

## WELCOME

Welcome to ENG 1101, English Composition I. We are currently living through difficult times in our college, country, and world. Each of us is adapting to new ways of doing things and adaptation takes time and energy. This class prioritizes intellectual nourishment, community building, and the general humanity of participants. I am here to work with you to achieve your goals in this course. Please do not be afraid to reach out to me.

## FACULTY INFORMATION

<b>Instructor:</b>	Dr. Patrick Corbett (he/him/they/them) Assistant Professor of English
<b>Office:</b>	Namm #520 (in the before times)
<b>Telephone:</b>	(718) 260-5429 (no voicemail)
<b>Zoom Office Hours:</b>	<a href="https://us02web.zoom.us/j/84020325663?pwd=akZsVTlidTUrUkpqSjhWREFKZUtdz09">https://us02web.zoom.us/j/84020325663?pwd=akZsVTlidTUrUkpqSjhWREFKZUtdz09</a>
<b>Meeting ID:</b>	840 2032 5663
<b>Passcode:</b>	writing
<b>Discord Invite:</b>	<a href="https://discord.gg/DtJ4uNHWBS">https://discord.gg/DtJ4uNHWBS</a>
<b>Email:</b>	<a href="mailto:plcorb@gmail.com">plcorb@gmail.com</a> (how we will email each other) <a href="mailto:pcorbett@citytech.cuny.edu">pcorbett@citytech.cuny.edu</a> (how you will receive official system emails)
<b>Office Hours:</b>	You can reach me immediately for individual questions and guidance via email, Zoom (audio and/or video), or Discord during the times below: <ul style="list-style-type: none"><li>• Tuesdays 4:00 p.m. to 5:00 p.m.</li></ul>

I am flexible and able to connect with you at other times as needed. Please send me an email or Discord message to schedule.

## COURSE INFORMATION

<b>Credits:</b>	3 (4 hours)
<b>Course Format:</b>	Synchronous class meetings
<b>Course Location:</b>	Blackboard Collaborate (synchronous sessions), Blackboard (online discussions), Google Drive (materials archive and grades)
<b>Synchronous Meetings:</b>	T/TH 2:15 p.m. to 3:55 p.m.
<b>Pre-requisites:</b>	CUNY Certification in Reading and Writing

**Catalog Description:**

“This course will allow students to examine the relationship between film and their literary sources. Through classroom discussions and out-of-class assignments, students will analyze classic and contemporary literary texts and their cinematic versions. Students will examine the relationship between film and literature, with specific focus on the techniques used in fiction, drama and film and the influences of censorship and society. Students will focus on the similarities and differences of literary works adapted into films.”

**Synopsis:**

This ENG 1101 Course invites you on a journey of discovering your best self through writing. You will learn how we are all shaped by biological, social, and cultural forces and how learning to write better provides the basis for discovering who you are in this world. You will practice shaping your identity as a consumer and producer of knowledge and begin to think about how you will make your mark as a member of the City Tech community. So join us in connecting, coexisting, and learning what it means to be a global citizen from each other in our language- and communication-based world.

**LEARNING OBJECTIVES**

**Course Competencies:**

The course competencies for ENG 1101 are determined by the College and can be found here: <https://bit.ly/2BPAY7H>

**Course Structure:**

ENG 1101-LC25 is a regular semester online course that is 100% synchronous. **This means that attending class meetings in Blackboard Collaborate is required.** The class meets for 100 minutes twice per week on Tuesday and Thursday from 2:15 p.m. to 3:55 p.m. Here, you will have the opportunity for face-to-face interaction to ask questions, see examples related to course concepts, and discuss instructions and strategies related to course assignments. These meetings are very helpful and you are encouraged to attend all of them for their entirety.

**Topics:**

Official things that this course stresses:

**Read and listen critically and analytically in a variety of genres and rhetorical situations:** Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.

**Adapt to and compose in a variety of genres:** Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.

**Use research as a process of inquiry and engagement with multiple perspectives:** Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).

**Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations.** Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.

**Demonstrate the social and ethical responsibilities and consequences of writing:** Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.

**Compose in 21st Century Environments:** Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

**Capabilities:**

To meet the learning objectives of this course, you will need the skills and access to the technologies listed below:

- A PC or Mac with MS Word or Open Office (we won't use Google Docs).
- A Gmail account.
- Moderate-to-high ability using a computer keyboard and mouse.
- Basic experience with using the internet for research.
- Willingness to learn new digital tools and workflows.
- Online access to search engines and the digital library.
- Ability to print course materials and assignment drafts as you need.
- Access to Blackboard.

## COURSE POLICIES

- Our Relationship:** I am your college professor. I prefer to be called Patrick. You can also call me Professor, Professor Corbett, or Professor Patrick if these make you more comfortable. Please do not refer to me as Doctor or Mister as I do not use these conventions in my role as your instructor.
- Instructor Duties:** As your professor, I commit to communicating openly and frequently with you about this course. I will maintain a professional and safe learning environment that adheres to the policies of the College. You can expect a reply to your inquiry, be it via e-mail, through Discord, or voicemail within 24 hours. If you have a problem with this class, my evaluation of your performance, or any other aspect of our professional relationship, please reach out to me to discuss your concerns.
- Student Responsibilities:** Familiarize yourself with CUNY and City Tech policies and procedures. Many of the important policies and procedures are in the Academic Catalog on the City Tech website, located here:  
<http://www.citytech.cuny.edu/academics/academic-catalog.aspx>.
- Blackboard:** This course uses the Blackboard Learning Management System (LMS) for synchronous meetings and to host discussions.
- Course Materials:** Please add the Google Drive app to your computing device to facilitate document sharing. All course materials I provide will go into a shared Google Drive folder called "Course Documents." You will be able to access and print copies of course materials at any time from this folder. You will also have an individual folder assigned to you that only you and I will have access to. You will upload your completed assignments to this individual folder for my review.
- Class Participation:** Obviously, you are expected to participate! Students who participate in the intellectual life of a course learn more, earn better grades, and are better prepared for life and the professional workforce. If you are not actively participating in this class then you are missing out on an important opportunity in your education. Your participation is encouraged via all our course activities, but it is graded in our synchronous meetings.
- Attendance:** Your attendance is recorded and reported to the College according to CUNY policy. You are required to maintain attendance by participating in our synchronous class meetings.

**Course Withdrawal:** **TO AVOID SERIOUS FINANCIAL AND ACADEMIC CONSEQUENCES, DO NOT STOP ATTENDING THIS CLASS UNTIL YOU OFFICIALLY WITHDRAW FROM THE COURSE.**

**Late arrival:** You are welcome to join our synchronous meetings at any time, even if you are late. Your lateness will be recorded, but you are still welcome.

**Submitting Work:** **(tl;dr) If you want a grade, put your clearly labeled assignment as a .doc/docx/.rtf file in your neatly organized Google Drive folder. Do not email me your work. Do not share a Google Doc with me. Do not leave multiple drafts of the same document in your folder.**

All work must be uploaded to the specified location (usually Google Drive, but occasionally elsewhere) by the date and time specified on the assignment sheet. Typically, you will submit assignments as document files (.doc, .rtf, or docx). I accept assignments composed in Microsoft Office or one of its free clones. If you use Google Docs to write, be sure to export your file to .doc(x) or .rtf before you upload it to your Drive folder.

Please name your file with the assignment name, and your last name. For example, *Assignment 1\_Personal Inventory\_Smith*.

Be sure to organize your Drive folder and exercise effective document control so that I can find and evaluate the correct version of your work. Do not leave old or poorly named files in your Drive folder, otherwise I may accidentally grade those instead. For the sake of my sanity, I do not accept coursework that is submitted by email or shared as a Google Doc with me. These will cross the event horizon into the black hole of despair that is my email and shared folder. Neither of us will ever see them again.

**City Tech Email:** You can email me at my gmail address, however, official course communications from the College will be delivered to your student email only. Student e-mail can be accessed at: [http://cis.citytech.cuny.edu/Student/it\\_student\\_email.aspx](http://cis.citytech.cuny.edu/Student/it_student_email.aspx).

**Cameras and Recording:** Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not

willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. I will make any videos available to you via the documents archive.

**Class Cancellation:**

If I am unable to hold a class meeting, I will notify you by email and Discord.

**Textbooks:**

Besides assigned readings that will be provided to you by me, we will also be reading essays from *Writing Spaces: Readings on Writing, Volumes 1 & 2* (<http://writingspaces.org/>). Writing Spaces is an open access series of essays written directly to first-year writing students like yourselves by experts in the fields of rhetoric and writing.

These essays demonstrate how these experts think through the kinds of writing challenges that you will be facing in this course. You will need the ideas in these essays to break down the complex problems found in our class assignments (and on the final exam).

- Writing Spaces, Vol. 1 can be downloaded in its entirety at the link below: <https://bit.ly/2MPRxji>
- Writing Spaces, Vol.2 can be downloaded in its entirety at the link below: <https://bit.ly/2MUC6X2>

**GRADING**

**Expectations:**

**You can expect to do four or more hours per week of outside reading and writing for this class.** The workload of this class heavy but doable if you keep up with it EVERY WEEK. For those of you who are less prepared as students, you may need to invest even more time to earn an honor grade and be fully prepared for ENG 1121. You should break your work up over the entire week and the weekend. You will need to be prepared to do readings, write discussion responses, complete assignments, and work on projects each week. Your preparedness is crucial to the intellectual quality of our class, your own learning, and your preparation to be successful in your goals and aspirations.

To earn the best grade possible, be sure that you thoroughly understand what assignments are asking you to do, how to break down the work for each one, and that you give yourself enough time to complete every part of the assignment and to go over it and revise when you are finished. To do these things, you will need to read the assignment more than once, ask questions, think critically about what is being asked of you, and develop a workflow that addresses the problem. You cannot be successful in this course without planning your work, taking the time to do it thoughtfully, and reflecting on the process.

**Evaluation:**

I evaluate your work many different ways, including holistic rubrics, analytical rubrics, non-rubric responses, credit for completion, and oral feedback.

Graded evaluations in this course are on a points system. You will receive points for each assignment you complete and post to your Google Drive folder. The number of points you receive are based on how well your work meets the criteria articulated on the assignment sheet. All assignments will have grading criteria available to you. High-value assignments, like projects, will come with a rubric.

Your final grade is the percentage value of the number of points you earn divided by the number of points possible. That percentage is converted into a letter grade using the College standard grading scale.

**Grading Scale:**

Grade	% Attained
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	70-76.9
D	60-69.9
F	59.9-0

Generally speaking, the equivalent of the grade of C will be awarded to work that is "average." You can earn a C by "showing up," i.e., doing the basic course work, and fulfilling the course objectives. The grade of B is awarded for work demonstrating qualities that appreciably exceed what might be expected of "average." You do the work well and demonstrate a conceptual understanding of what you are doing. An A is an honor grade, signifying consistent quality and effort that is often "outstanding." When you earn an A, you demonstrate that you not only understand the work, but you demonstrate transferable skills in creating workflow around assignments and projects, composing complex ideas, and working with the ideas of the course with considerable attention to detail and focus. That is where the 5-plus hours per week of work comes into play.

**Late Work:**

All assignments are due by the time and date specified on the assignment sheet. Late assignments are generally accepted up to one week late (if you contact me in advance) without penalty. Very late assignments (more than a week) are accepted at my discretion with a credit reduction of up to 50%. If you are having trouble keeping up with your assignments, let me know right away. No assignments will be accepted after the final course deadline except under circumstances that would warrant an incomplete.

**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.

## ASSIGNMENTS

The workload of this course is appropriate for a 4-hour college-level writing class. You can expect to devote more time than you want or think you need to outside work for this class. While four hours a week will often be enough time to be successful in this course for many students, you will probably need more to do the work well.

This is what you will be doing for this course:

- Carefully read, take notes on, and be prepared to write about approximately 20 to 50 pages from a variety of sources that you will read each week.
- Contribute substantively to our class activities and discussions every week.
- Complete assignments totaling up to 10,000 total words of “low-stakes” writing and projects related to course topics.
- Write approximately 3,000 words of revised assignments and projects.

### Assignment categories:

For each written and graded assignment, you will receive a detailed specification sheet, typically one or more weeks in advance. For projects, you will receive an overview document and then a detailed specification sheets for each step in the project. The directions of each assignment will explain the parameters of what you need to do and how it will be evaluated.

Course Work	Approximate Percentage of Grade
Project #1	20%
Project #2	20%
Assignments	35%
Class Participation	15%
Final Exam	10%
Total	100%

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### Final Exam:

You will take the standardized ENG 1101 final exam.



**Extra Credit:** Opportunities for extra credit in this class occasionally appear. Unless you are active in the course, you won't be in a position to earn them.

## STUDENT ASSISTANCE

**Office Hours:** Use my office hours as part of your successful learning strategy. They are the place where we can work one-on-one when you need it the most. I set this time aside specifically to meet with you, so it is not a bother. Students who use office hours do better in the class and many do better in their careers.

**Technical Assistance:** If your technology problem is not directly related to the content of the course, I will not be able to help you. Help is available from the Student Computer Help Desk. Consultants are available by phone at (718) 260-4900. You can receive help online (if you are connected) here: <http://it.citytech.cuny.edu/#>

If you encounter a problem, seek help immediately. Do not wait until the last minute. Be proactive in all things.

**Writing Center:** Please consult with me when you have questions about how to do an assignment, or how to develop your ideas. Many students find the college's Writing Center to also be helpful. The Writing Center hours will be posted on our Blackboard site once they are made available.

**Accessibility Statement:** City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please contact the Student Accessibility Center (SAC) at 300 Jay Street. Room L-237; telephone: 718-260-5143; www: <http://www.citytech.cuny.edu/accessibility/>.

**COURSE CALENDAR**

This course calendar will help you budget your time. Prior to each class you will receive a more detailed synopsis of what you need to prepare for our next meeting. This calendar may change.

Date	Synchronous Activity	Prepare for Class	Due
2/2 T	● Introductions (Orientation)	Read Syllabus	Gmail address to professor; Join Discord
2/4 TH	● Your ENG 1101 Course (Orientation Continued)	Read "Why Good Students Do Bad in College" (ThinkWell)	Read syllabus. Understand it.
2/9 T	● Class Q&A Session (Orientation Concluded)	Come with your questions large and small	
2/11 TH	● Self and Language ● Project #1 Assigned (Story of the Self)		Assignment #1 Due (50 pts.)
2/6 T	● Language, Thinking, & Culture	Read "Borderlands" (Anzaldúa)	
2/18 TH	● Biology of Writing		Grade Discussion
2/23 T	● Story and Self	Read "The Hero's Journey" (Campbell)	
2/25 TH	● Models to Consider		Assignment #2 Due (Self-Inventory; 100 pts.)
3/2 T	● "Meta-Thinking"	"So You've Got a Writing Assignment. Now What?" (Hinton)	
3/4 TH	● Inquiry = Reading ↔ Writing	Read "Finding Your Way In" (Lessner and Craig)	
3/9 T	● The Editorial Mind		Project #1 Due (Story of the Self; 200 pts.)
3/11 TH	● Discovering Your Writing Voice	Watch <i>The Voices in My Head</i> (Longden) Watch <i>Words, Not Ideas</i> (Bauman)	
3/16 T	● Composing Processes	"Reflective Writing and the Revision Process" (Giles)	
3/18 TH	● Writer's Block		Midterm Grades Due
3/23 T	● Critical Thinking	Read "Critical Thinking in College Writing" (DasBender)	
3/25 TH	● Conducting an Analysis		Assignment #3 Due (Informal Analysis; 50 pts.)
3/30 T	● Spring Recess		
4/1 TH	● Spring Recess		
4/6 T	● Re-envisioning Writing	Read "The Sixth Paragraph: A Re-Vision of the Essay" (Lynch)	
4/8 TH	● Constructing Effective Texts		Assignment #4 Due (Revision Plan; 50 pts.)
4/13 T	● Constructing Effective Paragraphs		
4/15 TH	● Project #2 Assigned (Self-Analysis)		Assignment #5 Due (Close Editing Exercise; 50 pts.)
4/20 T	● Narrative and Storytelling	Read "Storytelling, Narration, and The Who I Am Story" (Ramsdell)	
4/22 TH	● Creating Text, Creating Meaning	Read "Consider the Lobster" (Wallace)	
4/27 T	● Introduction to Research	Googlepedia: Turning Information Behaviors into Research Skills (McClure)	
4/29 TH	● Information Seeking Habits		
5/4 T	● Biases and Fallacies		Assignment #6 Due (Summary; 50 pts.)
5/6 TH	● Understanding "Audience" & Discourse Communities ● Instructor Presentation (Gee)		
5/11 T	● Meaning and Cultural Models	Read "Meaning and Cultural Models" (Gee)	
5/13 TH	● Document Design Workshop I (Format Features)	Read "Beyond Black on White: Document Design and Formatting in the Writing Classroom" (Klein & Shackelford)	



**English Composition I**

ENG 1101-LC25 (#60173)

Dates: 1/29/2021 to 5/25/2021

5/18 T	● Document Design Workshop II (Templating)		
5/20 TH	● Day of Reflection		Project #2 Due (Self-Analysis; 200 pts.)
5/25 T	● ENG 1101 Final Exam		
5/28	● Grades Submitted		