2021

ENG 111 First Year Writing

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Spring 2021
ENG 111 Syllabus

An Overview of the Course, Expectations, Assignments, and Outcomes

Instructor Information

Name: Stephanie Corrente

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Office Hours: Monday 4pm-6pm

Course Information

Section# 22775
Days: Mondays & Wednesdays
Time: 12:20PM - 2:15PM

Section# 22779
Days: Mondays & Wednesdays
Time: 4:40PM - 6:20PM

Course Description

ENG 8 is an introductory course designed to help you transition to college-level writing. Throughout the semester, you will engage in writing that is both personal and public. You will be given opportunities to express your own ideas and to put these perspectives in conversation with others' ideas to enrich your own thinking and that of others. Additionally, this course presents a process-based approach to writing. This means that each assignment will go through a drafting process, each draft being revised and refined in response to your changing ideas and peer and instructor feedback. As a result of participating in the drafting process along with being an active contributor to class discussions and activities, you will become stronger, more critical writers, readers, and thinkers.

Student Learning Outcomes

- 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.
- Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways..

- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Course Overview

Our class is **mainly asynchronous.** This means that I will post lessons and content for you each week and engage with you throughout however, we will not be having regular 'live' class sessions. Most of our classes will be asynchronous in nature.

As such attendance for this course is determined by your participation in the week's lesson tasks. (Completing tasks, submitting assignments, and taking part in discussions are all ways of participating in lessons for the week and will allow you to be marked present.) **New lessons are posted every Monday.** Important dates are communicated on this syllabus and on the important dates document.

Because our course has a defined time slot despite being asynchronous, there will be times when we will meet synchronously and have some activities to be completed live. These times and dates are indicated in the syllabus and reminders will be made before the date and leading up to it.

One of our primary goals within our class was to build a strong classroom community. In this class, it is important to acknowledge each other's differences and learn to find the value in those differences. The importance of hearing diverse stories and fighting stereotypes is not common knowledge, it's a process of understanding through experience and conversations.

Throughout the course of the semester, we will be working on a semester-long project exploring how the personal experiences of individuals shed light on the depiction of history and events or 'How to be aware of how our stories. largely unheard, interact with one another.' The project begins with us looking within ourselves to write a personal narrative that explores a theme of your choosing. Throughout the semester we will be engaging in conversations within the class and with our texts, stepping outside our comfort zones, conducting interviews, combining our stories with the stories of others, preparing our work for general consumption, and engaging in meaningful dialogue, to build a stronger, more empathetic community.

Student Expectations

What I Expect From You

You can expect me to believe in you

I believe that you can learn a lot this semester, and I will do all I can to make class interesting and meaningful to help you learn and be successful. Please do not hesitate to communicate with me !

Be Dedicated

Reading and writing are active processes. They require you to be engaged, actively participating, and dedicated. This class will require a lot of hard work - both in class and outside of class. To be successful, you should check into our class regularly and be prepared and ready to participate.

Respect Due Dates

Turn in all assignments on time- This class has a lot of pieces that all build on each other. Because of this, it's extra important to be aware of deadlines and respect them.

Don't be afraid to mess up

Confusion, struggling, making mistakes - these are all **important parts of learning**. Ask questions when you have them. Don't be discouraged when you are confused or when you struggle. Keep going. Keep trying. Get help when you need it. This is how real learning happens.

Make empathy a habit, not just a philosophy

In this course, it is not just an expectation but the responsibility of each of us to be examples of empathetic individuals and empathetic culture. Therefore it is our expectation that there is empathy in everything you do, whether it is the way you listen and participate in our class discussions, the manner you treat your narrators during an interview, or even the manner you treat others outside the class and your class-related responsibilities.

Have a learning-centered mindset

Believe that you can do it because you can! Come to class with an open mind ready to learn and ready to share your ideas and teach others. Learning doesn't happen alone. We will learn from everyone in this class, so be ready to listen to what your classmates have to teach you.

Take an active role in our class

The type of environment that we create as a class will decide the type of semester we have. Together we must work to develop a positive community where everyone feels valued and respected. When you come to class, plan to always be respectful, cooperative, diplomatic, open-minded, and nonjudgmental. Together we can have an awesome semester.

What You Can Expect from Me

- I will notice when you are not in class because your ideas and input will be missed.

- I will strive to provide timely feedback on assignments and emails within a week. Communicate with me when you are confused or have questions. I want you to be successful.

- My main goal is for you to be successful in this class. All of the activities and assignments we do in this class are designed to help you advance your academic English skills. I am always happy to answer questions and help you when you need it. You can always talk to me.

Things You Need For This Class

Because this course is remote in nature, we will be making use of several different technological tools throughout the semester to facilitate our course.

Technology We Will Be Using

- **Blackboard:** I will be posting new lessons and materials weekly to the classroom announcements section of Blackboard.
- **Book Creator:** Book Creator is a tool used to create digital books that allow you to make use of multimedia design as you create and learn throughout the course. Book Creator is where you will be completing much of your work for his class as well as the platform for your final project which will be compiled into a group book (anthology) and shared with the class.

- You will be able to create your own text, videos, audio, pictures, and more when completing tasks in Book Creator
- **Quill.org:** is a supplementary resource for grammar instruction we will be doing work with on a weekly basis.
- **Padlet:** Padlet is an online 'board', where we will be hosting our 'texts' for this class.
- **Flipgrid:** This is where we will be having weekly video discussions.

Grading

How Grades are Calculated :

**Final Project
30%**

**Classwork Activities
30%**

**Drafts
10%**

**Discussions
20%**

**Quill Activities
10%**
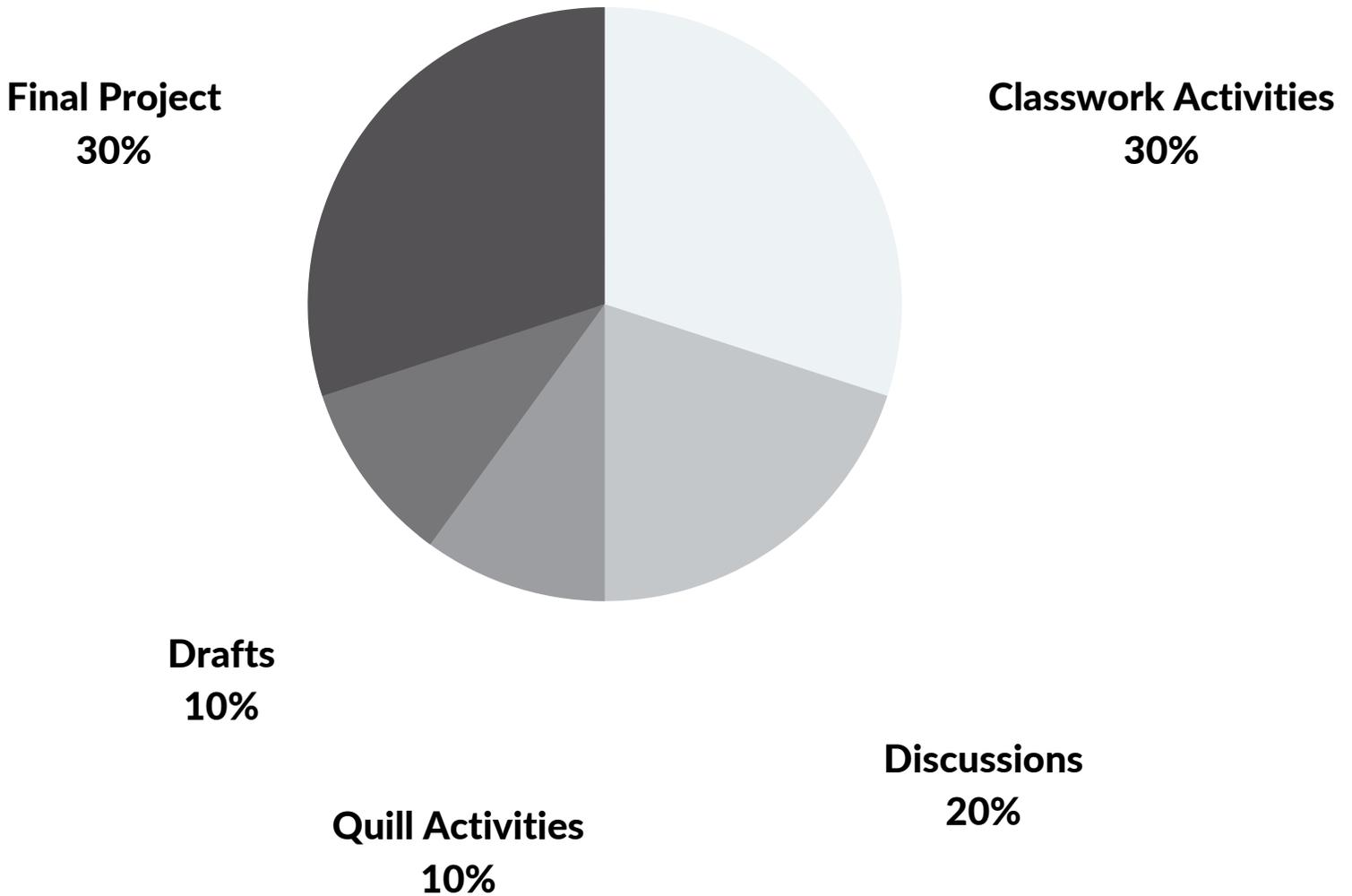
Checking Your Grade

You can check your grade at any point throughout the semester. I recommend that you check it regularly.

If you have any questions or concerns about your grade, speak with me right away via email or during office hours.

Class Policies and Assignments Explained

Attendance

Attendance is important to the success of this class and to your development as a writer and composer. **As university policy stipulates, if you miss more than 15% of the class hours in the semester, you will be assigned a grade of WU (withdrew unofficially)** for the course. In the online environment, failure to show a sign of presence for a total of three weeks will result in a WU. Your presence will be determined by completing your weekly assignments.

Tardiness is disruptive to learning and the learning environment. While much of our work will occur asynchronously this term, you should do your best to be prepared and log in on time for whatever synchronous meetings (small group, instructor conference, etc.) do take place.

Discussions

There will be a discussion posted weekly We will use a tool called **Flipgrid** throughout this course to take part in weekly video discussions. Your discussion participation will be graded using the following criteria:

- The quality of your initial post
- The response to your peers
- Being on time

You might consider the use of our Class Norms and Discussion guide to support you in appropriately engaging with our online classroom community.

Quill Activities

Quill.org is the tool we will use to provide us with supplemental practice in grammar. We will use this tool throughout the course to build writing, grammar, and vocabulary skills
You will start by completing a diagnostic during the first week of class.
After this, you will receive a small assignment weekly that is based on areas where you personally need to improve. All work will be individualized for your own needs.

Final Project

During this course, we will be engaged in a semester-long exploration of how the personal experiences of individuals shed light on the depiction of history and events. '*How to be aware of how our stories. largely unheard, interact with one another.*'

The semester will culminate in the creation of a multimedia project using a platform called Book Creator. This project is the 'Final Project' in this course. For this project you will be working both together and independently throughout the course, engaging in discussions based on different texts of your choice to explore a theme and begin to frame and write your own personal narrative within that theme. The purpose of this assignment is to give you practice exploring your theme from a personal perspective, drawing on your own knowledge and experience as support.

You will then look beyond yourselves to another person, identifying an appropriate person to interview, drafting questions, conducting, and editing your interview. You will then begin a new book for your final project wherein you will construct a multimedia exploration of your own narrative and the one you have written based on your interview, combining the two as a way of shining a light on how the personal experiences explored in your project demonstrate how all of our stories meet.

After your individual project is produced the final version will be added to a group book that contains the narratives of all students sharing, exploring, and reflecting on connections.

Drafts

Drafting is an important part of our writing process.
Because this project has many parts that build on each other throughout the course of the semester, it is important that you take note of important dates so that you do not fall behind.

Drafts of your work are important to complete on time so that feedback can be given in a timely manner!

College Resources

Academic Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Center for Student Accessibility at 718.982.2510 or CSA@csi.cuny.edu. You can also visit the Center in 1P-101.
You can also check out the Website at www.csi.cuny.edu/csa/

The Library

The CSI Library website: http://www.library.csi.cuny.edu/

Technology Help Desk

Contact by Telephone: 718.982.HELP

Report a Problem: Online Form

Contact by Email:
 helpdesk@csi.cuny.edu

CSI Writing Center

The Writing Center, under the direction of the English Department, assists students in improving their reading and writing skills in all subject areas. Writing Center tutors do this by providing students with meaningful feedback and engaging them in discussion aimed at helping the students fulfill their potential through a better understanding of course requirements, assignments, and readings.

Students seeking online tutoring should email robert.brandt@csi.cuny.edu

Other Resources

Food Pantry

The Counseling Center

counseling@csi.cuny.edu

718-982-2391

College Policies

Academic Integrity

This course is designed to help you grow as a writer and an individual and prepare you for future classes at CSI. Accordingly, plagiarism and cheating will not be tolerated. Not only does cheating limit your own potential, but it also damages your academic reputation and reflects poorly on CSI. CSI's Statement on Plagiarism and Cheating is as follows: "Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing term papers, essays, reports, and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one's own; and misappropriating the knowledge of others. The source from which one derives one's ideas, statements, terms, and data must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the college." If you have questions about what constitutes cheating or plagiarism, it is your responsibility to ask the instructor. Please remember that at no point during the writing process should the work of others be presented as your own.

The CSI Writing Program Policy on Plagiarism

Any paper containing plagiarism will receive a grade of F In addition, the instructor will report the incident via email to the Director of the CSI Writing Program. The instructor will complete the Plagiarism Reporting Form and leave it in the Writing Program Director's mailbox in the English Dept. The Writing Program Director will review the documents and decide how to proceed.

Student Code of Conduct

It is expected that students share respect and obey the standards of student conduct. Charges of misconduct may be imposed upon students who violate provisions of college regulations. The Student Conduct Code, disciplinary action, student due process and grievance policy can be found in the Catalog, Student Handbook, Schedule of Classes, Office of Student Services, etc.

Weekly Schedule

Week 1: 1/29-2/5	Welcome to Class: **Synchronous Session***
Week 2: 2/8-2/12	Active Reading & Introduction to Oral History
Week 3: 2/15-2/19	Annotating Text
Week 4: 2/22-2/26	What is the text about? - **Choose your topic or theme**
Week 5: 3/1-3/5	Talk to the Text; **First Draft Personal Narrative Due** Make a list of potential interviewees and choose one
Week 6: 3/8-3/12	Constructing Paragraphs: **Second Draft Personal Narrative Due** **Outline Interview Questions**
Week 7: 3/15-3/19	Practice Interviews- **Synchronous Session***
Week 8: 3/22-3/26	Revision & the Writing Process
Week 9: 3/29-4/2	**Spring Break - NO CLASS** Please continue to work on conducting interviews
Week 10: 4/5-4/9	Incorporating Quotes into Text- **Edited Interview Due**

Week 11: 4/12-4/16	Considering Audience- **Brainstorm & Plan Final Project**
Week 12: 4/19-4/23	Narratives- **First Draft Due**
Week 13: 4/26-4/30	Peer Review Workshop- **Second Draft Workshop Meetings Synchronous**
Week 14: 5/3-5/7	Final edits/Proofing Submission: **Final Submission due**
Week 15: 5/10-5/14	Assessing Combined Projects
Week 16: 5/17-5/21	Last Class: **Reflection discussion due**

Note: From time to time this syllabus statement may need to be amended. Students will be notified of syllabus changes. It will be the responsibility of the students to ensure he/she keeps the latest version of the class syllabus.

Key Dates Concerning Your Enrollment

January 29th   First day of Classes

February 4th   Last day to add a course.
                             Last day to drop for 75% tuition refund.
                             Financial aid certification is based on enrollment status on this day.

February 12th   College is closed

February 15th   College is closed

February 19th   Course Withdrawal period begins: a grade of "W" is assigned
                             to students who officially drop a class.
                             WN grades assigned.

March 27 –   Spring Recess: no classes in session.
April 4

May 17th   Last day of regular class meetings

You can also view the full College of Staten Island Academic Calendar.