English Composition I  
EN 101 D13B  

Fall 2014  
Instructor: Benjamin Miller  
Office: Humanities 456  
Office Hours: Mon 12 – 1; Tues 9-10; Tues 2-3  
Email: bmiller@qcc.cuny.edu

Monday 10:10 AM – 12:00PM  
H232

Wednesday 10:10 AM –12:00 PM  
H405

Course Description

How can reading and writing enrich our lives? Why does it matter if we read or not? How is digital media influencing our sense of place? We will address these questions through reading and writing assignments that are designed to increase critical thinking ability. Students will improve writing skills by writing in a variety of formats. Our discussions will center on the concept of place and how we navigate the often challenging real and virtual spaces of contemporary life. Students will be introduced to the wider offerings of QCC as we will investigate various non-classroom places around campus such as the QCC Library, the QCC Archives, the Holocaust Resource Center, and the QCC Art Gallery.

In addition, we will participate in the high impact learning practice Student Work Interdisciplinary Group (CAP-SWIG). This involves working with other QCC classes throughout the semester. We will collaborate with an Introduction to Literature Class (EN 102 F24B) taught by Prof. Aliza Atik and a Theory and Practice of Modern Dance course (Dan 251F4) taught by Prof. Aviva Geismar. Mostly we will engage with these classes on the online platform Blackboard, but students will be encouraged to participate in the events associated with this project outside of class as well.

Required Materials
1. Throughout the semester, various handouts will be distributed in class or online. It is each student's responsibility to obtain these handouts if class is missed.
2. QCC History by Bruce Naples (ebook) Can view this on phone or I-pad. Must download App.
3. Writing materials, notebook, paper, pen.
4. USB flash drive to keep writing assignments, digital projects

Recommended Texts

Attendance
It is very important that students attend class. Absence from class can seriously reduce a student's chance of completing the course successfully. There are no opportunities to 'make up' whole classes, so it is up to the student to find out what he or she has missed. If a student misses too much class, he or she may be contacted by the school. Five absences will result in failure of the course. Also, attendance and participation count toward the final grade, so it is beneficial to come to class. If tardiness, especially excessive tardiness, accumulates, grade penalties will follow. Three tardy days will count as one absence.

Academic Integrity
Each student's work shall be the result of his or her own effort. When necessary, each student will identify the work of others into the writing of papers or examinations. This includes both direct quotations and paraphrased opinions and ideas. The use of ideas and/or quotations (from books, films, television, newspapers, articles, works of art, media, the internet, etc) without proper credit to the author constitutes theft or plagiarism. If a student is unsure of whether or not his or her writing contains plagiarism, please ask me. No student shall act in a way that endangers the academic integrity of the college. Any deviation from the aforementioned rules may result in a failing grade (F) for the course.
Writing Assignments

EN 101 is primarily a composition course. With this in mind, we will be writing every day. There is a tendency for a young writer to constantly question his or her own writing ability. This insecurity or hesitancy prevents any writing from being done! Because of this, students sometimes put up defensive strategies or 'put off' doing the actual writing. EN 101 seeks to remedy this by demystifying what it means to write in an academic context. In other words, the hope is that by constantly writing in a variety of formats, each student will become more confident and knowledgeable of his or her strengths and weaknesses.

Four formal essays of varying length will be required. Students will also hand in reading responses and reflection papers. Although these responses are a more informal way of writing, they will help students develop concepts of thesis, argument, compare and contrast, and overall essay structure. There will also be in-class writing, group writing exercises, and creative assignments.

Digital Documentary (Final Class Project)

The product or documentary film will be created completely by students. The subject of the film will be the work collaboration between our partnering classes, the literature class and the dance class. We will be witnessing other students investigate issues surrounding surveillance and power.

In brief, Prof. Atik's literature class will write a text that will be shared with all of us. Prof. Geismar's dance class will turn this text, using their creative skills, into a dance. Our class will compose a digital documentary of this process. Our digital film will be composed in Camtasia Studio, a visual editing software. We will also receive support from the Academic Computing Center.

NEH Participation

The goal is that we will be able to show our film as part of the campus wide project lead by Prof. Cary Lane that is funded by a grant from the National Endowment of the Humanities. This project asks us to investigate issues surrounding the Holocaust. I will provide an introduction to the Holocaust, and we will visit the Holocaust Resource Center on October 15 to witness a lecture by Prof. Melissa Berman. I also encourage students to take advantage of the many colloquial events listed below throughout the semester.

If all goes well, our film will be part of the program for Colloquium Event #6: Thursday, April 16th, 2015; 7pm – 9pm; QPAC “Inspired Testimony: QCC Students Respond to Genocide through Music and Dance” A Student-led Performance at QPAC, in Collaboration with the MOTÝL Chamber Ensemble

Class Policies and Procedures

- Students are required to come to class prepared. This means showing up on time with required texts, a notebook or paper, and a pen. It also means that each student needs to come to class with something to say about his or her writing or the given text that is being discussed. Merely showing up to class is not enough to receive a passing grade. Students are expected to actively participate. It is assumed that all students want to be at QCC and are taking this class to improve reading and writing abilities.

- Assignments must be handed in on time. If formal essays are handed in late, grade penalties will follow. It is not guaranteed that I will accept late papers.

- Students are asked to respond with appropriate behavior to the content of the course. The hope is that our discussions will be thoughtful, critical, and respectful of the various authors we read, whether it is a selection from the course reader or another student's writing. Malicious jokes about each other, about race, about sexual orientation will not be tolerated nor will bullying or intimidation. Students are expected to treat each other with
dignity and respect.

■ Unless otherwise specified, all out-of-class writing assignments will be typed, double spaced with 12 sized font. Please include your name, the course number (EN 101), my name, and a title if required. We will go over this in greater detail when we discuss MLA formatting.

Rewrite Policy
It's often asked if a student can 'rewrite' or 'do over' an assignment. I will allow and encourage rewrites for the formal writing assignments. These are due one week after the assignments are returned. If a rewrite is handed in with the original graded essay, I re-evaluate the overall effort. Rewriting does not, however, guarantee a higher grade. Rewrites of reading responses and other in-class papers are not necessary.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance + Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #1 Literacy Autobiography</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2 Expository Profile Queensborough CC</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3 Critical Review / Argument</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #4 Neighborhood Ethnography</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in Digital Documentary (Class Project)</td>
<td>15%</td>
</tr>
<tr>
<td>Blackboard Posts</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

The Writing Center
If a student needs additional tutoring, I suggest visiting the campus writing center, which is located on the first floor of the library building. (718-631-6663)

Extra Help
Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact me privately to discuss specific needs. Please contact the Office of Services for Students with Disabilities in the Science Building Room 132 (718-631-6257) to coordinate reasonable accommodation for students with documented disabilities.

Class Schedule:

Unit 1 Education Places: The Challenge of School

Wednesday September 3
Introductions, Syllabus Review, Education Philosophy, Blackboard
Read: “The Joy of Reading and Writing Superman and Me” by Sherman Alexie
Assignment: Self Portrait (One Page) ; Access Blackboard and read “On Being 17, Bright, and Unable to Read” by David Raymond

Monday September 8
Read: “A Letter To A Child Like Me” by Jose Torres
Writing Assignment: Education / Literacy Reflection (One Page) : Read Writing Personal Essays: On the Necessity of Turning Oneself Into a Character” by Phillip Lopate

Wednesday September 10
How to write a good email
Read: “Coming to an awareness of Language” by Malcolm X
Writing Assignment: Educational / Literacy and Life Goals (One Page)
Monday September 15
The Writing Process, College Writing, MLA Format Introduction
In Text Citation Introduction, Works Cited Page Introduction
The Literacy Autobiography Rubric

Wednesday September 17
Rough Draft Essay #1 The Literacy Autobiography (Due In Class)
Film: Go Public A Documentary Film Project

Monday September 22
Final Draft Essay #1 The Literacy Autobiography (Due In Class)

Wednesday September 24 (No Class)

Investigating Places: Documentation + Research Strategies

Monday September 29
Essay #2 Expository Profile Queensborough CC Assigned

Wednesday October 1
Library Information Literacy Session with Prof. Jean Amaral (Library Room 302)
Source Evaluation, Working with Images, MLA Format

Monday October 6
QCC Archive Research Session with Prof. Connie Williams (Library 2nd Floor Circulation Desk)

Wednesday October 8
Introduction to the Holocaust, What it means today?
EXTRA CREDIT EVENT : Wednesday, October 8th 12pm – 2pm: (Holocaust Resource Center)
“Responding to Genocide: Creative Writing in Conversation with Art”
Prof. Jodie Childers, Department of English, QCC

Monday October 13 No Class (Columbus Day)

Wednesday October 15
QCC Holocaust Resource Center Visit with Prof. Melissa Berman

Monday October 20
Revision Workshop: Rough Draft QCC Expository Profile (Peer Review Session)

Wednesday October 22
QCC Expository Profile Final Draft Due
Reading: “On Compassion” by Barbara Lazear Ascher

EXTRA CREDIT EVENT: Wednesday October 22, 12:10 – 2pm (Holocaust Resource Center)
“Dance, Disability and the Holocaust”
Ms. Heidi Latsky, Founder, Heidi Latsky Dance
Introductory words by Dr. Amy Traver, Department of Social Sciences, QCC
The City and Society: Critical Review and Neighborhood Ethnography

Monday October 27
Argument
Reading: “Fighting Police Brutality in Global Brooklyn” by Benjamin Shepard

Wednesday October 29
“On Dumpster Diving” by Lars Eighner
Film: “The Pruitt–Igoe Myth”

Monday November 3
Rough Draft Critical Review Due (Peer Review Session)
Introduction to Poetry, “Mannahatta” and “The Place Where We Dwell” by Gang Starr

Wednesday November 5
Final Draft Critical Review Due
Film: “Man On Wire”

EXTRA CREDIT EVENT: Wednesday November 5th, 12pm – 2pm (Holocaust Resource Center)
“Poetry of Conflict: The African-American Experience”
Dr. Joel Kuszai, Department of English, QCC

Monday November 10
Reading: “Sonny’s Blues” by James Baldwin

Wednesday November 12
Reading: “Sonny’s Blues” by James Baldwin
Film: “My Brooklyn” by Kelly Anderson

Monday November 17
Reading: “Sonny’s Blues” by James Baldwin

Wednesday November 19
Rough Draft Neighborhood Ethnography Due (Peer Revision)

Monday November 24
Final Draft Neighborhood Ethnography Due

Virtual Places: Digital Composition

Wednesday November 26
“Wired For Distraction” by Matt Richel
Digital Film Editing (Camtasia)

Monday December 1
Read: “You Are Not A Gadget” by Jaron Lanier (Excerpt)
Digital Film Editing (Camtasia)

Wednesday December 3
Read: “Present Shock: When Everything Happens Now” by Douglas Rushkoff (Excerpt)
Digital Film Editing (Camtasia)
Monday December 8
Review for Final Exam
Digital Film Editing (Camtasia)

Wednesday December 10
Digital Film Editing (Camtasia)
Review for Final Exam

Monday December 15
Review for Final Exam

****Tuesday December 16 Final Exam (Place to be determined)***

Updated 9.4.14