

**ENG1121**  
**English Composition 2**  
**Semester/Year**



**Instructor:** Professor Jessica Penner  
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**Office:** Pearl 313  
**Office Hours:** TBD

**Section:** DXXX  
**Days/Time:** TBD  
**Room:** TBD

### Course Description

Welcome to ENG1121! This course builds on its prerequisite, ENG1101. Together, we will explore and write within new genres, conduct research, and reflect on our writing practices. By the end of this semester, you'll be able to analyze and participate in genres inside *and* outside of higher education. The aim is to 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—we're aiming to give you a toolbox of skills that you can apply to other classes and situations.

### Departmental Learning Outcomes

These are the goals that all instructors in ENG1101 and ENG1121 want students to gain:

- **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 21<sup>st</sup> 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 Material

Have a notebook and a folder reserved specifically for this class, pens/pencils, and a laptop or tablet that has access to the internet (since all reading material and other documents will be shared online on OpenLab).

A recent MLA guide. A hardcopy that is recommended is *Rules of Thumb: A Guide for Writers* (9<sup>th</sup> Edition), edited by Jay Silverman, Elaine Hughes, Diana Roberts Wienbroer. An excellent online source is Purdue Online Writing Lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html).

### Breakdown of Final Grade

Attendance/Participation <i>Being consistently <b>present, on time, and engaging</b> in class discussion; completing homework <b>before</b> class. The homework consists of <b>Journal Assignments, Writing Assignments, and a Writing Portfolio.</b></i>	20%
Journal <i>This will be an ongoing assignment where you will be asked to answer questions about the readings we're discussing or your own writing. <b>I will be checking these journals, not to evaluate the contents, but to ensure that you're keeping up with the assignments.</b></i>	20%
Writing <i>There are <b>three</b> major writing projects due; one for each unit. There are also short writing assignments that will be due throughout the semester.</i>	30%
Writing Portfolio <i>This will be a <b>significant revision</b> of the <b>three major writing projects</b>, selections from your <b>Journal</b>, and a <b>Final Reflection Essay</b>, all of which will be a total of at least <b>6,000 words.</b></i>	30%

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

### Communication

I will be communicating (aside from the classroom) via your **City Tech email** or **OpenLab**. 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.

## Attendance & Participation

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/participation** 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! 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.

### *A few important details...*

**Just because you're physically present (aka attending) doesn't mean you are "participating."** I've been teaching a long time, and I've had students who show up for every class, but are shocked when they get an extremely low grade or even fail the class! Why are they shocked? Because they haven't turned in homework or completed writing assignments! Just being in the classroom doesn't guarantee you will pass this class or get the grade you desire. In order to pass or get the highest grade possible, you need to do the following:

**Complete homework before class begins.** Sometimes homework will be due on OpenLab, while other assignments will be on paper. I can check to see whether you've completed the assignment as class is beginning if it's an OpenLab assignment. If it's a paper assignment, I'll be gathering the homework in the first five to ten minutes of class. **Either way, I won't accept the homework.** Why? Because homework is in preparation for the topic of the day! You won't be fully engaged in the discussion, because you haven't completed the assignment as your peers have done.

**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.

### *Some positive news...*

**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.

**How does a person show effort?** For example, if I ask students to answer an open-ended question in a paragraph (How do you feel about your cultural identity? Why is the earth round? Why do people love or hate the Kardashians?), and one student writes a single sentence, they *have not* shown effort, while another student writes five to eight sentences, they *have* shown effort.

It's been my experience (and I've been teaching since 2006) that those who do the **homework** fare better on the **larger writing assignments** than those who didn't. If I've assigned something, I think it's going to help you become a better writer, it's not just "busywork."

## Classroom Behavior

*Respect* – Students are required to show **respect** to the professor and other students at all times in the class. This includes **listening** when the professor or a student is speaking, asking questions **about the topic** at hand, and **refraining** from name-calling or using inappropriate language.

*Participation* – Students are required to **participate actively** in the class, not just show up. This means doing all the homework assignments and coming to class prepared. It means asking questions and volunteering to speak, not just waiting for the professor to call on you. Students must give their full attention to the class, and to contribute to whatever activity the class is doing. **Coming to class and putting your head down to sleep, leaving the room for a large chunk of time, texting or answering your cell phone during class are not considered participation.** You will not receive participation points if you do this.

*Electronics* – Electronic devices **are not permitted** unless they are needed because of a disability or the professor gives specific permission. Please remove ear buds and silence your cell phones before class begins.

*Food* – This is a computer lab, which means NO food or beverages.

*Clean Up* – Students are required to **clean up** after themselves. This means if you bring a bottle of soda into the classroom, you leave with the bottle. If you move a chair, return the chair to its original position.

### **Class Routine**

*Discuss* – Suzan-Lori Parks once told *The New Yorker*: “I love my lecture tours. I get up onstage. I have my stack of books and a glass of water and a microphone. No podium, no distance between me and the audience, and I just talk to people and get all excited and tell a lot of jokes, and sing some songs, and read from my work and remind people how powerful they are and how beautiful they are.”

I refer to my lectures as discussions, because that’s how I look at them. I’ll passionately talk at length at times, especially when I’m introducing a topic, but I’ll also prod you for your reactions to the information, because each of you have a point of view that is unique and needs to be heard.

*Read/Analyze* – William Faulkner once wrote: “Read, read, read. Read everything—trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You’ll absorb it. Then write.”

You will be asked to read material before class, analyze the work, and think about how you can use the example to benefit your own writing. I recommend you read the assignment at least twice—once for **basic comprehension**, the second time for **details**. If English is not your first language, you may need to read the assignment three or four times.

*Write/Revise* – Octavia Butler once wrote: “You don’t start out writing good stuff. You start out writing crap and thinking it’s good stuff, and then gradually you get better at it. That’s why I say one of the most valuable traits is persistence.”

You will use what we have read as a jumping-off point for your writing. Some of the writing assignments will be done in class, while others will be written outside of class. On a specific date, we will have a “peer review” (see below). After the peer review, you will be given time to revise, edit, and type a second draft. I will evaluate this draft. **Be sure to keep the second draft once it’s evaluated! Don’t just toss it, because you’ll have an opportunity to revise that draft for your Writing Portfolio at the end of the semester!**

*Peer Review* – Isaac Bashevis Singer once wrote: “The waste basket is the writer’s best friend.” I add: “The peer reviewer is the writer’s next best friend.”

The class will be divided into pairs or groups of three. Each student will receive another student’s essay and be given time to read, fill out a peer reviewer’s worksheet, and discuss the work. You may be tempted to be “nice”

and write nothing but glowing reviews during this process—please ignore this temptation. This is a time for you to work together for your common goal for this class: to become better writers.

### **Late Writing Assignment Policy**

**ALL** writing assignments not received by the due date **listed on the syllabus** will be recorded as an F. **I do not accept ANY assignments after the due date (this includes the Writing Portfolio at the end of the semester).**

### **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.

### **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.**

### **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/>.

## Formatting

**Some** of our assignments will have specialized formatting, but **most** typed work should 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

### Title

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

## 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](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html).

## 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.

## Office Hours

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 three 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 or discuss any concerns you have. **I love it when students drop by!**

