# English 1101Co: Composition I + Corequisite

# New York City College of Technology, CUNY

# Fall 2019

ENG 1101CO-E254

Tuesday/Thursday 6:00-7:15 and 7:25-8:40

Pearl 501

**Professor:** Dr. Laura Westengard

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**Phone:** 718-260-5761

**Office & Mailbox:** Namm 503

**Office Hours:** Tuesday/Thursday 4:00-5:00 pm & by appointment

## Course Description

English 1101Co is a writing- intensive course designed to strengthen your composition skills. Writing a variety of essays, in addition to a research paper, will help you develop skills such as building an argument, adopting your writing for different needs and situations, interpreting and responding to a text, incorporating secondary source material effectively, and mastering the mechanics of quoting, citing, and documenting sources. We will be reading pieces both for their inherent literary value and also as models of composition that you may employ in your writing assignments. The “Co” in English 1101Co stands for corequisite, and means that alongside English 1101 we dedicate time to strengthening reading and writing. We will focus on establishing vocabulary and critical reading skills, developing new approaches to writing assignments, learning grammar and punctuation, and developing positive habits for collegiate success, including note taking and study skills. Enrollment Requirements: Prerequisite of 46-55 on the CUNY Assessment Test in Writing, and/or 46-54 on the ACCUPLACER Reading Test. Or grade of 'S' in 090W without writing proficiency and/or grade of 'S' in 090R without reading proficiency.

## Assignments

**Essays/Research Assignments: 60%** (3 essays worth 20% each)

**Portfolios: 15%** (3 portfolios worth 5% each)

**Active Participation: 15%** (Peer review/Quizzes/Metacognition)

**Midterm Exam: 5%**

**Final Exam: 5%**

## Required Texts

* The texts for this course will be available on our OpenLab class site. You will be responsible for printing out readings and bringing them to class with you in a 3-ring binder
* An online writing guide such as the Online Writing Lab: <http://owl.english.purdue.edu/>
* A dictionary (paper or electronic)

## Other Required Materials

* A 3-ring binder dedicated to this class with lined paper
* A pocket folder dedicated to this class (you will be responsible for keeping all of your in-class and homework assignments to be submitted as a portfolio at the end of each unit)

*Note: You should bring all of these materials and all assigned texts to each class meeting*

## Assignment Policies

* All essay assignments should follow MLA format. This means that all rough and final drafts must be typed, double-spaced, with 1-inch margins all around, in 12 point Times New Roman font. The first page must display student’s name, your teacher’s name (Professor Laura Westengard), the class you are in, and the date the paper is due. Every paper should have an original title.
* **I do not accept late assignments**. All homework and essays must be submitted by the deadline or you will get no credit for them. If you have a personal emergency or other circumstances that prohibit you from finishing your assignment on time or turning in an essay as scheduled, email or see me as soon as possible so we can discuss your situation.
* Because life can be unpredictable, each student will be **allowed one “oops” paper** during the semester. Your “oops” paper can be submitted up to 24 hours late with no penalty, but use this opportunity carefully because once you have used your “oops” paper all other essays must be submitted on time in order to receive credit.
* Since writing is a process, you will submit a portfolio containing all of the homework and in-class work completed in preparation for the essay on the date the essay is due. To receive full credit, the portfolio must demonstrate that you have worked through each step of the invention and peer review process assigned in class and as homework.

## Drafting and Revisions

* **Rough Draft**: You will be responsible for peer review during class, which means that you will bring in a complete rough draft of each essay on peer review day, listen to the work of other students, and offer meaningful feedback to help them make their essays as effective as possible. Preparedness for and participation in these peer review sessions will account for the bulk of your Active Participation grade. If you do not bring a complete draft of your essay or are absent on the peer review workshop day, you will not receive credit for the workshop.
* **Final Draft**: You are required to revise all of your essays after the peer review workshop and before you submit your final draft. While I will not review an entire essay draft via email, I’m happy to conference with you about your essay drafts and ideas during my office hours. I am also happy to respond to specific questions via email. Feel free to consult with me at any stage in your writing process.
* **Revision**: Essay 1 and Essay 2 must be revised. A written revision plan, significantly revised essay, and reflective paragraph will constitute part of your essay grade and will be due approximately one week after the graded essay is returned to you.
* **Proofreading and Editing**: All of your writing should be grammatically correct and free of spelling errors, and it should demonstrate increasingly complex critical thinking and analysis as the semester progresses.In order to assist you with this **3 tutoring sessions (minimum) are required**. When you attend tutoring, bring a reading or a piece of writing to go over so the tutors can help you with your grammar, punctuation, organization, development and other writing skills. See “Resources” section for tutoring location and hours.

## OpenLab

This course will use OpenLab. You will be asked to download and print assigned readings, post assignments, and contribute to other course related activities on the course OpenLab site. You must sign up for an OpenLab account, participate in activities, and check the site daily because important instructions for completing assignments, class materials, and announcements, will appear there. In order to set up your OpenLab account, you must activate your City Tech email. I will only send or reply to email from your City Tech email address, so make sure you set it up early and check it regularly.

## In-Class Writing, Active Participation, and Attendance

Regular attendance and active participation are extremely important, so be sure to attend class regularly and arrive on time so you can get the best grade possible. **Missing multiple class meetings or consistently arriving late to class will impact your grade** in several ways: You will lose active participation and portfolio points because quizzes, peer review workshops, and in-class writing/activities cannot be made up, you will be less prepared for your essays and exams, and you will quickly fall behind on the course concepts covered in lectures and discussions. If you miss class, it is your responsibility to email me about your situation, to keep up with the reading/homework/lectures posted on OpenLab, and to contact your classmatesto find out what you missed.

In order to demonstrate that you are fully present during class, I expect you to arrive prepared, to ask and answer questions, and to participate in a positive classroom environment (including turning all electronic devices to silent and treating your fellow students and myself with a positive and respectful attitude). Electronic devices should be used only for the purpose of course work (looking up words in the dictionary) and nothing else. You may not text, browse the internet, or record or photograph anything in the classroom.

Since we will be covering topics such as race, gender, class, and sexuality in this class, it is imperative that our classroom is a safer space for mature, respectful, and engaged discussion. If you find any of the class material to be excessively uncomfortable, be sure to speak with me privately about your feelings and reactions. I also encourage you to take advantage of City Tech’s support resources by visiting the Counseling Services Center (<http://www.citytech.cuny.edu/students/counseling/services.shtml>). They can help you process difficult course materials, address personal topics, and offer support for college-related stress. Location: Namm 108 Phone: 718-260-5030

## Resources

* **Tutors**: 3 sessions (minimum) are required. Bring a reading or a piece of writing to go over. Take advantage of this positive resource early and often, throughout the semester!
  + **Location**: Library Building 31 (LG 31)
  + **Schedule**: Monday & Wednesday 10-11am & 2-5pm (Tutor: Margo Goldstein); Tuesday 11am- 3pm (Tutor: Margo Goldstein); Thursday: 11-3pm (Tutor: Leigh Gold)
* **Peer Mentors:** Najma Adam ([Najma.Adam@mail.citytech.cuny.edu](mailto:Najma.Adam@mail.citytech.cuny.edu)) is the peer mentor assigned to our class who will stop by regularly and also be in touch via email regarding useful college workshop opportunities (which will often feature pizza).
* **Advisors:** The transition to college is challenging for everyone. It is helpful to periodically reflect on how you are doing in your classes, and how your anticipated area of study (major) is progressing, as well as to plan next steps. Academic advisors are able to help you navigate these paths. If you are in SEEK or ASAP or have declared your major, you have an assigned advisor with whom to schedule appointments. Others should seek out appointments with Dr. Julian Williams, Director of Liberal Arts & Sciences, in Pearl 616.
* **Center for Student Accessibility:** 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 city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street, Library Building 237 (L-237), phone 718-260-5143 or <http://www.citytech.cuny.edu/accessibility/>.

## 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.

# Tentative Course Schedule (subject to change as dictated by the needs of the class)

Our focus throughout the semester will be to explore how writing can be a powerful tool for change. Each unit will ask you to identify something or someone you would like to change and then use your writing skills to shape the world around you.

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| Unit 1: Myself (Summary and Response Essay) | |
| **Week 1** | |
| Tuesday, 8/27 | Introduction/Syllabus overview  OpenLab overview and registration |
| Thursday, 8/29 | Create OpenLab Account  Bring all textbooks/materials to class  Read Bunn, “How to Read Like a Writer,” p. 71-73. |
| **Week 2** | |
| Tuesday, 9/3 | Read Bunn, “How to Read Like a Writer,” p. 74-75 |
| Thursday, 9/5 | No class (Monday schedule) |
| **Week 3** | |
| Tuesday, 9/10 | Read Bunn, “How to Read Like a Writer,” p. 79-81  Read Tan, “Mother Tongue,” choose 2 questions from Bunn and answer them as you are reading |
| Thursday, 9/12 | Read Bunn, “How to Read Like a Writer,” p. 81-82 (“What Should You Be Writing as You Are Reading?”)  Review Tan, “Mother Tongue,” answer 3 questions at the bottom of Bunn p. 81 |
| **Week 4** | |
| Tuesday, 9/17 | Read Ericsson, “The Ways We Lie” |
| Thursday, 9/19 | Read Angelou, “Graduation” |
| **Week 5** | |
| Tuesday, 9/24 | **Essay #1 Rough Draft Due**  **Peer Review Workshop** |
| Thursday, 9/26 | **Essay #1 Final Draft Due**  **Portfolio #1 Due** |

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| Unit 2: My Community (Narrative Essay) | |
| **Week 6** | |
| Tuesday, 10/1 | No Class |
| Thursday, 10/3 | Library Orientation  Read Correal, “Love and Black Lives, in Pictures Found on a Brooklyn Street” |
| **Week 7** | |
| Tuesday, 10/8 | No Class |
| Thursday, 10/10 | Read Desmond-Harris, “Tupac and My Non-thug Life” |
| **Week 8** | |
| Tuesday, 10/15 | Read Cole, “A Crime Scene at the Border” |
| Thursday, 10/17 | Read King, “Race, Love, Hate, and Me: A Distinctly American Story” |
| **Week 9** | |
| Tuesday, 10/22 | Read Malcolm X, “Learning to Read” |
| Thursday, 10/24 | **Essay #2 Rough Draft Due**  **Peer Review Workshop** |
| **Week 10** | |
| Tuesday, 10/29 | **Essay #2 Final Draft Due**  **Portfolio #2 Due** |
| Thursday, 10/31 | **Midterm Exam** |

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| Unit 3: My World (Proposing a Solution/Argumentation Essay) | |
| **Week 11** | |
| Tuesday, 11/5 | Read Alexander, *The New Jim Crow* (excerpt)  Read O’Malley, “More Testing, More Learning” |
| Thursday, 11/7 | ReadCoyne, “The Long-Goodbye: Mother’s Day in Federal Prison”  Read, Kornbluh “Win-Win Flexibility” |
| **Week 12** | |
| Tuesday, 11/12 | ReadEqual Justice Initiative, *Lynching in America: Confronting The Legacy of Racial Terror* p. 57-61 |
| Thursday, 11/14 | ReadLenehan, “What ‘Stop-and-Frisk’ Really Means: Discrimination & Use of Force” (<https://www.prisonpolicy.org/reports/stopandfrisk.html>) |
| **Week 13** | |
| Tuesday, 11/19 | Read Oberholtzer, “Police, Courts, Jails, and Prisons All Fail Disabled People” ( <https://www.prisonpolicy.org/blog/2017/08/23/disability/>) |
| Thursday, 11/21 | ReadCoates, “The Black Family in the Age of Mass Incarceration” |
| **Week 14** | |
| Tuesday, 11/26 | Read Staples, “Just Walk on By: Black Men and Public Space” |
| Thursday, 11/28 | No Class |
| **Week 15** | |
| Tuesday, 12/3 | **Essay #3 Rough Draft Due**  **Peer Review Workshop** |
| Thursday, 12/5 | **Essay #3 Final Draft Due**  **Portfolio #3 Due** |
| **Week 16** | |
| Tuesday, 12/10 | Meta-metacognitive Presentations  Conferences |
| Thursday, 12/12 | Final Exam Review |
| **Week 17** | |
| Tuesday, 12/17 | **Final Exam** |
| Thursday, 12/19 | Conclusions |