



**NEW YORK CITY
COLLEGE OF TECHNOLOGY**

THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

Initial Self-Assessment

ENG 1121-D485(#32492)

Dates: 8/27/2015 to 12/23/2015

Personal Information

Please compose detailed, thoughtful, and legible answers to the following questions.

Your name (first, last):

Telephone (cell):

City Tech email:

Personal email:

Your country/culture(s) of origin:

Languages you speak (how well?):

Languages you write (how well?):

Courses you are currently taking:

Current job (where, what, how many hours per week):

Do you have any other responsibilities that may affect your coursework? If so please explain:

Skill Assessment

Please identify your level of experience using the guide below. Rank each skill from zero to five, depending on your experience with that skill:

- 0) I know nothing.
- 1) I have minimal experience.
- 2) I have some experience but am unconfident.
- 3) I am experienced.
- 4) I am skilled and confident.
- 5) I could teach a course about this.

PC computer: _____

Mac computer: _____

The "Internet": _____

OpenLab: _____

MS Word: _____

MS Powerpoint: _____

Social Media: _____

Document formatting: _____

Online research: _____

Page layout: _____

Report writing: _____

Reference/documentation: _____

Argument analysis: _____

Argument construction: _____

Paragraph structure: _____

Sentence construction: _____

Punctuation: _____

Questions

Please design and print a separate document, formatted to the best of your ability, which responds thoughtfully to these questions. A short paragraph for each question should be enough:

1. What is a "writing process"? What does your individual writing process look like?
2. What is "composition"?
3. What do you communicate about the most in your life? How do you communicate this?
4. How do envision the ability to produce better writing fitting into your career?
5. What work experience do you have?
6. What experience(s) do you have writing, or producing texts, outside of a classroom setting?
7. What are your strengths as a writer? What do you need to work on?
8. What are your strengths as a student? What do you need to work on?
9. What knowledge, skills, and habits do you think that you will need to be successful in this course?
10. What do you need from me, your professor, to be successful in this course?
11. What are your interests outside of college? What do you spend time doing outside of work?
12. What is your greatest achievement in life up to this point?
13. If you could do one thing in your life right now, what would it be and why?
14. If you could be known for one thing in your life, what would it be?
15. What are you passionate about? How and when did this passion develop?

Student Bio

On a separate sheet of paper, compose a two to three paragraph (300 to 500 words) bio for yourself. You can structure your bio however you want. If you need a guide, see my sample below.

Patrick Corbett

As you know, my name is Dr. Patrick Corbett. During our short time together, we will embark on the most intensive study and practice of writing that you have yet experienced. The work of this course is demanding, but will provide you with immense benefits as you learn the major concepts, and practices of using the written word to advance your career in the professional world.

I've included a few words about myself below to give you a better sense of how I approach teaching and writing. After you read my bio post, compose your own. You may include whatever information you want, but it's important that you share *something* about yourself and why you are here for the personality of our course and the work we will be doing together. I will share these with the class.

Here we go...

Education

My educational credentials are a B.A. in Economics from Northwestern University, an M.A. in English from Clarion University of Pennsylvania, and a Ph.D. in English Rhetoric and Composition from the University of Louisville. I have taught many different types of writing courses. I am also a digital literacy and usability researcher with an interest in video games, new media, and cultural aspects of communications technologies. In other words, I like to study how people do things with digital tools and how these tools fit into their lives.

Work Experience

For six years after college, I worked in story development in the motion picture industry at Paramount Pictures and the Mutual Film Company (and a few other places). After leaving the 80-hour work weeks common in the movie business, I worked as a screen-printing apprentice in a textile factory in Punxsutawney, Pennsylvania (home of the weather prognosticating groundhog). While working on my Master's degree, I did technical writing and policy research for a large HIV/AIDS treatment consortium.

I am in my second year teaching writing here at The New York City College of Technology. I have also taught writing at Clarion University of Pennsylvania, Bellarmine University, Jefferson Community and Technical College, the University of Louisville, Madison College, and Axia College. Along the way I have worked as an independent contractor, technical writer, and consultant for various companies including *Star Trek: Voyager*, Kaplan, Inc., the William Morris Agency, and Virgin Records, Inc., and several Internet start-ups.

Teaching "Philosophy"

I love, love, love to work with writers. It is the part of my job that I look forward to each day, so I look forward to working with each of you. I expect that we will learn a lot from each other. My M.A. and Ph.D. level training in teaching writing comes out of the "Constructivist" philosophy of teaching, meaning that I believe that we create our knowledge together. I spent eight years of graduate school learning the most effective methods of teaching writing, and I try to incorporate that training and education into an engaging environment for you to make better writing.

I take my teaching responsibilities seriously, and I will invest a lot of time into making sure you receive the education you need to be successful in the professional world. The other side of that is **this course demands your commitment to succeed and involves continuous real work**. A lot of it, in fact. This work is crucial for your success as a student, and for an engaged professional life outside of school (no matter what your career). Together, we will create a stable and productive learning environment to do this work.

Your responsibility in this course is to complete the course activities and actively engage me and your peers in thought-provoking discussions. You will find me to be a respectful but challenging professor who will demand good work from you. My goal is that this will be a perspective-changing course for each of you and I am relentless in pursuit of that goal.



ENG 1121 Assignment | Capturing Thoughts

Now that you have read eight chapters of *The Art of Life*, and the first few chapters of *They Say, I Say*, it is time to begin putting some ideas into practice. For this assignment, you will compose responses to a range of questions about how *The Art of Life* does, or does not, relate to your own experiences. Then, you will use templates and ideas from *They Say, I Say* to create a composed response based on your answers to the questions.

Questions

Answer the following 18 questions using complete sentences in composed paragraphs. Each question should be answered by one, perhaps occasionally two, paragraphs.

epigraph

- 1) Carefully review the epigraph image in the epigraph (p. 8 – 9). Describe it to a reader that shares your educational level and background?
- 2) Dan Eldon wrote, “I have often looked back into my childhood for a clue to this perverse necessity which drives me from my own land to the deserts of the East” (New, 11). What does this mean? Think about your own journey—where is it taking you and why?
- 3) New writes about Dan, “His entire adult life—all five years of it since graduating high school—had been lived in quick bursts, from project to project” (p. 13). How have you lived your life since high school? What has the rhythm of your adult life been until now?
- 4) On p. 15, New describes the creative form of Dan’s journals. Describe how you express yourself—either creatively, intellectually, or athletically. What specifically do you do, and how do you do it?
- 5) Dan Eldon was fond of aphorisms, like “safari as a way of life” (p. 15). Do you have any sayings that you use? What are they and where did you acquire them?

blind date

- 6) Is there a mythology in your family behind your parents or grandparents meeting? If so, how is the story told? If not, what stories does your family share?
- 7) Have you ever moved in your life, like Dan’s parents from Iowa, to London, to Kenya? What prompted your own family’s move(s)? How did those moves shape who you are today?

arrival

- 8) When the Eldon’s first moved to Kenya, the environment was utterly different from London. How did Dan approach his new environment?
- 9) Have you ever “arrived” anywhere? From where, and to where? What were the circumstances? How did it feel?

Dr. Croze, I presume

- 10) Summarize (in two or three paragraphs), the section “Dr. Croze, I presume.” Note—do not try to summarize each paragraph (that would be crazy), but the section as a whole after you have read it carefully and taken

some notes.

- 11) Choose one of the images in this section (be sure to indicate which one), and describe it in as much relevant detail as you can.

lesharo

- 12) Dan befriends Kipenget, a Masai woman, and her family. Have you ever developed a close friendship with someone from a radically different culture than yourself? If so, describe some part of the experience. If not, what do you think was the reason?
- 13) What was the result of Dan's experiences with the Masai on his personality and point-of-view? What has been the most influential experience of your life so far? How has it shaped you as a person?

trap door

- 14) Dan's identity was rooted in being an explorer, collector, and artist. What is your identity rooted in? Or, if you are unable to answer this question, why do you think you're having trouble with it?
- 15) Dan Eldon was passionate about art, and his mother (an art teacher) was a strong influence in this regard. What are you passionate about and who has influenced/mentored you in this pursuit?

Nairobi streets

- 16) Why did New include the section, "Nairobi streets," in the text? What is the message or argument she is making in doing so?

karass

- 17) Compare your educational experience to Dan Eldon's. What was different? What was the same?
- 18) After reading the entire reading selection, write a personality profile of Dan Eldon in your own words.

Response

After reading Graff & Birkenstein (p. 1-29) write a 1,000 word response to the first eight chapters of New's book on Dan Eldon's life and art. Think about the questions you have answered above, and what has struck you about the similarities and/or differences between Dan's life, your life, what he wanted, what you want, what interested him, what interests you, or anything else that comes to mind.

The templates in Graff & Birkenstein are available to you to help structure your response to New (and/or Eldon's work itself). For example, you could write, "New explains that _____, and I agree because _____" and then elaborate on this thought in a paragraph.

Your response is yours to create, but you must engage the language and images of the text directly. The templates will help you with the language to do this. Make connections between the readings and your own ideas using the concepts from Graff & Birkenstein's first chapter ("They Say").

Directions

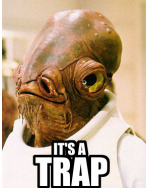
This assignment is due, Thursday, September 17th in class. You should have two documents, the question answers and then the response. Both should be printed, stapled, and formatted well. Your work will be graded on its thoughtful completion.



ENG 1121 Assignment | Quick and Dirty Research Report

This assignment is intended to throw you into the practices and discipline of research writing feet-first. As professionals with expert communications skills, we must be able to generate text quickly and accurately. Consider this report as an opportunity for you to experience doing so.

P.S.



https://imagemacros.files.wordpress.com/2009/06/its_a_trap.jpg

Directions

Assemble a 500 to 750 word "essay" on some aspect of what you have read in *The Art of Life*. You must integrate ideas from the text, as well as perspectives from 3-4 additional sources. The goal here is to develop an idea by responding to the text, and augmenting these ideas with additional source information. Organize your notes into a basic argument (using a mind-map, cluster, outline, whatever). Then draft, revise, and edit your document using what you *believe* to be an appropriate format for an essay (this is purposely open-ended).

Details

Please review the following details that are relevant to your reports:

- The due date for this assignment is Thursday, September 24th (all notes and organizational materials are due as well as the text in class).
- Sources must be cited in-text and in a works cited page using MLA format (<http://www.citationmachine.net>).
- This report should rely on 3 to 4 CRAP-tested sources: (<http://loex2008collaborate.pbworks.com/w/page/18686701/The%20CRAP%20Test>).

Grading

This assignment is worth 30 points, or approximately 3% of your final grade (almost one-half of a letter grade). As I evaluate your work, I will be looking for these qualities:

Content and Development (20 points)	
<p>All key elements of assignment are covered in a substantive way.</p> <ul style="list-style-type: none"> • Report is 500 to 750 words or more. • Report is composed from an involved research and note-taking process. • Report develops an appropriate main idea using at least five to seven credible sources. 	
<p>The content of the report is appropriately detailed, accurate, and persuasive.</p> <ul style="list-style-type: none"> • Information and details provided are relevant and cohesive. • Audience concerns are anticipated and addressed. 	
<p>Paragraphs develop ideas that support the main point. Main points are supported by relevant specific descriptive details and examples when appropriate.</p>	
<p>The report uses the vocabulary and ideas from sources correctly.</p>	
Style and Mechanics (10 points)	
<p>The tone of the essay is appropriate to the content.</p>	
<p>Sentences are complete, clear, and concise.</p>	
<p>Rules of grammar, usage, and punctuation are followed.</p>	
<p>Spelling is correct.</p>	
<p>Evidence of appropriate citation is used for each entry.</p>	
Total: 30 points	
<p>Additional Comments:</p>	



ENG 1121 Class Activity | Developing Our Responses

Reading is one aspect of learning, but to make knowledge, we must also respond. Our responses must integrate what we have learned through reading (and other ways of taking information into account), and our own ideas.

Directions

Draw from the templates and verbs below to develop a response to your readings for today. You may use your response assignments for ideas.

Templates

You may use these (or others), in no particular order. Adapt them as you see fit:

1. _____ claims that _____, and I have mixed feelings about it. On the one hand, I agree that _____. On the other hand, I still insist that _____.
2. In the book, the controversial issue of _____ is raised. Though _____ writes _____, I would argue that _____.
3. According to _____, life in/for/with _____ is _____. I would agree/disagree with this point, and add _____.
4. In *The Art of Life*, Jennifer New describes _____, which reminds me of _____. Further to the point, this reminds me of _____.
5. Dan Eldon might argue that it was common sense that _____, but I believe _____.
6. Many people assume that _____, but in *The Art of Life*, it is clear that _____.

VERBS

Verbs for making a claim:

argue
 assert
 believe
 claim
 emphasize
 insist
 observe
 remind us
 report
 suggest

Verbs for expressing agreement:

acknowledge
 admire
 agree
 endorse
 extol
 praise
 corroborate
 do not deny reaffirm
 support
 verify



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Verbs for questioning or disagreeing:

complain
complicate
contend
contradict
deny
qualify
question
refute
reject
renounce
repudiate

Verbs for making recommendations:

advocate
call for
demand
encourage
exhort
implore
plead
recommend
urge
warn



ENG 1121 Midterm Project | Personal Case Study Field Reporting

Case studies are a research method that typically examine a particular phenomenon or “case” through observation and analysis. While the case under study is typically a phenomenon of interest to an audience of experts, for this project, you are what is being studied.

Specifically, what the focus of your project will be is who you are in a new situation or environment that you have chosen to explore. While engaging in this environment, you will record your observations (i.e., field research notes and data collection). With the notes, observations, and any materials you have collected, you will produce two “deliverables” for the project.

- 1) A creative work of your own design, in the spirit of Dan Eldon’s journals that represents your experience. This can be in the form of a collage, a designed journal page, or another creative piece that represents your experience in both words, pictures, or other media/modalities.
- 2) A reflective essay in MLA format on the experience, where you think critically and creatively about the experience through the lens of a researcher (of the self!) With the essay, you will incorporate your own research, the ideas of Jennifer New or Dan Eldon, as well as at least one other expert/scholarly voice.

As you complete this project, keep in mind the overall goals of this project:

- Increase self-insight through critical self-reflection.
- Challenge previous assumptions that you have held about yourself or the activity you engaged.
- “Locate” yourself in a new context—social, cultural, or material/structural.
- Connect who you are now, or in the past, with the self-discovery of the experience.
- Develop a relationship between your own ideas and experiences, and other voices.

Directions

- a. Complete your field research. You should dedicate between two and four hours to the particular activity or experience that you have selected. You are expected to take both written and visual field notes.
- b. Complete your creative work. The goal of this work is to integrate your experience somehow. Don't worry about not being an artist. The purpose of this exercise is to simply get you thinking about the experience in a different way.
- c. Write a 1,000+ word essay in MLA format (approx. four pages double spaced) that integrates the following aspects of your experience:
 - i. Introduces, describes, and situates the experience and yourself. How will you frame this experience? What is the main idea?
 - ii. Describes the experience "thickly," using sensory details (i.e., touch, smell, sight, hearing, and taste).
 - iii. How your research has affected you in terms of what you experienced. In other words, has anything changed? If so, what? How would you characterize that change in terms of the overall project goals (look back to the overall goals on the first page).
 - iv. Integrates both perspective from *The Art of Life*, and one additional expert/scholarly source of your choosing (you can find one on Google Scholar).

Schedule

Here are the due dates for the remainder of the project:

October 22nd – Complete field observations and creative work.

October 29th – Complete essay.



ENG 1121 Final Project | MLA Argument Essay

For your MLA argument essay, you will further manipulate the information you have collected (and will continue to collect) on your topic, using it to write an essay that responds to a sufficiently focused question of your own choosing (e.g., a main idea). In the final draft, this main idea should be in the form of a thesis statement.

Your research essay must be structured around your own ideas, with use of outside sources found through your research to develop, support, and challenge these ideas. The structure of your essay should reflect a thoughtful combination of your main idea and the information you have collected.

As part of your overall effort of rhetorical and structural cohesiveness, be sure to discuss how the information you have collected supports (or doesn't support) the ideas you have found in other sources and your "thesis."

In other words, because all of your sources do not say the same things, or agree, or even agree on what is important enough to say, you must discuss your sources in terms of the "bigger picture" of context, knowledge, and argument. In other *other* words, you must do more than provide information, you must also provide *analysis*.

Directions

- Write an essay of 2000 to 2500 words in length and following standard conventions of MLA formatting.
- This essay should be double spaced, in TNR 12 pt. font, and with 1-inch margins.
- This essay requires a bibliography and in-text citations using MLA format (use www.citationmachine.net or another citation generator).
- This essay is due no later than Tuesday, December 22nd in my mailbox in Namm #512. I do not accept work by email (seriously—don't try it).
- Please include your notes with the project.

Evaluation

This essay is worth 30% of your final grade. It will be graded analytically based on the development of your project using the rubric below.

Content and Development (50%)	
Grade Earned:	
	Additional Comments:
<p>All key elements of assignment are covered in a substantive way.</p> <ul style="list-style-type: none"> • Essay is >2000 words. • Essay develops a main idea using at least 10 sources. • Use of sources is appropriate. 	
<p>The content of the essay is appropriately detailed, accurate, and persuasive.</p> <ul style="list-style-type: none"> • Information and details provided are relevant and cohesive. • Essay uses argument structure. • Audience concerns are anticipated and addressed. 	
<p>Paragraphs develop ideas that support the main point. Main points are supported by relevant specific descriptive details and examples when appropriate.</p>	
<p>The essay uses the vocabulary and theory of the sources correctly.</p>	
Readability and Style (25%)	
Grade Earned:	
The tone of the essay is appropriate to the content.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied usage.	
Sentence transitions are present and maintain the flow of thought.	
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
Mechanics (25%)	
Grade Earned:	
The paper is in appropriate format, with Times New Roman 12 pt. font and 1 in. margins.	
The paper is laid out with effective use of headings and style.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Evidence of appropriate citation is used for each entry.	
Total: 100%	

ENGLISH 1101 FORMAL ASSIGNMENT

Section D404

Due: 11/4/14 (Draft Due For Peer Evaluation)



RHETORICAL ARGUMENT ESSAY

Overview

For your rhetorical argument essay, you will further manipulate the information you have collected (and will continue to collect) on your topic, using it to write an essay that responds to a sufficiently focused question of your own choosing (e.g., a main idea).

Your research essay must be structured around your own ideas, with use of outside sources found through your research to develop, support, and challenge these ideas. The structure of your essay should reflect a thoughtful combination of your main idea and the information you have collected.

As part of your overall effort of rhetorical and structural cohesiveness, be sure to discuss how the information you have collected supports (or doesn't support) the ideas you have found in other sources and your main idea.

In other words, because all of your sources do not say the same things, or agree, or even agree on what is important enough to say, you must discuss your sources in terms of the "bigger picture" of context, knowledge, and argument. In other *other* words, you must do more than provide information, you must also provide *analysis*.

Notes:

- This essay should be more than 750 words in length and following standard conventions (title, page numbers, etc.).
- This essay should be double spaced, in a common 12 pt. font, and with 1-inch margins.
- This essay requires a bibliography and in-text citations using either MLA or APA format (use www.citationmachine.net or another citation generator).
- This essay is due Tuesday, November 4th in class. Bring your draft to class for peer review.

Evaluation

This essay is worth . It will be graded holistically based on the development of your ideas. The final draft will be evaluated using a rubric similar to the one below.

<i>Content and Development (50%)</i>	
Grade Earned:	
	Additional Comments:
<p>All key elements of assignment are covered in a substantive way.</p> <ul style="list-style-type: none"> • Essay is 750 words. • Essay develops a main idea using at least five sources. • Essay is completed on time. 	
<p>The content of the essay is appropriately detailed, accurate, and persuasive.</p> <ul style="list-style-type: none"> • Information and details provided are relevant and cohesive. • Essay uses argument structure. • Audience concerns are anticipated and addressed. 	
<p>Paragraphs develop ideas that support the main point. Main points are supported by relevant specific descriptive details and examples when appropriate.</p>	
<p>The essay uses the vocabulary and theory of the sources correctly.</p>	
<i>Readability and Style (25%)</i>	
Grade Earned:	
The tone of the essay is appropriate to the content.	
Sentences are complete, clear, and concise.	
Sentences are well constructed, with consistently strong, varied sentences.	
Sentence transitions are present and maintain the flow of thought.	
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	
<i>Mechanics (25%)</i>	
Grade Earned:	
The paper is in appropriate format, with Times New Roman 12 pt. font and 1 in. margins.	
The paper is laid out with effective use of headings, font styles, and white space.	
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Evidence of appropriate citation is used for each entry.	
Total: 100%	