**English ENG 1101**

**Course Syllabus Fall 2020**

**Professor:** Patrick Redmond

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**Office:** Namm 519

**Office Hours:** TBA

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**Meeting Time:** TBA

**Classroom Location:** TBA

**Online Location:** Blackboard

**Course Description:** English 1101 is a course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing.

**Prerequisite:** CUNY proficiency in reading and writing

**Learning Outcomes:** Please see the attached sheet and keep it handy. We will review these during the beginning and throughout the semester. By the end of the term, our goal is to meet each of the learning outcomes. This course syllabus is designed to help us do so.

**Readings / Text:** We will be using OER material for this class, which means that I will be posting every reading on Blackboard. You will be required to print out each reading and bring it to class.

**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.

**I take plagiarism VERY seriously. You will fail my class if you plagiarize. No exceptions.**

**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**

**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 F. This is the English Department policy.

**Final Portfolio / Reflection:** At the end of the semester students will turn in a final portfolio which is a collection of their revised essays over the course of the semester. In addition, students will submit a final essay that is both reflective and argumentative in nature. In this essay, students will be asked to explain how the work they have done over the course of the semester has met the learning outcomes for the course. In developing this essay, students will argue that the work they have done in the course has met the learning outcomes and will show *how* that work meets the outcomes by using examples from their own writings that appear in the final portfolio. The final reflective/argumentative essay should be a minimum of 1100 words. Students who do not meet the 1100-word count for this reflection piece will not pass the class and will receive a grade of F. This is the English Departmental policy.

**Attendance**: Students who fail to attend class regularly will fall behind on the daily writing assignments. The daily assignments build upon previous work and lead towards success in the major projects. In order to succeed in the class, students will need to attend regularly. Students who fall behind will likely have a difficult time catching up.

**Missed Work and Late Papers:** Please email me before class if you are going to be absent so I can provide you with the assignments you miss. If you have to be absent for a long period of time please let me know so we can work out a schedule for your missed work.

**\*If you turn in a paper late, it will be deducted 25 points for each class period it is late. I will not accept papers that are more than three class periods late unless there are extenuating circumstances.**

**Blackboard Statement:**

It will be your responsibility to learn the navigation of the class website during the first week. After the first week, we will be using Blackboard. If you need help with this, see me immediately, and make sure to come to the second and first class meetings.

**Course Load Statement:**

A full-time course load for a college student is 4 classes. At forty hours per week, that breaks down to 10 hours per class. 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**

**Unit 1: Literacy Narrative**

In this unit, we are reading narratives about a few authors’ important, formative experiences with reading, writing, and education. Then you will write a personal narrative essay about your formative education.

**Unit 2: Rhetorical Analysis Project**

In Unit 2 you will investigate and report on a research question you choose. You will conduct research into **at least four** **different** genres, gather, and evaluate the information in those sources, and present a report on your findings. This report will be based on your investigating, analysis, and thinking of your sources, and what you have learned from your investigation.

**Unit 3: Writing in a New Genre**

In Unit 3, you will be repurposing your research from Unit 2 to create a new composition, in a new genre. You might want to write a magazine article (with a specific audience in mind), a comic, a children’s book, short story, a video essay, a podcast etc. You may also create a multimedia piece with a written section if you want to do that instead.

**Unit 4: Final Portfolio:** This it is equivalent to a final exam. You will use feedback from me and revision strategies that we learn in class to write final drafts of your major unit projects. I expect you to revise your work significantly. You will also write an author’s statement reflecting on your writing practices, what you’ve created during of the semester, and how you can apply knowledge from this course in future contexts.

**Daily Readings/Writings:** You will be expected to come to class prepared with the daily readings done and ready to discuss. There will also be in-class reflection assignments which I will collect for participation points.

**Peer Review:** You will be assigned peer review exercises throughout the semester. If you have an excused absence on a peer review day you may make arrangements with one of your classmates outside of class to complete the assignment; however, I must approve this.

**Participation:** Since this class will be largely taught through discussion your participation is mandatory. If you are going to be absent for any reason you must email me beforehand to not receive an unexcused absence.

\*\*I also ask that we all be respectful of one another and the wonderfully diverse opinions, ethnic backgrounds, gender expressions and sexual orientations, social classes, religious beliefs, and ethnicities among us. Language that demeans any member of our community will not be tolerated.

**Evaluation criteria for written work and presentations:** I use the following rubric for all papers.

*From a list by Lewis Hyde, edited by Sue Lonoff, with thanks to Richard Marius's writing handbook.*

The Unsatisfactory Paper.

The D or F paper either has no thesis or else it has one that is strikingly vague, broad, or uninteresting. There is little indication that the writer understands the material being presented. The paragraphs do not hold together; ideas do not develop from sentence to sentence. This paper usually repeats the same thoughts again and again, perhaps in slightly different language but often in the same words. The D or F paper is filled with mechanical faults, errors in grammar, and errors in spelling.

**The C Paper.**

The C paper has a thesis, but it is vague and broad, or else it is uninteresting or obvious. It does not advance an argument that anyone might care to debate. "Henry James wrote some interesting novels." "Modern cities are interesting places."

The thesis in the C paper often hangs on some personal opinion. If the writer is a recognized authority, such an expression of personal taste may be noteworthy, but writers gain authority not merely by expressing their tastes but by justifying them. Personal opinion is often the engine that drives an argument, but opinion by itself is never sufficient. It must be defended.

The C paper rarely uses evidence well; sometimes it does not use evidence at all. Even if it has a clear and interesting thesis, a paper with insufficient supporting evidence is a C paper.

The C paper often has mechanical faults, errors in grammar and spelling, but please note: a paper without such flaws may still be a C paper.

**The B Paper.**

The reader of a B paper knows exactly what the author wants to say. It is well organized, it presents a worthwhile and interesting idea, and the idea is supported by sound evidence presented in a neat and orderly way. Some of the sentences may not be elegant, but they are clear, and in them thought follows naturally on thought. The paragraphs may be unwieldy now and then, but they are organized around one main idea. The reader does not have to read a paragraph two or three times to get the thought that the writer is trying to convey.

The B paper is always mechanically correct. The spelling is good, and the punctuation is accurate. Above all, the paper makes sense throughout. It has a thesis that is limited and worth arguing. It does not contain unexpected digressions, and it ends by keeping the promise to argue and inform that the writer makes in the beginning.

**The A Paper.**

The A paper has all the good qualities of the B paper, but in addition it is lively, well paced, interesting, even exciting. The paper has style. Everything in it seems to fit the thesis exactly. It may have a proofreading error or two, or even a misspelled word, but the reader feels that these errors are the consequence of the normal accidents all good writers encounter. Reading the paper, we can feel a mind at work. We are convinced that the writer cares for his or her ideas, and about the language that carries them.

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**Semester Grade Calculation**

Unit 1 project 10%

Unit 2 project 10%

Unit 3 project 10%

Participation 10%

In-class writing/Peer review 10%

Final Portfolio 50 %

\*\*Semester readings here\*\*

• All Readings and Assignments are DUE on the day they are listed. • Any changes made to the following schedule will be announced in class or on the class website. It is your responsibility to keep up with all announced changes.