

New York City College of Technology
English Department

Course Syllabus

ENG 1101 – College Writing

Fall 2015

Room Midway 207

Instructor's Name: Professor M. Neiman

Office Location:

Office Hours: (upon request)

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Course Description

This course emphasizes the writing process and concentrates on the organization and development of ideas in written form. Correct language usage, research skills, and document presentation are covered. Particular attention is given to writing about the texts students have read and the integration of primary and secondary sources into their writing for the purpose of supporting a thesis.

Student Learning Objectives

As a result of meeting the requirements in this course, you will be able to:

1. Read, analyze, and interpret a variety of texts.
2. Respond to texts, in discussion and writing assignments, demonstrating an understanding of each text's central arguments.
3. Develop critical objective use of logical reasoning to support conclusions.
4. Incorporate the fundamentals of academic essay writing such as gathering ideas, developing and clearly stating theses, organizing, drafting, revising, and editing.
5. Move from personal responses to formal academic essays, including appropriate, properly formatted evidence from both primary and secondary sources.
6. Accurately incorporate the ideas of others using summary, paraphrase, and direct quotation.
7. Incorporate the academic requirements, tools, and techniques of research through the resources of contemporary information science including the employment of current

MLA style for text presentation, in-text citations, and Works Cited pages for essays and research papers.

Course Requirements

You will be required to do the following:

1. Write at least four multi-paragraph essays of at least 500 words that respond to or incorporate aspects of class readings/texts.
1. Complete other writing exercises such as summaries, journals, reading responses, reading comprehension questions, quizzes on reading assignments, letters, resumes - both in and outside of the classroom.
1. Read, interpret, analyze and write critically on variety of texts.
1. Conduct independent research and write a 5-7 page research paper, using MLA style.
1. Submit papers that adhere to MLA manuscript requirements and which demonstrate effective proofreading and editing.
1. Participate in class discussions and other in-class (individual or group) activities necessary to produce quality expository prose. Effective participation is part of the grade.

Course Texts and Other Required Materials*

1. But, Juanita, Mark Noonan and Sean Scanlan. "The Place Where We Dwell" Third Edition. Kendall Hunt Publishing, Dubuque, 2012 *ISBN#:* 978-1-4652-2831-4
2. Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. "Rules of Thumb" Ninth Edition. McGraw-Hill, New York, 2013, *ISBN#:* 978-0-07-340596-4

Notebook and best to have either computer discs or usb drive

Grading Policy

Your final grade will be computed in the following way: 4 to 5 formal, typed essays and revisions (one being Midterm exam), 50%; research paper, 20%; final exam, 20%; journals, quizzes, homework, and class participation 10%.

Attendance Policy: “All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.” More than 4 or 5 absences will significantly affect the student’s grade.

Class Attendance Policy: Poor attendance will affect your grade. If your absences exceed twice the number of weekly meetings, your grade will be lowered. If you are absent excessively, you can expect to fail the course. Arriving late to class can affect your grade, too. If you arrive to class significantly late twice, I will count that as one absence.

Statement on Plagiarism

Plagiarism is a school offense and will be handled according to New York City Tech policies.

Statement on Learning Assistance Center

If students are having challenges in keeping up and completing assignments, the school offers countless options to assist the student, such as the Writing Center, tutors, and Library Assistance. Please utilize your school and its ability to enhance your education.

Statement on Learning Disabilities

If a student has previously documented learning disabilities, accommodations can always be made to support and assist each student to best complete all required portions of the course grade; please make your professor aware of this at the start of the semester before or after class within the first two weeks; as well, student should contact the *Office of Disability Services*; all accommodations are made in accordance

Course Guideline (Assigned readings will vary from the text and supplementary material provided to you):

Day 1: Introductions and Explanation of Course Expectations. Diagnostic Essay

Week 1 and Week 2:

Identity, Narrative, and Understanding Reading, Thesis Statement, Topic Sentences;

Chapter 1 (pages 3 - 46): Colson Whitehead *The Colossus of New York*; Katie Roiphe

The Coney Island of The Mind; Langhston Hughes, *Subway Rush Hour*; Ralph Ellison, *New York 1936*; Anna Quindlen, *Pregnant in New York*; Ian Frazer, *Take the F*; Willie Perdomo *Where I'm From*; Nelson George, *Fort Greene Dreams*; E.B. White *Here is New York*. **Essay 1 due**

Week 3 and Week 4:

Immigration, Cause and Effect, and Integrating Quotes, Transitional Phrases;
Chapter 2 (pages 47 - 82): Emma Lazarus, *The New Colossus*; Langston Hughes, *Good Morning*; Anzia Yeziarska, *America I am*; Junot Diaz, *The Money*; Claude McKay, *The Tropics in New York*; Frances Chung, *Riding the Subway is an Adventure Yo Vivo En El Barrio Chino*; Edwidge Danticat, *New York Was Our City on The Hill*; Suki Kim, *Facing Poverty with a Rich Girl's Habits*. **Essay 2 due**

Week 5 and Week 6:

Urban Education and Urban Arts, Compare/Contrast, Point-by-Point; MLA format;
Chapter 3 (pages 83 - 126): Dewitt Clinton, *Free Schools*; Bilal Rahmani, *Chronicles of a Once-Pessimistic College Freshman*; Esmeralda Santiago, *When I was Puerto Rican*; Claudia Wallis and Sonja Steptoe, *How to Bring Our Schools into the 21st Century*;
Chapter 4 (pages 127 - 175): Joseph Anastasio, *My Life in Graffiti*; Mark Naison, *From Doo Wop to Hip Hop ...* **Essay 3 due**

Week 7 and Week 8:

Current Issues, Argument, Plagiarism, In-Text Citation; **Chapter 5**: James Parrott, *Income Gap Widens, New York Grows Apart*; Brian Paul, *Affordable Housing Policies May Spur Gentrification*; Margaretta Morton, *The Homeless*; Mark Berkey-Grant, *Youth Gangs*; Benjamin Shepard, *Fighting Police Brutality in Global Brooklyn ...*
Essay 4 due

Week 9, Week 10:

Research Paper, Library and School Website Tools, Literary Analysis: Toni Cade Bambara, *The Lesson*; *Sections from textbook by Herman Melville, Stephan Crane, Edith Wharton, Kiran Desai, Ha Jin, Edwidge Danticat, Ralph Ellison, John Dos Passos, O. Henry, ...*

Week 11, Week 12:

Re-drafting and Revision; **First Draft of Research Paper due**;
Possible Essay 5

Week 13:

Continued tools for Research Paper; Final Exam Prep

Final Draft of Research Paper due

Week 14:

Final Exam

Week 15: Final Grade and Portfolio Review