

ENGLISH DEPARTMENT

ENGL 112-022C: COLLEGE COMPOSITION I

COURSE SYLLABUS

Instructor: James Dunn
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Term: Fall 2023
Class Meeting Days: Mon./Wed.
Class Meeting Hours: 8:30 am - 9:45 am
9:45 am - 10:46 am
Class Location: online synchronous

Office Hours: Friday 2:00-3:00 pm, or by Appointment

Welcome to English Composition I Online

Welcome to the online section of ENGL 112. As we embark on this course, please be aware that an online course may require more hours of work than a traditional composition class. An English course requires a considerable amount of time to complete all the reading and writing assignments. The reading in this course requires rereading. Writing always takes more time than one thinks; good writing requires multiple drafts, revising, editing and proofreading.

Furthermore, two aspects of this class will work hand-in-hand: 1. Online or asynchronous discussions, as well as the reading and writing you do outside of class, will be the impetus and catalyst for specific real-time video conference discussions. 2. Synchronous or real-time meetings (via videoconference using Blackboard Ultra Collaborate or Zoom) will take place. Please understand that you should try to be committed to the real-time video conference sessions and the online aspects of this course to be successful.

I look forward to working with you if you make a commitment to doing the work and to seeking my assistance, as you need it.

Course Description

This composition course emphasizes the critical and expository writing students will need throughout their college career. They will learn rhetorical skills, become fluent in academic discourse, and develop proficiency in the conventions of language through a series of writing assignments emphasizing the process of drafting and revision. They will learn how to synthesize primary and secondary sources and give proper attribution. Their

engagement with a wide variety of texts will broaden their global and cultural awareness and allow them to gain insight into themselves and their society.

This course fulfills the following General Education Requirements:
[x] Foundation Cluster **[x[Required Core**

Course Objectives/Student Learning Outcomes (SLOs)

Upon successful completion of the course, students should be able to:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions, and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- Approach writing as a process that involves the steps of prewriting, drafting, revising and editing complete coherent essays.

Course Prerequisites

The CUNY proficiency index is a formula that combines overall high school grade point average with SAT and Regents scores to determine whether the student has a good chance of succeeding in a credit-bearing English course without any additional support. The proficiency index scores are used to determine whether the student is eligible to begin in college level English.

*For ENGL 112, students must have a proficiency index of 65 or higher.

Course Credits: 3

Required Texts and Materials

Cohen, Samuel. Ed. *50 Essays: A Portable Anthology.* 7th ed. Boston: Bedford/St. Martin's, 2023.

Bullock, Richard, Michal Brody and Francine Weinberg. *The Little Seagull Handbook with Exercises.* 3rd Ed. New York: W.W. Norton and Co., 2016. Print.

Dictionary and Thesaurus

Computer access (for Videoconferences, Blackboard and eReserve texts)

Blackboard
All class assignments, announcements and general information are posted on Blackboard. You MUST activate your Medgar Student E-Mail Account to access Blackboard. Please check Blackboard at least once a day for any changes and updates. Please remember that Blackboard is an integral and required component of our class. If you need help with any aspects of utilizing Blackboard for our class assignments, please contact Steve Wymore at 718.270.4860 or SWymore@mec.cuny.edu to find out the days and times of Student Blackboard tutorials.

Basis for Final Grade

To pass the class, you must receive a grade of "C" or better. There are no grades of C-, D or INC for this course. A grade of NC, which is No Credit and does not affect your GPA, may be given at the instructor's discretion. If this occurs you will still have to retake the course.

Assessment	Percent of Final Grade
Essay 1: Literacy Narrative (4-6 pages)	**15%** (5%=first draft/10%=second draft)
Essay 2: Language and Identity/Argumentative Essay (4-6 pages)	**15%** (5%=first draft/10%=second draft)
Essay 3: Research/Documented essay (4-6 pages)	**15%** (5%=first draft/10%=second draft)
Reading Responses (posted on Blackboard)	**20%**
"Class Presence" (includes class participation, timely completion of ALL assignments, peer review sessions, online writing assignments and quizzes)	**15%**
Final ENGL 112 Digital Portfolio ***Note: The portfolio grade serves as an additional grade, not *the* grade for the course.**	**20%**

Individual assignments will not be graded. Instead, you will receive feedback on each assignment and receive a grade that represents the bulk of your work at different times of the semester. Below is the general grading rubric used for this class:

A range (90-100): All formal writing assignments will have been revised and carefully proofread. Generally speaking, and when applicable, "A" writing has clarity and precision; a distrust of generalizations; clear, well-defined ideas; well-developed paragraphs; thoughtful incorporation of outside sources; appropriate usage of quotations; interesting and varied sentence structure; consistently correct grammar and usage. If an argument is being made it will have a distinct claim, ample evidence, clarification of terms, and most likely an awareness of counterarguments. In other

forms of writing—memoir, anecdotes, interviews, poetry, etc.—there will be an attention to details and specifics, whether writing about physical objects or abstract concepts. The writer will probably demonstrate a willingness to take rhetorical risks and experiment with style. All assignments will indicate a careful attention to the complexity and variability of language, and in general indicate a desire to be unique, not imitative; unexpected, not obvious or obligatory; and complex, not two-dimensional. “A” writing pushes the implications of its statements, and always seeks to "unpack" and pursue the ideas and concepts raised therein.

B range (80-89.9): All writing assignments will have been revised and carefully proofread. Arguments might not be as complex or as artfully executed as “A” arguments. “Creative” work might occasionally lean toward the obvious or derivative. Some work might have benefited from further revision. In general, work will be close to “A” level work, but occasionally lacking in polish, complexity, or depth. The degree of skill, complexity, and revision reflected in the work will determine whether the grade is a B+, B, or B-.

C range (70-79.9): Simple or weak arguments, generalizations, a lack of precision, awkwardness in incorporating outside information, minimal revision or quick or nonexistent proofreading: these are some of the characteristics of “C” papers. In general, “C” level work, while satisfactory, will nevertheless indicate a need for more revision, more concentration and attention, and perhaps better time management. The degree of skill, complexity, and revision reflected in the work—as well as the student’s attention to deadlines—will determine whether the grade is a C+, C, or C-.

D range (60-69.9): Writing will probably suffer from grammar and usage errors, generalizations, as well as lack of concentration and precision. Signs of serious revision will be rare or nonexistent. Problematic claims in arguments; lack of originality or willingness to experiment in other forms of writing. Most students falling into the “D” range have not put nearly enough time into their work.

F (0-59.9): Writing will have any of the following characteristics: weak, unsupported ideas; unoriginal or unarguable claims; numerous generalizations; an absence of particulars and specifics; carelessness; consistently incorrect grammar and usage; very little if any serious revision. Many assignments will be short and undeveloped. Writing will often be shorter than the minimum number of pages.

NC. This grade is reserved for students who complete ENGL 150 with a grade below “C” provided they have made significant documented progress, even if they do not meet minimum passing standards to earn a “C” grade. The “NC” grade can only be given once in ENGL 150, after which the permission of the Chairperson of the Department of English will be required. Students who receive the “NC” grade are expected to repeat the course in the following semester. The “NC” grade will not be calculated in the GPA.

<u>Grade Dissemination</u>
Essays: All grades are written on the final draft of each essay assignment.
Journal/Reading Responses: A checklist of all required entries are attached to the journal,

on which a number grade is recorded. Grading scale is: 90-100 = A/80-89= 70-79=C/60-69=D/ 59 and below=F

Participation: All grades are tallied based on the completion of the assignments.

Class Grade: Grades for the course will be posted on CUNYFirst by the college grading deadline.

Course Policies

Assignments

In order to give yourself the **BEST POSSIBLE CHANCE** of a passing final grade, all assignments should be completed. Assignments may be given either as homework, in-class exercises or Blackboard posts/discussions. Know that ALL major writing projects/assignments must be submitted on the due date. No late assignments will be accepted unless you receive specific approval from the Instructor (this approval comes with a 10-point deduction every 24 hours). -Students who do not complete all assignments place themselves in jeopardy of failing the class.

Homework assignments will be given in class and through the course schedule and should be completed by the due date. Homework should be neat, legible, and demonstrate both time and effort in its completion. Homework assignments should be typed and double-spaced and adhere to MLA guidelines. Students who do not complete all homework assignments put themselves in jeopardy of failing the class.

Assignment Guidelines (unless other written directions are given):

- **Type** work in **Times New Roman 12-point font**, save as an 8.5" by 11" **Word** file, use **1" margins** on each side, and follow all MLA formatting and documentation.
- In the upper **left-hand corner** of the **1st page** on **separate singled-spaced lines,** please provide the following information **in the order listed**: your name, course subject and title, Instructor's name, assignment title, and the date.
- All writing assignments must have MLA formatted page numbering, including student's last name, and an MLA formatted, **creative title centered at the top of the page under the heading**.
- **Please spell-check AND proofread ALL SUBMITTED WORK.**

Blackboard Functionality and Assignments

Because this is an online class, you will be required to use Blackboard Learn. It is important that you have a sense of how to utilize and engage regularly with Blackboard.

All class assignments, announcements and general information are posted on Blackboard. You MUST activate your Medgar Student E-Mail Account to access Blackboard. Please check Blackboard and your MEC email at least twice a day for any changes and updates. Please remember that Blackboard is *an integral and required* component of our class. If you need help with any aspects of utilizing Blackboard for our class assignments, there are Student Blackboard tutorials held by Steve Wymore (swymore@mec.cuny.edu) Tel#: 718.270.4860.

Key Sections for Navigating Blackboard
Below are some key areas to be familiar with in accessing class information on Blackboard. Note: Some instructors may use some or all of these options:

Announcements: This is an area that will be used by the instructor to welcome the class at the beginning of the semester. It is also the area where the instructor will provide or highlight information in regard to how class will proceed. When new announcements are posted, you will receive an email; please be sure to check the email and review the newly posted information.

Syllabus and Course Assignments: This section houses the syllabus, assignment schedule for the semester and the major Writing Projects. You may also find grading rubrics and other information in regard to upcoming assignments (readings, homework assignments, etc.).

About the Instructor: This section will give you pertinent information about the instructor.

Discussions: In the Discussion Board area, you will find the various forums and response questions you will need. Be sure to review and then answer the questions in written form. Most discussion topics will vary, and range based on either assigned reading and/or videoconference class discussions. Sometimes you will find a topic that does not seem immediately relevant; most often, all Discussion Forum topics are germane to the course in some way. Your job is to simply read, critically think and write through those forums coherently and respectfully.

Question and Answer: Please feel free to post questions you may have in the "Question and Answer" section of Blackboard.

SafeAssign/Turnitin: Please be sure to submit all major writing assignments digitally via SafeAssign or Turnitin. This software will allow students and instructors to assess potential moments of plagiarism in writing.

Grade Appeal Procedure and General Course Concerns
If you find there is a discrepancy upon receiving your final grade at the end of the semester, you have a right to dispute your grade. In order to do so, you must observe the Grading Dispute protocol by following the steps in this order:
1. You must speak with the professor who gave you the final grade.
2. If after speaking to the professor, you are still not satisfied with your final grade, you can contact the Composition Coordinator, Dr. Cristina Migliaccio at CMigliaccio@mec.cuny.edu, to discuss the matter further.
3. 3. If you are still unsatisfied with the results after meeting with the Coordinator, you can schedule a meeting with the Department Chair, Dr. Susan Fischer at safischer@mec.cuny.edu.

*Students who do not follow this protocol will not have their grade appeal reviewed until they can demonstrate they have followed these three protocol steps in the appropriate order.

Students should be sure to keep copies of all graded assignments with comments in the event these materials need to be submitted and/or reviewed as an End of Semester Course Portfolio.

For general concerns in any ENGL 112 course, students should first talk to their instructor. If there are still concerns after speaking with the professor, students can make an appointment to see the Composition Coordinator, Dr. Cristina Migliaccio (CMigliaccio@mec.cuny.edu).

Participation
In order to successfully fulfill the Course Objectives and Student Learning Outcomes for ENGL 112, synchronous and asynchronous class participation is a vital component of this course. Because we will be reading and discussing various pieces of literature and writing throughout the semester, students should try to attend any synchronous class, lab times, and scheduled conferences to bolster their potential for success in this course.

Note: In the event of a class cancellation, students will be notified by email and Blackboard. Thus, it is important to frequently check your *ACTIVATED* MEC email and Blackboard to remain informed on any class changes.

Support Services and Resources

The Writing Center
If you feel you need additional help with your writing (at any stage of the process), you can sign up for individual or group tutoring at the virtual MEC Writing Center. You can connect with the center using multiple platforms:
1. Zoom
2. WebEx
3. Google Docs
You may also be asked to visit the virtual Writing Center based on the discretion of the Instructor if necessary; it will be very helpful for students who need extra support and practice in preparation for various writing assignments. For more information, contact the Writing Center directly at 718-270-6953 or email WritingCenter@mec.cuny.edu or go to their website at: https://ares.mec.cuny.edu/academic-affairs/writing-center/.

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The Charles Evans Inniss Memorial Library
The library is an integral resource for the types of research required in English and Composition courses at MEC. The library offers live virtual assistance regularly. You must have an activated MEC ID card to live chat with a librarian and access the MEC research databases. Click on the library website for current hours of operation and Live Chat at this link: https://ares.mec.cuny.edu/library/.

The Learning Center
The Learning Center is operating virtually. The Learning Center's phone # is: (718) 270-5138. For administrative issues, contact or send an email request to the Director of the Learning Center, Michael Chance at michaelc@mec.cuny.edu. Additionally, some helpful links on how to schedule a Virtual Learning Center Appointment may be found on the Learning Center Website:
tps://ares.mec.cuny.edu/academic-affairs/learningcenter/.

E-Mail Policy & Etiquette
The fastest way to get in touch with me is through email. However, I do not give comments on student essays or respond to inquiries about a grade in email. If you need more explanation/discussion about your assignment or grade, you may email me to schedule a conference to review your work. In addition, I do not respond to queries about what you have missed because you were absent (please refer to the "Attendance and Class Participation" policy).
We will write in a variety of styles throughout the semester from informal, in-class writing to polished, formal essays. Email to your professors and to others on campus will fall somewhere between those two styles. Here are some tips:

- Identify yourself clearly in the email (your name), and include a greeting (Hello, Dear Professor, etc.) and a closing (From, Sincerely, Thanks, etc.).
- Use "please" and "thank you," especially if you are writing for help. It's my job to help you, and I want to help you, but good manners never hurt anybody.
- Please be reasonable when emailing with questions about papers. Leave yourself enough time. If you email me at 3 a.m. the night before a paper is due, I cannot help you. I answer email as promptly as I can, but I usually stop dealing with email by 8 p.m. and start up again at around 8:00 a.m.

College Policies

Disability Access Policy
Federal law prohibits discrimination on the basis of a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you are in need of or have any questions regarding accommodations or services, please contact Mr. Anthony Phifer, Director, Office of Services for the Differently Abled (Bedford Building Room 1024) at 718-270-5027 or aphifer@mec.cuny.edu. Any information provided to the office will be confidential and will not be released without your permission.

Academic Integrity Policy
Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity.

Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection. All final essay drafts must be uploaded to SafeAssign or Turnitin on Blackboard for confirmation of originality.

Date	**In Class Discussions and Activities**	**Finish This Assignment Before Class**
Mon., Aug. 28th	Review Syllabus and Course Expectations How to do a close reading Introductions	
Wed., Aug. 30th	Writing Process; Exploring Ideas; Reading for Ideas; Paragraphing	Review Syllabus; come to class with questions about course and syllabus
Wed., Sept. 6th	Introduce and Discuss Literacy Narratives Read and annotate "Learning to Read" by Malcolm X **(BB)**	Journal Assignment #1: Write a response: 200 words; post response to Blackboard
Mon., Sept. 11th	The Writing Process, Elements of an Essay, Prewriting Techniques Read and annotate "Learning to Read and Write" by Frederick Douglass **(*50 Essays*)**	Journal Assignment #2: Write a response: 200 words; post response to Blackboard Come to class with one or two questions, comments, or passages that you liked or disliked—or anything else that strikes you.
Wed., Sept. 13th	Introductions and Thesis Statements. Writing Body Paragraphs. Topic Sentences. Effective Examples. Transitions. Descriptive Sentences, Developing ideas and details Read and annotate Shannon Nichols' essay, "Proficiency" **(BB)**	Journal Assignment # 3: Write a response: 250 words; post response to Blackboard Here, I'm just looking for what grabbed your attention, what you thought about the reading and why, and/or what it made you think and/or feel. Do **not** summarize the story. **I want to know what you thought and felt as you read it.**

Mon., Sept. 18th	Read and annotate "How to Tame a Wild Tongue" by Gloria Anzaldua (***50 Essays***) MLA documentation/Citation Parenthetical Reference	Peer Review Workshop Journal Assignment #4: Write a response: 200 words; post response to Blackboard
Wed. Sept. 20th (follow a Monday schedule)	Thesis Statements; Essay Structure; Paragraph Development & rhetorical strategies; essay planning	First Draft of Literacy Narrative Essay #1 4 pages Due for Peer Review **(BB)**
Wed., Sept. 27th	Read and annotate "Mother Tongue" by Amy Tan ***(50 Essays)***	Journal Assignment #5: Write a response: 200 words; post response to Blackboard
Mon., Oct. 2nd	Introductions & Conclusions; Thesis Statements Revisited	Final Draft of Literacy Narrative Essay #1 4 pages Due **(BB)**
Wed., Oct. 4th	Read and annotate "If Black English Isn't a Language, Then Tell Me What Is" by James Baldwin (**BB)**	Journal Assignment #6: Write a response: 200 words; post response to Blackboard
Tues., Oct. 10th	Audience and Purpose; Quoting and Paraphrasing; Development and rhetorical strategies Effective Signal Phrases Formatting embedded and block quotes	Journal Assignment: Write a response: 200 words; post response to Blackboard
Wed., Oct. 11th	"Wat up Wit U" Yep, Texting is Killing Students' Grammar Skills" **(BB)**	Journal Assignment #7: Write a response: 300 words; post response to Blackboard