

New York City College of Technology

The City of New York

ENG 1101 English Composition I

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Course Description and Objectives

English Composition I is a course in effective essay writing and basic research techniques, including the use of the library. A diverse range of readings are assigned as the basis for in-class discussion and for essay writing. CUNY certification in reading and writing is the prerequisite for this course. Students should expect to spend at least six hours per week on work for this class in addition to class time. Through discussion, reading, writing in drafts, collaborating, revising, and presenting work, students will learn to:

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 to critique and improve one's own and others' texts.

Demonstrate research skills using 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.

Draft, revise, and proofread essays of various modes of writing, including narration, description, comparison, argumentation, analysis, and reflection.

Use writing as a process of discovery and build habits of critical thinking.

Develop a personal writing style.

Read actively, carefully, and thoroughly, looking at details and at the piece as a whole.

Formulate questions as part of the reading process in anticipation of class or online discussions.

Demonstrate the ability to summarize, paraphrase, quote from, and argue with assigned readings.

Gain familiarity with online tools such as blogs, collaborative documents, online writing centers, and library research tools.

Communicate professionally via e-mail and other online media.

Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Course Objectives:

Students will be expected to:

Draft and revise a range of formal and informal writing assignments and writing projects both inside the classroom and outside of class in a variety of genres and modes to meet appropriate rhetorical purposes related to academic inquiry, totaling, at minimum, 2500 words. Two or more of these assignments or projects must include the use of thesis statements and incorporate the ideas and words of other writers as exhibited through the use of textual evidence, summarizing, paraphrasing, and quoting.

Draft and revise a researched writing assignment or project that includes the incorporation of material from library resources and databases and includes the use of methods of citation and attribution appropriate to specific discipline.

Read, analyze, and interpret essays and texts across a variety of genres, disciplines, and media for the purposes of academic inquiry, rhetorical and textual analysis, and understanding, improving, and critiquing writing processes and reading strategies.

Submit drafts of work for instructor and peer review so students can be introduced to the various stages of writing and revising as a process, as well as be assessed on their ability to develop and revise formal writing assignments.

Understand how to apply and use the basic structure and conventions of Standard Written English (SWE) and exhibit basic competency in SWE.

Pass a departmental final exam.

Course Requirements:

All class readings will be available through the Course Site on Open Lab or will be distributed in class. We will discuss how each of you will sign up to the site. <https://openlab.citytech.cuny.edu/leighgoldenglish1101/>. All assignments will also be available on the course site. **You will need your City Tech email account to create an account on the OpenLab.**

Access to a computer or other device, the Internet, and a printer: you will be asked to PRINT out assignments that are provided as links on the course Open Lab site.

Access to the Circulating Collection, the Reserves, and the Databases at the Ursula C. Schwerin Library for supplemental and research materials.

A college-level dictionary, such as the *American Heritage Dictionary*—an online dictionary such as <http://m-w.com> can suffice

A sturdy folder to hold your work and course handouts

A notebook for class notes and reading notes

A notebook to be used as a journal

Various in-class handouts

Attendance: Attendance is mandatory in this discussion-based course. Arriving late, leaving during class, or leaving early, depending on the circumstance, can count as an absence. City Tech's policy states that **four or more absences will result in a failing grade**. Absence is not an excuse for missing or late work; you must get class notes from a classmate and keep up with your reading and written work. If you know that you will be unable to attend a class due to an emergency or illness, please be sure to alert me.

Participation: To meet course goals, you must participate in each class. Come prepared, bring any required books or materials, and contribute to the day's activity. If you do not contribute to the discussion, workshop, or small group activity, I will assume you are unprepared. Please be respectful of other viewpoints or opinions in class and online. Distractions such as any non-ENG 1101 materials or cell phones are not permitted, since they will negatively affect your participation, and in turn, your success in this course.

Writing: You will be writing regularly in this class, both inside and outside of the classroom. There will be due dates for drafts and for finished copies of assignments, but you will be responsible for pacing your work and completing drafts. Formal assignments should be submitted in a reasonable 12-point font with one-inch margins on all sides—further details will be provided on the assignment description. We will be using MLA guidelines for essay assignments. If you believe you have a legitimate reason for requesting an extension for an assignment, do so at least 24 hours before the due date. Assignments submitted late but without an extension will automatically receive a lower grade. In-class writing will contribute to your essay assignments, and will affect your essay grade, your in-class writing grade, and your participation grade. These pieces of informal writing must be kept in a writing folder, since we will return to texts, themes, and ideas throughout the semester.

Revisions: Revision is an essential part of writing. Formal assignments will involve both a draft and a revised version. Please be aware that revision is not the same as correcting—true revision involves re-envisioning your essay, refashioning and rewriting it. Guidelines for revisions, as well as due dates, will be available with each assignment description. If you would like to revise an assignment after I have graded it, you must first make an appointment with me and adhere to our revision contract.

Reading: Throughout the course, we will be reading a variety of texts together. You will also be doing more reading for your research essays. It is crucial that you keep up with the reading to be able to fully participate in class activities and discussions. You will be expected to annotate (take notes) on all of the readings. We will be learning more about how to most effectively annotate throughout the class.

Homework: Assignments, whether for reading or writing, are due at the start of class. Please follow the schedule listed on the schedule of classes. Please be attentive to additional assignments that will be given at the end of each class or communicated via email or posted on the course site.

This class will share a virtual community on the OpenLab (<http://openlab.citytech.cuny.edu>). Formal and informal assignments will be posted there in various formats. **You will need your City Tech email account to create an account on the OpenLab.**

Grading: Your course grade will be calculated based on the following percentages, which reflect the value of the entire project; missing any component will result in a lower grade. Passing ENG 1101 is contingent upon attendance and the successful completion of all assignments and the final exam.

Essay #1 (Self-introduction: memories that impacted your life, goals, and identity): 10%

Essay #2 Text analysis: 15%

Essay #3: Midterm in-class Essay (Comparison and Contrast): 10%

Essay #4 (Research Project): 20%

Essay #5 Final Exam: 15%

Oral Presentation on Research Project: 5%

Journal writing, written responses, quizzes, in-class assignments, and participation: 25%

Class policies: Please be respectful of everyone in our classroom, be punctual, prepared, alert, and free of distractions such as cell phones, food, or other courses' materials. The more attentive and prepared we are, the more we can learn with our classmates.

Support: Please do not hesitate to speak with me during my office hours or by appointment—this is one of the most direct and effective ways to improve your work, seek advice, and alert me to any issues, concerns, or questions. There are many other avenues of support at City Tech, including your Learning Community peer advisor, the College Learning Center, the Academic Advisement Center, and the Counseling Service Center. Students with disabilities should consult with the Student Support Services Program for documentation and support, and should speak with me privately to coordinate appropriate accommodations.

Academic Integrity:

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.”

Plagiarism, the act of presenting another person's ideas, research, or writing as your own, whether intentionally or unintentionally, is not tolerated at City Tech. Using proper documentation (we will use the MLA style for citations) and thorough textual analysis will help you avoid plagiarism. Any cases of plagiarism or other forms of academic dishonesty will result in a grade of zero and appropriate measures taken. Please familiarize yourself with City Tech's academic honesty policies:

http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf. If you are confused or have any questions about what plagiarism is and how you might avoid it, please contact me before your assignment is due.

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Please be aware that the course calendar is a “roadmap” for our class. Assignments and plans can change throughout the semester so please be mindful of emails and announcements in class. I will always tell you ahead of time, so be attentive to changes in our calendar. Also, please note: one of our classes will be substituted by a

visit to the Ursula Schwerin Library, date TBA.

Date	Schedule of Classes:	Homework/Assignments
	<p>Course Introduction and Review of Syllabus</p> <p>Short Personal Written Response and Handouts on Reading, Brogan Sullivan “Active Reading”</p> <p>Why is writing important?</p> <p>Why is reading important?</p> <p>Reflections on reading and writing: respond to famous quotes on reading and writing.</p>	<p>Get journal to use throughout the semester. Begin responding to questions for personal essay. Get required reading materials for the class. Sign up for Open Lab and look at course web site.</p>
	<p>Lab: How to describe an experience. How to structure ideas. Text excerpts with examples.</p> <p>Class:</p> <p>Writing and Reading Strategies: What is an essay? What is a summary? What is close reading? Rhetorical Terms: Understanding Rhetoric. Discussion of text excerpts.</p> <p>Handouts: Essay #1 assignment</p>	<p>Read “Superman and Me” by Sherman Alexie and journal: discussion questions.</p> <p>Read about writing:</p> <p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/part-i-introduction-to-college-writing/introduction-to-writing-as-a-process/</p>
	<p>Discuss Sherman text and responses. In class writing response.</p>	<p>Prepare journal response to reading strategies. Read <i>Understanding Rhetoric</i> from <i>In Conversation</i> and “Learning to Read” by Malcolm X.</p>

		<p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/part-i-introduction-to-college-writing/understanding-rhetoric/</p> <p>https://learning.hccs.edu/faculty/bruce.brogdon/engl1301/bruce.brogdon/201clearning-to-read201d-by-malcolm-x/view</p>
	<p>Lab: Writing workshop for Essay 1: brainstorming and drafting.</p> <p>Class:</p> <p>Discuss Malcolm X’s “Learning to Read”</p> <p>How to respond to a text through writing: written response to “Learning to Read”</p>	<p>Read about summary writing:</p> <p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/introduction-to-summary-writing/</p> <p>Why do we need to be able to summarize? Answer questions.</p>
	<p>Lab: text analysis and group work, discussing narration. Discuss rhetoric: writing terms and approaches.</p> <p>Class: Responding to different types of styles, class discussion, text excerpts, how to use close reading</p> <p>Personal Essays Discussion.</p>	<p>Read about Description:</p> <p>https://writingcommons.org/chapters/style/description.</p> <p>Answer class handout questions.</p>
	Reading and Writing about Personal Experiences: how to	Read “Amnesia is the New Bliss” by Chuck Klosterman,

	<p>use memory in narration, narrative techniques, discuss text excerpts</p> <p>Exposition and Analysis: define and discuss terms</p> <p>Essay 1 due</p> <p>(Essay 2 assigned)</p>	<p>summary of text. Answer questions on class handout.</p>
	<p>Discuss Klosterman text.</p> <p>Pros and cons: choose a side from “Amnesia is the New Bliss”. How does this text relate to our own lives?</p>	<p>Written response to Klosterman's text.</p>
	<p>Lab: grammar and writing foundations. Writing structures: thesis statements, summaries, paraphrasing: structures of writing.</p> <p>Class:</p> <p>Exercise on using quotations in our writing. Handout with text excerpts.</p>	<p>Read Friedrich Nietzsche: https://www.commonlit.org/en/texts/on-the-doctrine-of-the-feeling-of-power</p>
	<p>Responding to texts. Techniques of writing: how to organize ideas and responses, structures and using evidence</p> <p>Discuss and Respond to Nietzsche text excerpt: what kind of text is this?</p>	<p>Read about claims, reasons, and evidence: https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/claim-reasons-and-evidence/</p>
	<p>Lab: grammar and writing foundations exercises. Responding to claims and how to make claims about a</p>	<p>Sherry Turkle’s “Flight from Conversation”: https://www.nytimes.com/201</p>

	<p>text.</p> <p>Class:</p> <p>Text excerpts handout to explore how to respond to a text to make claims, use evidence. Essay 2 Draft due: Peer Review.</p>	<p>2/04/22/opinion/sunday/the-flight-from-conversation.html</p> <p>Read about structures: https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/thesis-statements/</p>
	<p>Lab: writing structures: paragraphs, introductions, conclusions, thesis statements, identifying thesis statements.</p> <p>Class:</p> <p>Discuss Turtle’s “Flight from Conversation”. Reflections on our own experiences. In-class written response</p> <p>Vocabulary quiz</p>	<p>Journal reflections on essay writing process, peer review questions.</p> <p>Read about comparing texts: http://open.lib.umn.edu/writingforsuccess/chapter/10-7-comparison-and-contrast/</p>
	<p>Comparing and Contrast: handout and discussions.</p> <p>How to notice important details.</p>	<p>Read Ray Bradbury’s “The Veldt” and Kurt Vonnegut’s “Harrison Bergeron”</p>
:	<p>Lab: Strategies and approaches to comparing and contrasting.</p> <p>Class:</p> <p>Working with two texts:</p> <p>Discuss Bradbury and Vonnegut texts. Genre and contexts of texts.</p> <p>What is required to compare texts?</p>	<p>Vonnegut and Bradbury texts continued.</p> <p>Reading about writing: using transitional language: https://writingcommons.org/add-appropriate-transitional-language-to-connect-ideas</p>

	Discuss Bradbury and Vonnegut texts: comparing ideas.	Responses to texts and prepare discussion questions. Continue with Bradbury and Vonnegut texts.
	<p>Lab: Group writing responses: connecting text themes and questions</p> <p>Class:</p> <p>In class Midterm Essay (Essay 3): Comparing two texts.</p>	<p>Journal reflections for class discussion</p> <p>Read about how to conduct research from <i>In Conversation</i>:</p> <p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/introduction-to-college-research/</p>
	<p>Themes and connections between texts.</p> <p>Journal discussion and exercise</p> <p>Discuss research approaches:</p> <p>Where to begin and types of sources.</p> <p>Discuss Essay 4 Assignment</p>	<p>Choose an article for class discussion and summaries, questions for the class.</p> <p>Continue to read about how to conduct research from <i>In Conversation</i>:</p> <p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/writing-a-research-paper/</p>
	<p>Lab:</p> <p>In-class writing about articles, reviewing your summary assignment with group.</p> <p>Writing exercises worksheet.</p> <p>Class:</p> <p>Share articles, observations, and questions. Reflections</p>	<p>Ursula K Le Guin's "Death of The Book":</p> <p>http://www.ursulaklequin.com/Blog2012.html</p>

	about texts shared in class.	
	<p>Discuss Le Guin's "Death of the Book"</p> <p>Finding main arguments and ideas.</p>	<p>Journal writing for research topic. Respond to questions about Le Guin's text.</p>
	<p>Lab: Practicing writing techniques: paragraphs, syntax, asking questions about thesis statements, developing a thesis. How to organize ideas.</p> <p>Class: Continue discussion of Le Guin's text</p> <p>Writing Workshop for research essay: working with quotations.</p>	<p>Martin Luther King JR "I have a Dream":</p> <p>https://www.archives.gov/files/press/exhibits/dream-speech.pdf</p>
	<p>Responding to argument: discussion and writing responses to King's speech.</p> <p>Rhetorical moves: audience, style, and kinds of texts.</p> <p>Come up with claims and questions about the text.</p>	<p>Journal responses: connecting arguments between essays, handout.</p> <p>Read about research techniques: from <i>In Conversation</i></p> <p>https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/writing-a-research-paper/</p>
	<p>Lab: Working with handout on connecting texts, responding to quotes, how to incorporate citations.</p> <p>Class:</p> <p>Research approaches and</p>	<p>Amy Tan's "Mother Tongue" and choose quotes for class discussion and response</p> <p>https://www.jstor.org/stable/4383908?seq=1#page_scan_tab_contents</p> <p>Reading more on research</p>

	strategies: work with handouts.	strategies: Plagiarism and citation https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/plagiarism-and-ethical-citation/
	Discuss “Mother Tongue”. Responding to quotes: in class reflections on text. Turning an observation into a claim. How to apply reading strategies to writing.	Reflections about Tan's text. Bring in questions about your essays for peer review.
	Lab: Reflections on essay process, prepare summary for peer review. Class: Essay #4 draft due Peer review	Reflections on peer review.
	Read excerpts from Roxane Gay and Wollstonecraft: Handouts Group discussion and writing responses.	Responses to Gay and Wollstonecraft excerpts.
	Lab: Grammar review, common writing errors group work	Journal response: connecting themes and motifs Read Jessica Guerra's “Williamsburg Renaissance”

	Student Conferences	https://openlab.citytech.cuny.edu/fyw-oer-eng-1101-in-conversation/williamsburg-renaissance-by-jessica-guerra/
	Student Conferences	Essay reflections and abstracts, Essay 4 due.
	<p>Lab: considering styles: responding to text excerpts, choosing a side for persuasive writing.</p> <p>Class:</p> <p>Discuss reading: how does Guerra's text relate to your own experience?</p> <p>Writing as self-construction, language and identity</p> <p>Intertextuality, themes and connections: reflecting on readings and ideas.</p> <p>Essay 4 due</p>	Writing process journal reflections and presentations on Essay 4 research topics
	Presentations on research essays	Review for final exam and choose one text from semester readings: handout
	<p>Lab: Review for final exam</p> <p>Class:</p> <p>Making connections and conclusions</p> <p>Review for final exam</p>	Prepare for final exam
	Take Final Exam	
	Enjoy the break!	

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