

**Kingsborough Community College  
City University of New York  
ENG 1200: Composition I  
Fall 2024  
M/W 9:10 – 11:20**

**I. What Can I Expect to Learn Here?**

**Course Description:**

English 12 is an introductory course in critical reading and writing emphasizing the development and communication of ideas in written form and a basic rhetorical understanding of how language communicates facts, ideas, and attitudes. Students apply basic rhetorical concepts in reading and composing texts in several genres; compose texts that integrate the writer's ideas with those from other texts, including research materials; and develop writing projects through drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

**Course Theme: *Knowledge and Education***

The theme for this course is "Knowledge and Education." As a class, we will read texts that focus on this theme, examine questions related to this theme, and develop papers that respond to this theme.

Commented [1]: This theme encourages metacognition, (CLO III)

**Course Learning Outcomes:**

**I. Rhetorical knowledge: In this course, students will learn to:**

- Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.
- Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.
- Apply citation conventions in one's own writing, and reflect on why these conventions exist and how they are used in different genres and contexts.

**II. Critical writing & reading: In this course, students will learn to:**

- Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.
- Locate and evaluate research materials.
- Compose texts that integrate the writer's ideas with those from other texts.

**III. The craft of writing & reading: In this course, students will learn to:**

- Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.
- Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
- Reflect on one's own development and change as a writer and one's emerging knowledge about the craft of writing, language choices, and language conventions.

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**II. What do I need? Where do I submit my work? And where can I find my readings?**

**Required Texts:** You are not required to purchase any texts for this class. All texts will be either available on BrightSpace or distributed in class. Please ensure that you have a physical (printed) copy of the required readings with you in class. Without the readings in front of you, it will be difficult to participate and in turn, to keep up.

**Required Materials:** To fully engage the content of this course you will need to have an active KBCC e-mail address, access to BrightSpace, Turnitin, Vimeo, and access to word-processing software.

- **BrightSpace:** Please make sure you have working access to your KBCC BrightSpace account. This will represent the central “hub” for our course. This will be where I make announcements, post assignments, and generally facilitate the course. Here, you will find links to Turnitin, and Vimeo.
- **Turnitin:** Please post all of your drafts to Turnitin via BrightSpace. If you have access to BrightSpace, you have access to Turnitin. You will receive peer and instructor feedback via Turnitin. E-mailed papers will **not** be accepted. Whenever a paper is due, there will be a link to the appropriate Turnitin folder in your Weekly Unit.

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### III. How is this course organized, and what do I need to do?

#### **Course Organization:**

Our course is organized around the final portfolio. This portfolio represents your cumulative efforts throughout our semester. Together, we will scaffold your writing up from an inquiry process, through the research process, across multiple drafts, and into a final draft to be reviewed by one the writing professors in our department. If you pass the portfolio, I will assign you a letter grade for our class.

#### **Assignments and Grade Distribution:**

**1. Process Oriented Work: 40%** Your **participation, drafts, and peer review** comprise the process aspect of this writing class. Since writing is a process, students are graded not only on the final products, but they are also awarded points and recognition for the process that leads to those final written products.

**Participation (10%):** Your participation in this class is expected and required. Participation will take form in the production of **Short-Writing Assignments, Peer Review, and Conferences**. When prompted, you will be required to post to our discussion board with your own thread. **Discussion Board Posts** should be between 150 – 300 words, and comments should be between 50 – 150 words. In addition to posting your own thread, you are asked to comment on at least one classmate's thread after you post. Still, it is encouraged that you read all discussion posts and make multiple comments. **Please understand that discussion posts and comments are visible to all in our class.**

**Drafts (10%):** Students are required to produce rough drafts for all papers. While there is flexibility in deadlines for final drafts, your **rough drafts are necessarily due on the day indicated on our syllabus**. Without a rough draft on workshop days, students will be unable to participate in peer review workshops.

**Peer Review (10%):** Your instructor will read your rough drafts, but you will also be undergoing a collaborative peer review process. This will be facilitated through Turnitin. Your instructor will review your peer editing process. So long as you make meaningful participation in the process, you will be awarded full credit.

**Midterm Reflection (10%):** Midway through the semester, you will be required to produce one short reflection. This will qualify as your midterm assessment.

## 2. Product-Oriented Work (Your Portfolio): 60%

**Portfolio of Formal Writing (Essays):** At the end of the semester, you will create a portfolio containing your revised essays from the semester, plus a self-assessment that discusses your own writing and reading this semester (more on that later). This portfolio will be evaluated on a pass/fail basis by another English 12 instructor who is familiar with our course. If and when you pass the final portfolio, I will assign you a final grade for the portfolio and for the class. If you do not pass the final portfolio, you will not pass English 12 and must re-take it during another semester. You will have many opportunities throughout the semester to talk with me to get a clear sense of how you are doing.

You will write two formal essays, one for each unit, this term. Each essay will progress through a series of drafts before the end of each unit. You will receive various forms of feedback on these drafts from your peers, from me, and from yourself (via self-assessment) before you compose a final draft for assessment for your portfolio. **Because your essay writing will be assessed via portfolio, I will not grade individual essays prior to the end of the semester.** The possible point values of the essays break down as outlined below.

**Inquiry-Based Essay (20%):** This is the first major written assignment for our course. Students are expected to produce two drafts (one rough & one final) for this paper. Papers are graded according to the rubric posted to BrightSpace. Students are eligible to revise final drafts for higher grades. All drafts must be posted to Turnitin.

**Inquiry-Based Essay w/ Research (20%):** This is the final major written assignment for our course. Students are expected to produce two drafts (one rough & one final) for this paper. Papers are graded according to the rubric posted to BrightSpace. Students are eligible to revise final drafts for higher grades. All drafts must be posted to Turnitin.

**Proof-Assessment (20%):** In your self-assessment, you will be asked to make commentary directly in your Inquiry-Based Essay w/ Research, explaining the decisions you made in your writing as well as articulating how your work evolved over the course of your drafting process. This is a practice very common in publishing and professional writing and will replace a standard “reflective essay.”

**Commented [2]:** The cumulative effect of this assignment asks students to think critically about the purpose of their writing, the audience to whom they are writing, and the role of research in that writing, meeting all 3 CLO categories.

LETTER GRADE	Numeric Equivalencies	QUALITY	G.P.A.
A+	97-100	Excellent	4.00 quality points
A	93-96	Excellent	4.00 quality points
A-	90-92	Excellent	3.70 quality points
B+	87-89	Good	3.30 quality points
B	83-86	Good	3.00 quality points
B-	80-82	Good	2.70 quality points
C+	77-79	Satisfactory	2.30 quality points
C	73-76	Satisfactory	2.00 quality points
C-	70-72	Satisfactory	1.70 quality points
D+	67-69	Passing	1.30 quality points
D	60-66	Passing	1.00 quality points
F	0-59	Failure*	0.00 quality points

#### IV. What are the course policies?

##### **Academic Integrity Policy:**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (www.dictionary.com). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough’s website page on Academic Integrity for more information on plagiarism.

[https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/academic\\_integrity.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html)

##### **Accessibility Statement:**

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Please contact this office if you require such accommodations and assistance. Your instructor will be glad to make the accommodations you need, but you must have documentation from the Access-Ability office for any accommodations.

##### **Attendance & Participation:**

This is an asynchronous distance learning class, and your participation in class is important. Platforms like Perusall and BrightSpace Discussion Boards will represent opportunities for you to participate in class. Please understand that this participation is not *only* a part of your grade, it *is* the course. As you participate in creating dialogue, so will your classmates. *Please see note above about participation as it pertains to final grade distribution.*

##### **Preferred Gender Pronoun and Name:**

I affirm all forms of gender expressions and identities. If you prefer to be called a different name from what is on the class roster, please let me know. Feel free to inform me of your preferred gender pronoun.

##### **Late Work:**

Late work can negatively impact your progress and success in this (or any) class at Kingsborough Community College. I expect that work is submitted on the day it is due, according to the course syllabus. There is flexibility, however. Extensions may be granted, provided I am given adequate notice (about one week) and that we agree on the reason for your extension. Late work is always accepted, but there are some rules. Late work is reduced by 2pts. for everyday it is missing. Work must be submitted in the order it was assigned, and—because writing is a process—I will not accept all of a students' work at the end of the semester. Late rough drafts are **not** accepted if they come in after the due date for the final draft. In any other circumstance, you should *always* submit work. Never withhold an assignment simply because it is late. *All work must be submitted to be eligible to pass this class.*

**If at any point during the semester you simply stop attending class, you should expect to receive a WU, which is an “Unauthorized Withdrawal” and counts in your GPA as an “F.”**

## V. Where can I find help?

### Academic Support:

First, you can always write to me at \_\_\_\_\_ I respond to e-mails within 24 hours, and I am always happy to schedule time to chat over zoom, but if you need more academic support you can reach out to the Center for Academic Writing Success (CAWS) here: [CAWS.mail@kbcc.cuny.edu](mailto:CAWS.mail@kbcc.cuny.edu). To make an appointment with CAWS, you must include your **name, EMPLID, class, and an appointment date & time.**

### Tech Support:

If you are struggling with BrightSpace, Perusall, or Turnitin, don't hesitate to reach out to me. I am happy to help you Troubleshoot issues. Still, many tech issues are outside of my control and knowledge. For issues such as these, you can reach out to the Student Help Desk Here:  
**E-mail:** [helpdesk@students.kbcc.cuny.edu](mailto:helpdesk@students.kbcc.cuny.edu)  
**Phone:** 718-368-6679.

## VI. Course Schedule

\*\*\*Please note that the course schedule may change to reflect the needs of the class\*\*\*

Date	Topic	Readings	Assignments
<b>Unit 1: Rhetoric and Composition: Writing at the College Level</b>			
<b>Week 1</b> M. 9/12	Introductions	Read: Course Syllabus	--
W. 9/14	What is Composition? The Elements of Rhetoric	Read: “Multiple Intelligences” – Thomas Armstrong Read: “Blue Collar Brilliance” – Mike Rose	--
<b>Week 2</b> M. 9/19	Mode & Genre	Read: “Is Google Making us Stupid?” – Nicholas Carr  Watch: “How Smartphones Change the Way You Think” – Jeff Butler TEDTalk	--

Commented [3]: Unit 1 Emphasizes rhetorical knowledge.

W. 9/21	Mode & Genre	Watch: "Artificial Intelligence" – The School of Life  Watch: "How China is Using Artificial Intelligence in Classrooms" – Wall Street Journal	Modal Writing Exercise Due
<b>Unit 2: Inquiry Processes in "Academic" Writing: Asking Better Questions</b>			
<b>Week 3</b> M. 9/26	<b>Verify Your Attendance by 9/25</b>	<b>No Classes Scheduled</b>	--
W. 9/28	Introducing the Inquiry Process	Read: "Covid-19: how tech will transform your kids' education" -- The Economist	--
<b>Week 4</b> M. 10/3	Inquiry Process	Read: "COVID created an education crisis that has pushed millions of children into 'learning poverty'" -- World Economic Forum	--
W. 10/5	<b>College Closed</b>	<b>No Class</b>	--
<b>Week 5</b> M. 10/10	<b>College Closed</b>	<b>No Class</b>	--
W. 10/12	Workshop: Inquiry Process Rough Draft	--	Rough Draft Inquiry Process Due
<b>Week 6</b> M. 10/17	Revision and Working with Feedback	Read: "How to Make Online Schooling Work" -- Marjorie B. Tiven	
<b>Unit 3: Writing about Sources &amp; Research: Integrating our Voices</b>			
W. 10/19	Midterm	--	Final Draft Inquiry Process Due  Midterm Self-Reflection
<b>Week 7</b> M. 10/24	Critical Reading & Annotation	Read: "How The Myers-Briggs Personality Test Began In A Mother's Living Room Lab" -- Melissa Block	--
W. 10/26	Film: <i>Persona</i>	Watch: <i>Persona</i>	--
<b>Week 8</b> M. 10/31	Secondary Research: Collecting Data	Read: "Conducting Research" -- PurdueOWL	--
W.11/2	Secondary Research: Assessing Data	Read: "Evaluating Sources: Where to Begin" -- PurdueOWL	--

**Commented [4]:** Meets CLO I -- Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

**Commented [5]:** Unit 2 Emphasizes Critical Reading & Writing.

**Commented [6]:** Workshops emphasize collaboration, reflection, metacognition, and the craft of writing.

**Commented [7]:** Meets CLOS I & II  
- I: Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.

- II: Compose texts that integrate the writer's ideas with those from other texts.

-III: Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.

- III: Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

**Commented [8]:** Meets CLO: III  
Reflect on one's own development and change as a writer and one's emerging knowledge about the craft of writing, language choices, and language conventions.

**Commented [9]:** Emphasizes critical reading and writing as well as integrating secondary source materials into student writing.

<b>Week 9</b> M. 11/7	Primary Research: Generating Data	Read: "What is Primary Research" – PurdueOWL & "Interviewing" & "Surveying" – PurdueOWL	Two Research Annotations Due
W.11/9	Primary Research Workshop	"Interview and Survey Questions" – PurdueOWL	Primary Research Surveys Due
<b>Week 10</b> M. 11/14	Primary Research: Assessing Data	"Analysis" & "Analyzing Primary Data" -- PurdueOWL	--
W. 11/16	MLA Day	"MLA Style" – PurdueOWL	--
<b>Unit 4: Reflection and Metacognition: Thinking about our Writing</b>			
<b>Week 11</b> M. 11/21	Workshop: Inquiry Process with Research Rough Draft	--	Rough Draft Inquiry Process with Research Due
W. 11/23	Reflective Writing Meaningful Conclusions	Read: College Students Surveyed are Going Hungry" – Kaya Laterman  Listen: "Food Fight" –Revisionist History	--
<b>Week 12</b> M. 11/28	Metacognition in Writing: Reflecting on Findings	Read: Colleges are no Match for American Poverty" – Marcella Bombardieri	Final Draft Inquiry Process with Research Due
W. 11/30	Metacognition in Writing: Reflecting on Implications	Watch: PBS Frontline: "A Subprime Education"	--
<b>Week 13</b> M. 12/5	Independent Meetings: Schedule via Appointlet	--	--
W. 12/7	Preparing the Final Portfolio	--	Remix-Reflection Due
<b>Week 14</b> M. 12/12	Submitting the Final Portfolio	<b>Last Day for Online Withdrawal for "W"</b>	Final Portfolios Due

**Commented [10]:** Meets CLO II

Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices. Locate and evaluate research materials. Compose texts that integrate the writer's ideas with those from other texts.

**Commented [11]:** Meets CLOs I & II

- I: Compose in several genres in order to understand how conventions shape readers' and writers' practices, purposes, and expectations.

- II: Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.

Locate and evaluate research materials. Compose texts that integrate the writer's ideas with those from other texts.

**Commented [12]:** Meets CLOS I, II, & III.

I: Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

II: Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.

Locate and evaluate research materials. Compose texts that integrate the writer's ideas with those from other texts.

III: Develop a writing project through multiple versions and document one's thinking and choices between those iterations/changes.

Select and use strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.

**Commented [13]:** Emphasizes metacognition.

**Commented [14]:** Meets CLOS I, II, & III.

I: Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

II: Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.

Locate and evaluate research materials.

Compose texts that integrate the writer's ideas with those from other texts.

Meets CLOS I, II, & III.

I: Apply basic rhetorical concepts in reading and composing texts. Commonly considered essential concepts include text, author, audience, purpose, setting/exigence.

II: Identify, through careful reading and listening, the relationships between assertion and evidence, patterns of organization, and strategic language choices.

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