

New York City College of Technology  
**ENGLISH Composition I - ENG 1101 – Clarke**  
**SECTION D350/C350**

**COURSE SYLLABUS - FALL 2019**

Class: Mondays & Wednesdays, 11:30 AM – 12:45 PM, Voorhees Building, Room V-325

Lab: Wednesdays, 10:00 AM – 10:50 AM – Voorhees Building, Room V-323

Professor: Tricia C. Clarke

Office Phone: (718) 260-5392

Office: Namm Building, Room 529

*Office Hours: Wednesdays, 1:00 PM – 2:00 PM*

**Email: [tclarke@citytech.cuny.edu](mailto:tclarke@citytech.cuny.edu)**

## COURSE OVERVIEW

### Course Description:

English 1101 is the introductory college composition course. Its goal is to develop your reading, writing, and analytical skills while fostering awareness of your own discursive practices. By reflecting critically on literacy practices and engaging in your own, you will become more nuanced practitioners of language. You will begin the course by writing literacy narratives that focus on such concerns as language diversity, orality, and language and technology. While academic discourse is important in this course, the primary emphasis is on your ability to negotiate multiple contexts and writing situations rather than becoming familiar with only academic language. **Prerequisite:** *CUNY proficiency in reading and writing.*

### Course Objectives:

*By the end of ENG 1101, you will be able to:*

1. **Read and listen critically and analytically in a variety of genres and rhetorical situations:** Identify and evaluate exigencies (requirements of writing in a particular situation), 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 writing purposes and situations 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.)

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4. **Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations.** You will write reflections of your own reading and writing processes from the beginning and throughout the semester with the intention to transfer your 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 21<sup>st</sup> Century Environments:** Learn to choose among the most current and effective delivery methods for differing composing situations. You will 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.

### Key Principles:

*Our course emphasizes the following writing habits of mind, attitudes, and activities:*

- Reflective writing / Metacognitive activities
- Daily writing practice
- Appreciation of language diversity
- Understanding the rhetorical situation
- Understanding discourse communities
- Rhetorical genre awareness
- Research as inquiry
- Citation and attribution best practices

### Required Texts/Readings:

*The Bedford Book of Genres, 2<sup>nd</sup> edition.* In our course, you will read several interesting texts in various genres. These course readings will be available on our course website. Some readings will be provided as a handout in class. Refer to the **Schedule of Readings, Topics, and Key Assignments** (below) (Unit 1 only). All Readings and Assignments are DUE on the day they are listed. Any changes made to the schedule will be announced in class or on the class website. It is your responsibility to keep up with all announced changes. Always, contact me with any concerns.

### Materials:

*To be prepared for class, please bring the following to **every** class and lab session:*

- One **folder with pockets** – Use this folder for our class only. Bring this folder to office hour meetings. Keep all writing-in-process (rough drafts, revised drafts), final drafts to be

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submitted, those I return to you, informal writing, any loose-leaf notes, and all past assignments, in this folder. Keep this folder until after the end of the semester.

- One **8 ½ x 11 notebook** – Use this notebook for doing in-class writing assignments and for taking class notes. This notebook should be college-ruled. You may choose to use loose-leaf paper, or a spiral notebook *with perforated pages only*. Please note: Only this size notebook/paper will be accepted; only spiral notebooks with perforated pages will be accepted.
- One **journal/notebook** – Use this notebook for reflective writing assignments or homework writing assignments. *The style of this journal/notebook is your choice. However, it should include perforated pages.*
- **Writing implements** – A pen with black or blue ink and a mechanical (or sharpened) pencil with an eraser.

## 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.

### Sanctions for Academic Integrity Violations

In accordance with the CUNY Policy on Academic Integrity, NYCCT empowers its Academic Integrity Committee and Academic Integrity Officer to process violations of the CUNY Academic Integrity Policy. As stated in the student handbook, all instructors must report all instances of academic dishonesty to the Academic Integrity Officer.

## COURSE POLICIES

### Attendance:

Prompt and regular attendance and thoughtful, productive classroom participation is necessary to succeed in the course. You are expected to **attend each class and lab session** and to be present when class begins with necessary pre-work for that week's class completed (reading, writing, discussions). Always refer to the **Schedule of Readings, Topics, and Key Assignments** to know the readings and assignments to prepare for upcoming class and lab sessions. These assignments build upon previous work and lead towards success in the major projects. In order to succeed in the class, you will need to attend regularly.

**Class participation counts towards your final grade in the course.** Therefore, plan to be present for each class, lab, and complete online activities, when assigned. *Lateness and absences lower your ability to benefit from the learning in class and the quality of your assignments.* Students who fail to attend class regularly will fall behind on the reading and writing assignments and have a difficult time catching up.

You are allowed **up to three (3) absences for any reason.** For online work, you will be considered **absent if you do not post when it is due.** Absences interrupt your own learning and ability to fully engage in the course. Each week's class involves a discussion of the previous week's reading assignments, writing, and academic discussions. **If you are absent, you will be required to complete all work that would have been assigned for the week that you missed and for the week that you return to class.** If an assignment is due on a week that you plan on being absent, I expect you to submit the assignment in class the week before. If there is an unexpected absence, I expect you to post any assignments due within 1-2 days of its due date. To stay up to date, refer to the **Schedule of Topics, Readings, and Key Assignments.**

Discussions in class enrich and expand your understanding and examination of course topics. I expect you to participate productively in whole-class and small-group activities demonstrating thoughtful and active listening. As such, unless I ask you, explicitly, to refer to your cell phones during our class and lab activities, **please, always, turn off and put away cell phones BEFORE entering our lab and class sessions.**

### Missed Work and Late Papers:

Because the expectations for this course are made clear when assignments are assigned, you are held to the deadlines as stated. In the rare case that you ask for an extension, arrange to meet with me in class to request an extension or email me no later than 48 hours of the deadline. I reserve the right to decline a request for an extension. Work not submitted as requested (HARD COPY and/or ONLINE) on the due date will be considered late, and points may be deducted.

Late papers will not be accepted beyond a week after the due date. *I expect that you will have all of your assignments completed and ready for submission and/or class activities by the due date.*

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### Office Hour:

I have designated a set time to meet with you, each week, to support your growth and development in our course. Please take advantage of this opportunity. In some cases, I will request that you meet with me during this time. My office hours will be held on **Wednesdays, from 1:00 PM – 2:00 PM, in Namm 529.** *I will alert you of any changes.*

### OpenLab / Blackboard:

You will need to register with the **City Tech Open Lab** in order to join ENG 1101. We will navigate the site during our first week of class. It is imperative that you attend to learn how the site works. It is your responsibility to learn the navigation of our class website during the first week of class. If you need help with this, see me immediately. After the first week, we will be using the Open Lab. **Any work that you fail to post after the 3<sup>rd</sup> class meeting cannot be made up.** Missing classes and assignments will affect your grades.

### Course Load:

ENG 1101 requires frequent writing practice; you will be expected to be working continually on course assignments. For longer pieces, **preliminary drafts of papers are due at specific times** to be shared in small writing groups in class. I expect that you will have your drafts ready by the due date. If you do not have your drafts ready for your writing workshop group, when these are due, your class participation grade will be affected, and your final grade for the paper will be lowered. *You will be in class and online for 2.5 hours a week. Plan to spend 7.5 hours on homework for each week on average. Some weeks will be more. Some less.*

## MAJOR PROJECTS AND ASSIGNMENTS

- **Project 1:** Literacy Narrative – Due: 9/18
- **Project 2:** Inquiry (Research) Paper – Due: 10/30
- **Project 3:** Writing in a New Genre – Due: 12/04
- **Final ePortfolio and Reflection Paper** – Due: 12/18
- **Other graded projects:** You will be given multiple opportunities to succeed. Other graded projects may include daily writing assignments, journaling, blogging, commenting, oral presentations, collaborative projects, multimodal projects, and end-of-the-semester celebratory projects.
- **Participation:** Inclusion, respect, and participation are important values at City Tech and in our ENG 1101 course. All students are expected to participate during class. (See my note about participation in the “Attendance” section above.) You will have opportunities to get to know at least one, if not more of your classmates, who can be helpful sources of information or act as a study partner. When assignments require group work, your work/level of participation in your group will be a part of your grade.

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**Grading Procedure:**

Students who fail to submit process and scaffolding work for the major projects during the semester will likely not perform well on the final portfolio. Specifically, for each major assignment, all drafts completed before the final draft will be required and counted towards your grade. You will be assigned a completion grade that is connected to your submission of daily work. I will give feedback on each major writing assignment and will give you a grade for each writing assignment that can be continuously improved and revised for the final portfolio.

**Grade Breakdown:**

- Final Portfolio (submitted electronically) - 50%
- Informal Writing & Responses - 40%
- Participation in Class and Online - 10%

**Grade Scale:**

Letter Grade	Numerical Grade Range	Quality Points (QPA)
A	93 - 100	4.0
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82	2.7
C+	77 - 79	2.3
C	73 - 76	2.0
D	60-69.9	1.0
F	0 - 59	0.0
WU	Unofficial Withdrawal (attended at least once)	0.0
WF	Withdrew Failing	0.0

**SUCCESS IS IN YOUR HANDS!**

To maximize your experience in our course: Prepare and submit assignments, attend class each week that we meet, arrive to class on time, participate in online space, as assigned, participate in class activities, respect your classmates—and me—and complete all assignments by the due date. By giving of your best, by adopting a growth mindset, and by taking responsibility for your own learning and success, you will excel in our course. Get started by reviewing the Schedule of Topics, Readings, and Key Assignments for our first unit below!

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**SCHEDULE OF TOPICS, READINGS, AND KEY ASSIGNMENTS**

**UNIT 1**

Week	Due Dates	Location	Readings / Writings / Viewings	Topics	Assignments / Due Dates
1	Aug. 28 (W)	Lab	Introductory Essay	Introduction to ENG 1101 Discourse Community	<p><b><u>Due: 9/4/2019 (W):</u></b></p> <ul style="list-style-type: none"> <li>Bring materials as outlined in the “Materials” section of our Course Syllabus.</li> <li><b>Write</b> a reflection of your early literacy experiences. <u>See <i>handout for specific details.</i></u></li> </ul>
		Class	<ul style="list-style-type: none"> <li>Course Syllabus &amp; Schedule</li> <li>Course &amp; Campus Resources</li> <li>OpenLab</li> </ul>	Understanding the Course Syllabus Genre  Introduction to ENG 1101 Course & Expectations	
2	Sep. 4 (W)	Lab	Key Terms in Rhetoric  Skills for Developing Reading Comprehension	<ul style="list-style-type: none"> <li>Introduction to Key Terms in Rhetoric</li> <li>Introduction to Annotation, GIST and Talk-Back</li> <li>Introduction to Literacy Narrative assignment</li> </ul>	<p><b><u>Due: 9/5/2019 (Th.):</u></b></p> <ul style="list-style-type: none"> <li><b>Read and respond</b> to OpenLab postings on literacy experiences. <u>See <i>Literacy Narrative Assignment Description for specific details.</i></u></li> </ul>
		Class	<u>Amy Tan’s “Mother Tongue”</u>	Introduction to Genre - Literacy Narratives: Reading, analyzing, and discussing Tan’s “Mother Tongue.”	

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	Sep. 5 (Th.) – Classes follow a Monday schedule.	Class	<a href="#">Amy Tan’s “Mother Tongue”</a>  <a href="#">Gloria Anzaldua’s “How to Tame a Wild Tongue”</a>	<ul style="list-style-type: none"> <li>Responding to Amy Tan’s “Mother Tongue.”</li> <li>Reading and analyzing Gloria Anzaldua’s “How to Tame a Wild Tongue.”</li> </ul>	<p><b><u>Due: 9/9/2019 (M):</u></b></p> <ul style="list-style-type: none"> <li><b>Write</b> a response that compares and contrasts Tan’s and Anzaldua’s literacy experiences with your own. <i>See Literacy Narrative Assignment Description for specific details.</i></li> <li><b>Read and annotate</b> <u>excerpt</u>, Vershawn Ashanti Young’s “‘Nah, We Straight’: An Argument Against Code Switching.”</li> </ul>
3	Sep. 9 (M)	Class	<a href="#">Excerpt, Vershawn Ashanti Young’s “‘Nah, We Straight’: An Argument Against Code Switching”</a>	<ul style="list-style-type: none"> <li>Reading and analyzing <u>excerpt</u>, Vershawn Ashanti Young’s “‘Nah, We Straight’: An Argument Against Code Switching.”</li> <li>Applying Young’s ideas to Tan’s and Anzaldua’s literacy experiences</li> </ul>	<p><b><u>Due: 9/11/2019 (W):</u></b></p> <ul style="list-style-type: none"> <li><b>Create</b> a “rough” draft of your literacy narrative. <i>See Literacy Narrative Assignment Description for specific details.</i></li> </ul>
	Sep. 11 (W)	Lab	Literacy Narrative – <b>Rough Draft</b>	Writing Workshop: Revision	<p><b><u>Due: 9/16/2019 (M):</u></b></p> <ul style="list-style-type: none"> <li><b>Revise</b> your Literacy Narrative. <i>See Literacy Narrative Assignment Description for specific details.</i></li> <li><b>Upload</b> the revised draft of your Literacy Narrative to OpenLab.</li> <li><b>Print and bring</b> three (3) hard copies of your Literacy Narrative to class.</li> </ul>
		Class	<a href="#">Donald Murray’s, “All Writing is Autobiography”</a>	Analyzing, discussing, and comparing/contrasting Murray’s, “All Writing is Autobiography” to Tan’s, Anzaldua’s, and Young’s texts.	

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4	Sep. 16 (M)		Literacy Narrative – <b>Revised Draft</b>	Writing Workshop: Peer Review	<p><b><u>Due: 9/18/2019 (W):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Revise</b> your Literacy Narrative based on peer feedback and professor feedback. <u>See assignment description for specific details.</u></li> <li>• <b>Upload</b> final draft of Literacy Narrative to OpenLab.</li> <li>• <b>Print and bring</b> one (1) hard copy of your Literacy Narrative to class.</li> </ul>
	Sep. 18 (W)	Lab	Literacy Narrative – <b>Final Draft</b>	Reflection Theory in the Writing Class	
		Class	Literacy Narrative – <b>Final Draft</b>	Reflecting on Writing the Literacy Narrative	<p><b><u>Due: 9/23/2019 (M):</u></b></p> <ul style="list-style-type: none"> <li>• <b>Write</b> a reflection on your experience writing the Literacy Narrative. In your reflection consider the process of reading models of literacy narratives and how those informed your writing, as well as your experience of the writing process.</li> </ul>