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English 1121: English Composition

Prof. Amity Nathaniel, ENG1121.D488
Monday & Wednesday, 4:00PM—5:15PM, NAMM 521
Blackboard will be used to participate in online activities.

Course Description

This is a course in effective essay writing and basic research techniques including use of the library. English 1121 builds upon the practices and skills students learn in the first semester course by reinforcing the metacognitive and situational writing practices. It probes further into studies concerning “Discourse Communities” and multiple genres, working deliberately across multiple genres, voices, and lenses. Discourse Community (or DC) is a term that is frequently used in Rhetoric/Composition studies to articulate what linguists have called Activity Systems for decades. A DC is a group of people who share a set of discourses, understood as basic values and assumptions, and ways of communicating about those goals. In 1121, we hope that students situate themselves as writers in the public eye and as members of various communities, and not only as students writing for academic situations.

Prerequisite: CUNY proficiency in reading and writing.

Learning Outcomes

There are learning goals for the semester, which are on the back of this syllabi. Please review the objectives and keep them handy. We will go over these goals these during the beginning of the semester and throughout the following weeks. By the end of the term, our goal is to meet each of the learning outcomes. This course syllabi is designed to help us do so. Keep in mind that you will be doing self-assessments throughout the semester in order to gauge the improvement of your writing and the acquisition of the learning outcomes.

Required Material/Readings

- A notebook and writing utensils for free writing exercises.
- A laptop/tablet/cell phone for internet research/usage and Blackboard postings.
- A printer.

*There will be a variety of short readings assigned throughout the semester. These readings are specified in the academic calendar at the end of this syllabi and are posted on our Blackboard page.

Course Requirements

• Class Participation:

You will be responsible for reading all of the short texts that are assigned and coming to class able to discuss the topics, answer questions, and provide critical insight. Active participation, whether it's in a physical classroom or through Blackboard is **necessary** for your success in this course.

● **Community Building Through Writing:**

In order to successfully pass this course, you must complete **all** writing assignments and tasks. As a writer, it's imperative for you to **share** your writing and to **offer feedback** to others. Please do not discard any of your writing since you will be either revising or reflecting upon most of it throughout the semester. This is a key component of class.

● **Two Major Essay Drafts:**

You will have two major written assignments **drafts** due throughout the semester:

—**Discourse Community Narrative** that discusses your personal connection to a DC (at least 1500 words).

—**Mini Research Paper** that asks and attempts to answer a question about an unfamiliar DC (at least 2500 words).

● **A Multimodal Project:**

A “repurposing” of your mini research paper that argues a position about the DC you chose to study. Project ideas can include photo essays, video essays, podcasts, musical compositions, comics, graphic novels, Pretzi's, blogs, brochures, or other options we will discuss. **This multi-modal project must also be accompanied by a persuasive essay (approximately 1000 words in length)** about your creative process and the argument your project presents. You will also present your work in front of the class at the end of the semester (see the academic calendar).

● **Final Portfolio/Reflections:**

At the end of the semester, you will turn in a final portfolio. It will include:

—The **revised** draft of your **Discourse Community Narrative** (again, at least 1500 words).

—The **revised** draft of your **Main Research paper** (again, at least 2500 words).

—The **revised** draft of your **persuasive essay** for your **Multimodal Project** (at least 1000 words).

—A **reflective essay** about the course's **learning outcomes** (at least 1000 words).

*Please note that you will **not** be able to submit your final portfolio if you did not submit **all** drafts prior.

● **Word Count:**

All students in first-year composition are required to turn in a minimum of **6,000 finished words** in order to successfully pass the class. Students who don't meet the word count requirement will receive a grade of 64/F. This is the English Department policy.

Grading

Your final course grade will be determined according to the following calculations:

● Participation and Attendance: 40%

● Final Portfolio: 40%

● Multimodal Project: 20%

*Please keep in mind that all of your in-class writing exercises and your timely rough drafts submission are included in your participation/attendance grade calculations.

Class Policies

• Attendance:

Participation is **crucial** for your success in this course. If you miss more than **four** classes, I will drop your participation grade by half a letter (A to A-, or B to a C+, etc.) for each **additional** absence after the four class max.

• Lateness:

You need to be on time for class. If you arrive 15 minutes after start time, it will be marked as half an absence.

| Letter Grade | Numerical Grade Range | Quality Points (QPA) |
|--------------|--|----------------------|
| A | 93-100 | 4.0 |
| A- | 90-92.9 | 3.7 |
| B+ | 87-89.9 | 3.3 |
| B | 83-86.9 | 3.0 |
| B- | 80-82.9 | 2.7 |
| C+ | 77-79.9 | 2.3 |
| C | 70-76.9 | 2.0 |
| D | 60-69.9 | 1.0 |
| F | 59.9 and below | 0.0 |
| WU | Unofficial Withdrawal (attended at least once) | 0.0 |
| WF | Withdrew Failing | 0.0 |

various backgrounds and belief systems. Therefore, use careful and considerate contemplation before addressing the class and presenting your ideas. This is **necessary** in order to keep the classroom environment positive and productive. Please also be mindful of foul language.

• Late Assignments Policy:

It is important to submit all of your work on time, as you will be engaging in peer review workshops and exercises on the day they are due. **For each day that any of your major essay drafts or the multimodal project is late, the grade for the assignment will go down half a letter (A to A-, or B to a C+, etc.), and if the assignment is over a week late, you will not be able to earn higher than a 65/D in that percentage category.** However, there is an exception: I am willing to give you a **seven day** extension without penalty if you converse with me **before** the assignment deadline about whatever you may be going through that will prevent you from submitting the assignment on time. Once we have a conversation and I agree to give you the extension, you are in the clear. I offer one assignment extension per a student

• Course Workload Statement:

A full time course load for a college student is five classes. At fifty hours per week, that breaks down to about over ten hours per class. You will be in class and online for 2.5 hours a week per class. Plan to spend about eight hours on homework for each week (for each class) on average. Some weeks will be more. Some less.

• Cell Phone and Laptop Usage:

Bring your electronic device to class, as we may use it for in-class writing assignments and research. Please keep these devices powered off during lectures and only use them when I give permission. Please exercise responsible use.

• Conferences/Meetings:

You are welcome to schedule meetings with me throughout the semester. My office hours are listed in the front to the syllabi (Tuesdays and Thursdays, 11:30AM-12:30PM), but please feel free to contact me if you cannot meet during that time. We will figure out a time and a meeting location. Use the website Calendly. The link for my calendar is: <https://calendly.com/meetamitycuny> to schedule a meeting.

• Class Conduct:

Please remember that we are a diverse group of people from

per a semester; if your paper isn't submitted within the grace period, the grade for it will not be higher than a D/65. **PORTFOLIO EXTENSIONS WILL NOT BE OFFERED.** Please note that **missing work will be marked as zero**, so please hand everything in.

● **Virtual Class Sessions:**

Throughout the semester, we may have several virtual classroom sessions—this means that class will be cancelled in a physical sense and you will submit work on Blackboard. Cancellations often occur during inclement weather and campus emergency closures. You are responsible for completing all online work, and if you don't, it'll be counted as an absence.

● **Bad Weather:**

If there are inclement weather conditions, class will be cancelled (in a physical sense) and a virtual class session will take place instead. I will reach out to you before class starts to let you know if this is going to occur.

● **Submitting Work:**

Please double-space all assignments and include page numbers in a Microsoft Word document. Use black ink and Times New Roman font with a font size of 12 point. A title is required, since it will help keep your work organized. When citing sources, use MLA style (guidelines are widely available online). Be sure to carefully proofread all your work.

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.

**** Academic Calendar Would Go Here ****

Learning Objectives

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:

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.

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.

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.).

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.

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.

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.