

New York City College of Technology
ENG 1101-5381: English Composition I
Telling Brooklyn Stories
Fall 2011
M/W 1:00-2:15
Atrium 0636 (to be changed)

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Office Hours: M 2:15-3:45, W 2:15-2:45, and
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COURSE DESCRIPTION AND OBJECTIVES

Brooklyn is a collection of neighborhoods and location, a microcosm of the world. This semester, in Telling Brooklyn Stories, we will explore Brooklyn through archives at the Brooklyn Historical Society, our own experiences walking through the City Tech vicinity, our speaking and listening, writing and reading, as well as through research and discussion on the new OpenLab digital platform and at the Ursula C. Schwerin Library at City Tech and the Othmer Library at the Brooklyn Historical Society.

This course is part of a Learning Community in conjunction with Prof. Davis's SPE 1330-6366: Effective Speaking, M/W 11:30-12:45. The Learning Community has a peer mentor, Dawid Janik.

English Composition I is a course in effective essay writing and basic research techniques, including the use of the library. College-level readings are assigned as the basis for in-class and online discussion and for essay writing. CUNY certification in reading and writing is the prerequisite for this course. Students should expect to spend six hours per week on your work for this class in addition to class time. Through discussion, reading, writing in drafts, revising, and presenting work, students will learn to:

Write clear and logical sentences of varied structure, using correct spelling, conventional punctuation, and correct grammar and syntax;
Organize sentences into paragraphs and paragraphs into well-developed essays that present persuasive arguments based on specific evidence;
Draft, revise, and proofread essays of various modes of writing, including narration, description, comparison, argumentation, and analysis;
Use writing as a process of discovery, promoting habits of critical thinking;
Develop a personal writing style.

Read actively, carefully, and thoroughly, looking at details and at the piece as a whole;
Formulate questions as part of the reading process in anticipation of class or online discussions;
Demonstrate the ability to summarize, paraphrase, quote from, and argue with assigned readings
Gain familiarity with online tools such as blogs, online writing centers, and library research tools;
Communicate professionally via e-mail and other online media;
Demonstrate information fluency—the ability to find, evaluate, use, and create online resources.

COURSE REQUIREMENTS:

Textbooks and Supplies: Please secure the following by the second week of class:

- Access to a computer, the Internet, and a printer: most of our readings will be available online, in lieu of using a reading anthology, and much of our writing will be completed or submitted online.
- Access to the Reserves at the Ursula C. Schwerin Library for materials not available digitally.

- Access to an online writing guide, such as the Online Writing Lab: <http://owl.english.purdue.edu>
- A college-level dictionary, such as the *American Heritage Dictionary*.
- A sturdy folder to hold your work and course handouts.
- A notebook for class notes and reading notes
- Various in-class handouts

Attendance: Attendance is mandatory in this discussion-based course. Arriving late, leaving during class, or leaving early will count as **half of an absence**. City Tech's policy states that **four or more absences will result in a WU grade**. I will not grant excused absences since three absences are permitted without penalty. Absence is not an excuse for missing or late work; you must get class notes from a classmate and keep up with your reading and written work.

Participation: To meet our course goals, your participation in each class is essential. Come prepared to each class, bring any required books or materials, and contribute to the day's activity. Your physical presence is not enough! If you do not contribute to the discussion, workshop, or small group activity, I will assume you are unprepared. Similarly, participation on the course site is essential for our virtual community. Please be respectful of other viewpoints or opinions in class and online. **Distractions such as food, non-ENG 1101-materials, or cell phones are not permitted, since they will negatively affect your participation, and in turn, your success in this course.**

Writing: You will write in class, on the course site, and privately outside of class. There will be due dates for drafts and for finished copies of assignments, but you will be responsible for pacing your work and completing drafts. Formal assignments should be submitted in a reasonable 12-point font with one-inch margins on all sides—further details will be provided on the assignment description. Assignments are due electronically by the beginning of class unless otherwise noted. If you believe you have a legitimate reason for requesting an extension for an assignment, do so at least 24 hours before the due date. Assignments submitted late but without my approval prior to the due date will be severely penalized. Although in-class writing will not be graded—except for the formal in-class essays—it will contribute to your essay assignments, and will affect your essay grade, your in-class writing grade, and your participation grade. These pieces of informal writing must be kept in a writing folder, since we will return to texts, themes, and ideas throughout the semester.

Revisions: Revision is an essential part of writing. Assignments will involve both a draft and a revised version. Please be aware that revision is not the same as correcting—true revision involves re-envisioning your essay, refashioning and rewriting it. Guidelines for revisions, as well as due dates, will be available with each assignment description. If you would like to revise an assignment after I have graded it, you must first make an appointment with me and adhere to our revision contract.

Homework: Assignments, whether for reading or writing, are due at the start of class. Please follow the schedule listed on the schedule of classes. In addition to the reading, blog, and drafting assignments, there will be a **vocabulary assignment**. For each reading, you will be expected to select one vocabulary word, define it, and explain how you now understand the material with the word defined. Additional words that will help the class understand the material will also be listed, and you can choose to define one of those instead.

Course site: In addition to our meetings in the classroom, we will have a virtual community on a course site: <http://openlab.citytech.cuny.edu/groups/english-composition>. Formal and informal assignments will be posted to the site in various places and formats, and we will hold discussions there as well. **You will be responsible for posting according to the homework schedule.**

Additional posting assignments will be announced as appropriate. Posts should be approximately 250 words, comments 100 words, unless otherwise indicated. I encourage you to blog and or comments beyond the assigned schedule; doing so will improve your grade.

Grading: Your course grade will be calculated based on the following percentages, which reflect the value of the entire project; missing any component will result in a lower grade. Passing ENG 1101 is contingent upon attendance and the successful completion of all assignments and the final exam.

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| Essay #1 (Writing about Photographs): 5% | Essay #7 Final Exam (Summary and Essay about an Article): 15% |
| Essay #2 (Revised Essay about Photographs): 5% | Oral Presentation (Verbal Drafting of Research Project): 5% |
| Essay #3 (Walking and Writing in Overlapping New Yorks): 10% | Course Site writing and participation (including vocabulary and blog posts): 20% |
| Essay #4 Midterm (Summary and Essay about an Article): 10% | In-class participation, quizzes and in-class assignments: 10% |
| Essay #5 (Research Project): 15% | |
| Essay #6 (SAFA site posts): 5% | |

Class policies: Please be respectful of anyone in our classroom or our online community, punctual, prepared, alert, and free of distractions such as cell phones, food, or other courses' materials.

Support: Please do not hesitate to speak with me during my office hours or by appointment—this is one of the most direct and effective ways to improve your work or to seek advice! There are many other avenues of support at City Tech, including the College Learning Center, the Academic Advisement Center, and the Counseling Service Center. Students with disabilities should consult with the Student Support Services Program for documentation and support, and should speak with me privately to coordinate appropriate accommodations.

ACADEMIC INTEGRITY:

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.”

Plagiarism, the act of presenting another person's ideas, research, or writing as your own, whether intentionally or unintentionally, is not tolerated at City Tech. Using proper documentation (we will use the MLA style for citations) and thorough textual analysis will help you avoid plagiarism. Any cases of plagiarism or other forms of academic dishonesty will result in a failing grade and appropriate measures taken. Please familiarize yourself with City Tech's policies on academic honesty at

http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf. If you are confused or have any questions about what plagiarism is and how you might avoid it, please contact me before your assignment is due.

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| Date | Schedule of Classes: | Homework |
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| M 8/29: | Introduction to Telling Brooklyn Stories Handouts: permission slips | Get permission slips signed Complete SAFA survey |
| W 8/31: | Course Site Introduction; Reading photos of Brooklyn Bring signed permission slips! | Homework: Write a blog post about photos; Find or take a photograph that captures your passion OR philosophy OR vision of your future in five years. Write a one-paragraph description of the photograph and bring both the photograph and paragraph with you to class on 9/7. |
| M 9/5: | School Closed—no classes | |
| W 9/7: | Bring photo Essay #1: in-class essay on how your photograph depicts your passion, philosophy, or vision of your future. | Read Philip Lopate, “The Brooklyn Bridge” |
| M 9/12: | Walking Tour with Brooklyn Historical Society 11:30-2:15 | Write a blog post about walking tour |
| W 9/14: | SPE 1330-6366 meets | Read Colson Whitehead, “City Limits” |
| M 9/19: | Writing workshop; discuss “The Brooklyn Bridge” and “City Limits” | Work on Essay #2 |
| W 9/21: | Saul Steinberg, “View of the World from 9th Avenue,” 1976 Essay #2 due | |
| M 9/26: | Maps at the Brooklyn Historical Society 11:30-2:15 | Write a blog post about the map session |

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| W 9/28: | No classes | Read Truman Capote, “A House on the Heights” |
| M 10/3: | Updates on Essay #3; discuss “A House on the Heights” | Read Ben Mc Grath, “Who Knows Brooklyn” |
| W 10/5: | Ursula Schwerin Library visit, A540: meet outside the library in the Atrium building | Write a blog post about the library session |
| M 10/10: | School Closed—no classes | |
| W 10/12: | Discuss “Who Knows Brooklyn” Essay #3 due | Read TBA |
| M 10/17: | Documents at the Brooklyn Historical Society 11:30-2:15 | Write a blog post about the documents session |
| W 10/19: | SPE 1330-6366 | Read: John Strausbaugh, “On the Trail of Brooklyn’s Underground Railroad” |
| M 10/24: | Discuss “On the Trail of Brooklyn’s Underground Railroad” | Study for Essay #4 |
| W 10/26: | Essay #4: Midterm Exam 11:30-2:15 | Write a blog post about your topic for Essay #5 |
| M 10/31: | Discuss midterm exam reading | Read Introduction to <i>Brooklyn!: An Illustrated History</i> |
| W 11/2: | SPE 1330-6366 | Read Introduction to <i>Brooklyn!: An Illustrated History</i> |
| M 11/7: | Discuss introduction to <i>Brooklyn!: An Illustrated History</i> 11:30-2:15 Draft of Essay #5 due; writing workshop | Read selection (TBA) from Suleiman Aciman, <i>The Invention of Brownstone Brooklyn</i> |
| W 11/9: | Discuss selection from <i>The Invention of Brownstone Brooklyn</i> | Reading TBA Write a blog post |

update about Essay #5

M 11/14: Writing Workshop

Reading TBA

W 11/16: Writing Workshop

Reading TBA

M 11/21: Presentations

Work on Essay #5

11:30-2:15 **Draft of Essay #5 due**

W 11/23: Writing workshop for Essay #5

11:30-2:15

M 11/28: SPE 1330-6366

Essay #5 and cover letter **due by 11:00am**
Write your research essay abstract as a **blog post**

W 11/30: SPE 1330-6366

Sign up for Essay #6 topic

M 12/5: SAFA site review and workshop

W 12/7: TBA

Essay #6 due

M 12/12: Review for Essay #7, Final Exam

Complete SAFA survey

W 12/14: **Reading Day—no classes**

Review summary instructions for Part I of the final exam

M 12/19: **Essay #7:** Final Exam Part I

Study for Part II of the final exam

W 12/21: **Essay #7:** Final Exam Part II

Spring classes begin January 27, 2012. Enjoy the break!