MEDGAR EVERS COLLEGE
The City University of New York
1650 Bedford Ave, Brooklyn, NY 11225

ENGLISH DEPARTMENT
ENGL 150 ONF1: COLLEGE COMPOSITION II
COURSE SYLLABUS

Instructor: Professor James Dunn
Office:
Phone:
E-Mail: jdunn@mec.cuny.edu
Office Hours: Friday 12 pm to 1 pm or by appointment

Term: Spring 2024
Class Meeting Days: Tues./Thurs.
Class Meeting Hours: 8 am to 9:15 am
Class Location: Online

Welcome to English Composition II

Welcome to the online section of ENGL 150. As we embark on this course, please be aware that an online or hybrid 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.

Online Synchronous format:

Our class meetings will take place virtually through Blackboard Ultra Collaborate or ZOOM. Synchronous class meetings resemble traditional on campus classes in that students must be (virtually) present at the same time. You must commit to scheduled class times and sign onto our virtual learning platform on schedule. During these classes, you are expected to engage with the instruction during online lessons and presentations and even have virtual class discussions. Assignment deadlines and exam days/times will be maintained and included on the class syllabus. All Synchronous class meeting days/times are listed in the schedule of classes.

Course Description

This composition course continues the various types of critical and expository writing students will need throughout their college career. It emphasizes the process of conducting research, culminating in an MLA-formatted paper. Using primary and secondary sources, students will analyze and gain understanding of multimodal texts in a range of disciplines. This course also introduces students to the interpretation and comparative analysis of literature of various genres and from diverse periods and cultures.

This course fulfills the following General Education Requirements:

[x] Foundation Cluster **[x[Required Core**

Course Objectives/Student Learning Outcomes (SLOs)
Upon successful completion of this course students will 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.
- Revise and edit work through the drafting process.

In addition to satisfying the learning outcomes of the Pathways' Required Common Core for Composition, the course also meets the learning outcomes for "Introduction to Writing about Literature" for English majors transferring within CUNY. Upon successful completion of this course students will be able to:

- Respond proficiently in writing (i.e., per the outcomes for "A") to literary works.
- Illustrate familiarity with literary works by a variety of authors in a variety of genres.
- Offer an extended discussion in writing of two or more texts and authors in relation to each other.
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work.
- Demonstrate an understanding of the role of context in determining meaning.

Course Prerequisites
C or better in ENGL 112 or equivalent. Please show documentation of eligibility.

Course Credits: 3

Required Texts and Materials
Gardner, Janet, et al. *Literature: A Portable Anthology.* 4th ed. Boston: Bedford/St. Martin's, 2016. Print. (ISBN 13: 978-1319035341)

Bullock, Richard, Michal Brody and Francine Weinberg. *The Little Seagull Handbook with Exercises*. 3rd Ed. New York: W.W. Norton and Co., 2016. Print. (ISBN 13: 978-0393646399)

Baldwin, James. *Giovanni's Room.* New York: Vintage Books, 1986. Print. (ISBN 13: 978-0345806567)

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 MEC Student EMail 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.

Guideline for Achieving Desired Level of Understanding

Significant attention will be given to the development of academic research methods and skills. Techniques covered in this class include reading and interpreting texts, making arguments, counter arguments, connections and transitions, analyzing texts, using one text to read another text and introduction to and development of research methods and skills. There will be a significant amount of writing. Topics will include popular culture, language, identity, race, gender, and class.

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. Grades will be based on the following components. Note that progressive improvement over the course of the semester in this class will be significantly considered.

Assessment	Percent of Final Grade
• Critical Essay 1 (3-5 pages)	10%
• Critical Essay 2 (3-5 pages)	10%
• Annotated Bibliography (4-6 pages)	20%
• Final Research Essay (7-10 pages)	25%
• Research Essay Drafts	10%
• Reader Responses (posted on Blackboard)	10%
• "Class Presence" (includes participation, timely completion of ALL assignments, peer review sessions, online writing assignments and quizzes)	15%

Grades for each assignment will be posted on Blackboard as the semester progresses. 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.

Grade Dissemination

Essays: Grades are on the final draft of each essay.

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: Grades are tallied based on completion of assignments at the end of the semester.
Class Grade: Grades for the course will be posted on CUNYFirst at the end of the semester.

Course Policies

Virtual Class Method of Delivery

We will use either Blackboard Collaborate Ultra or Zoom to host virtual class meetings. Students should have the following prepared and ready for use in any virtual class sessions:

- a laptop computer
- access to a reliable Wi-Fi connection
- an enabled and working MEC email address

If you have any questions or concerns, I will be available via e-mail at jdunn@mec.cuny.edu to respond to your inquiries. I will also hold virtual office hours on Zoom on Fridays from 12 pm to 1 pm to talk to students by appointment to address any questions about our course, specific assignments or questions that students might have.

Note: Zoom or Blackboard Collaborate sessions for this course may be recorded by the instructor only. The recordings of our virtual class sessions are compliant with federal FERPA regulations. The recordings of class sessions will be added to our class Blackboard site, and can only be accessed by persons enrolled in this course who have a Medgar Evers College EMPL ID# and CUNY First login account.

Please review the university FERPA compliance and Zoom and FERPA compliance information for additional details. If you have specific concerns about recordings for this class and your privacy rights as a student, contact the course instructor jdunn@mec.cuny.edu.

I will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You (the student) may not share recordings outside of this course.** Doing so may result in disciplinary action.

No part of the materials used in this course may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means–electronic, mechanical, photocopying, recording, or otherwise–without written permission from the copyright holder. **You (the student) are not allowed to upload, post, or transmit materials used in this course to course-sharing or other websites.**

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 *even if you cannot attend the synchronous parts of this class*. 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 the 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/hybrid 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 EMail 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 about 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 us to assess potential moments of plagiarism in writing. I will not submit your papers to the institutional paper repository, meaning that your work will not be archived in the college's Turnitin/SafeAssign database. Please speak with me if you have any questions about my usage of this software and its impact on your intellectual property.

This software will allow students and us to assess, discuss and revise potential moments of plagiarism in writing in accordance with the MEC Student Handbook policy on Academic Integrity and Plagiarism below **(Note: Instructor can adapt language below)**:

POLICY ON ACADEMIC INTEGRITY

Medgar Evers College, as a campus of The City University of New York, is subject to CUNY policy; therefore, the following CUNY Policy on Academic Integrity applies to the College and its faculty, students and administration.

SUMMARY OF THE CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein. The following text is excerpted from The CUNY Policy on Academic Integrity.

DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination. Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

PLAGIARISM

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

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. 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 150 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 this course, synchronous and/or asynchronous class participation is vital. 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.

Academic 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/.

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: https://www.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 & Resources

Counseling Services Statement

Many students find balancing their academic, personal, and professional lives quite challenging, and sometimes overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help. Email CAP@mec.cuny.edu, or call (718) 270-5123/6914, and a Counselor will contact you. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu or call (718) 270-4994. In addition, peer support groups are available via the college's Center for Women's Development and Male Development

and Empowerment Center. Students can contact staff in the centers at Levelyn@mec.cuny.edu or call (718) 270-5155 or Anbrereton@mec.cuny.edu or call (718) 270-6405, respectively.

Mental Health Resources

If you wish to address an urgent concern during business hours (Monday-Friday, 9-5), please call 718-270-5123/6914 or email cap@mec.cuny.edu

If you are on the MEC (Medgar Evers College) campus, call Public Safety at 718-270-6068

If you have a medical or psychological emergency and the office is closed, here are some crisis support resources:

Crisis Text Line - available 24/7: Text: CUNY to 741741 https://www.crisistextline.org/

988 Suicide and Crisis Lifeline - available 24/7: Call 988 https://988lifeline.org/

NYC Well Mental Health Referral and Crisis Resource - available 24/7

Text: WELL to 65173 Chat: https://nycwell.cityofnewyork.us/en/ Call: 1-888-NYC-WELL (1-888-692-9355)

Non-Crisis Peer Mental Health Support

Togetherall: https://togetherall.com/en-us/ a free online community for mental health support

Available 24/7, free for CUNY students https://account.v2.togetherall.com/register/student

META Teletherapy – sponsored by Medgar Evers College Office of Student Success. Students receive up to three free private sessions with a counselor of their choice.

Download the free app today: www.meta.app/users/ or call 833-844-META (6382)

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 Accessibility & Accommodation Services (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.

Academic Support/Resources/Services

All students are expected to be proactive in their academic progress. If you need extra tutoring, support or access to prepare your essays, the following academic resources and services are available to all students:

Location		Contact
The Writing Center	https://ares.mec.cuny.edu/academic-affairs/writing-center/	718-270-8287
Academic Computing Labs		718-270-5134
Academic Support Center		718-270-5138