**New York City College of Technology Professor Jacquelyn Blain**

English 1101 – Fall 2016 Office: Namm 529

English Composition/Learning Community with Biology Email: DBlain@citytech.cuny.edu

LC47 (Lecture) -- M/W 11:30-12:45, Namm 702 Office Hours: M 1-2 pm,

CL47 (Lab) – W 10-10:50, Namm 922-A or by appointment

**Learning Community – Biology and Composition**

**Course Description**

This is a course in effective essay writing and basic research techniques, including the use of the library. College-level readings are assigned as the basis for in-class and online discussion and for essay writing. Specifically, this is a Learning Community course which connects the science of Biology with the issues, problems, and promises created by that science. We will explore the connection between the science and the real world, talking about issues like how global warming affects flooding and droughts, as well as how researchers ask effective questions.

**Goals of this Course**

* Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.
* Write clearly and coherently in varied academic formats such as formal essays, research papers, and reports, using Standard English and appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
* Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
* Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
* Show competency in various mods of writing and analyzing, including narration and description, comparison and contrast, definition, cause and effect, and argument and persuasion.
* Use writing as a process of discovery, building habits of critical thinking;
* Develop a personal writing style.
* Develop rhetorical awareness by understanding and responding appropriately to different kinds of rhetorical situations.

**Texts and Materials**

* *The Little Seagull Handbook.* Richard Bullock, Michael Brody, and Francine Weinberg. (Available in the bookstore.)
* A College-level English Dictionary.  You can use reliable dictionaries on the web, e.g., Merriam Webster (http://www.merriam-webster.com), Oxford, and/or a dictionary that you already own.
* Free subscription to *The New York Times*:

**Get Started:**Go to [nytimes.com/passes](http://www.nytimes.com/passes).

1. Click on “Register” to create a nytimes.com account ***using your school email address*.**
2. At the bottom of the Welcome page, click “Continue.”
3. You should then see “Check your mail.”
4. Look for the message from the nytimes: Confirm Your Email Address. This should arrive within 15 minutes.
5. Click on the link in the confirmation email. This will verify your account and give you access for 364 days.
6. If you don’t get the confirmation email, check your spam folder. If you still don’t see it, send an email ***from your school email account*** to edu@nytimes.com
* At least two pocket folders: one for handouts and one to submit formal assignments.
* A spiral notebook or binder/notebook paper: bring this every day as we’ll be doing a lot of writing, thinking, and sharing.

**A few specific requirements**

* To pass ENG1101, you *must* do all the assigned readings, complete all formal and informal assignments, and pass the departmental final exam.
* After each reading assignment, you *must* come to class with two open-ended questions for class discussion.
* You are expected to attend all classes, be on time, participate in activities, and stay for the full period. I know things happen sometimes (life gets in the way, the subway decides to stop running and you’re stuck between stations…), so everybody gets two Absences for free – two Lates equal one Absence. If you come in 30 minutes late, that’s an Absence. Four Absences and/or eight Lates means your final course grade will be lowered by one grade (for example, from an A to a B). If you’re late a lot or absent a lot, we need to talk about what’s going on and see if there’s a way to help you. ***And*** if you’re not going to be in class, email me and let me know what’s going on.
* If you need some extra tutoring, I’ll let you know and/or you can find it in the Learning Center in AG-31. The tutors can help you with all steps in the writing process, from understanding the reading to revising drafts to checking for citations. You’ll also get extra credit for receiving tutoring.

**Grading**

* In-class informal writing, first drafts of essays, homework, Final Reflection, etc. 10%
* Formal typed summary for two audiences 10%
* Oral and written group research project 10%
* Two formal essays 10% each
* Midterm exam/essay 10%
* Research project and annotated bibliography 25%
* Final Exam 10%
* Audience Project 5%

**Other things**

* ***Late work:***Just don’t. I mean it: Don’t. I won’t accept it. It gets lost, I forget I’ve got it, you get my notes and your classmates feedback too late to help with any revisions, and it just flat annoys both of us. If you’re not going to be in class, you can email it to me or put it on Blackboard, **but it must be sent by the end of the day it’s due** or I won’t accept it. Exceptions *may* be available if you get in touch with me as soon as possible, but don’t hold your breath.
* ***Students with Disabilities:*** Let me know if you have a letter from The Center for Student Accessibility so we can be sure to make the right accommodations. If you need some help with this, they’re great people, and are located in A-237 (the Atrium Building) from 9:00 to either 5:45 or 7:45 during the week.
* ***A word about technology:*** I don’t ban it from class. In fact, I think it’s useful… up to a point. My former students have all been pretty adamant that cell phones, laptops, and tablets should be pretty much forbidden in the classroom except for looking up stuff when I ask you to because it’s annoying, distracting, and rude. So, following their recommendations:
	+ - * Don’t take notes on your laptop or tablet. The tapping annoys people. (Of course, if you have a disability accommodation and need the laptop/tablet, that’s another story, and you’ll need to talk to me at the beginning of the term).
			* If you start texting, I’ll take away your phone, see who’s texting, and respond to them in ways that are sure to embarrass you.
			* If you have a tablet or laptop open, I’ll look at what you’re doing and if it’s not something for class, I’m likely to hit Delete and close it.
* ***Academic Integrity:*** City Tech 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.” Please familiarize yourself with City Tech’s academic honesty policies: <http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf>.

**Course Details & Expectations**

***Reading and Annotation***

Throughout the course, we’ll be reading lots of essays together, and you’ll gather another five sources for your Research Project. That means you absolutely have to do all the reading on time in order to participate in class discussions and do in-class assignments, and just to keep up! So you’ll be doing annotations on all the readings and writing two open-ended questions for ***everything*** you read. Annotate simply means to take notes: highlight main points, write questions and reactions in the margins, circle and look up unfamiliar words, and write the author’s main point at the end. You can do this on a separate sheet or on your copy of the essay (it’s easier to do it on the copy). All the reading assignments will be on Blackboard, so they’re easy to print out.

***Writing, Revising, and Research***

You’ll be doing a lot of in-class and out-of-class writing, both formal and informal. For each formal paper/assignment, you *must* turn in all your pre-writing when you turn in the revised draft – that’s what one of those pocket folders is for. First drafts and revised drafts *must* be typed, double-spaced, in Times New Roman 12-point font.