Guttman Community College

50 W 40th Street, New York, NY 10018

English 103, Composition I, Fall I 2022

House 4:

Eng 103-011 (24991) Monday and Thursday 1:15pm-2:45pm Room 508

Instructor Name: Thomas Philipose

Office Email: thomas.philipose@guttman.cuny.edu

Office Location: Room 610J

Office Hours:, Online or in-person **by appointment** Link for **online office hours on Zoom** (or click/paste the link below)

https://us02web.zoom.us/j/7355524343

Thursday 3-4pm is a good time to make an in-person appointment.

Course Website: see Blackboard ("Bb")

English 103 Overview:

Composition I is a course in critical thinking, reading and writing. It will provide a thorough introduction to the writing process and academic discourse: generating ideas, developing a thesis, supporting a thesis with evidence, and revising and editing. Students will be introduced to a variety of research resources, including the NYPL and CUNY library systems and learn basic research techniques. Because good writing starts with good reading, attention will be paid to critical reading strategies.

Professor's Course Description: Welcome to what I hope will be an engaging and challenging workshop class. We'll work together to provide the support you each need as readers/writers/thinkers. Everything you want in life comes from you using your words and ideas, so let's embrace the power we gain through reading and writing. Plus, we can make this fun and/or interesting, and you don't need to fear or worry about any of this.

English 103 Learning Outcomes:

Upon successful completion of the course, English 103 students will be able to do the following:

- · Practice reading and writing in various genres and rhetorical contexts.
- · Use reading and writing as a means to discover and revise ideas.
- · Use the writing process to develop a writing project in multiple drafts.
- · Locate, evaluate, and incorporate research materials into writing.
- · Revise drafts based on feedback.
- · Reflect upon your own writing practices and how those practices influence your written work.
- · Understand academic practices of reading and writing as an extension of your own cultural identities, experiences, and modes of expression.

English 103a

If English 103a appears on your schedule of classes, you should attend that course session as well as your required English 103 sessions; both "classes" and their assignments will be considered part of your English 103 coursework. Students enrolled in English 103a who pass English 103 will thereafter be designated as proficient in reading and writing within Guttman Community College as well as within the CUNY system

Composition Assessment Portfolio

Guttman Community College requires an Assessment Portfolio, which showcases students' critical analysis of an assigned text, their research and writing process skills—especially their ability to synthesize a variety of materials and to use the revision process effectively—and their capacity to evaluate and reflect on their own work.

Your Composition Assessment Portfolio will contain the following items:

- ● Critical Analysis of a text (ENGL 103)
  o Your annotated copy of a faculty-assigned reading from the New York Public Library, along with a written response, will be uploaded.
- ● Signature Research Assignment (ENGL 203)
  o This faculty-assigned project will be uploaded in at least two stages: 1) as a work in progress (rough draft) and 2) as a completed project (final draft). It will include at least one source from the New York Public Library.
- ● Composition Reflection (ENGL 203)
  o Near the end of Composition 2, you will be asked to use the ENGL 103 and 203 Course Learning Outcomes as a guide to reflect upon your learning and performance in the course.

Attendance Policy:

Attendance– showing up and ***actively engaging*** in each class meeting and on Bb each week is part of the participation component of this course. I'll explain further in class.

Expectations for Participation & Engagement:

I simply expect you to be present and participate by coming to class *on time*, submitting work on time, and by engaging in our in-person and online Bb Discussion threads and conversations. This isn't high school where just showing up and sitting in a classroom means you will pass. I understand this is a difficult transition at a complicated time for everyone, so just stay in email contact with me to explain any of your problems, questions, or issues. We know you may encounter circumstances outside of your control during this semester, so I will work with you to help you succeed. I will not look to punish you at every misstep; rather, I will try to work with you to overcome obstacles. To do this, I do need you to attend class sessions, post on Bb, and communicate with me each week (ideally).

This is a writing community. Sharing your work with the class in-person and on Bb is required, not optional. If you are not comfortable sharing something with the class, do not write it and post it on Bb (if needed, we can personally negotiate how you navigate a balance between what you write and what you share with peers). You need to be critical yet encouraging of other students' work. Remember, we want to improve our writing, which means being critical, but we must also be sympathetic. Constructive criticism is key. People don't enjoy or respond well to having their ideas/writing attacked or when you put them on the defensive. We'll help build people up; we won't tear people down.

You will submit most work either typed on Bb or attached in a Word document, and you will have the secondary option of handing in hard copies if the need arises.

We will write and read each class meeting, so bring a pen/paper along with your laptop (laptops will also be available to borrow in each classroom for that class period). Save all your work to a (free) cloud option like Google Docs; don't save anything to a borrowed laptop.

We'll discuss in-class eating/drinking during our first class meeting.

**Students with ongoing serious health/family/personal issues—which may affect their participation—should speak with me.

Required Texts:

Unless otherwise specified, all required readings on the course schedule can be found on Blackboard (Bb). This means that you won't have to buy anything for this course, but please note that we will use Bb very often and that you must have consistent access to it.
*Activate your FREE CUNY subscriptions to The New York Times since many of our

readings will be drawn from this source*

To claim or renew your academic pass:

1. Go to nytimes.com/passes.
2. Click on *Register* and follow the instructions to create a nytimes.com account using your Guttman email address.
3. At the bottom of the Welcome page, click *Continue*.
4. You will then see a *Check Your Email* message. Look for a "Confirm Your Email Address" message, which should arrive to your Guttman email within 15 minutes. If you do not get a confirmation email, check your spam filter. If you still do not receive it, send an email from your Guttman email account to edu@nytimes.com.
5. Click on the link in the confirmation email to activate your subscription.
6. Once you have created an account, always use your Guttman email address to log in to your account at nytimes.com.

Required Materials:

In class you'll use your pen/paper/laptop. If your only option to access or complete work is by using a smartphone, make sure to ask me first. Otherwise silence your phones and put them away. Don't wear headphones/earbuds of any type during class (again, unless you ask permission under special circumstances).

Please familiarize yourself with Purdue University's Online Writing Lab (OWL), which you should save in your browser's "favorites" or on your phone for easy access. We will use and refer to this free public resource often. In addition, you can adopt this site as a one-stop-shop for all writing needs (including other class work, career writing etc).

Note: Writing and carefully reading usually takes **much more time than you expect**, so please don't wait until the last-minute to do your work and post it online.

Email:

You must use your Guttman email for this course. Per the request of the college, instructors are not to respond or send to any other email address. We will cover email etiquette during the beginning of the semester; once we have gone over this writing form, you will be held responsible for your emails as part of your low-stakes (informal) writing. I expect that you will write appropriately for your audience—a key element of all good writing.

Part of our email etiquette conversation worth putting in print: You should get in the habit of checking your Guttman email at least once a day (even if only for a few minutes) to check in on opportunities or to address something urgent that may have come along.
Efficient students and professionals do not let email pile up in their professional accounts. They know that it results in missed opportunities.

Course Format

This is an in-person course. We meet a total of three hours per week. **These are required meetings for your course.** You are responsible for attending these meetings each week. Additionally, you are responsible for completing all the coursework and assignments associated with the course outside of the scheduled meeting time. **It is important that you check your Guttman email every day for announcements and updates about class.**

Course materials are available via Blackboard ("Bb") and most class assignments will be submitted through Blackboard. Regular internet access is essential for successful completion of the course. If you have concerns about access to technology or the internet, please contact the Office of Student Engagement at Dean.OSE@guttman.cuny.edu so that they can assist you.

If you need a laptop to complete your coursework, please reach out to IT directly. The link to the student laptop loan resources can be found here: – Technology and Internet ServicesGuttman Community College

Online/Bb aspects of classwork will be done asynchronously--which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the Blackboard Discussion Board. These questions will usually be answered within 24-48 hours. Email me for the quickest response.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be mentioned in class and posted on Bb whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

- · Access Blackboard
- · Click your name on the main Blackboard navigation panel on the left
- · Review your email address. By default, Blackboard uses your college email address

Submitting Work:
You'll always have plenty of options for completing and submitting work ahead of the latest deadline (so being offline/away/busy on a specific day is no excuse for not posting by a deadline). Work is due on the day indicated whether you are online or not. Students are responsible for all assignments, announcements, and class work, including the submission of any assignment due on that day.

This policy is designed to ensure that you're fully a part of this class. I've found it's easy for students to fall off and disappear during their first year, so--in order to best prepare you for success--I include these policies to help keep you engaged and supported.

In-person and Netiquette Expectations

In order to maintain a positive environment for our class, we all need to follow the etiquette guidelines summarized below.

All participants are expected to:

1. Show respect for other students in the class and the instructor

2. Respect the privacy of other students

3. Express differences of opinion in a polite and rational way

4. Maintain an environment of constructive criticism when commenting on the work of other students

5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities

The following list summarizes the kind of behavior that is not acceptable.
Participants should not:

1. Show disrespect for other students or the instructor in the class

2. Send messages or comments that are threatening, harassing, or offensive

3. Use inappropriate or offensive language

4. Convey a hostile or confrontational tone when communicating or working collaboratively

with other students

5. USE ALL UPPERCASE IN THEIR MESSAGES -- THIS IS THE EQUIVALENT

OF SHOUTING!!!

Note: If anyone or anything in this class makes you feel uncomfortable or unsafe,

please email me.

Course Schedule

In order to complete all of the assignments in this course, you will spend about 12 hours per week on the course materials and course-related activities, including your 3 hours in your class sessions.

A list of weekly responsibilities follows:

- · Monday/Tuesday/Wednesday: Read assigned text(s) for the week, and write/draft.
- · Twice a week: attend class sessions
- · By posted deadline: Blackboard discussion post due
- · By posted deadline: Blackboard responses/comments on peers' work

Technology Requirements

You must have access to the Internet to view/hear course materials. No special software is required.

The links to articles, assignments, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- · Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear audio from video clips;

- · Reliable Internet access and a Guttman email account;

- · A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);

- · Microsoft Word as your word processing program; and

- · Reliable data storage for your work, such as a USB drive, Google Docs, Dropbox, or Office365 OneDrive cloud storage.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Most work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable

access to a computer and the Internet. The minimal technical skills you have include the ability to:

- · Organize and save electronic files;
- · Use Guttman email and attached files;
- · Check email and Blackboard daily;
- · Download and upload documents;
- · Locate information with a browser; and
- · Use Blackboard.

Technical Support

If you need access to a laptop, need support, or have any technology, IT-related questions including about Blackboard, please contact the helpdesk and submit an online request at helpdesk@guttman.cuny.edu.

The Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM. If you need Blackboard help outside of these hours, you can contact Blackboard support at: 646-664-2024 or go to Blackboard support

If you do not have regular, reliable access to internet, please contact Dean.ose@guttman.cuny.edu so they can assist you.

General Support

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, or needs mental health support and believes this may affect their performance in this course is urged to visit the Guttman Essential Information for Personal Well Being website for support and to email the Dean of Students at Dean.OSE@guttman.cuny.edu. Please use these resources for support and let your instructor know if we can support in any other ways.

Course Grading and Assignments

Grading:
(full breakdown TBA and grades soon to be on Bb, but for now...)

20% **Participation**
(Including tutoring requirements) "Participation" means you simply do the work of attending/participating in-person, posting/commenting on Bb, and/or staying in contact with me if you are having problems that keep you from posting on time. If I simply see that you posted or showed up for the week's work, you get participation credit (since that engagement and writing practice is essential for you to grow as a writer).

20% **Low-Stakes/Informal Writing**

"Low-stakes" or "informal" writing is work that I need you to complete, but I don't grade it "formally" (which means it's not "high-stakes") for grammar or citation style. I just need you to do it and put some effort into it. The effort is what separates it from the "participation" aspect: Did you provide a thoughtful response instead of something superficial? Did you comment on a classmates' piece in a respectful, productive way instead of just pasting in generic comments? Did your post show that you carefully read an assigned piece instead of only piggy-backing off the original ideas of others who read it? Most of the work you do for this class will be low-stakes, and that encourages you to **focus on developing your ideas** instead of worrying only about grammar and technical aspects.

15% **Final Draft of Signature Research Assignment (SRA)**

The assignments (below) build-up to and include the SRA, so your overall execution of the final draft should encompass most of what we did all semester and is thus worth a substantial part of your final grade. I'll explain the SRA more soon.

45% **Final Portfolio** (Includes: SRA drafts, Critical Analysis of a Text, Annotated Bibliography, Proposal, Outline, Scripted Interview, Comp I Reflection, Overall assessment of assignments)

Each formal assignment (I'll let you know which are formal v. informal) will be graded for content and completion. I will give you feedback at each step, and you'll be expected to revise graded assignments based on feedback. I will group those larger assignment grades into one "final portfolio" grade that allows your overall performance to outweigh minor missteps along the way.

General Assignment Information

Assignments must be submitted by 11:59pm on the day they are due in the appropriate Discussion Board thread on Bb. Complete rubrics will be provided in Blackboard

College-wide Policies:

Policy on Academic Honesty

Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman's academic integrity procedures, at [Academic Policies url link] Penalties for academic dishonesty include academic

sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Critical Incident Management

Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

Viewpoint Tolerance

Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. **Civility is essential to all scholarly discourse**.

Expectations for Out-of-Class Time

For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out- of-class time expectations.

Starfish

Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to "Raise Your Hand" and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into My Guttman and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

COVID Related Policies and Procedures

Course Policy on Illness

If you are not feeling well, do not come to campus. If you are staying home due to illness, email your professors and they will provide you with accommodations to complete your coursework remotely.

If you are COVID positive or think you may have been exposed to COVID-19, do the following:

● If you are on campus, go home and call your health provider.

● Contact Elie Yoesoep, our Campus Coronavirus Liaison and report your status:
Elielce.Yoesoep@guttman.cuny.edu

● Follow the advice of your health professional and Elie about your presence on campus (when you can return to class, if you need to quarantine, isolate, etc.).

All reports of COVID exposure on campus will result in contact tracing and you will be notified if you have been exposed by xxx and given guidance on if you must quarantine and when you can return to campus.

Assignments

Major Assignment: Your efforts and our bigger assignments (below) will build towards your largest assignment, the **Signature Research Assignment** (to be explained and discussed later). The class is as much about the process of writing as it is about the product. So we'll value the practice and steps that go into writing instead of putting all the value on a finished draft.

Larger Assignments:
(we'll turn these general descriptions into specific assignments soon)

A **Descriptive Essay or Letter or piece of Creative Non-fiction/Personal Essay** (often used as a way to begin exploring something of interest that can later be turned into a research inquiry).

A **Proposal** that provides an inquiry-based question(s) and details a methodology for working with the question in some way (though the question-designing often has several of its own assignments along the way--even before the proposal)

An **Annotated Bibliography** that identifies and discusses the expert discourse that surrounds the inquiry topic/research question.

A **Scripted Interview** that asks you to choose two or three authors you cite in your essay and compose a hypothetical interview. Acting as a participating interviewer, you

can pose questions that both ask these expert voices to inform questions about your inquiry as well as elicit discussion between the two-three expert authors. Alternatively, this can be a real interview, related to the inquiry, for which you script the questions.

A **First Draft** that messily lays out your ideas about your proposed questions (with feedback from peers and me--several rounds of drafts can/should exist).

A **Working Outline** that designates the organization of your developing project (multiple drafts of this can, of course, exist).

Redrafts/"final" draft of the inquiry-based paper/project that accumulates evidence, organizational strategies, and synthesis of ideas that you have deduced/induced from your work on the various scaffolded assignments.

Assessment Portfolio (explained above)

Note: We'll divide our work up into sections, and you'll work with your classmates and me at each step. We'll study various types of writing (from scholarly articles to pop culture websites and more) to analyze their methods and how we might employ them. We'll generate and assess possible directions/topics. We'll plan our paper. We'll write drafts. We'll comment on each other's drafts. We'll learn how to do and incorporate research. There will be exercises devoted to specific grammar issues.
We'll talk about our sources in an annotated bibliography. We'll write a short version of our paper. We'll gather everything in an online portfolio. We'll write a longer version of our paper where we deploy and grapple with new things we've learned and take new turns.
At each step we will write about our own work--what's working, what isn't, what we're getting better at, and what we need to spend more time on. We'll write a final, short version of our argument. We'll do some short writing to inspire and exercise our creative and intellectual muscles in each class. We'll keep writing/drafting/revising and building towards the final version of our paper. At all stages, you'll **use our free tutors** as a resource for one-to-one mentoring and guidance during your writing process.

IMPORTANT: Always save your work--especially if you're typing directly into Bb (which may log out and cause you to lose unsaved drafts). When writing, keep your work in Google Drive, Dropbox, or email copies of drafts to yourself. That way your work will always be easily accessible across computers, devices, locations. Having an assignment on a computer that's in the repair shop is not an acceptable excuse for not turning in an assignment.

Questions concerning assignments are always welcomed/strongly encouraged.

House 4 will work to try and stagger when your assignments are given out and

due so that you don't have everything due at once.

*** Please note that the syllabus and course schedule are subject to change at the instructor's discretion. In the case of a syllabus change, students will be notified in-person and/or via Bb announcement with as much advance notice as possible. **Below are our major assignments/deadlines; smaller assignments and readings will be listed/explained on Blackboard as we progress.**

WEEKLY CALENDAR/SCHEDULE (tentative)

Week 1: 9/12 & **9/15 (9/15 We will NOT be meeting in-person)**
"Who are you, and what's going on right now in your world?"
Also, Syllabus exploration and short assignment
Four Discussion Board posts due Thurs 9/15 (by 11:59pm)
9/15 We will NOT be meeting in-person I'll explain more in class and via Bb/email

Week 2: 9/19 and 9/22
"What have you been through?"
Personal Experience Essay due Th 9/22
Week 3: 9/29 (***no classes 9/26***)
"Let's talk about race, education, and more"
Three 'Race and Education' readings from NYTimes, post your thoughts/reactions by Fri 9/30

Week 4: 10/3 and 10/6
"Ok, so where can we go with this?"
Paper Proposal ideas due by 10/6

Week 5: 10/13 (***no classes 10/10***)
"What are other people saying about my topic(s)?"
Annotated Bibliography due by Fri 10/14

Week 6: 10/17 and 10/20
"Here's what I have so far"
First Draft due 10/20

Week 7: 10/24 and 10/27
"What's the plan?"
Working Outline due 10/27

Week 8: 10/31 and 11/3
"Asking smart questions"
Scripted interview due 11/3
1-to-1 conferences (I'll explain further soon, but we'll meet one-to-one in-person or via Zoom/email so I can check in with each of you)

Week 9: 11/7 and 11/10
"Beyond Google"
Critical Analysis of a text due 11/10
Library/Research post due 11/10

Week 10: 11/14 and 11/17
"Writing is rewriting"
Second Draft due 11/17

Week 11: 11/21 (**no classes 11/24**)
"There's a method to the madness"
APA formatting posts due 11/23

Week 12: 11/28 and 12/1
"How do I get the best help?"
Tutoring posts due 12/1

Week 13: 12/5 and 12/8
"Where did I go, what did I do?"
Comp I Reflective Essay due 12/8

Week 14: 12/12 (our final regular meeting)
"Putting it all together" Final Draft and Assessment Portfolio due 12/14

Culminating Course Experiences: TBA between **12/15-12/19***

--This **Zoom invitation** should work for my **office hours**

(or click/paste the link below)

https://us02web.zoom.us/j/7355524343

Please always email me if you want to set up a time to meet.