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| **ENG1121-D438**  **English Composition 2**  **Spring 2020** | https://www.bottomline.org/uploadimages/1/citytech-logo.png |
| **Instructor:** Professor Julia Ait-Ziane  **Email:** JAitZiane@citytech.cuny.edu  **Office:** Pearl 313  **Office Hours:** Mondays and Wednesdays, 10:00AM – 11:00AM  **Meeting Time**: M/W, 11:30AM – 12:45PM  **Classroom Location:** N-1119  **Online Location:** ENG1121 D4 Open Lab <https://openlab.citytech.cuny.edu/aitzianeeng1121sp2020/>38 SP202 |  |

**Course Description:** This course builds on its prerequisite, ENG1101. Think of yourself like an anthropologist this semester. We will explore and write within new genres, conduct research, and reflect on our writing practices while learning about the practices of various communities. You will refine your skills as a writer outside of the academic world. This course will build skills that will be useful in future coursework, the workplace, and in your personal lives. In other words, this course isn’t self-contained—you will leave with a toolbox of skills that you can apply across situations. The “essays” that you produce in this course will incorporate 21st century skills, such as the ability to incorporate video or music. Your writing skills in this course will be more in line with the demands of the current job markets.

**Departmental Learning Outcomes:** These are the goals that all instructors in ENG1101 and ENG1121 want students to gain by the end of the sequence:

* **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 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 proper 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 the writing processes and transfer acquired knowledge about effective reading and writing practices into new writing situations. Engage with reading and writing as a process including prewriting, writing, and continuous revision. Students write essays that demonstrate their reflection of their own 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, including composing 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.

**Required Texts:** Your required reading material will be available on our OpenLab site or distributed by the instructor. If it is something on the OpenLab site, you will be required to print it out before class, as we will be having discussions about the texts on the days that they are noted on the syllabus. In other words, the only things you may need to purchase for this course are notebooks and photocopies!

**University Policies**

**New York City College of Technology Policy on 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 in The City University of New York and at New York City College of Technology and is punishable by penalties, including **failing grades**, **suspension**, and **expulsion**. For further information about plagiarism, cheating and academic integrity see pages 90-92 of the City Tech student handbook available online at http://www.citytech.cuny.edu/students.

**You will earn a zero on a plagiarized assignment in my class. You will NOT be able to “make up” the assignment.**

**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.

**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/>.

**Course Policies**

**Word Count:** All students in first-year composition are required to turn in a minimum of 6000 finished words in order to successfully complete the course. Students who don’t meet the word count requirement will receive a grade of F. This is the English Department policy. This is roughly 24 pages of double-spaced writing. We will probably go over this amount of pages this semester, so don’t worry about reaching that goal!

**Final Portfolio Projects and Assignments:**

Introductory Essay (2 pages)

Unit 1: Discourse Community Project (5 pages)

Unit 2: Inquiry Research Project (5 pages)

Unit 3: Repurposing – with Persuasion (5 pages)

Unit Introductions (1 page)

Unit Reflections (2 pages)

Reflective Essay (4-5 pages)

The good news is that there is no one final exam! Instead, students must turn in this final portfolio, which will contain final drafts of all the essays and projects listed above. Additionally, the reflective essay will mirror mini-reflective essays that ask students to connect their projects to the learning outcomes of the course. This essay, which will be argumentative in nature, should be at least 1100 words. If the final essay is less than that, the student will fail the course. This is the English Department policy.

**My Policies**

**Communication**: I will be communicating (aside from the classroom) via your **City Tech email** or **OpenLab**. You will need to register with the City Tech Open Lab and join our course immediately. After the first week of courses, we will regularly be using it. If you don’t know how to do this, please see me. Please check your City Tech email or OpenLab at least once a day. I usually check mine twice a day during the week. If you send me an email during the week, you can expect a response within 24 hours. If you write me on the weekend, I will respond within 48 hours.

**Office Hour:** I’m an adjunct professor. That means I teach at different locations and am not present on campus every day like full-time professors. I have two office hours this semester (listed at the top of the syllabus) to talk to students about concerns or review their writing assignments. Please take advantage of this. It’s a time for me to help you with reading and/or writing issues. **The more I get to know you as a writer, the better I can assist you!**

**A Note on Course Workload:** Per CUNY guidelines, please calculate two hours of work per credit hour per week, exclusive of class time. **This means that for a 3-credit course, you will need to budget 6 hours each week for independent study/class preparation.**Taking into consideration other professional, educational, and personal obligations, please make sure that you have the time to do the work for this course and successfully complete it.

**Attendance:** Your **attendance** is recorded and reported to the college, according to City Tech’s policy. Being in class to participate is vital. Each day we will be discussing topics, analyzing short stories or articles, and/or evaluating your own writing. If you are not present, you will **not** get credit for these in-class activities. I understand that life happens during a semester, and absences are unavoidable at times. I will “forgive” **four** sessions’ worth of **attendance** points to allow for unavoidable absences. If you miss class, you **must** be prepared for the following class. That means you should consult the syllabus and OpenLab site for any homework that may be due! **An excess of absences will negatively impact your final grade. That being said, regular attendance can only impact your final grade positively.** If you stop attending class, do not officially withdraw at the registrar’s office, and don’t return for the rest of the semester, you **will** receive a grade of WU, which converts to an F. I’m a human being too, and I know that life happens. If there is a personal problem that is keeping you from attending regularly, I can refer you to on-campus counselors. I don’t need to know that nature of the problem, but if I know that something is happening in your life, I can work with you, instead of just assuming you’re not interesting in completing the course.

**Participation:**

* Cell phones are discouraged during class instruction, unless there is a specific classroom activity that is linked to it. I will take your adherence to this policy into consideration when I evaluate your final grade.
* You are expected to be on time and stay the entire class. Leaving early or coming late excessively will affect your final grade. This class requires a great deal of group work. You can really learn a great deal from each other.
* **Homework is graded upon completion.** That means if you’ve obviously shown effort (answered the question, written the paragraph, etc.) you’ll get the credit. Please complete homework before class. If I assign reading, but I’m the only one who has read it, we cannot really have a discussion. Some of the things that we will read in this course require some explanation and figuring out together!
* **When we have Rough Drafts due,** if you come to class but do not have a draft in hand (either electronic or hard copy), you will lose **participation points**. Why? Because you cannot participate in the class activity for the day.
* **I will accept late work (except for the FINAL PORTFOLIO), but late work will have points deducted from the total grade. You will also have to wait until I have the time to grade it.**
* Revising your essay after you have received your final grade will usually result in a better grade, especially if you come see me to discuss your revisions. **You will have one week from the day when I return the essay to make your first revisions, no exceptions. Your final revisions are due with your final portfolio. If the revision is significant enough, you may get a few more points added to your grade.**
* You should not need extra information about assignments if you keep this course outline, but it would be a good idea to get the contact information from three other students in the class. Sometimes, I may alter or add an assignment.
* Please show tolerance and respect to others in the classroom. You may disagree with some of the opinions that you hear, but please do so respectfully. Also, some of the topics that we discuss in class may make you feel uncomfortable. Part of the college experience, in my opinion, is to be a little uncomfortable because you might be learning new things

**Extra Credit**: **I do not offer extra credit.** If you attend class regularly, complete the assigned readings, and turn in ALL writing assignments that have been thoughtfully written and proofread, you will pass this class.

**Formatting: Some** of our assignments will have specialized formatting, but **most** typedworkshould be double-spaced, in 12-point, Times New Roman font, with 1” margins. The **first page header** (this is on the first page, NOT all pages) should look like this:

Your First and Last Name

Date

ENG1121

Word Count: XXX

**Essay Title**

***Page numbering:***Last name and page number in upper right corner on all pages **except** the first page.

**Citation Format:** We will be using the Modern Languages Association (MLA) format in this course. An MLA guide is available in your textbook, *Rules of Thumb*. You can also find MLA format guidelines on the *Purdue Online Writing Lab*: https://owl.purdue.edu/owl/research\_and\_citation/mla\_style/mla\_formatting\_and\_style\_guide/mla\_general\_format.html.

**Grading Calculation:**

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| Attendance  *Being consistently present,* ***on time and not leaving early*** | 10% |
| Participation  *Engaging in class discussions and class work. Not being distracted by your cell phone!* | 10% |
| Homework  *These assignments are listed on the syllabus and will be collected at the beginning of each class.* | 10% |
| Writing  *There are* ***three*** *major writing projects due throughout the semester; one for each unit.* | 30% |
| Discussion Posts  *You will submit responses to a question or article posted on line.* | 10% |
| Writing Portfolio  *This will be a* ***significant revision*** *of the three major writing projects, unit introductions, expanded essay and a* ***Final Reflection Essay.*** | 30% |

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| **Grading Scale at City Tech** | |
| Grade | Numerical grade ranges |
| A | 93-100% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 70-76.9% |
| D | 60-69.9% |
| F | 59.9% and below |

**Spring 2020 Schedule**[[1]](#footnote-1)

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| **Session & Date** | **Agenda/Class Topics** | **Readings/Writings/Viewings** |
| **Session 1**  **Monday, 1/27** | **Introduction to the Course, Part 1**  Review OpenLab and syllabus  Some guidelines for the semester  “How do you see yourself as a reader? How do you see yourself as a writer?” Discuss | “What Reading Slowly Taught Me about Writing” – Jacqueline Woodson TED Talk  Writing Response in class |
| **Session 2**  **Wednesday, 1/29** | **Introduction to the Course, Part 2**  Discourse communities  Rhetorical analysis  Short writing piece about communities | Primary and secondary discourses  Rhetorical Analysis explanation  **Homework**: “The Lesson” – Toni Cade Bamberi and Rhetorical Analysis Sheet |
| **Session 3**  **Monday, 2/3** | **Unit 1: Discourse Communities**  Project #1 Explanation  Brainstorm – Venn Diagrams  Interview questions  Discuss “The Lesson” in groups  Purpose | **Homework**: read “From He to She In First Grade” by Laurie Frankel  (OpenLab)  Rhetorical Analysis Sheet |
| **Session 4**  **Wednesday, 2/5** | **Unit 1: Discourse Communities**  Transpose interviews- paraphrase, summary and direct quotations  Discuss “From He to She in First Grade”  Message | **Homework:** read “Navigating Genres” by Dirk Kerry (pp.256-261 only) OpenLab |
| **Session 5**  **Monday, 2/10** | **Unit 1: Discourse Communities**  Discuss Genres – characteristics of  Writing exercises in class – Genre Flip  Voice | “We Real Cool” by Gwendolyn Brooks (in-class)  **Homework**: read “Really Responding to Other Student’s Writing” by Richard Straub  Rhetorical Analysis Sheet  **FIRST DRAFT DUE 2/17** |
| **NO CLASS**  **Wednesday, 2/12 or Monday 2/17** | | |
| **Session 6**  **Wednesday, 2/19** | **Unit 1: Discourse Communities**  Benefits and Negatives of Peer Review  Peer Review Project #1 | **Homework:** revise, revise, revise!  **FINAL DRAFT DUE 2/19 – please email to OpenLab** |
| **Session 7**  **Monday, 2/24** | **Unit 1: Discourse Communities**  TURN IN Final Draft Project #1 by 11:59 PM tonight  Discuss the following questions in small groups: “What worked with this assignment? What could’ve been better? What would I have done differently if I could do it again?” | Start “Decade of Fire” (in-class)  **Homework:** Read “Walk, Talk, Eat, Cook: A Guide to Using Sources” by Cynthia Haller  Rhetorical Analysis Sheet for “Decade of Fire”  In-class reflection |
| **Session & Date** | **Agenda** | **Readings/Writings/Viewings** |
| **Session 8**  **Wednesday, 2/26** | **Unit 2: Inquiry-Based Research**  Discussion of “Walk, Talk, Eat, Cook: A Guide to Using Sources”  Project #2 explanation  Discuss “Decade of Fire” | **Homework:** Read “The Other Side is not Dumb” by Sean Blanda  Write down at least five problems that exist in your community |
| **Session 9**  **Monday, 3/2** | **Unit 2: Inquiry-Based Research**  Discuss “The Other Side is not Dumb” by Sean Blanda  Isolate the issue and generate the discourse communities that are impacted by the problem | **Homework:** Read “Reinventing Invention: Discovery and Investment in Writing” by Michelle Lim and Megan Lynn Isaac (Open Lab)  **Library Visit on Monday!! Please be on time!** |
| **Session 10**  **Wednesday, 3/4** | Library Visit (Meet in front of the library on the 4th Floor) | **Homework**: Read “Samuel” by Grace Paley  Rhetorical Analysis Sheet |
| **Session 11**  **Monday, 3/9** | **Unit 2: Inquiry-Based Research**  Discuss “Samuel” – Genre Flip  Introduce Annotated Bibliography  MLA  Generate interview questions | **Homework:** Review your library research. What works and what doesn’t? Please bring it to class on **MONDAY 3/19** |
| **Session 12**  **Wednesday, 3/11** | **Unit 2: Inquiry-Based Research**  Credibility: How do we determine or define it?  Discuss your interviews  Review your other sources – begin Annotated Bibliography in class | **Homework:** Read “Does Texting Affect Writing” by Michaela Cullington  Rhetorical Analysis Sheet |
| **Session & Date** | **Agenda** | **Readings/Writings/Viewings** |
| **Session 13**  **Monday, 3/16** | **Unit 2: Inquiry-Based Research**  Discuss “Does Texting Affect Writing”  Comparing mediums and effectiveness | Watch “Texting is Killing Language. JK!!” by John McWorter (in class)  **Homework: Annotated Bibliography and First Draft of Project due on Monday 3/16** |
| **Session 14**  **Wednesday, 3/18** | **Unit 2: Inquiry-Based Research**  Peer Review Project #2, Draft One |  |
| **Session 15**  **Monday, 3/23** | **Individual Student meetings!!! Midterm grades – scheduled appointments** | **Homework**: Read “Where Are You Going, Where Have You Been?” by Joyce Carol Oates  Rhetorical Analysis Sheet |
| **Session 16**  **Wednesday, 3/25** | TURN IN Final Draft Project #2 by 11:59 PM tonight  Discuss the following questions in small groups: “What worked with this assignment? What could’ve been better? What would I have done differently if I could do it again? “Where Are You Going, Where Have You Been?” Genre Flip | **Homework:** Read “College Students and Social Media”  by Chelsea Harrison  In-class reflection |
| **Session 17**  **Monday, 3/30** | **Unit 3: Repurposing – with Persuasion!**  Project # 3 introduction  Rhetorical Analysis sheet  Review message and audience of your Unit 2 project  Copyright Information | View some examples of different projects – TED Talk, Photographic Essays and Music  **Homework**: Read “I Have A Dream” speech |
| **Session 18**  **Wednesday, 4/1** | **Unit 3: Repurposing—with Persuasion!**  Compare mediums between “I Have a Dream” delivery/Genre Flip  Discuss DCs and what sorts of genres would work with each audience and what sorts of things would need to be emphasized  Gather into groups or work individually and map out ideas | View “I Have a Dream” speech in class  **Create** a draft of a pitch for Unit 3 Multimodal Project, remembering to convey main points and key evidence from either Unit 2 project; the final draft is due 4/6 – in-class |
| **Session 19**  **Monday, 4/6** | **Unit 3: Workshop Day**  Everyone must report to me at the beginning and end of the class period! I will review your first drafts! Be prepared to discuss presentation options for project. | **Continue working** on Rough Draft, which is due **on 4/6**  **Homework:** Read “To Boost Post College Prospects, Cut Humanities Departments” by Peter Cohan  Rhetorical Analysis Sheet |
| **Session & Date** | **Agenda** | **Readings/Writings/Viewings** |
| **Session 20**  **Tuesday, 4/7** | **Unit 3: Repurposing – with Persuasion**  The elements of persuasion and argumentation  Discuss “To Boost Post College Prospects, Cut Humanties Departments  Check in on step 2 of project – what’s your plan | View “Your Body Language May Shape Who You Are” Ann Cuddy  **Final Draft of Project Pitch** due by 11:59pm on OpenLab  **Homework**: begin creating the first draft of Project #3!  Read “What Were You Thinking” by Sandra Giles (Open Lab)  Rhetorical Analysis Sheet |
| **4/8 – 4/16 is Spring Break!** | | |
| **Session 21**  **Monday, 4/20** | **Unit 3: Repurposing—with Persuasion!**  Peer Review of script  Discuss “What Were You Thinking”  Begin to discuss final portfolio contents – high order and low order concerns worksheets | **Homework:** Read “Shitty First Drafts” by Ann Lamont  Rhetorical Analysis Sheet  Please bring in Projects 1 and 2 tomorrow |
| **Session 23**  **Wednesday, 4/22** | **Unit 3: Repurposing-with Persuasion**  Discuss “Shitty First Drafts” – Genre Flip  Unit introductions explanation  What’s a substantial revision? | In-class work on Unit Introductions  Revising Projects 1 and 2 on the spot  **Homework**: Read “Mysterious Neighbors” by Connie Wanek and  Rhetorical Analysis Sheet |
| **Session 24**  **Monday, 4/27** | **Unit 3: Repurposing—with Persuasion!**  Discuss “Mysterious Neighbors” | **Homework:** Work on your final project and your presentations! |
| **Session & Date** | **Agenda** | **Readings/Writings/Viewings** |
| **Session 25**  **Wednesday, 4/29** | **Unit 3: Repurposing—with Persuasion!**  Discuss the following questions in small groups: “What worked with this assignment? What could’ve been better? What would I have done differently if I could do it again? | **Final Draft of Project #3 Due by 11:59pm Open Lab**  In-class writing assignment  Explain Reflective Essay specifics – First Draft due 5/11 |
| **Session 26**  **Monday, 5/4** | **Presentations of Final Projects** | In-class review sheets |
| **Session 27**  **Wednesday, 5/6** | **Presentations of Final Projects** | In-class review sheets |
| **Session 28**  **Monday, 5/11** | **Creating your Final Reflection**  Peer review Reflective Essay  Discuss final project presentations  Class wrap-up | **Revise** your Final Reflection and work on the Final Draft to accompany your Portfolio, which is due **5/18** |
| **Session 29**  **Wednesday, 5/13** | **Workshop Day (In classroom)**  Whether you’re working in groups or alone, everyone must report to me at the beginning and end of the class. | **Continue working** on Portfolio and Final Reflection, all of which are due on **5/18** |
| **Session 30**  **Monday, 5/18** | **Class Debrief**  ***Portfolio and Final Reflection is due today*** – **NO EXCEPTIONS** | |

1. Schedule is subject to change by the professor. [↑](#footnote-ref-1)