City College of New York

Engl 11007-K

Freshman Composition

**Course:** Engl 110, Section K

**Classroom**: Virtual: <https://ccny.zoom.us/j/81227087943>

**Schedule:** Tuesdays and Thursdays 8:00am-9:15am

**Writing Instructor:** Danielle Carr

**Office Location:** Virtual

**Office Hours:** Thursdays 12:30pm-1:30pm and by appointment

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

**Phone:** 914-462-7330

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.

How This Course Works:

Due to the Covid 19 pandemic, this fall 2021 semester will be conducted in a unique way. For students, this means that our class meetings will usually take place synchronously, or at the scheduled time in the “virtual classroom” on Zoom where attendance will be taken. There will also be days that the class will meet asynchronously, where there will be no “formal meeting,” but there will be an assignment due and that will count as both attendance and classwork grade for the day. You will be notified in advance. The traditional, literal, face to face (f2f) classroom meetings are being temporarily replaced by zoom meetings in the virtual classroom. Hopefully, this won’t change too much of your class experience. This class is also heavy on group work. Groups will be determined by the instructor and will remain throughout the semester (barring any unusual occurrences). Between group work and distance learning, students might find that this experience mimics the way that engineers work in “real life.” Students will still be responsible for attending all scheduled f2f classes on zoom and handing in all work ON TIME and properly done, via email or on Blackboard. You will also be responsible for posting projects and presentations in specific folders and also posting responses to these projects. I will let you know when these postings are due, keep in mind they are mandatory as they are part of your homework and participation grades. Asynchronous assignments will also have time sensitive deadlines. These responses can transfer to discussions held in class, so they must be thought provoking and thorough. However, it is extremely important for students to attend all in synchronous class meetings as well, as these meetings are when students will learn the required genre work for the class and discuss the assignments for the course.

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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, the course site, or as handouts and distributed in class.

CUNY Commons Course Website- <https://engl110spr19.commons.gc.cuny.edu/>

Houses various documents/files necessary for coursework

Semester Calendar

Thursday, August 26- **First Day of Classes!**

Tuesday, August 31

Thursday, September 2

Tuesday, September 7**- No Class!**

Thursday, September 9

Tuesday, September 14

Thursday, September 16**- No Class!**

Tuesday, September 21

Thursday, September 23

Tuesday, September 28

Thursday, September 30

Tuesday, October 5

Thursday, October 7

Tuesday, October 12

Thursday, October 14

Tuesday, October 19

Thursday, October 21

Tuesday, October 26

Thursday, October 28

Tuesday, November 2

Thursday, November 4

Tuesday, November 9

Thursday, November 11

Tuesday, November 16

Thursday, November 18

Tuesday, November 23

Thursday, November 25- **No Class- Thanksgiving Break!**

Tuesday, November 30

Thursday, December 2

Tuesday, December 7

Thursday, December 9- **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](mailto: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.
* \*\*New CLO- “Students will examine how attitudes towards linguistic standards and differences empower and oppress language users.”

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 15% 90%-93% A- 60%-65% D**

**(including online submissions)**

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

**Researched Critical Analysis 15% 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.

* Diagnostic Writing Assignment- **500 word minimum- two fold assignment, read in entirety!!**
  + Write a professional letter to me about your life, your experiences, your achievements, your talents. What is your major in college and how does your major connects to your professional goal(s)? Include where you are from and how you want me to see you. Must include at least ONE page on an “artifact,” an item that is of most importance to you. It can be a stuffed animal, jewelry, a photo, a pet, a sibling, etc. You are required to bring in this item (or a photo) and present it to the class. This item CANNOT be your cellphone or computer unless you are/have built the I Phone 15 or Samsung S25. If the artifact breathes or is too big to move, a photo is fine.
    - This is a formal letter, addressed to me (use the school address below), and signed at the end by you. Type in 12 point New Times Roman font, normal margins. The letter needs a salutation, body paragraphs, and a closing. My address:

Danielle Carr

City College of New York- English Department

1. Convent Ave

New York, NY 10031

* 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.

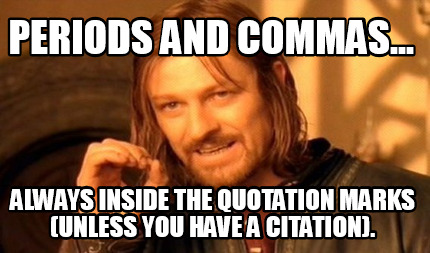
* Researched Critical Analysis Essay- 7 pages, Reflection paper- 3 pages
  + The critical essay is a type of expository essay that presents an analysis of a text. You will develop a thesis and support your thesis with outside sources. Essentially, you will be making an argument and persuading your reader. 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.

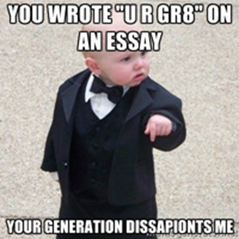
\*\* All major writing assignments will require draft work and a written self reflection component, which we will discuss in class.

On draft work:

“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something -- anything -- down on paper. A friend of mine says that the first draft is the down draft -- you just *get it down*. The second draft is the up draft -- you *fix it up*. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, God help us, healthy.”

– Anne Lammott, *Bird by Bird: Some Instructions on Writing and Life*

\*\*\* 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** |  |  |
| Thurs 8/26 | 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 9/1 and read *NFG* 3-9, 45-52, 53-71, and exigence worksheet |
| **Week 2** |  |  |
| Tues 8/31 | Introduce Rhetorical situations. In class writing assignment on rhetorical situation and audience. | Read *NFG* pgs 331-338, Be prepared to present your artifact to the class on 9/2. |
| Thurs 9/2 | Student presentations ½  Discussions on rhetorical situation | Read NFG ch 10- literacy narrative & 17- literary analysis. Also read the following lit narrative samples- Douglass, Alexie, Malcolm X, and Luc Sante (all on the course site) |
| **Week 3** |  |  |
| Tues 9/7 | **NO CLASS!** | Read ch 42, 43, and 45 in *NFG.* Prepare group presentations on Lit Narratives for class. Look on BB for groups and assignment. |
| Thurs 9/9 | Continue presentations.  Question: *Who helped you obtain literacy? What is the importance of obtaining literacy?*  Discussions on Literacy Narratives, student samples, and reflection papers | Read student samples uploaded on the course site, do genre analysis and annotations on BB. |
| **Week 4** |  |  |
| Tues 9/14 | Discussion on student samples and reflection papers. | Complete literacy narrative first draft, post on BB by 9/15 read *NFG* ch 30-33 |
| Thurs 9/16 | **NO CLASS!** | Draft due 9/20 on BB |
| **Week 5** |  |  |
| Tues 9/21 | Peer review workshop on literary narratives | Final draft due 9/23 |
| Thurs 9/23 | **Asynch #1- No formal class (there will be an assignment)** | Read 3 expository essay samples, Cisneros “Only Daughter” and Pryce “For Jamaica” and complete genre analysis questions |
| **Week 6** |  |  |
| Tues 9/28 | Discussion- genre analysis- narrative essay | Consider a life event that discusses the experiences or observation of being “the outsider” or “marginalized” for any reason: one of the following: The “outsider” could be you, it could be a classmate or family member; maybe you witnessed an “outsider” story, or maybe you joined with a group against an “outsider.” Connect the experience of the outsider to the issue that made them marginalized: for example, an undocumented person could be deported. The issue surrounding the deportation is their undocumented status and the present immigration laws.  Post a brief summary of this story and the issue at play on BB. Comment on 3 student posts. |
| Thurs 9/30 | \***Library Visit- online** |  |
| **Week 7** |  |  |
| Tues 10/5 | Discussion- genre analysis- expository essay and assignment #2 | Read NFG Ch 23- “mixing genres” |
| Thurs 10/7 | Discussion- mixing genres and essay goals and brief discussion on MLA | Compose complete assignment #2 draft, post on BB by 10/11, prepare for peer review workshop |
| **Week 8** |  |  |
| Tues 10/12 | Peer review workshop | **Final draft due 10/14**. Watch the TED Talk by Adiche “The Dangers of the Single Story” |
| Thurs 10/14 | Discussion: What are the dangers of the single story? Who is responsible for writing the stories? Whose voice is recorded in the stories?  Do now: take 3-4 minutes, and jot down things (nothing formal, names, “facts,” things discussed in class, etc.) you have learned throughout your lives about the following populations: homosexuals, asians, blacks, hispanics, native americans, women. The lists will be read and discussed and compared: who do we know the “most” about? Why? Is this information “accurate?” where did it come from? Is there bias? Does this information connect to “the single story?” if so, what has that done for our understanding and/or interactions with these groups? Is there any value to debunking the single story? How do we do this? | Various links on this topic, links on representations, inclusion, and voice, group presentation based on assignments. - use imagery and memes! |
| **Week 9** |  |  |
| Tues 10/19 | Presentations/ continue discussions | Read NFG 11, 12, 15, 47, 48, 49, select an event/persons in history that have been “misrepresented” or only had “the single story” (if that many) as your project topic. based on prior reading and research and your “knowledge” of history. Compose short paragraph on your selection and post on BB. Respond to 3 persons. |
| Thurs 10/21 | Discussion- genre analysis, annotated bibliography- view sample | Read- NFG ch 13, 50, 51, 52, 53, 54, **annotated bibliography due 10/28,** |
| **Week 10** |  |  |
| Tuesday 10/26 | Discussion- why we cite, MLA style, genre analysis- argumentative essay, assignment #3 | Read NFG ch 35-36  research, note taking, and outlining for paper on topic, (this occurs continuously outside of the classroom) |
| Thursday 10/28 | Discussion- beginning/ending | Write introduction paragraph, minus thesis statement, and \*\*conclusion paragraph. Post on BB. Comment on 3 students posts. Research, note taking, and outlining on topic. (this part is ongoing) |
| **Week 11** |  |  |
| Tuesday 11/2 | Discussion- Review intro and conclusion paragraphs, move towards building and identifying thesis statements | Write thesis statement for essay, post on BB. Comment on 3 students posts. |
| Thursday 11/4 | In class workshop on thesis statements |  |
| **Week 12** |  |  |
| Tuesday 11/9 | Continue discussion: Building body paragraphs, sentences, and TIED structure | Construct 3 body paragraphs, post on BB, comment on 3 students, Read NFG ch 56, 57, 58, 60 |
| Thursday 11/11 | Review body paragraphs. Discussion: in text citations, works cited and powerpoint genre. | Draft work due- peer review for 11/16 |
| **Week 13** |  |  |
| Tuesday 11/16 | Peer review workshop | Finals due 11/18 |
| Thursday 11/18 | Begin Presentations, final projects due. |  |
| **Week 14** |  |  |
| Tuesday 11/23 | Continue presentations  Discuss final project, set up CUNY commons accounts and website skeletons for self assessment portfolio project | Complete the website skeletons |
| Thursday 11/25 | **Thanksgiving Break- no class** |  |
| **Week 15** |  |  |
| Tuesday 11/30 | Continue project discussion/in class group work, **\*possibly digital meeting** | Draft website due, in class peer review, 12/7 |
| Thursday 12/2 | Continue project discussion | Final due 12/9 |
| **Week 16** |  |  |
| Tuesday 12/7 | Website workshop |  |
| Thurs 12/9 |  | Final project due/Enjoy break \*\*Last possible day for project is 12/21!! |