

New York City College of Technology  
ENG 1101-5381: English Composition I  
Telling Brooklyn Stories  
Fall 2012  
M/W 1:00-2:15PM  
Namm 420B

Professor: Jody R. Rosen  
E-mail: jrrosen@citytech.cuny.edu  
Phone: 718/260-4913  
Mailbox: Namm 512 (English Dept.)  
Office: Namm 520  
Office Hours: M 2:15-2:45, W 10:30-11:30,  
2:15-2:45, and by appointment

#### 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 will have a peer advisor, Lorna Kowchai, who will help you navigate your first semester at City Tech.

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 work for this class in addition to class time. Through discussion, reading, writing in drafts, collaborating, 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, analysis and reflection;
- Use writing as a process of discovery, building 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, collaborative documents, 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:

- *The Place Where We Dwell*, 3<sup>rd</sup> Edition. Eds. But, Noonan, and Scanlan. Kendall Hunt, 2012.
- Access to a computer, the Internet, and a printer: some of our readings will be available online, and much of our writing will be completed or submitted online, with printed drafts due in class.

- Access to the Circulating Collection, the Reserves, and the Databases at the Ursula C. Schwerin Library for supplemental and research materials.
- 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*—an online dictionary such as <http://m-w.com> can suffice.
- 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 course goals, you must participate in each class. Come prepared, 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 OpenLab 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 an extension will be severely penalized. In-class writing 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. Formal 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 standing assignments due before each class or on a rotating basis.

Course site: In addition to our class meetings, this Learning Community will share a virtual community on the OpenLab (<http://openlab.citytech.cuny.edu>). Formal and informal assignments will be posted there in various 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 at least 250 words, comments 125 words, unless

otherwise indicated. I encourage you to blog and comment beyond the assigned schedule; doing so will improve your grade and enrich our community. There will be a glossary assignment due before each class session, and a summary assignment due on a rotating basis. Additionally, you will begin to develop ePortfolios throughout the semester. **You will need your City Tech email account to create an account on the OpenLab.**

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.

Essay #1 (Self-introduction: passion, philosophy, and future vision): 10%	Essay #6 Final Exam (Summary and Essay about an Article): 10%
Essay #2 (Walking and Writing in Overlapping New Yorks): 15%	Oral Presentation (Verbal Drafting of Research Project): 5%
Essay #3 Midterm Exam (Summary and Essay about an Article): 10%	Course Site writing and participation (including summary, glossary, and blog posts): 15%
Essay #4 (Research Project): 20%	In-class participation, quizzes and in-class assignments: 10%
Essay #5 (SAFA reflections and revisions): 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 your Learning Community peer advisor, 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:

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.”

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 grade of zero and appropriate measures taken. Please familiarize yourself with City Tech's academic honesty policies: [http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY\\_ACADEMIC\\_INTEGRITY\\_6-2011.pdf](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
<b>M 8/27:</b>	Introduction to Telling Brooklyn Stories Course Site Introduction Handouts: permission slips	Essay #1 prewriting: Freewrite in your notebook about your passion in life, your life philosophy, and where you see yourself in five to ten years. Get permission slips signed
<b>W 8/29:</b>	What is an essay? What is a summary? <b>Essay #1 draft:</b> in-class essay on your passion, philosophy, and vision of your future in the next five to ten years. Collect signed permission slips. Handouts: Essay #1 assignment; summary	Find or take a photograph that captures your passion or philosophy or vision of your future in five to ten years. <b>Write a blog post</b> describing the photograph and bring both the photograph and paragraph with you to class on 9/5. Review photographs on the course blog; <b>write a blog post</b> describing one of them.
<b>M 9/3:</b>	<b>School Closed—no classes</b>	Complete SAFA survey
<b>W 9/5:</b>	Reading images You must obtain <i>The Place Where We Dwell</i> , 3 <sup>rd</sup> ed to complete your homework!	Read: George, “Fort Greene Dreams” (D) <b>Write a blog post</b> in which you summarize “Fort Greene Dreams”
<b>M 9/10:</b>	Discuss “Fort Greene Dreams” Writing workshop: passion, philosophy, future	Read: Perdomo, “Where I’m From” (D) <b>Write a new blog post</b> with a revised summary of “Fort Greene Dreams”
<b>W 9/12:</b>	Discuss “Where I’m From” Writing with <i>I</i> <b>Essay #1 due</b> —cover letter in class Place: description, comparison, process writing	Read: Deák, “The People, Parks, and Ambience of Brooklyn” (D) <b>Write a blog post</b> identifying one aspect of “The People, Parks, and Ambience of Brooklyn” that stands out; <b>comment</b> on at least one post. <b>Post on the blog</b> your version of your version of “Where I’m From”
<b>M 9/17:</b>	<b>No classes scheduled</b>	
<b>W 9/19:</b> 11:30-2:15	BHS visits Telling Brooklyn Stories Guest Speakers: Julie Golia, Robin Katz Walking tour—be prepared to walk! Handouts: Walking questions and notes; Essay #2 assignment description	Read Whitehead, “City Limits” from <i>The Colossus of New York</i> (D) and Steinberg, “View of the World from 9th Avenue” (OL) <b>Write a blog post</b> —topic TBA.

<b>M 9/24:</b>	Place: description, comparison, process writing, continued Discuss “City Limits” from <i>The Colossus of New York</i> ; maps	Read: Capote, “A House on the Heights” (OL) <b>Write a blog post and comment</b> —topic TBA
<b>W 9/26:</b>	<b>No classes scheduled</b>	
<b>M 10/1:</b> 11:30-2:15	Maps at the Brooklyn Historical Society	<b>Write a blog post</b> abouts the map session Read Ben Mc Grath, “Who Knows Brooklyn” (OL) Online Writing workshop; <b>Draft of Essay #2 due</b>
<b>W 10/3:</b> 11:30-2:15	Ursula Schwerin Library visit, A540: meet outside the library in the Atrium building	<b>Write a blog post</b> about the library session; <b>comment</b> on at least one other blog post
<b>M 10/8:</b>	<b>School Closed—no classes</b>	
<b>W 10/10:</b>	<b>Classes follow a Monday schedule</b> Discuss “Who Knows Brooklyn” <b>Essay #2 due</b> —cover letter in class	<b>Write a blog post</b> summarizing “Who Knows Brooklyn”; comment on posted question and one classmate’s comment.
<b>W 10/19:</b>	Discuss “Reading Lucy” Incorporating source material	Review summary instructions; prepare for Essay #3, Midterm Exam.
<b>M 10/22:</b> 11:30-2:15	<b>Essay #3:</b> Midterm Exam	Read: Read Egan, “Reading Lucy” ( <i>D</i> ), Kolkin documents (OL) <b>Write a blog post</b> about the reading and documents on the OpenLab; <b>comment</b> on at least one other post
<b>W 10/24:</b>	Discuss Essay #4 assignment; discuss “Reading Lucy” and related documents Handout: <b>Essay #4</b> assignment description	<b>Write a blog post</b> brainstorming about Essay #4; <b>comment</b> on at least <b>two</b> posts.
<b>M 10/29:</b>	Review midterm exam and reading	Read Lopate, “The Brooklyn Bridge” ( <i>D</i> ) and other Brooklyn Bridge readings (OL) <b>Write a blog post</b> comparing at least two of the readings; <b>comment</b> on at least one other post.
<b>W 10/31:</b>	Discuss Brooklyn Bridge readings	<b>Write a blog post</b> update about your

		topic for Essay #4; Read Introduction to <i>Brooklyn!: An Illustrated History</i> (OL) as a possible resource for Essay #4
<b>M 11/5:</b> 11:30-2:15	SPE 1330-6366	Prepare for your presentation <b>Write a blog post</b> about preparing; comment on at least two other posts.
<b>W 11/7:</b>	<b>Presentations</b> on Essay #4	<b>Write a blog post</b> summarizing one of your sources for Essay #4, and include the citation
<b>M 11/12:</b>	Writing workshop for Essay #4; <b>Draft of Essay #4 due</b>	Read: TBA <b>Write a blog post</b> update about Essay #4
<b>W 11/14:</b> 11:30-2:15	On-site process talk workshop	<b>Write a blog post</b> recapping what you took away from the workshop; <b>comment</b> on at least one other post.
<b>M 11/19:</b> 11:30-2:15	<b>On-site process talks</b>	Read: TBA <b>Write</b> your abstract of Essay #4 as a <b>blog post</b>
<b>W 11/21:</b>	<b>Essay #4 due</b> —cover letter in class	Review blog posts; <b>comment</b> on three posts by anyone in class.
<b>M 11/26:</b>	SAFA site review and workshop	Read Gross, “Despite Setbacks, Bloomberg Plan Has Made New York Greener” ( <i>D</i> ) and other Green New York readings <b>Write a blog post</b> about Green New York; <b>comment</b> on one other post.
<b>W 11/28:</b>	Discuss Green New York readings	Peer feedback on Essay #5
<b>M 12/3:</b>	SPE 1330-6366	<b>Essay #5 due</b> before SPE 1330.
<b>W 12/5:</b>	SPE 1330-6366	Complete SAFA survey Read: TBA
<b>M 12/10:</b>	Review for Essay #6, Final Exam using reading	Review summary instructions for Part I of the final exam
<b>W 12/12:</b>	<b>Essay #6:</b> Final Exam Part I	Study for Part II of the final exam

<b>M 12/17:</b>	<b>Essay #6:</b> Final Exam Part II	
<b>W 12/19:</b>	Conclusions	
	Spring classes begin January 28, 2012. Enjoy the break!	