Course: **ENG 1121**

Section: **D475**

Semester: **Spring 2020**

Time: **Tuesday/Thursday 2:30pm-3:45pm**

Room: **Voorhees V320**

Instructor: **Devon Pizzino**

Email/phone: **dpizzino@citytech.cuny.edu / X**

Office Hrs: **Tuesday 1:00-2:00pm in Pearl 313**

Online Location:[**https://openlab.citytech.cuny.edu/groups/eng1121-english-composition-ii-sp2020/**](https://openlab.citytech.cuny.edu/groups/eng1121-english-composition-ii-sp2020/)

**COURSE MATERIALS:**

* OpenLab Account
* Access to a flash-drive, cloud, or Googledocs
* Folders
* Notebook
* Stapler

**COURSE READING MATERIALS:**

* Texts posted to OpenLabs or distributed during class.

**COURSE DESCRIPTION:** This is a course in effective essay writing and basic research techniques, including use of the library. Demanding readings are assigned for classroom discussion and as a basis for essay writing.

Taken together, the courses (ENG1101 and ENG1121) in the First-Year Writing Program at the New York City College of Technology seek to develop student competencies in five general categories: rhetorical knowledge; writing and reading processes; critical thinking, reading, writing, and research; composing in manual and digital environments; and knowledge of academic conventions. Individual faculty incorporate these competencies into their courses in different ways, but all faculty are able to demonstrate how their courses attend to these matters. 4 hours, 3 credits *Prerequisites:* CUNY certification 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.

**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/>.

# IT INFORMATION: The Student Help Desk provides assistance with Student Email, Wireless, Blackboard, OpenLab, Computer Labs, and it is located in the Library Building (L-114). Phone: 718-260-4900 Email: [StudentHelpDesk@citytech.cuny.edu](mailto:StudentHelpDesk@citytech.cuny.edu) Website: http://it.citytech.cuny.edu/

**ACADEMIC HONESTY: “**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 (CUNY) and at New York City College of Technology (City Tech) and is punishable by penalties, including failing grades, suspension, and expulsion” **— NYCCT statement on Academic Integrity**

**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.

**CityTech’s Abbreviated Policy on Academic Integrity**

**(Full version:** [**http://www.citytech.cuny.edu/about-us/policies.aspx**](http://www.citytech.cuny.edu/about-us/policies.aspx)**)**

1. Forms of Academic Dishonesty

* Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communications during an academic exercise.
* Plagiarism is the act of presenting another person’s ideas, research or writings as your own.
* Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
* Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
* Falsification of records and official documents includes, but is not limited to, forging signatures of authorization and falsifying information on an official academic record. For specific examples of these forms of academic dishonesty, see the CUNY Policy on Academic Integrity (pg. 9).

2. Reporting

* Faculty members shall report all incidents they consider to be academic dishonesty on a Faculty Report Form in substantially the same format … and shall submit the Form to the college’s Academic Integrity Officer. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible prior to making a determination triggering submission of a Faculty Report Form.
* Once an instructor submits a Faculty Action Report form reporting a violation, the Academic Integrity Officer sends to the student’s home a letter notifying the student that a violation has been placed in her/his confidential file at the college. The student also receives a copy of the FAR form and a notice of the student’s right to appeal. Unless the student appeals the charge, the violation remains in the student’s confidential file and the grade sanction (if any) remains. No indication of the violation appears on a student’s permanent record or transcripts. Barring any further AI violations which result in disciplinary action taken against the student, the student’s official record remains clean.

**TIPS to avoid any involvement in cheating:**

**1.** Do not lend your work to anyone. If you wish to help a friend, go over the work together and do not leave any copies in his or her possession.

**2.** Do not leave your work in any public place. Put your papers in an envelope and leave it in the professor's box.

**3.** Students using campus computers must be especially careful to disguise file names or keep files only on personal disks. Be sure to pick up all printed copies of your work, or delete any extra print commands when you are finished.

**TIPS for students who wish to avoid unintentional plagiarism:**

**ACKNOWLEDGE:** Any ideas, facts, or language taken from a source must be acknowledged. We acknowledge the work of others by providing a "Works Cited List" (bibliography) and by citing (providing author's name and relevant page numbers) all paraphrased ideas and quoted language. The English Department requires usage of the MLA methodology of parenthetical citation on all written work. If you are unfamiliar with this, see any MLA style guide online; or ask your professor.

**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.

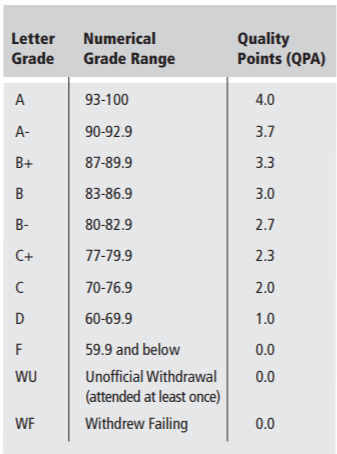
**FINAL PORTFOLIO/REFLECTION:** At the end of the semester students will turn in a final portfolio which is a collection of their revised essays over the course of the semester. In addition, students will submit a final essay that is both reflective and argumentative in nature. In this essay, students 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.

**LATE ARRIVALS:** Any missed in-class work as of result of lateness will be counted as a 0 or F depending on the assignment. Any student who consistently arrives late will be asked to meet with me after class. Any material missed by a student's late arrival will be that student's responsibility to obtain after class or at another time from a fellow classmate or by speaking with the instructor. Interruptions due to late arrival will not be tolerated.

**MAKE-UP AND LATE WORK:** **No late papers, projects, and assignments will be accepted.** Be aware that the assignment sheet highlights most assignments due, and the student has the option of turning in any assignments and papers **before** the due date. While I do offer extensions, students must contact me a reasonable time before due date to request extra time. I reserve the right to approve or deny each request. Repeat requests are not acceptable. I encourage students to meet with me during office hours if they are struggling to compete an assignment and need assistance. In the case of extreme illness or emergency that requires notification of the English Department Chair (N-512 / Namm N-512 / 718.260.5392) and/or Counseling Services (Namm N-108/718.260.5030), please see me to schedule a time to make-up any in-class assignments or quizzes.

**OPENLAB:** All students are required to upload formal essays and informal writing assignments onto OpenLab. If the assignment is not on OpenLab, even if student has turned in a hard copy, it is a 0. It is the student’s responsibility to be sure that he or she has successfully uploaded his or her work by due date. Any work not uploaded by due date will be considered late. DO NOT EMAIL ME ANY PAPERS OR ASSIGNMENTS.

**CLASSROOM BEHAVIOR:** Abusive language and obscene language are not permitted. Cellular telephones must be on silent while you are in class. If the instructor notices a student texting during class, that student will be asked ONCE to put the cellular telephone away. If the student chooses to continue to text during class, that student will be asked to leave. NO EXCEPTIONS. All behavior issues will be forwarded to the proper department. The instructor will treat all students with respect and fairness, and students will treat the instructor and their classmates with respect and politeness. Try not to leave the room during class. No student will be permitted to destroy the learning environment for others. The instructor has the authority to dismiss unruly students from class. No recording devices allowed.

**COURSE LOAD EXPECTATIONS:** 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**

**Project 1: Discourse Community**

Your assignment will be to produce the genre of a particular discourse community of which you take part. You should make a list of these DCs, and then choose one. What is an important genre this DC uses to communicate? Once you identify the genre, write in that genre or compose a *how-to* in that genre for outsiders.

**Project 2: Fear and Response within the Discourse Community**

Instead of writing what students often think of as traditional research paper that serves more “as an exercise in reproducing information for [me] the teacher-as-examiner” and “maintains students’ status as passive spectators, placing them ‘outside the official discourse of the academic community, where they are expected to admire and report on what we [academics] do, rather than inside the discourse, where they can do its work and participate in common enterprise’ (Bartholomae 144)” (Nelson 66), the results of this assignment should be an act of conscious exploration and discovery that enables your own voice to come from a place of authority and engagement.

**Project 2: Multimodal Composition – Repurpose Unit 1 or Unit 2 Assignment**

The focus of this unit is the creation of a multimedia type work informed by the research you did in EITHER unit 1 or unit 2. You will not be turning in a traditional paper, but instead will be coming up with a multimodal or multimedia work. It can be any combination of text, visuals, audio, animation, or artwork. Whatever you choose to do must also be digitized. So, for example, if you choose to create a painting or sculpture, you would have to be able to represent it effectively and clearly online.

**Other graded projects:** Other graded projects may include daily writing assignments, journaling, blogging, commenting, oral presentations, collaborative projects, multimodal projects, and end-of-the semester celebratory projects.

**Class Participation:** Participation counts for 10% of you grade in this course. I have outlined below some helpful tips for meeting the participation requirements:

* Asking questions
* Offering answers or responding to questions (both mine and your fellow classmates)
* Making comments (especially those that directly relate to the text or lecture material)
* Engaging with fellow classmates by responding to something they have said beyond simply answering a question asked.
* Thoughtfully engaging with text, a point your professor makes, or something another student says especially in a way that may show polite, constructive disagreement or evaluation.
* Showing me and your fellow classmates that you are interested in what is being discussed or said. You do this by looking at the person speaking, waiting until the person speaking has finished before responding to what he or she has said, repeating what a person has said back as part of your response, **and by not having your attention compromised by your cell phone or laptop/tablet while someone else is speaking.**
* **Being present and completing the assignments for writing/peer review workshops.**
* **Attending class and being on time.**
* Participating in ungraded, in-class assignments and activities
* For more ways to contribute intellectually and productively to class discussions and lectures, please see pp. 162-174 from the *They Say, I Say* text selection entitled “Entering Class Discussions and Entering Online Discussions”uploaded on Blackboard/Openlabs

**EXTRA CREDIT:** Occasionally, there may be opportunities to participate in extra credit assignments either in class through games, presentation of knowledge-based material, or group-related work, and/or beyond the classroom as supplemental subject related research/experience. The value of the extra credit will vary depending on assignment requirements.

**READINGS:** You are responsible for completing all assigned readings prior to the class meeting at which they are scheduled to be discussed.

**START-OF-THE-CLASS QUIZ:** At the start of each class, you may be given a quiz based upon that day’s readings. If you are late to class, you may not take the quiz and will receive a zero for that day’s quiz.

**INFORMAL ASSIGNMENTS:** All assignments have a due date, and are due at the beginning of class on that date. All assignments must be submitted through OPENLAB AND PRINTED OUT unless otherwise instructed. You will receive a 0 if you do not upload EVERY paper on OpenLab. Follow all instructions for formatting and submission of assignments; failure to do so will result in a loss of points off your final grade for that assignment. This includes OpenLab discussion posts, writing-based homework, and in-class journaling and writing assignments. They will be graded based on completion

**IN-CLASS WRITING PROJECTS**: Short writing projects will be assigned and completed during class time. As with all writing in this course, these projects will be graded on both content and appropriateness of style (use of Standard Written English, etc.). If you are absent when an in-class project is assigned, you will receive a zero for that assignment.

**UNIT PROJECTS:** In addition to the short assignments, you will be completing three unit projects that consist of formal written work, digital creation, and assignment sequences.

**READINGS FOR CLASS MEETINGS**: For each class meeting, you will be responsible for reading, and preparing to discuss, the readings assigned for that day. All readings must be printed out and brought to class on the date outlined on assignment schedule.

**PORTFOLIO (final drafts and author’s statement):** This is the key component of the course; 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 significantly—focusing on “higher-order issues” like organization, development, and thesis rather than just on “lower-order issues” like grammar and punctuation. You will also write an author’s statement reflecting on your writing practices, what you’ve created during the semester, and how you can apply knowledge from this course in future contexts.

**GRADING:**

Unit Projects and Informal Assignments: 30%

Class Participation 20%

Final Portfolio: 50%

**WHAT YOU CAN EXPECT FROM ME:**

**I’ll give you frequent feedback**: You will get comments from me on your high-stakes writing, and I’ll also be giving you guidance on major projects as you draft. I will also conference individually with everyone in class twice during the semester.

**I’ll teach transferrable skills:** My goal isn’t just that you write the papers and do the work for this class—I want to introduce skills that you can use when you write and participate in new genres throughout your life.

**I want to collaborate with you:** I’m interested in co-creating this class with you. Together we’ll talk about what makes a good conversation, create a technology policy, and create rubrics together. I want it to always be clear why we do things in class—if the why isn’t clear, ask me to explain!

**I’ll be a resource to you:** If you have questions about the class, about City Tech, or about looking for jobs/internships, let me know! I’ll do my best to help you find the resources you need. Office hours are a great time to talk one-on-one!

### **ASSIGNMENT SCHEDULE (Will update for Spring 2021)**

### 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 Blackboard. It is your responsibility to keep up with all announced changes.

|  |  |  |
| --- | --- | --- |
| DATE | CLASS TOPICS | READINGS / WRITINGS / VIEWINGS |
| **WEEK 1**  Tu  01/28 | Introductions,  Syllabus, Open Lab | Writing due: First Day of Class Handout Part I |
| Th   01/30 |  | Reading due: Read and bring in printed copy of [“Time Tools and Talismans” by Susan Wyche](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/wyche.TimeToolsandTalismans.pdf)  Writing Due: First Day of Class Handout Part II |
| **WEEK 2** | **Begin Unit 1 this week. Deadline for the completion of Unit 1 is 02/24.** | |
| Tu   02/04 | Discourse Communities | Reading due: [“The Monster” by Toby Litt](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/The-Monster-by-Toby-Litt.pdf)  [“Discourse Communities” Summary](https://webcourses.ucf.edu/courses/984277/pages/what-is-a-discourse-community)  Writing due: Journal on “The Monster”  Discourse communities list (completed in class) |
| Th 02/06 |  | Reading due: [Get Out dir. Jordan Peele](https://onesearch.cuny.edu/permalink/f/1jvp5e1/CUNY_ALEPH009133042)  Writing due: begin Discourse Community Map (in-class handout) |
| **WEEK 3**    Tu    02/11 |  | Reading due: *Get Out* dir. Jordan Peele  Writing due: Discourse Community Map and Genre Analysis Matrix (handouts given out previous class) |
| Th   02/13 |  | Reading due: *Get Out* dir. Jordan Peele  Writing due: Genre Analysis begun in class |
| **WEEK 4**  Tu    02/18 |  | Reading due: [“How to Read Like a Writer” by Mike Bunn](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/bunn-how-to-read.pdf)  Writing due:  1.[“How to Read Like a Writer” Handout](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/02/Bunn-RLW-Article-In-Class-Worksheet.pdf)  2. Two copies of Genre analysis for Peer Review Workshop |
| Th   02/20 |  | Reading due: [“Monster Culture” Jeffery Jerome Cohen](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/Cohen-Monster-Theory.pdf): Introduction to text. You do not have to go to thesis 1-7 yet, just read the section before Thesis one. Before reading, just looking at the text, answer the below question from “How to Read like a Writer”  Writing due: Answer the question “What are some of the different ways you can learn about the context of a text before you begin reading it?” Specifically, before reading “Monster Culture”  ALSO – DRAW A PICTURE OF A MONSTER |
| **WEEK 5** | **Unit 1 should be completed no later than Monday, 02/24, but may be completed earlier.**  **2/24:** Upload Revised Genre Analysis to OpenLab | |
| Tu    02/25 | Fear and Response within Discourse Communities | Reading due: [“Monster Culture” Jeffery Jerome Cohen](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/Cohen-Monster-Theory.pdf) theses 1-7.  Writing due: Journal on “Monster Culture” |
| Th   02/27 |  | Reading due: [“Monster Culture” Jeffery Jerome Cohen](https://openlab.citytech.cuny.edu/pizzinoeng1121sp2020/files/2020/01/Cohen-Monster-Theory.pdf)  Writing due: Research Question |
| **WEEK 6**    Tu    03/03 | Library Session | Reading due: “Navigating This Perfect Storm: Teaching Critical Reading in the Face of the Common Core State Standards, Fake News, and Google” by Ellen C. Carillo  Writing due: Library Assignment Handout |
| Th   03/05 |  | Reading due: Article you found from medium you will be replicating.  Writing due: Bring in list of sources for Annotated Bibliography lesson and drafting. |
| **WEEK 7**    Tu    03/10 |  | Reading Due:  Writing Due: Source Matrix |
| Th   03/12 |  | Writing due: Bring in 2 copies of article for Peer Review Workshop |
| **WEEK 8**    Tu    03/17 |  | Reading Due: |
| Th   03/18 |  | Writing due: Revised article |
| **WEEK 9** | **Unit 2 should be completed no later than Monday, 03/23, but may be**  **completed earlier.**    Midterm Grades Due this Week | |
| Tu    03/24 | Multimodal Composition |  |
| Th   03/26 |  | Writing due: Proposal |
| **WEEK 10** |  | |
| Tu    03/31 |  |  |
| Th   04/02 |  |  |
| **WEEK 11**    Tu    04/07 |  |  |
| Th   04/09 | Spring Break – NO CLASS |  |
| **WEEK 12**  Tu    04/14 | Spring Break FORREVER – NO CLASS |  |
| Th   04/16 | Spring Break FOREVER – NO CLASS |  |
| **WEEK 13**  Tu   04/21 |  | Reading Due: “Reflective Writing and the Revision Process: What Were You Thinking?” by Sandra L. Giles  “Internal Revision” by Donal Murray |
| Th   04/23 |  |  |
| **WEEK 14**  Tu    04/28 |  |  |
| Th   04/30 |  | Writing Due: Multimodal Composition for Peer Review Workshop |
| **WEEK 15**  Tu    05/05 |  | In-Class Presentation |
| Th   05/07 |  |  |
| **WEEK 16** | **Unit 3 should be completed no later than Monday, 05/11, but may be completed earlier.** | |
| Tu    05/12 |  |  |
| Th   05/14 |  |  |
| **WEEK 17**  Tu    12/17 |  |  |
| **Th 12/18** |  | Writing due: 2 copies of Artist Statement for Peer Review Workshop |
| **05/16 – 05/22** | **Final Exam Week. Final Portfolios with reflective essays should be submitted by 05/21, but may be submitted earlier.** | |
| **Th 05/28** | Final Grades Due | |

**Signature Page**

“I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have thoroughly read the course syllabus, and I understand the student and teacher responsibilities as they are stated in the ‘ENG 1121 Course Syllabus’. I agree to fulfill my student responsibilities accordingly.”

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

**FULL NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION:** \_\_\_\_\_\_\_\_

**SEMESTER:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MOBILE NUMBER**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EMAIL (personal):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Detach and return to instructor.***