSeptember 11 WednesdayBrainstorming 1 or 2 choices for the literacy narrative assignment Discussion of language diversity and prejudiceScreen Boots Riley’s *Sorry to Bother You* *For next class:*Read pages from Vershawn Ashanti Young, “Should Writers Use They Own English?”Type 1 page response to Riley’s film, and try quoting Young in your response.  |

**Week 4**

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| September 16 Monday In-class writing for Literacy Narrative Devising a proofreading checklist *For next class:* Work on Literacy NarrativeRead article link by Raffaella Zanuttini, “Our Language Prejudices” in *Pacific Standard* [*https://psmag.com/social-justice/language-prejudices-dont-make-sense-negative-aks-ask-racist-92881*](https://psmag.com/social-justice/language-prejudices-dont-make-sense-negative-aks-ask-racist-92881)September 18 Wednesday**DUE: Intro and outline of ideas for paper**; In-class writing for Literacy Narrative Devising a proofreading checklist *For next class:* Literacy NarrativePost to BB Discussion forum on how your paper is progressing over the weekend |

**Week 5**

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| September 23 Monday**Due: Unit 1 paper My Literacy Narrative, 1200 words, typed, TNR, ds**Self-Review of your paper (checklist)*For next class:*Read pages from Rick Straub, “Responding—Really Responding—to Other Students’ Writing”September 25 WednesdayPeer Review of Literacy Narrative*For next class:*Write your reflection paper using handout guidelines  |

**Week 6**

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| September 30 ***This Monday There Are No Classes Scheduled*** October 2 Wednesday **Due: Unit 1 paper Reflection on writing my literacy narrative, 600 words, typed, TNR, ds** What is a genre? Genre anaylsis handout and worksheets*For next class:*Bring in an example of a magazine article about a topic you care about. Consider using a magazine article about literacy diversity?Fill out the worksheets for one of the articles or essays we’ve already read this semester. Post to BB about a genre you use or see a lot in *your* life now.  |

**Start of Unit 2 Oct. 7 - Oct. 30 Major documents:**

**A. Rhetorical Analysis of 3 genres 1200 words**

**B. An annotated bibliography of research relating to a topic 600 words**

**Week 7**

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| October 7 MondayDiscussing Rhetorical Analysis of genres and worksheets, including Strang’s from MIT Group work devising our own rhetorical analysis worksheet *For next class:* Design your own rhetorical analysis worksheet based on your group’s work**Super important!!** **Locate and print out or photocopy *3 examples of texts, each in a different genre,* on a topic you care about/feel passionately about. Your magazine article will count for 1 of these texts. These 3 texts represent the start of *research* you’ve done about a topic close to your heart**Start to fill out your custom R. A. worksheet for your second text exampleOctober 9 Wednesday **No Classes Scheduled** **Today** |

**Week 8**

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| October 14 Monday College Is ClosedOctober 16 Wednesday ***Class Follows a Monday Schedule Today******Due:* Come to class with *3 examples of texts, each in a different genre,* on a topic you care about/feel passionately about. Your magazine article will count for 1 of these texts. Your other two choices must not be magazine articles!** Review and discussion of our custom Rhetorical Analysis worksheets Discussion of our genre choices about our chosen topic*For next class:* Read excerpt from Swaler article; post to Blackboard about *your* genre choices  |

**Week 9**

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| October 21 MondayFundamentals for conducting (further) research about our chosen topicsThe inverted pyramid; general to more specific Keyword searching Comparing different documentation styles *For next class:*Fill out the documentation style worksheet for 1 of the texts you’ve collected about your topic. October 23 WednesdayReview of our documentation style worksheets What is an annotated bibliography?*For next class:* Write an annotated paragraph for one your texts. Find more research for your topic. Consider multimodal genres. Complete the keyword and research worksheet |

**Week 10**

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| October 28 Monday **Due: Rhetorical Analysis of 3 genres 1200 words**What constitutes plagiarism? Strategies for avoiding it using worksheets*For next class:* Work with plagiarism worksheet and BB quiz October 30 WednesdayLibrary workshop with Prof. Anne Leonard—meet in front of the NYCCT Library entrance on the 4th floor of the Library Building***STUDENTS GET MID-SEMESTER GRADES*** *For next class:* Retrieve 2-3 new sources for the next unit of the course, when you will be writing a research document. Super important!! As you research, surf the web, and live life, keep your eye out for any text *in any new genre* that you absolutely love, *whatever the subject or topic is,* because you will need a brand-new genre to model your research document on in Unit 3! It will serve as the inspiration and “mentor text” to model the final research document you produce in the class! |

**Start of Unit 3 Nov. 4 – Dec. 4 Major documents:**

**A. Rhetorical Analysis of new, unfamiliar genre 600 words**

 **B. Research report using the form and style of the new genre as your mentor text 1200 words**

**Week 11**

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| ***Nov. 5 is last day to drop a class with a grade of W***November 4 Monday **Due: Annotated Bibliography of sources for your research topic 600 words**Peer review and discussion of our annotated bibliographiesDiscussion/preview of any new genres the class has found to use as possible “mentor texts”*For next class:* Decide on a “mentor text” for your research documentUse the custom rhetorical analysis worksheet you designed and start to fill it out for the “new genre” you found November 6 Wednesday Group work and discussion of our rhetorical analysis for the new genres we foundWorking with quotations*For next class:* Complete the rhetorical analysis worksheet for your new genre*Begin* to write your rhetorical analysis paper for the new genre (600 words) |
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**Week 12**

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| November 11 Monday Work on rhetorical analysis of new genre in classDiscuss using the “mentor text” as a rhetorical model*For next class:*Bring in a draft of a few introductory sentences modeled on the mentor text Read handout on “mentor texts” and genre November 13 Wednesday **Due: Rhetorical Analysis of new, unfamiliar genre 600 words** Peer review of analysis of new genre paper *For next class:*Use worksheet for outlining how we will use/model our mentor textRead excerpt from Nancy Sommers, “[Between the Drafts](https://openlab.citytech.cuny.edu/fywpd/files/2019/01/between-the-drafts-nancysommers.pdf).” Work on revision worksheet  |

**Week 13**

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| November 18 Monday Working with our mentor textDiscussing the process of revision *For next class:* Work on research report Fill out handout on your quotations and paraphrasesNovember 20 Wednesday Working with quotations; review strategies for avoiding plagiarism *For next class:* Work on research report  |

**Week 14**

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| November 25 Monday **Due:** **Research report using the form and style of the new genre as your mentor text 1200 words**Peer Review and reflection on our research report *For next class:* Read article excerpt about revision Select a draft document and fill out the revision worksheet for itUpload your revision worksheet to BBNovember 27 Wednesday Review Nancy Sommers’ strategies and points about revision Work with student examples *For next class:* Fill out worksheet to help select papers to revise for portfolioRead excerpt of article on student portfolios |

**Week 15**

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| December 2 Monday Work on revision of research report Refining our ideas and logic in the research report or another document Review of sentence grammar issues in FYC*For next class:* Post to Blackboard about your concerns or worries about the revision processComplete worksheet on refining ideas and logic in the research report December 4 Wednesday Work on revision of research report Refining our ideas and logic in the research report or another document Review of sentence grammar issues in FYC*For next class:*Use worksheet for introducing quotations and discussing them Read article excerpt on handling evidence |

**Week 16**

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| December 9 Monday *Portfolio workshop*Review of sentence grammar issues in FYCConsistency in documents *For next class:* Fill out grammar worksheet for your research report December 11 Wednesday *Portfolio workshop*Review of sentence grammar issues in FYCConsistency in documents *For next class:* Work on revising one of your course documents; bring 3 copies of it to class on Monday |

**Week 17**

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| December 16 Monday Group workshop of revised materials; work on portfolios December 18 Wednesday Group workshop of revised materials; work on portfolios ***DIGITAL COLLECTION OF STUDENT PORTFOLIOS*** ***End of the Fall Term is Friday, December 20th***  |