

## – English Composition II – Syllabus Spring 2020, T/Th 8:30AM

Professor	Josh Borja ( <a href="mailto:borja@nyu.edu">borja@nyu.edu</a> ) Office Hours: Tue / Thu 1:30 PM – 2:00 PM, Pearl St. Building 313 Expect email responses from the professor within at least 1-2 work days
Course Info	Tue / Thu 8:30 AM – 9:45 AM, Namm Hall 1119 Course Site: <a href="http://joshborjawearsglasses.wordpress.com/composition">joshborjawearsglasses.wordpress.com/composition</a> , password “eng1010” Refer to the Course Site for course materials, updates, and announcements Spring 2020; ENG 1121 D412 23764; 3 credits, 3 hours; 1/27/20 – 5/22/20 The syllabus, course description, and learning outcomes quote and adapt the CUNY NYCCT First-Year Writing Program and other university departments.
Institution	City University of New York (CUNYfirst, <a href="http://home.cunyfirst.cuny.edu">home.cunyfirst.cuny.edu</a> ), Department of English (Namm Hall 512, 718-260-5392), First-Year Writing Program (Namm Hall 511)

### COURSE DESCRIPTION

A course in effective essay writing and basic research techniques, including use of the library. College-level readings are assigned for classroom discussion and essay writing. Prerequisite: CUNY Certification in Reading and Writing; English Composition I (ENG 1101).

#### Learning Outcomes

- **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.

#### Course Materials

- Syllabus, Writing Assignments, Handouts
- Course Website, Reading Assignments, and Publicly Accessible Readings – Online
- Notebook, Loose-Leaf Paper, Pen or Pencil, Paper Clips or Stapler, 3 Folders

## UNIVERSITY POLICIES

- Consult the [Registrar website](#) for academic calendars and course schedules. Consult the [College Policies website](#) for the CUNY Academic Integrity Policy, Privacy of Student Records (FERPA), Form to Report Alleged Misconduct, and the state law regarding non-attendance because of religious beliefs.
- Report sexual and gender-based harassment, discrimination, violence, and misconduct to the New York City Police Department (911), Public Safety (718-260-5550), or Rodney Pepe-Souvenir (University Title IX Director, [Rodney.Pepe-Souvenir@cuny.edu](mailto:Rodney.Pepe-Souvenir@cuny.edu)). Consult the [Campus Title IX website](#) for nondiscrimination policies, the reporting process, student rights, confidentiality, and reporting obligations.

### Student Accessibility

- “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

- Complete all your assignments in accordance with expectations of academic integrity: “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.”
- In short, *academic integrity* means honesty in your academic work. In this course, for example, you must use parentheses to cite sources from which you paraphrase or use exact words. When you use exact words from another source, you are also expected to mark the words with distinguishing format like quotation marks or block quotation format. Together, these are called *in-line citations*. At the end of your work, you must then cite all sources in a Works Cited, References, or Bibliography. In academic contexts and beyond, such practices offer credit to your source, hold you accountable for your own writing, and provide the reader with information to track the conversation in which you are participating. If you are unsure about whether to cite in a specific case, just create the citation. When you encounter related questions for a specific assignment, feel free to ask me in class or during office hours.
- Sanctions for Academic Integrity Violations (Cheating): “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.”
- First offense:           Zero on the assignment and no opportunity to resubmit  
Second offense:        F for the course

## COURSE POLICIES

### Course Schedule

- Consult and follow the attached Course Schedule.
- The minimum weekly course load is 2.5 hours in class and 7.5 hours outside of class.
- The syllabus may be revised in response to department requirements and logistical issues. If I must miss class due to an emergency, prepare for the next class as assigned on the syllabus.

### Attendance

- Class begins 8:30 AM on Tuesdays and Thursdays. Arrive to class on time with a printed copy of the readings and homework. In-class work contributes to your final grade and cannot be made up. If your name is not on the roster, resolve the issue with the English Department (Namm 512), Academic Advisement, or the Registrar's Office in order to attend class.
- When you enter the classroom, silence and put away all electronic devices. Discuss with me if you have a special reason to use electronic devices in class. You may not record this class.
- In the event of an emergency, call 911. Contact Campus Safety via phone (718-260-5555 or 718-260-5550), campus phone (5555 or 5550), or campus entrance. Review "RUN. HIDE. FIGHT: Surviving an Active Shooter Event" (Ready Houston on YouTube).

### Expectations for Submitting Work

- I will distribute detailed information and requirements for each assignment.
- You are responsible for organizing electronic, printed, and graded copies of your own work. At the end of the semester, you will submit a final portfolio of all coursework as one file.
- Extensions will never be granted, except with advance notice of religious observation, documentation verification through Academic Advisement, or academic accommodations through the Center for Student Accessibility. I invite you to share concerns that may affect your coursework so that we can brainstorm a timely action plan in person or by email.

### Major Assignments

- Essay Progressions
  - Unit 1 – Discourse Project: Discourse Communities in Action
  - Unit 2 – Inquiry-Based Research: Asking Real Questions
  - Unit 3 – Repurpose with Persuasion: Creating Persuasive Multimodal Texts
  - Unit 4 – Reflective Essay & Portfolio: Looking Back, In, Forward, & Out

For each essay, you will develop your writing step by step, through a progression of practice assignments and drafts, leading to a final draft in various dialects of English.

In Unit 4, you will submit a reflective essay of 1100+ words. You will also submit a final portfolio of all your coursework as one file; the final portfolio should be 6000+ words, which can include your practice assignments, final drafts, reflections, and revised in-class writing. Per English Department policy, you must exceed these word counts to pass the course.

- In-Class Discussion and Writing
  - Reading Print, read, annotate, and bring all assigned readings
  - Discussion Ask and discuss questions in a professional, respectful manner
  - Peer Review Exchange constructive feedback with peers for each major essay
  - Start Writing Do in-class writing for practice and, in many cases, extra credit
  - Library Orientation Complete the orientation to college library services  
<https://library.citytech.cuny.edu/orientation>

## FINAL COURSE GRADE

- Your academic progress will be calculated according to the following method without curve:

Course Components		Final Course Grade (Letter, Number, Quality Points)		
Essay Progressions		A	93-100	4.0
• Discourse Project	15%	A-	90-92.9	3.7
• Inquiry-Based Research	15%	B+	87-89.9	3.3
• Repurpose with Persuasion	15%	B	83-86.9	3.0
• Reflective Essay	15%	B-	80-82.9	2.7
(Practice & Drafts 5%, Final Draft 10%)		C+	77-79.9	2.3
		C	70-76.9	2.0
		D	60-69.9	1.0
In-Class Discussion and Writing	15%	F	0-59.9	0.0
		WU	Withdrew Unofficially	0.0
Final Portfolio	25%	WF	Withdrew Failing	0.0

## ACADEMIC RESOURCES

- PRINTING.** Use your City Tech Student ID to print 30 pages per day per campus lab printer.
- OFFICE HOURS.** I reserve office hours for you to speak with me individually or in small groups. Feel free to bring drafts in progress, readings, or questions about how to get started!
- WRITING CENTER.** Meet with the Writing Center ([citytechwritingcenter@gmail.com](mailto:citytechwritingcenter@gmail.com), Library G27) to help you start writing, generate new writing, revise, edit, or discuss special topics!
- WRITING RESOURCES.** Practice and review English grammar, mechanics, punctuation, and spelling with the help of the City Tech Writing Center, Purdue OWL website, UNC Writing Center website, Microsoft Word (free with student email address), and Grammarly.
- LIBRARY.** Library (Library 4F), Online Databases ([library.citytech.cuny.edu](http://library.citytech.cuny.edu)), Ask a Librarian 24/7 ([library.citytech.cuny.edu/help/ask/index.php](http://library.citytech.cuny.edu/help/ask/index.php)), Activate Your Library Card Remotely for Off-Campus Access ([nycctcirculation@citytech.cuny.edu](mailto:nycctcirculation@citytech.cuny.edu)).
- STUDENT RESOURCES.** Research and explore resources available to you as a student at no additional cost. College Learning Center (Library G18), Library (Library 4F), Computer Lab Listing and Hours (Online), Academic Advisement (Namm 104), Professional Development Center (Library 114), Counseling Services Center (Namm 108, 718-260-5030), Student Wellness Center (General 414), Center for Student Accessibility (Library 237), Women's Center (General 511), LGBTQ Safe Zone (Student Wellness Center, General 414), Veteran Support Services (Library 522), Resources for Undocumented Students and DACA (Online).
- PHYSICAL HEALTH AND MENTAL HEALTH.** Prioritize your health. To learn more about specific resources, or for help with accessing resources, feel free to discuss with Professor Josh, who has regularly used student health clinics, mental-health resources, and talk therapy as an undergraduate student, a graduate student, university staff, and a faculty member.
  - Student Wellness Center ([citytech.cuny.edu/wellness-center](http://citytech.cuny.edu/wellness-center), 718-260-5910)
  - Counseling Services ([counseling@citytech.cuny.edu](mailto:counseling@citytech.cuny.edu), 718-260-5030)
  - Mental Health Services: Campus Counseling Centers All Over CUNY!  
([cuny.edu/current-students/student-affairs/student-services/counseling/campus-centers](http://cuny.edu/current-students/student-affairs/student-services/counseling/campus-centers))
  - NYC Well: Talk. Text. Chat. 24/7 Resources for Mental Health ([nycwell.cityofnewyork.us](http://nycwell.cityofnewyork.us))
- ADVISING.** Consult Academic Advisement (Namm 104, [Advisement4u@citytech.cuny.edu](mailto:Advisement4u@citytech.cuny.edu)) about student resources, especially in the event of medical and financial difficulties.

## COURSE SCHEDULE

SEASON	DATE	PREPARE & FINISH BEFORE CLASS
Introduction	Mon 1/27: Spring 2020 Classes Begin	
	Tue 1/28	• First Day of Class; IN CLASS: Writing Sample 1
Discourse Project		• Explore course website • Read Syllabus, Discourse Project Progression, <i>Introduction to Academic Essays: APEC Paragraph Structure</i> (Borja, pages 3-11), <i>The Bedford Book of Genres</i> (Braziller, 2nd edition; pages 30, 32, 39)
	Thu 1/30	• Write Practice 1
	Sun 2/2: Last Day to Add a Course; Instructors Will Schedule Verification of Enrollment Rosters	
	Tue 2/4	• Read <i>APEC</i> (Borja 12-13), “The Concept of Discourse Community” (Swales, paragraphs 10-17), “Reflections on the Concept of Discourse Community” (Swales, paragraphs 21-31) • Write Practice 2
	Thu 2/6	• Review online at Purdue OWL: “MLA In-Text Citations: The Basics,” “MLA Works Cited Page: Basic Format,” “Toward a Recovery of 19th Century Farming Handbooks” • Read <i>Book of Genres</i> (Braziller; Choose 2: p. 37, 117-120, 192-193, 235-236, 242-243, 247-249) • Write Practice 3
	Tue 2/11	• Read <i>Understanding Rhetoric</i> (Losh et al., 2nd edition; 38-51; No need to print; Write annotations and corresponding page numbers on a piece of paper) • Write Practice 4
	Wed 2/12: College Closed	
	Thu 2/13	• Read <i>APEC</i> (Borja 14-18) • Write Practice 5
	Sun 2/16: Last Day to Drop a Class Without Receiving Grade of W (Withdraw); Mon 2/17: College Closed	
	Tue 2/18	• Read Rubric C, Editorial Marks, <i>APEC</i> (Borja 20-21) • Write Draft 1; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 1 peer review worksheets
	Thu 2/20	• Read “Internal Revision: A Process of Discovery” (Donald Murray) • Write Draft 2; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 2 peer review worksheets
Inquiry-Based Research		• Submit Discourse Project Progression, Draft 3 (print and email) • Submit mini-portfolio for extra credit (email only) • Read the Inquiry-Based Research Progression
	Tue 2/25	
	Thu 2/27	• Read 1 of 2: “Walk, Talk, Cook, Eat: A Guide to Using Sources” (Cynthia Haller); <i>Bad Ideas about Writing</i> : “Research Starts with a Thesis Statement” (Emily Wierszewski) • Write Practice 1
	Tue 3/3	• Find on Google and read: any 2+ texts that help you start exploring your question(s) • Write Practice 2
	Thu 3/5	• Find on City Tech library database ( <a href="http://library.citytech.cuny.edu">library.citytech.cuny.edu</a> ) and read: 1+ academic articles that help you continue exploring your research question(s) • Find on Google and read: 1+ new texts that help you start exploring your question(s) • Write Practice 3
	Tue 3/10	• Find online and read: 1+ new texts that helps you continue exploring your research question(s) • Write Practice 4
	Thu 3/12	• Review <i>APEC</i> (Borja 3-21), Rubric C, Editorial Marks • Write Draft 1; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 1 peer review worksheets
	Tue 3/17	• Review <i>APEC</i> (Borja 3-21), Rubric C, Editorial Marks • Write Draft 2; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 2 peer review worksheets
Repurpose with Persuasion		• Submit Inquiry-Based Research Progression, Draft 3 (print and email) • Submit mini-portfolio for extra credit (email only) • Read the Repurpose with Persuasion Progression
	Thu 3/19	
	Tue 3/24	• Read “Thinking about Multimodality” (Takayoshi, Selfe) • Write Practice 1

Thu 3/26: Instructors Submit Midterm Course Grades	
Thu 3/26	<ul style="list-style-type: none"> <li>• Read <i>Understanding Rhetoric</i> (Losh et al., 2nd edition; 119-140; No need to print; Write annotations and corresponding page numbers on a piece of paper)</li> <li>• Write Practice 2</li> </ul>
Tue 3/31	<ul style="list-style-type: none"> <li>• Read “Navigating Genres” (Kerry Dirk)</li> <li>• Write Practice 3</li> </ul>
Wed 4/1: Last Day to Withdraw from Course with Non-Penalty Grade of W (Withdraw)	
Thu 4/2	<ul style="list-style-type: none"> <li>• Revisit <i>Book of Genres</i> (Braziller, 2nd edition; pages 30, 32, 39), “Reflections on the Concept of Discourse Community” (Swales, paragraphs 21-31)</li> <li>• Write Practice 4</li> </ul>
Tue 4/7: Legislative/Conversion Day, Classes Meet on a Wednesday Schedule Wed 4/8 – Thu 4/16: Spring Recess, No Classes	
Tue 4/21	<ul style="list-style-type: none"> <li>• Review <i>APEC</i> (Borja 3-21), Rubric C, Editorial Marks</li> <li>• Write Draft 1; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 1 peer review worksheets</li> </ul>
Thu 4/23	<ul style="list-style-type: none"> <li>• Review <i>APEC</i> (Borja 3-21), Rubric C, Editorial Marks</li> <li>• Write Draft 2; Print 2 copies (1 for peer review, 1 to submit); Bring Draft 2 peer review worksheets</li> </ul>
Reflective Essay & Portfolio	<ul style="list-style-type: none"> <li>• Submit Repurpose with Persuasion Progression, Draft 3 (print and email);</li> <li>• Submit mini-portfolio for extra credit (email only)</li> <li>• Read the Reflective Essay &amp; Portfolio Progression</li> </ul>
Thu 4/30	<ul style="list-style-type: none"> <li>• Read Syllabus’s Learning Outcomes, Teaching Philosophy, Reflective Essay &amp; Portfolio Unit</li> <li>• Write Practice 1</li> <li>• IN CLASS: Student Survey Forms</li> </ul>
Tue 5/5	<ul style="list-style-type: none"> <li>• Read “Teaching Rhetorical Analysis to Promote Transfer of Learning” (Nelson Graff)</li> <li>• Write Practice 2</li> </ul>
Thu 5/7	<ul style="list-style-type: none"> <li>• Read “Reiterative Reflection in the Twenty-First-Century Writing Classroom” (Taczak, Robertson)</li> <li>• Write Practice 3</li> </ul>
Tue 5/12	<ul style="list-style-type: none"> <li>• Review <i>Bedford Book of Genres</i> (88-89), <i>APEC</i> (Borja 3-21), Rubric C, Editorial Marks</li> <li>• Write Draft 1; Print 2 copies; Bring Draft 1 peer review worksheets</li> </ul>
Thu 5/14	<ul style="list-style-type: none"> <li>• Submit Reflective Essay Final Draft (print; also add to Portfolio) &amp; Portfolio (email only)</li> <li>• OPTIONAL: Read finalized requirements for Draft 4; Submit Draft 4 (print; also add to Portfolio)</li> </ul>
Fri 5/15: Reading Day; Sat 5/16 – Fri 5/22: Final Examinations	
Tue 5/19	<ul style="list-style-type: none"> <li>• Read <i>Introduction to Scientific Writing: IMRAD Paper Structure</i> (Borja; 8-15, 17-18, 71)</li> <li>• Bring writing assignments and exam-review materials that you are working on for another class</li> <li>• Write Writing and Imagination, Practice 1</li> </ul>
Thu 5/21	<ul style="list-style-type: none"> <li>• Bring writing assignments and exam-review materials that you are working on for another class</li> <li>• Write Writing and Imagination, Practice 2</li> <li>• Final class, final office hours</li> </ul>
Fri 5/22: End of Spring 2020 Semester; Mon 5/25: College Closed	
<p>Instructors submit gradebooks to the English Department and final course grades to the Registrar by Thu 5/28, 12 PM. The college determines when these grades will then be accessible to students on CUNYfirst. For any questions or issues, contact the English Department during the first week of next semester. For future reference, course documents will be filed at the following offices by the following dates:</p> <ul style="list-style-type: none"> <li>• Syllabus, Essay Units, Final Portfolios (First-Year Writing Program, 5/22); Grade Book (English Department, 5/28)</li> <li>• Faculty Action Reports for Incidents of Academic Dishonesty (Academic Integrity Officer, Associate Provost for Academic Programs)</li> </ul>	