City College of New York

Engl 11000- L39127

Freshman Composition

**Course:** Engl 110, Section L39127

**Classroom**: Shepard 19

**Schedule:** Tuesdays and Thursdays, 9:30am-10:45am

**Writing Instructor:** Danielle Carr

**Office Location:** NAC 6/335a

**Office Hours:** Thursdays 11:00am- 12:00pm, and by appointment

**Email:** dcarr@ccny.cuny.edu

**Phone:** 914-462-7330, and office extension

Course Description:

Our time spent in freshman composition will focus on the development of: the student’s skills surrounding the rhetorical situation, audience, purpose, the theory of writing, critical and analytical reading and listening, of essential steps in the writing process, effective writing, synthesizing material from various sources, the ability to locate and evaluate relevant library and online research. By the end of the course, students should not only have built upon their proficiency in these areas but also be confident in utilizing this knowledge in the construction and completion of a writing portfolio and self assessment.

First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students’ writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience. There will be hybrid assignments which will require posting and discussion on Blackboard.

Required Textbook(s): *The Norton Field Guide to Writing* by Richard Bullock, 5th Edition w/ readings (W.W. Norton and Company 2019)

* Supplemental Readings will be made available on Blackboard or as handouts and distributed in class.

Semester Calendar

Tuesday, January 29- First Day of Class

Thursday, January 31

Tuesday, February 5

Thursday, February 7

Tuesday, February 12- **No class!**

Thursday, February 14

Tuesday, February 19

Thursday, February 21

Tuesday, February 26

Thursday, February 28

Tuesday, March 5

Thursday, March 7

Tuesday, March 12

Thursday, March 14

Tuesday, March 19

Thursday, March 21

Tuesday, March 26

Thursday, March 28

Tuesday, April 2

Thursday, April 4

Tuesday, April 9

Thursday, April 11

Tuesday, April 16

Thursday, April 18

Tuesday, April 23- **no classes, spring break!**

Thursday, April 25- **no classes, spring break!**

Tuesday, April 30

Thursday, May 2

Tuesday, May 7

Thursday, May 9

Tuesday, May 14- **Last day of classes!**

**Class Policies**

Lateness and Absences

* According to the CUNY CCNY Undergraduate Bulletin: http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf (page 215)

Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Students are advised to determine the instructor’s policy at the first class session. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. ***Each instructor*** retains the right to establish his or her own policy, but students should be guided by the following general College policy: **In courses designated as clinical, performance, laboratory or field work courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week. When a student is dropped for excessive absence, the Registrar will enter the grade of "WU".**

In other words: each student can miss up to FOUR classes. Any absences OVER FIVE will result in a failure of the course. Students are expected to be in class ON TIME and remain for the duration of class. IF there is an unavoidable issue which prevents the student for remaining in the class for the entire period (as in necessity for lateness or early departure) please let the instructor know prior to arrival via email.

Food and Drink  🡨----------------- Don’t let this be you!!!

Eating/Drinking is allowed in class but do not let it be a distraction to you or your classmates. Also, **clean up after yourselves!** Classrooms are communal spaces and NOT your personal bedrooms, hotel rooms, or kitchens. They need to be kept clean by ALL who use them.

Electronic Devices 

If it beeps, vibrates, rings, plays music, or has a screen, mute it before you enter class. Cell phone use is prohibited during class. Silence your cell phone before you enter the room. If there is an emergency, quietly step out of the room to handle it. Tablets and computers can be used as note-taking devices or E-book readers if that is how students wish to transcribe information or read text. However, those devices can only be used SOLELY for that purpose, no web surfing, social media, or any other recreational use during class time. When those devices are not needed, they should be “sleeping,” face down, and out of reach.

“Don’t Yuck My Yum” 

Each and every one of us, including myself, comes from a diverse background, environment, and has a unique life experience and skill set which contributes to our worldview and opinion. As members of a classroom community, school community, and society, etc., it is our duty to remember this and respect all viewpoints, even if we don’t agree with them. Remember, there are constructive ways to criticize.

Assignments and Due Dates 

Assignments are due on the due date both in print and on blackboard unless previously arranged with the instructor. I am giving students the entire day on the due date to turn in assignments: From 12:01am to 11:59pm on the due date. Therefore, by giving you an entire 24 hours to turn in your assignments, not having computer and/or printer access is NOT an excuse for late work. The campus is full of computer and print labs, save your work, and plan for all possible technological possibilities. In the case that any student will be absent on a due date, submit work early! I prefer not to read on screen, so emailed work is frowned upon. If you are submitting print work AFTER class and I’m not there for you to put it in my hands, you MUST put it in my mailbox across from the English department and MAKE SURE someone **signs** and **dates** your submission. Work **without** a time and date stamp will be considered late. It will also be graded after everyone else’s as you will have to wait for me to get back to campus, retrieve it, read it, etc. Work submitted after the due date will be deducted by 5%. Excessively late assignments result will result in a deduction of points (for example, if the assignment was out of 100 points, you might only start with 90 points) IF the assignment is accepted at all. First draft due dates are listed on the weekly assignment schedule below, final draft due dates are due **1-2** class meetings after you receive your essays back with my comments. The exact dates will be announced in class.

Academic Integrity

Plagiarism is the unacknowledged use of another person's words or ideas. You can use other people’s ideas as much as you want and/or need to. Just make sure to **properly** give credit where credit is due. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge (information found in three or more different places). If you collaborate with another author to produce written work, you must acknowledge that person's contribution. If there is any further question about the parameters of academic dishonesty reference page 230 of the CUNY Policy on Academic Integrity appears on page 230 of the City College of New York Undergraduate Bulletin 2013-2015.

* http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf

All writing submitted for this course is expected to be your own. If a student’s submission contains any forms of plagiarism, he/she is at minimum subject to a failing grade for the project and/or course, and worst case scenario, academic suspension or expulsion. Part of the function for this course is to teach students how maintain academic integrity and to cite sources **properly** according to the standards of the Modern Language Association (MLA)in order to avoid cases of inadvertent plagiarism, As part of this course, we will discuss strategies for adhering to standard conventions for responsible source use and for maintaining academic integrity and how to avoid inadvertently plagiarizing someone else’s work.

If you need ANY help at all *outside* of the classroom pertaining to anything at all, from writing issues and tutoring, to feeling overwhelmed, or *anything* in between, utilize these resources…

**The Writing Center**

<http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15. I strongly advise you contact them as soon as possible, even if you don’t have anything specific you need assistance with yet.

**Gateway Advising Center**, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

**AccessAbility Center Tutoring Services,** NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

**SEEK Peer Academic Learning Center,** NAC 4/224

Phone: 212-650-5786**;** Email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

**Campus Counseling Center,** Marshak J-15

Phone: 212-650-8222, Email: counseling@ccny.cuny.edu

<http://www.ccny.cuny.edu/counseling/>

The Counseling Center offers short term individual and group counseling to help students deal with their personal and adjustment issues that may interfere with their ability to progress academically to their fullest potential.

**Instructor, see front page for contact information and location**

If there’s something you feel I can’t help you with during class time, please do NOT hesitate to reach out and contact me. I frequently answer email and I love hard working students.

**\*\*\*\*Every semester, researchers at CCNY collect a percentage of portfolios and self-assessments from every section of Engl 110. Because of this study, you will be asked to submit your final work following specific formatting conventions, either through a digital submission or a long .pdf file.**

Engl 110 satisfies the English composition requirement. By the end of the semester, students should be able to the following Course Learning Outcomes:

* Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
* Develop strategies for reading, drafting, collaborating, revising, and editing.
* Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
* Engage in the collaborative and social aspects of writing processes.
* Understand and use print and digital technologies to address a range of audiences.
* Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
* Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
* Practice systematic application of citation conventions.

Grading Breakdown

Students will be assigned a grade for Engl 110 based on their completion of their assignments, participation, and attendance according to the following breakdown:

**Attendance and Participation 10% 94%-100% A 66%-69% D+**

**Course/ Homework/ In-Class Writing 10% 90%-93% A- 60%-65% D**

**(including online submissions)**

**Literacy Narrative 10% 86%-89% B+ 0%-59% F**

**Researched Critical Analysis 20% 85%-83% B**

**Annotated Bibliography 5% 80%-82% B-**

**Final Portfolio 15% 76%-79% C+**

**Self Reflection 15% 73%-75% C**

**Exploratory Essay 15% 70%-72% C-**

Required Assignments

In addition to smaller assignments that will be handed out throughout the course of the semester, there will be 4 major assignments given with the goals of reinforcing lessons, meeting learning outcomes, and increasing writing, analytical, and rhetorical skills. These will be done in a series of drafts with scaffolding assignments in order to both lead up to the assignments and provide students opportunities for revision.

* Literacy/Autobiographical Narrative- 3 pages and Reflection paper- 1 page
	+ The literacy narrative is a reflective essay told in first person that tells a story about your personal experience with reading, writing, rhetoric. The essay may focus on a specific class you’ve taken, a particular text you’ve read, a speech you gave or heard, an influence that informs your reading and writing today, or even a particular teacher that helped shape your experience with reading and writing. You could even narrate bad experience, it’s solely up to you. Remember, the goal is to *tell a story!* There’s no set structure so have fun with this assignment.
* Exploratory/Discussion Essay- 4 pages, Reflection essay- 2 pages
	+ The exploratory essay presents information and a neutral summary to readers. You will investigate an idea/topic and inform the reader of it. This assignment will require preliminary research and include an annotated bibliography as well as an MLA works cited page.

* Researched Critical Analysis Essay- 7 pages, Reflection paper- 3 pages
	+ The critical essay is a type of expository essay that presents an analysis of a text. You will develop a thesis and support your thesis with outside sources. Essentially, you will be making an argument and persuading your reader. You will expand your research in order to make your argument. Taking the exploratory essay one step further as well as expanding the annotated bibliography.
* Annotated Bibliography- 1-2 pages
	+ The pre-cursor to both of the previously mentioned essays, you will essentially develop a detailed compilation of outside sources that you will use in your essays. Sources must be relevant to the topic, scholarly, meticulously selected, and carefully evaluated, and reflected as such in the annotations.
* Final portfolio, self reflection, and theory of writing
	+ A rhetorical analysis of the student’s work that should include references to genre, audience, purpose, exigence, stance, rhetorical situation, media/design, and rhetorical situation.

\*\* All major writing assignments will require draft work and a written self reflection component, which we will discuss in class.

\*\*\* All written assignments must be typed using Microsoft Word in 12 point, Times New Roman font, double spaced, with one inch margins, as per MLA guidelines. Refer to the MLA format in your *Norton Guide* or the Purdue OWL website.

\*\*\* Also, while the course objectives do not state that I am trying to create professional grammarians, ***ALL*** writing for this course ***MUST*** be written in Standard English and not in text slang or colloquial spelling.

Weekly Assignment Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **In Class**  | **Assignment**  |
| **Week 1**  |  |  |
| Tuesday 1/29 | Review syllabus, ice breaker, assign and explain diagnostic essay assignment, introduce Langston Hughes poem “Theme for English B” as it relates to the homework assignment  | Read Hughes’ poem “Theme for English B, complete Diagnostic essay, which is an introductory letter to the instructor, 500 words, due 1/31 and read *NFG* 3-9, 45-52, 53-71 |
| Thursday 1/31 | Introduce Rhetorical situations. In class writing assignment on rhetorical situation and audience. | Read *NFG* pgs 331-338, and write 500 words on an item to that’s important to you. Read the works by Alexie, Angelou, and Douglass provided by instructor. Bring the item to the next class along with the written essay, due 2/5, be prepared to speak for at least 2 minutes on this item. **This item CANNOT be your cell phone.** |
| **Week 2** |  |  |
| Tuesday 2/5 | Student presentations ½Discussions on Alexie, Angelou, and Douglass literature | Read pgs 73-97, on Literacy Narratives and ch 42, 43, and 45 in *NFG.* Read student samples uploaded on Blackboard, do genre analysis and annotations, (possible online submissions) |
| Thursday 2/7 | Student presentations ½Discussions on Literacy Narratives, student samples, and reflection papers | Begin draft work on literacy narrative. Complete draft by NOON on 2/12 and email to instructor. Bring 4 copies of corrected draft to class on 2/14 |
| **Week 3** |  |  |
| Tuesday 2/12  | **No class!**  | Complete literacy narrative draft, due 2/12 in email, 2/14 in print, 4 hard copies, read *NFG* ch 30-33 |
| Thursday 2/14 | In class workshop on literacy narratives | Literacy narrative final draft due 2/22Read *NFG* pgs 10-32, 33-34 |
| **Week 4** |  |  |
| Tuesday 2/19 | Literacy Narrative final draft due\***Potential library class** | Read *NFG* ch 15,47,48, 49Write (and post on BB) a paragraph on a course theme, anything that you want to write about for the duration of the semester. Must post comments to at least 3 student posts! Due 2/21 |
| Thursday 2/21 | Discuss annotated bibliography- review model **\*Potential library class**Course theme breakdown due | Read *NFG* ch 50, 51, 52, 53, 54Annotated bibliography due 3/5 |
| **Week 5**  |  |  |
| Tuesday 2/26 | Continue discussion on annotated bibliography, plagiarism, quoting, etc. | Read *NFG* ch 12, 16 |
| Thursday 2/28 |   | Annotated bibliography due 3/5, no draft work, 1 submission |
| **Week 6**  |  |  |
| Tuesday 3/5 | Annotated bibliography dueBegin to discuss expository essay and essay building, Discuss pre post packet- in class assignment | research, note taking, and outlining for paper on topic, continue pre post form and research grid, read *NFG* 35-36 |
| Thursday 3/7 | Continue discussion- building introduction and conclusion paragraphs, discuss research grid | Write introduction paragraph, minus thesis statement, and \*\*conclusion paragraph. Research, note taking, and outlining on topic. (this part is ongoing) continue filling out both forms |
| **Week 7**  |  |  |
| Tuesday 3/12  | Review intro and conclusion paragraphs, move towards building and identifying thesis statements | Write thesis statement for essay, bring to class on a sheet of paper. Also, type and email to instructor, complete and submit research gridContinue research, revise intro and conclusion paragraphs if necessary |
| Thursday 3/14 | In class workshop on thesis statementsContinue discussion: Building body paragraphs, sentences, and TIED structure | 4 copies of everything for peer review |
| **Week 8**  |  |  |
| Tuesday 3/19 | Discussion: in text citations and works cited.In class peer review  | Write 3 body paragraphs, complete formal outline, bring introduction, conclusion, thesis statement, and completed pre/post packet to class. |
| Thursday 3/21 | Wrap up expository essay discussion | 5 paragraph expository essay due 3/28 |
| **Week 9**  |  |  |
| Tuesday 3/26 | In class peer review | Read 8 white clergymen “An Appeal for Law and Order and Common Sense,” “A Call to Unity” and King “Letter from Birmingham Jail”<https://genius.com/Alabama-clergymen-an-appeal-for-law-and-order-and-common-sense-annotated>https://ibs.cru.org/files/7814/9063/9009/Letter\_Birmingham\_Jail.pdf |
| Thursday 3/28 | Discussion: the argumentative essay genre and how to express and include stance in your paper | Read samples posted on blackboard, annotate  |
| **Week 10** |  |  |
| Tuesday 4/2 | Discussion- continue on the argumentative essay | 1st Drafts for argumentative essay due 4/11, bring 4 copies for peer review |
| Thursday 4/4 | discuss powerpoint presentation/genre | Draft due 4/11- bring 4 copies. Final critical analysis research paper due 4/16  |
| **Week 11**  |  |  |
| Tuesday 4/9  | Continue discussion on powerpoint  | 1st draft due 4/11, 4 copies |
| Thursday 4/11 | Peer review workshop | Final drafts in print and Powerpoint due 4/16 by 9am via email |
| **Week 12**  |  |  |
| Tuesday 4/16 | Powerpoint presentations in class |  |
| Thursday 4/18 | Powerpoint presentations in class  |  |
| **Week 13** |  |  |
| Tuesday 4/23  | **Spring break- no classes** |  |
| Thursday 4/25 | **Spring Break- no classes** |  |
| **Week 14** |  |  |
| Tuesday 4/30  | Discuss wordpress sites, self reflection and portfolio projects, create website skeletons in class | Read student samples, genre analysis |
| Thursday 5/2 | Continue discussion  | Read student samples |
| **Week 15**  |  |  |
| Tuesday 5/7 | Discussion, work in class | Draft website due, in class peer review, 5/9 |
| Thursday 5/9 | Portfolio workshop  | Final due 5/14 |
| **Week 16**  |  |  |
| Tuesday 5/14  | Complete and submit websites, absolute final day for submissions | Have a great summer |