

ENG 1101-D332 ENGLISH COMPOSITION I



COURSE DESCRIPTION:

This is a course in effective essay writing and basic research techniques and an introduction to library research methods. Readings from distributed handouts and the textbook, *The Place Where We Dwell* are assigned for classroom discussion and as models for essay writing.

It is expected that students in ENG 1101 will:

- 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.

These outcomes will be achieved by giving students the opportunity to:

1. Draft and revise a range of formal and informal writing assignments and writing projects in a variety of genres and modes. Develop thesis statements and incorporate the ideas and words of other writers as exhibited through the use of textual evidence, summarizing, paraphrasing, and quoting.
2. Draft and revise a researched writing assignment 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 (MLA).
3. 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
4. Submit drafts of work for instructor and peer-review to better understand the process of writing and revising.
5. Understand how to apply and use Standard Written English (SWE).
6. Pass a mid-term and departmental final exam.

ENG 1101- D332

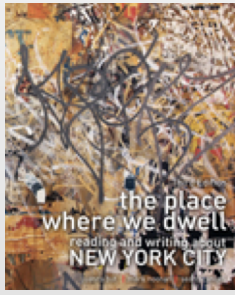
Tuesdays and Thursdays
10-11:15 a.m.
Namm 521

Professor Jennifer Sears
jsears@citytech.cuny.edu
Office: Namm 503
Office Hours:
Tuesdays, 1-3 p.m.

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Required Textbooks:



ISBN: 978-0-7575-9017-7

The Place Where We Dwell: Reading and Writing about New York City

By Juanita But, Mark Noonan, and Sean Scanlan

3rd Edition Only is acceptable



KEY ASSIGNMENTS

Summary

Essay 1: Narrative/Descriptive Essay

Essay 2: Cause & Effect Essay

Essay 3: Persuasive Essay

Essay 4: Response Essay

Research Essay

Mid-Term Exam

Final Exam (2 Parts)

BREAKDOWN OF FINAL GRADE:

Essay 1:	10%
Essay 2:	10%
Essay 3:	10%
Essay 4:	10%
Research Essay:	20%
Mid-Term Exam:	5%
Final Exam:	20%
Attendance/Participation:	10%



Colson Whitehead, author of "Colossus of New York" Photo: National Library of Congress Below, Coney Island Cyclone from Wikipedia



ATTENDANCE AND LATENESS POLICY

Due to college policy, you may not miss more than 3 sessions (10% of class time). More than 3 absences will result in a lowered or failing grade.

Being late is tabulated as half an absence. Leaving class for more than ten minutes after class has started or leaving early also counts as half an absence. This attendance policy is intended to cover sickness, work and family



Adrienne Rich (right) with Audre Lorde and Meridel Lesueur, 1980. Some of the exercises used in this class are by Adrienne Rich Photo: Flickr CreativeCommons/K.Kendall

Late Paper Policy

Papers are graded twice. The first time when papers are "due." The second time, when revisions and late papers are due, typically one week after papers are returned. Papers not received by the second date will be recorded as an "F." Mid-term and final exams can't be completed late or revised. It is to your advantage to turn papers in for a possible revision.

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.

COURSE AGENDA

DATE	CLASS TOPIC	ASSIGNMENTS
Session 1: Thurs., Jan. 29	Introduction to ENG 1101 Distribution of Syllabus <i>Handout:</i> What is College Writing?	Buy textbooks: <i>Place Where We Dwell</i>
Session 2: Tues., Feb. 3	What is College Writing: <i>Analysis:</i> What is College Writing? <i>Handout:</i> Kurt Vonnegut's "How to Write with Style."	Finish reading Vonnegut's piece and identify the author's thesis and methods of support.
Session 3: Thurs., Feb. 5	Summarization Strategies <i>Analysis and Comparison:</i> Vonnegut Components of a summary Class practice	<i>Read:</i> Colson Whitehead's "Colossus of New York" (textbook)
Session 4: Tues., Feb. 10	Paraphrasing Strategies How to paraphrase Summarizing vs. paraphrasing <i>Analysis:</i> Colson Whitehead's essay	<i>Read:</i> Nelson George's "Fort Greene Dreams" (textbook)
Thurs., Feb. 12	No Classes	
Session 5: Tues., Feb. 17	Components of the Essay: Classic Five Part format Incorporating Your Sources <i>Analysis:</i> George's essay	<i>Read:</i> Katie Roiphe's "Coney Island of the Mind" (textbook)
Session 6: Thurs., Feb. 19	Essay #1 Narrative (with Summary) <i>Analysis:</i> Roiphe's essay Planning for Essay 1	Prepare for In-class Essay
Session 7: Tues., Feb. 24	Narrative Essay (with Summary) In-Class essay DUE: Essay #1	<i>Read:</i> Brian Paul, "Affordable Housing Policies May Spur Gentrification, Segregation"
Session 8: Thurs., Feb. 26	Peer Review: Essay 1 Cause and Effect Essay <i>Analysis:</i> Paul	<i>Read:</i> Brian Paul, "Affordable Housing Policies May Spur Gentrification, Segregation"
Session 9: Tues., March 3	Cause and Effect Essay Use and form <i>Analysis:</i> Brian Paul's Essay	<i>Read:</i> Mark Naison's "From Doo-Wop to Hip Hop: The Bittersweet Odyssey of American-Americans in the South Bronx"
Session 10: Thurs., March 5	Cause and Effect Essay <i>Analysis:</i> Naison's essay Discussion of Exercise 2	<i>Finish</i> Naison's Essay: "From Doo-Wop to Hip Hop: The Bittersweet Odyssey of American-Americans in the South Bronx"
Session 11: Tues., March 10	Cause and Effect Essay <i>Analysis:</i> Naison's Essay Distribution of materials Essay 2	<i>Use class materials to prepare: Essay 2</i>
Session 12: Thurs., March 12	Cause and Effect Essay In-Class Essay #2	
Session 13: Tues., March 17	Mid-term Review	
Session 14: Thurs., March 19	In-Class Midterm Bring Textbook!	<i>Work on Revisions:</i> Essay 2 <i>Read:</i> Claudia Wallis and Sonja Steptoe's "How to Bring Schools into the 21 st "
Session 15: Tues., March 24	Persuasion and Argument Organizing a Persuasive Argument <i>Analysis:</i> Wallis and Steptoe's Essay. Where and how do they assert their arguments?	<i>Finish:</i> Wallis and Steptoe's essay

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Session 16: Thurs., March 26	Persuasion and Argument <i>Analysis:</i> Gardner's Essay	<i>Finish:</i> Wallis and Steptoe's essay
Session 17: Tues. March 31	Peer Review of Essay #2 Persuasion and Argument <i>Analysis:</i> Gardner's Essay	<i>Prepare:</i> Read Howard Gardner's "Five Minds for the Future"
Session 18: Thurs., April 2	Persuasion and Argument Reading Quiz <i>Analysis:</i> Gardner's essay Essay 3: Planning and Organizing a Persuasive Argument	<i>Write:</i> Essay 3
April 3-April 11	Spring Break	
Session 19: Tues. April 14	Research Essay Research Essay assigned Brainstorming for Research Essay Thesis statements (Preparation for Library Visit)	Prepare for Library visit Fill out brainstorming materials
Session 20: Thurs., April 16	LIBRARY VISIT Meet at the front door of the library (4 th Floor, Atrium Bldg.)	Continue research. Bring outside sources to class along with <i>Rules of Thumb</i>
Session 21: Tues., April 21	Research Essay Planning the Research Essay (handout) DUE: Essay 3	Work on your research essay <i>Bring</i> textbook to class
Session 22: Thurs., April 23	Research Essay In-text Citations Works Cited Page	Print out information for Works Cited Page and bring to class <i>Bring</i> textbook to class
Session 23: Tues., April 28	Research Essays Review of Works Cited and Citations Proofreading Techniques and Checklist	<i>Read:</i> "Fighting Police Brutality in Global Brooklyn" by Benjamin Shepard.
Session 24: Thurs., April 30	Essay 4: Response Essay <i>Analysis:</i> Shephard's essay DUE: Research Essays	<i>Read:</i> "Youth Gangs" by Mark Berkey-Gerard
Session 25: Tues., May 5	Essay 4: Response Essay <i>Analysis:</i> Berkey Gerard's essay Debate Materials Distributed	<i>Prepare for Debate</i>
Session 26: Thurs., May 7	Essay 4: Response Essay In-class Debate <i>Technique:</i> Incorporating Opposing Viewpoints	<i>Finish:</i> Research Essay Revisions Prepare for In-Class Essay 4
Session 27: Tues., May 12	Essay 4: Response Essay In-class Essay DUE: Essay #4	<i>Finish:</i> Research Essay Revisions
Session 28: Thurs., May 14	Review for Final Exam DUE: Revision of Research Essays	<i>Work on final exam materials.</i> <i>Finish:</i> Research Essay Revisions
Session 29: Tues., May 19	Final Exam DUE: Revision of Essay 4	
Session 30: Thurs, May 21	Course Review and Final Comments (NO PAPERS/REVISIONS ACCEPTED)	