

New York City College of Technology
The City University of New York

ENG 1101—English Comp 1
Spring 2015, section E007
Tuesdays and Thursdays, 6-7:15 PM, in Namm 420-C

Instructor: Sarah Ostiz
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Office: Namm 529
Office Hours: by appointment only

Course Site: <https://openlab.citytech.cuny.edu/ostiz1101sp15>

Course Description:

English Composition 1 is a course in effective essay writing and basic research techniques, including the use of the library. College-level, thought-provoking readings are assigned for classroom discussion and as a basis for essay writing. CUNY certification in reading and writing is a prerequisite for this course.

Course Objectives and Learning Outcomes:

Through discussion, reading, writing in drafts, collaborating, revising, and presenting work, students in ENG 1101 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.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- Show competency in various modes of writing and analyzing, including narration and description, comparison and contrast, cause and effect, and argument and persuasion.

And that these outcomes will be achieved by giving students the opportunity to:

- Draft and revise a range of formal and informal writing assignments and writing projects both in class and outside of class in a variety of genres and modes to meet appropriate rhetorical purposes related to academic inquiry, totaling, at a 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 a 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.

Textbooks and Materials:

Please secure the following by the second week of class:

- *The River Reader*, 11th Edition. Joseph F. Trimmer. Boston: Wadsworth. 2014. ISBN: 978-1-133-31031-0
- *Good Writing Made Simple*, 2nd Edition. Monique Ferrell, Mark Noonan, Julian Williams. Dubuque: Kendall Hunt. 2012. ISBN: 978-0-7575-9727-5
- A bound notebook for your in class writing (which will be turned in twice during the semester).
- A sturdy folder to hold your course handouts and class notes.

Requirements:

To pass ENG 1101, students must do all assigned readings, complete all formal assignments as well as a number of informal writing practices and exercises, and pass the departmental final exam. Students are expected to attend all classes, be on time, participate in activities, and stay for the full period. In addition, you are responsible for having working account for City Tech email and OpenLab, and for checking these accounts daily.

Reading Responses:

It is important that you do all of the reading on time in order to participate in class discussions and activities. For every essay or story assigned for homework, you are required to submit a reading response, due as a blog post on our OpenLab site the night before class, so that everyone has an opportunity to see each other's responses.

The response requires that you write:

- 5-10 observations about the text.
- 2 moments or elements of the text that you find compelling, **and why**.
- At least one question you have about the text.
- The author's purpose, in your own words. (Think about *why* the author wrote the piece—what does he or she want to accomplish?)

Writing and Formal Assignments:

You will write in class and outside of class, both formally and informally. 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 your writing folder, since we will return to texts, themes, and ideas throughout the semester. There will be due dates for drafts and for finished versions of

assignments, but you will be responsible for pacing your work and completing drafts. Formal assignments should be double-spaced in Times New Roman 12-point font, with one-inch margins on all sides. The MLA format will be used for citations (see *Good Writing Made Simple* p. 106-112 for guidelines). Any further details will be provided on the assignment description.

All assignments are due by the beginning of class, whether or not you attend. Blog posts are due by midnight the night before class. Late assignments will be penalized one letter grade, and papers handed in more than two weeks past the deadline will receive a failing grade. If you believe you have a legitimate reason for requesting an extension for an assignment, do so at least 48 hours before the due date.

Revisions:

Revision is an essential part of the writing process. Formal assignments will involve both a “final 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. Revisions should be turned in along with the original draft that includes my comments. Guidelines for revisions, as well as due dates, will be available with each assignment description. If you would like to further revise an assignment after I have graded it, please make an appointment with me so that we can discuss your options.

Course Policies:

Attendance and Lateness:

Attendance is a mandatory, integral part of this class, and students are expected to participate and be active members of the classroom community. Arriving late, leaving during class, or leaving early will count as **half of an absence**. City Tech’s policy states that **four or more absences will result in a WU grade**, barring an extreme emergency such as a killer bee attack or volcanic eruption. I will not grant excused absences; instead, use your three permitted absences wisely, and keep in mind that absence is not an excuse for missing or late work. It is your responsibility to obtain class notes from a classmate and keep up with your reading and written work.

Participation and In Class Behavior:

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. Your physical presence is not enough! If you do not contribute to the discussion, workshop, or small group activity, I will assume you are unprepared. Distractions such as 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.

The classroom is a safe zone; be respectful of other viewpoints or opinions. If you have any questions or concerns, please come talk to me. Above all, have fun with the assignments. This class will give you many opportunities to write about topics that are meaningful to you, so take the time to select topics that capture your interest and imagination!

Tutoring and Support:

Although not required, tutoring is strongly recommended, particularly for students with outstanding grammar issues. The Atrium Learning Center (ground floor) is a good resource. If you are a SEEK student, you may use the SEEK SRC (Midway 4th floor) or scheduled tutoring. Other support at City Tech includes 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.

In addition, I strongly encourage you to speak with me outside of class by appointment—this is one of the most direct and effective ways to improve your work or to seek advice!

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.

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 will be taken. Please familiarize yourself with City Tech’s academic honesty policies. 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.

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

- Homework and In Class Writing: 15%
- Participation: 20%
- Essay #1, Narration and Description: 10%
- Essay #2, Compare and Contrast: 15%
- Essay #3, Research Project: 20%
- Midterm Exam: 10%
- Final Exam: 10%

Week	Date	Class Schedule	Homework
1	Th 1/29	<ul style="list-style-type: none"> • Course Overview <ul style="list-style-type: none"> - Class Introductions - “I Remember” 	<ul style="list-style-type: none"> • Subscribe to our OpenLab site and familiarize yourself with the information and layout. • Post your introduction and 5 “I Remembers” in a blog post. Don’t forget to tag the category! • Read Colson Whitehead’s “City Limits” (handout)
2	T 2/3	<ul style="list-style-type: none"> • Intro to Active & Close Reading <ul style="list-style-type: none"> - Discuss “City Limits” • Diagnostic Essay 	<ul style="list-style-type: none"> • Read Sherman Alexie’s “Superman and Me.” Starting now, you will post your reading responses to our course site.
	Th 2/5	<ul style="list-style-type: none"> • Active & Close Reading <ul style="list-style-type: none"> - Discuss “Superman and Me” 	<ul style="list-style-type: none"> • Writing Assignment: My life in the 3rd person • Grammar Handout #1
3	T 2/10	<ul style="list-style-type: none"> • Discuss Diagnostic Essay <ul style="list-style-type: none"> - Sentence Corrections • Introduce Essay #1 	<ul style="list-style-type: none"> • Read Martin Luther King Jr.’s “I Have a Dream” speech (RR 403) <ul style="list-style-type: none"> - Make annotations • Brainstorm Essay #1: fill out Narration and Description prewriting, due 2/19
	Th 2/12	NO CLASS	
4	T 2/17	<ul style="list-style-type: none"> • Reading & Analyzing an Essay: <ul style="list-style-type: none"> - Purpose, Audience, and Strategy - Discuss “I Have a Dream” • Writing as a Process: <ul style="list-style-type: none"> - Planning, drafting, revising, editing - Determining your purpose, analyzing your audience, selecting your strategy 	<ul style="list-style-type: none"> • Read Amy Tan “Mother Tongue” (RR 468)
	Th 2/19	<ul style="list-style-type: none"> • Narration & Description: “Mother Tongue” <ul style="list-style-type: none"> - Understanding Narration: conflict, purpose, plot, tone, resolution 	<ul style="list-style-type: none"> • Essay #1: first draft due 2/24.
5	T 2/24	<ul style="list-style-type: none"> • Narration & Description: The Snake and the Fox <ul style="list-style-type: none"> - Using dialogue and creating meaning in story 	<ul style="list-style-type: none"> • Grammar Handout #2
	Th 2/26	<ul style="list-style-type: none"> • Avoiding Wordiness 	<ul style="list-style-type: none"> • Read George Orwell “Shooting an Elephant” (RR 80).
6	T 3/3	<ul style="list-style-type: none"> • Narration & Description: “Shooting 	<ul style="list-style-type: none"> • Essay #1 final draft due 3/5.

		an Elephant” - Writing Using Strong Sensory Details	Include pre-writing and rough draft.
	Th 3/5	<ul style="list-style-type: none"> • Summarizing, Paraphrasing, & Plagiarism: (GW pg. 99-106) - What is summary? - Paraphrase vs. Plagiarism - How to use indirect and direct quotes effectively 	<ul style="list-style-type: none"> • Read Terry McMillan’s “The Movie That Changed My Life” (RR 366). • Write a one-page summary of McMillan’s essay.
7	T 3/10	<ul style="list-style-type: none"> • Review Summaries • Compare & Contrast: <ul style="list-style-type: none"> - Understanding author thesis, structure, evidence - Define Compare & Contrast • Introduce Essay #2 	<ul style="list-style-type: none"> • Read David Sedaris “Remembering my Childhood on the Continent of Africa (RR 172)
	Th 3/12	<ul style="list-style-type: none"> • Compare & Contrast: “Remembering my Childhood” 	<ul style="list-style-type: none"> • Essay #1: revisions due 3/17. • Essay #2: observations, photos, and detailed outline due 3/17.
8	T 3/17	<ul style="list-style-type: none"> • Review for Midterm: <ul style="list-style-type: none"> - Writing with a thesis - Using topic sentences and strong paragraph development - Transitions, structure - Quote integration 	<ul style="list-style-type: none"> • Prepare for Midterm: read and annotate the articles. • Essay #2: detailed outline due 3/19
	Th 3/19	MIDTERM	<ul style="list-style-type: none"> • Grammar Handout #3
9	T 3/24	<ul style="list-style-type: none"> • Midterm Recap <ul style="list-style-type: none"> - Writing Great Introductions and Conclusions • Introduction to Peer Review 	<ul style="list-style-type: none"> • Essay #2: first draft due 3/26. Bring in TWO typed copies for peer editing. • Review the Peer Review Guidelines and Worksheets in preparation for the workshop
	Th 3/26	Peer Editing Workshop	<ul style="list-style-type: none"> • Essay #2: Final draft due 3/31.
10	T 3/31	<ul style="list-style-type: none"> • Introduction to the Argumentative Essay <ul style="list-style-type: none"> - What It Is - What it’s Used For and the Different Applications • Introduce Essay #3 <ul style="list-style-type: none"> - Creating a Proposition Statement 	<ul style="list-style-type: none"> • Preliminary Research Sheet due 4/2 • Read “Thinking Critically About Research” pt. 1 (handout)
	Th 4/2	<ul style="list-style-type: none"> • Introduction to Research: Thinking Critically About Academic Research <ul style="list-style-type: none"> - What is “Research” and Why 	<ul style="list-style-type: none"> • Read “Thinking Critically About Research” pt. 2 (handout) • Read “Using and Documenting Sources” (RR 569-582)

		<p>Should I Use It?</p> <ul style="list-style-type: none"> - Primary Research v. Secondary Research - Application in Academics and Everyday Life 	<ul style="list-style-type: none"> • Essay #2: revisions due 4/14
11	T 4/7	NO CLASS	
	Th 4/9	NO CLASS	
12	T 4/14	<p>Library Instruction (meet in front of the library)</p>	<ul style="list-style-type: none"> • Read Daniel Goleman's "Peak Performance" (pg. 337-343).
	Th 4/16	<ul style="list-style-type: none"> • Supporting an Argument: "Peak Performance." 	<ul style="list-style-type: none"> • Work on Essay #3. • Grammar Handout #4
13	T 4/21	<ul style="list-style-type: none"> • Quote Integration Review <ul style="list-style-type: none"> - Using Textual Evidence - Introduce, cite, explain. • Paraphrasing and Quote Integrating Practice 	<ul style="list-style-type: none"> • Read A Debate About the Death Penalty: "The Penalty of Death" by H.L. Mencken and "Execution" by Anna Quindlen (pgs. 443-453)
	Th 4/23	<ul style="list-style-type: none"> • Supporting an Argument: "A Debate About the Death Penalty" 	<ul style="list-style-type: none"> • Essay #3: first draft due 4/28. Bring in TWO typed copies for peer editing. • Review the Peer Review Guidelines in preparation for the workshop
14	T 4/28	Peer Editing Workshop	<ul style="list-style-type: none"> • Read and annotate handout for Practice Final • Essay #3: Annotated Bibliography due 4/16
	Th 4/30	Practice Final Exam	<ul style="list-style-type: none"> • Essay #3: Final draft due 5/5.
15	T 5/5	<ul style="list-style-type: none"> • Discuss Oral Presentations • Discuss Practice Final <ul style="list-style-type: none"> - Rewrite thesis statements 	<ul style="list-style-type: none"> • Prepare for presentations
	Th 5/7	<ul style="list-style-type: none"> • Final Sentence Workshop! 	<ul style="list-style-type: none"> • Prepare for presentations
16	T 5/12	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • Essay #3: revisions due 5/14.
	Th 5/14	<ul style="list-style-type: none"> • Student Presentations 	
17	T 5/19	Final	

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