# ENG 1101, D336 and C336—English Composition I

Tuesday/Thursday, 10:00-11:15 p.m. (L639) and Thursday 9:00-9:50pm (L639)

Professor Ruth Garcia

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Office Hours: Office Hours: Tuesday 9:00-9:50 a.m. and 4:00-5:10 p.m., and by appointment

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**Course Description and Learning Outcomes**

# English 1101 is a course in effective essay writing and basic research techniques, including the use of the library. The goal is to prepare students not only for success in academic writing but also for effective participation in and critical understanding of the public and professional discourses of the world beyond the classroom. Students exiting this course will:

* demonstrate a basic understanding of essay structure including introduction, body, and conclusion
* demonstrate an ability to write a clear thesis statement;
* demonstrate an ability to use textual evidence in support of a position, concept, or assertion;
* demonstrate an ability to paraphrase and/or summarize a text with accuracy and fidelity in support of a position, concept, or assertion;
* demonstrate an ability to employ logic in support for the thesis and in evaluating textual evidence for the essay;
* demonstrate an ability to improve grammar, syntax, and usage

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**Required Texts**

- *Lead, Follow, or Move Out of the Way!: Global Perspectives in Literature and Film* (4th edition)

- Other texts for this course will be available on our OpenLab class site.

-An online writing guide such as the Online Writing Lab: http://owl.english.purdue.edu/

**OpenLab**

This course will use OpenLab. You must sign up for an OpenLab account and become a member of our class site. It is your responsibility to check the site regularly and access the readings in advance of class. Also, instructions for assignments, as well as class announcements, will appear there. In order to set up your OpenLab account, you must activate your City Tech email. I will only send or reply to email from your City Tech email address, so make sure you set it up early and check it regularly.

**Other Materials**

Bring to class one sturdy notebook with paper for notes and at least one folder with pockets for handouts/assignments. Both spiral-bound or 3-ring are acceptable. You must devise a system to record, store, and organize the course materials. It is very important that you save all of your work for this class. Devise a filing system that allows you to maintain prior drafts and final copies of all major assignments, as well as your research notes, outlines, and written evaluations. Save all final drafts of assignments on a stable format such as a flash drive or on a remote hard drive/server such as Dropbox. Never throw away or delete drafts or notes until after you have received your final grade.

**Grading**

Your course grade will be calculated according to the following breakdown:

* Formal Essays/Research Assignments: 45%
* Final Exam: 15%
* Glossary: 15%
* Presentation: 10%
* Active Participation: 15% (This includes attendance, participation in class discussion, quizzes, assignments, group work, and preparedness.)

(Note: You must pass the final to pass the class. An F on the final will result in an automatic F for the course. Additionally, passing the final does not mean that you will pass the course. All requirements and assignments must be successfully met in order to pass this course.)

**Assignments and Essays**

**Formal writing:** you will write three formal essays throughout the course of the semester. These will be written both in and out of class. For those essays written at home, you will be required to submit a hard copy of the paper.

* All essay assignments should follow MLA format. This means that all rough and final drafts must be typed, double-spaced, with 1-inch margins all around, in 12 point Times New Roman font. The first page must display student’s name, your teacher’s name (Professor Ruth Garcia), the class you are in, and the date the paper is due. Every paper should have an original title. I recommend that you obtain a writing handbook for the purposes of formatting and editing your work. You may have one from an earlier writing course, or you can use the Purdue OWL (Online Writing Lab) at <http://owl.english.purdue.edu/>
* Since writing is a process, you should draft and revise your essay before submitting the final draft. While I will not review an entire essay via email, I’m happy to conference with you about your essay drafts and ideas during my office hours. I am also happy to respond to specific questions via email. Feel free to consult with me at any stage in your writing process.
* Your writing should be grammatically correct and free of spelling errors, and it should demonstrate increasingly complex critical thinking and analysis as the semester progresses.If this is a challenge for you, I encourage you to visit my office hours and the Learning Center for help throughout the semester.
* I DO NOT accept late papers. All essays must be submitted by the deadline or you will get no credit for them. Because life can be unpredictable, each student will be allowed ONE “oops” paper during the semester. Your “oops” paper can be submitted up to 24 hours late with no penalty, but use this opportunity carefully because once you have used your “oops” paper all other essays must be submitted on time in order to receive credit. If you have a personal emergency or other circumstances that prohibit you from finishing your assignment on time or turning in an essay as scheduled, email or see me as soon as possible so we can discuss your situation.
* Each week you will complete a blog post that defines a word from our course material. This should be an opportunity for you to better understand the materials you are working with and a way to improve your vocabulary. For the specific directions and requirements of this assignment see our course site.
* All homework assignments are due by the start of class, and there will be no make-ups on quizzes or in-class work. If you have a personal emergency or other circumstances that prohibit you from finishing your assignment on time or turning in an essay as scheduled, email or see me as soon as possible so we can discuss your situation.

**Informal writing:** In addition to the graded essay assignments that you will have to complete to do well in this class, you will also be required to complete a variety of informal, non-graded assignments throughout the semester. Examples of these assignments may include, but are not limited to, any in-class writing such as reflections, or free-writing, group projects, and focus questions assigned for homework. These exercises are designed to ensure your understanding of the main points of each topic. They will also push you to think critically about the ideas and issues raised over the course of the semester, thereby making you an active participant in the learning process. Though all the writing that you do in this course is not collected or graded, I do randomly collect these and they do contribute to your final grade. If you consistently fail to hand in the informal writing assignments, you will receive an “F” for class participation. Furthermore, if the majority of the class does not consistently hand in these assignments, there will be reading quizzes. These will be graded.

**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. The complete text of the College policy on Academic Integrity may be found in the catalog.

Students are expected to be familiar with the accepted academic principles regarding plagiarism. If ANY section, no matter how small, of your work is plagiarized, you will get a ZERO for that paper, with no rewrites.

**Class Participation, Attendance, and Lateness:**

Regular attendance and active participation are extremely important, so be sure to attend class regularly and arrive on time so you can get the best grade possible. **Missing multiple class meetings or consistently arriving late to class will impact your grade** in several ways: You will lose active participation because quizzes, peer review workshops, and in-class writing/activities cannot be made up, you will be less prepared for your essays and exams, and you will quickly fall behind on the course concepts covered in lectures and discussions. If you miss class, it is your responsibility to email me about your situation, to keep up with the reading/homework, and to contact your classmatesto find out what you missed.

In order to demonstrate that you are fully present during class, I expect you to arrive prepared, to ask and answer questions, and to participate in a positive classroom environment (including turning all electronic devices to silent and treating your fellow students and myself with a positive and respectful attitude. Electronic devices should be used only for the purpose of course work (reading the textbook, looking up words in the dictionary) and nothing else. You may not text, browse the internet, or record or photograph anything in the classroom.

### **Center for Student Accessibility**

The Center for Student Accessibility (CSA) is located in the Atrium Building (A-237) and provides accommodations for students with documented disabilities. For more information, please call (718) 260-5143 or email John Currie at [jcurrie@citytech.cuny.edu](mailto:jcurrie@citytech.cuny.edu). If you have an IEP or have received extra time on tests in the past, you need to coordinate with CSA early in the semester.

Finally, please keep in mind throughout the semester, if ever any type of question, problem, or confusion should arise contact me so that we can address whatever may prevent you from successfully completing this course

**Weekly Course Outline** (subject to change):

Readings and assignments are due by the beginning of class on the dates shown.

This is a list of the major reading assignments for the course. It may be revised as dictated by the needs of the class. Additional assignments may be added and posted on OpenLab each week. Students are responsible for completing all assigned reading *before* each class meeting. You are also responsible for having the reading in class.

T 8/28: Introductions; syllabus review

Th 8/30 (lab): Essay 1 pre-writing activities

Th 8/30: Malcolm X, “Coming to an Awareness of Language”

T 9/4: David Sedaris, “Go Carolina”

Th 9/6 (lab): Essay 1 writing workshop

Th 9/6: Margaret Sanger, “The Turbid Ebb and Flow of Misery” (Glossary Entry 1 Due)

T 9/11: No classes scheduled

Th 9/13 (lab): Essay 1 writing workshop

Th 9/13: Tahira Naqvi, “Brave We Are” (Glossary Entry 2 Due)

T 9/18: No classes scheduled

Th 9/20 (lab): **Draft of Essay 1** **Due**; Peer Review Workshop

Th 9/20: Revision Workshop

T 9/25: JL Williams, “The Ride” from the novel *Legacies* (Glossary Entry 3 Due)

Th 9/27 (lab): Essay 2 pre-writing activities

Th 9/27: Jessica Bennett, “A Master’s Degree in Masculinity” (available on OpenLab); **Essay 1 Due**

T 10/2: Michael Ian Black, “The Boys Are Not Alright” (available on OpenLab)

Th 10/4 (lab): “The Mask You Live In”

Th 10/4: “The Mask You Live In” continued(Glossary Entry 4 Due)

T 10/9: Mychal Denzel Smith, “If Black Men Want to Heal Racism’s Wounds, We Can’t Pretend to be Strong All the Time”

Th 10/11 (lab): Essay 2 writing workshop

Th 10/11: Andrew Reiner, “Talking to Boys the Way We Talk to Girls;” Claire Cain Miller, “What Our Sons Are Learning From Donald Trump” (available on OpenLab) (Glossary Entry 5 Due)

T 10/16: Christina Hoff Sommers, “The Boys at the Back;” Sarah Rich, “Today’s Masculinity is Stifling” (available on OpenLab)

Th 10/18 (lab): Library

Th 10/18: Essay 2 writing workshop (Glossary Entry 6 Due)

T 10/23: Andrew Reiner, “Teaching Men to Be Emotionally Honest;” Ana Homayoun, “How to Help Kids Disrupt ‘Bro Culture’;” Jan Hoffman, “Allowing Teenage Boys to Love Their Friends” (available on OpenLab) (Glossary Entry 7 Due)

Th 10/25 (lab): **Draft of Essay 2** **Due**; Peer Review Workshop

Th 10/25: Revision Workshop

T 10/30: Claire Cain Miller, “How to Raise a Feminist Son;” Jessica Valenti, “What Feminists Can Do for Boys” (Glossary Entry 8 Due)

Th 11/1 (lab): Essay 3 pre-writing workshop

Th 11/1: Excerpts to be handed out and read in class; **Essay 2** **Due**

T 11/6: Zora Neale Hurston, “Sweat”

Th 11/8 (lab): Essay 3 writing workshop

Th 11/8: Susan Glaspell, “A Jury of Her Peers” (Glossary Entry 9 Due)

T 11/13: Susan Glaspell, “A Jury of Her Peers”

Th 11/15 (lab): Essay 3 writing workshop

Th 11/15: Glaspell and Hurston continued (Glossary Entry 10 Due)

T 11/20: In-class workshop for the presentations (Glossary Entry 11 Due)

Th 11/22: College closed—no classes

T 11/27: Essay 3 writing workshop (Glossary Entry 12 Due)

Th 11/29 (lab): TBA

Th 11/29: Graded group oral presentations

T 12/4: **Draft of Essay 3** **Due**; Peer Review Workshop and Revision Workshop

Th 12/6 (lab): Final Exam writing strategies workshop

Th 12/6: Review for Final Exam (Glossary Reflection Due)

T 12/11: Review for Final Exam; **Essay 3** **Due**

Th 12/13 (lab): Reading Day—no classes

Th 12/13: Reading Day—no classes

T 12/18: Final Exam

Th 12/20 (lab): TBA

Th 12/20: Conclusions