

## **ENA101 Faculty Information Sheet** **(Companion to the English 101 Faculty Information Sheet)**

### **Understanding the Course**

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#### *Course Rationale*

Based on the national ALP (Accelerated Learning Program) model pioneered by the Community College of Baltimore County, ENA 101 offers students who previously would have been identified as “Basic Writing” students<sup>1</sup> the opportunity to take English 101, with additional support to pass English 101-level writing assignments and to build their writing skills. Instead of the traditional approach of taking ENG 099 followed by ENG 101, ENA is a co-requisite course which offers students the opportunity to focus on their writing skills in an intensive and highly supportive environment.

ENA 101 is composed of two groups of students: 12 students registered for ENG101 and 10 students registered for ENA101. All 22 students meet together for four hours a week in English 101 to work on the same assignments and projects in order to fulfill the English 101 Course Objectives in preparation for English 102. Although all 22 students follow the same English 101 syllabus, you have two separate rosters on CUNY First, Web Attendance and Blackboard, one for the ENG101 section and one for the ENA101 section.

You will have an additional three hours a week to meet separately with the 10 ENA101 students. This means that you meet for a total of seven hours a week with this section. In the three-hour sessions with the ENA101 students, instructors work to support students in strengthening their writing and succeeding with English 101 writing assignments. Some faculty also work on affective issues in the stand-alone session, including study skills and student success, although many of these topics are also covered in the First Year Seminar. You can refer to the Framework for ENA101 pedagogy, developed by LaGuardia faculty based on the latest research, for more guidance on how to plan the extra time with your ENA101 students.

#### *Course Description from College Catalog*

In this course students write coherent essays in varied academic formats, responding to culturally diverse materials and using appropriate technology. Students focus on critical and analytical skills and study aspects of argumentation including formulating theses; researching, evaluating, and documenting sources; and communicating persuasively. Three additional hours a week support students with lower placement scores. Admission is based on college placement test scores. Course meets seven classroom hours weekly.

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<sup>1</sup>While there is ongoing discussion over the (mis)use of the label “Basic Writer”, the current CUNY-wide shift from standalone remedial courses (ENG 099) to co-requisite courses (ENA 101) offers an important moment to reflect on how the field of Basic Writing—which emerged out of CUNY’s open admissions era—continues to impact our work in ENA101. For more on debates within and around the field of basic writing, see Bruce Horner, “[Relocating Basic Writing](#),” Hope Parisi, “[Who is the Basic Writer? Reclaiming a Foundational Question for Graduate Students, New Teachers, and Emerging Scholars](#)” and *Basic Writing* by George Otte and Rebecca Williams Mlynarczyk, especially [Chapter 2](#), “Defining Basic Writing and Basic Writers.”

*Learning Objectives for the Course*

The first seven objectives are the same as ENG101; the last three are specific to ENA101.

1. Introduce process-based writing, including prewriting, drafting, revising, editing, proofreading, critiquing, and reflecting.
2. Enable students to read, write, and listen critically and analytically, including identifying a text's major assumptions and assertions and evaluating its supporting evidence. As part of this process of inquiry and problem solving, faculty will familiarize students with the concepts of audience, voice, context and purpose.
3. Provide students with opportunities to write clearly and coherently in varied academic genres, rhetorical modes, and forms of argumentation using standard written English (SWE).
4. Provide early assignments that allow students to practice utilizing summation, paraphrase, quotation, and citation to create well-reasoned arguments.
5. Provide later assignments that enable students to develop research skills, most importantly the evaluation and synthesis of primary and secondary sources.
6. Enable students to formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation and avoiding plagiarism.
7. Enable students to complete essays that will increase in complexity, ranging in length from 600 to 1500 words.
8. Provide students with individualized support and practice throughout all phases of the writing process to ensure the development of college-level writing skills to be successful in English 101.
9. Reinforce the reading and writing opportunities provided in English 101.
10. Provide students with additional time to develop a deeper understanding of the recursive writing process necessary for college composition.

*Grading Standards*

Final grades in the course must be based on assignments submitted to fulfill requirements for English 101. The ENA101 and ENG101 students have separate grading rosters on CUNYFirst. ENA101 students may complete additional in-class assignments during their ENA101 course meeting time, but the grade for ENA101 students should reflect their work in the ENG101 course.

As with ENG101, the final course grade must consider the following in addition to any other relevant assignments:

- ❖ **Low-stakes writing and engagement activities**
- ❖ **Two inquiry-based, staged essays**
- ❖ **One in-class essay**
- ❖ **A fourth essay, either in class or staged**

**\*Please note: for online classes, take-home essays can replace in-class essays**

As with ENG101, the following are basic guidelines for the above grading standards:

- The staged essays require students to respond to ideas in texts and engage in conversations with these ideas as well as additional sources, either culled by the instructor or located by the student.

- Assignments should increase in complexity as the semester progresses: early assignments might only engage with the ideas in assigned reading, whereas later assignments will also engage additional sources.
- Early assignments might prioritize students practicing skills such as summary, paraphrase, etc. and can be low-stakes rather than high-stakes, staged essays.
- **Staged essays, especially later ones, should align with the Inquiry and Problem-Solving competency.**
- The in-class essay should not be on a topic which students have never encountered before, but should be in the context of particular readings for a unit.
- Out-of-class essays should be staged. Students should provide drafts of their work in various stages. Many instructors have students write at least part of a draft in class even for staged essays. Assignment prompts (in and out of class), should provide clear instructions and use concise language. Contextual information should clarify the goal of the prompt when appropriate.
- **There should not be a separate grade for participation based solely on instructor impression of student performance without tangible components, such as low stakes activities submitted and other forms of engagement.**
- **On the other hand, any grade you assign for weekly engagement or participation in a course should not be based solely on a student showing up or logging on.** Faculty should create consistent opportunities for students to participate in definable and measurable activities (e.g. low stakes writing, class discussion posts, quizzes, or other activities) that will count as engagement. Instructors should ensure that students have regular access to a record of which engagement activities they have completed and their grades (if any).

NOTE: As per department policy, incompletes may not be given in ENG101 and ENA101.

### Language for the Syllabus

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You can provide students with a separate syllabus for the ENA101 section or the information below pertaining to the ENA101 students can be included as part of your ENG101 syllabus. If you provide a separate syllabus for ENA101 students, it does not need to repeat everything on your ENG101 syllabus, which should also be provided to the ENA101 students. Please note that there is no separate Student Intro Sheet for ENA101: use the ENG101 Student Intro Sheet.

As usual, please also include the following on your syllabus:

- Your own information, including office location, e-mail, and office hours.
- **Mode of instruction (online-synchronous, online-mix, hybrid, or in person).** See **LaGuardia's student-facing guidelines for online learning** [here](#).
- A clear indication of meeting times and locations for both the ENG101 and ENA101 sections of the course.
- An introduction to ENA101 explaining to students the purpose of the course and the relationship between the four-hour ENG101 section and the three-hour ENA101 section.
- **A copy of the college catalog's course description for ENA101** (see above)
- **The performance objectives for ENA101.** These are the same as the ENG101 performance objectives listed on the Student Intro sheet, plus the following:

8. Explain and execute all phases of the writing process to ensure the development of college-level writing skills to be successful in English 101.
9. Demonstrate the reading and writing skills appropriate to English 101.
10. Demonstrate a deeper understanding of the recursive writing process necessary for college composition.

- **The Pathways SLOs for English Composition** (found [here](#) and on SharePoint)
- **For ENA101 and ENG101, indicate that no incompletes are allowed.**
- **UPDATED!** The English Department's updated policy on attendance and engagement is available [here](#). *Optional sample statements on attendance and participation for your syllabus are available [here](#).*
- A note stating that all of the policies on the ENG101 syllabus also apply to students taking ENA101 (if you have two separate documents).
- A weekly calendar reflecting the topics and/or activities for the extra three hours per week that you will spend with the ENA101 section, if not for the entire semester, then at least for the first six weeks. Many faculty choose to use general descriptions and/or indicate above the calendar that it is subject to change, to allow enough flexibility to respond to student needs as they arise during the semester. Those who choose to combine the ENA101 and ENG101 syllabi into one document can still provide a separate calendar only to the ENA101 students.

### ***English Department Attendance Policy (Updated January 2024)***

In all English department courses, students can be absent without penalty for no more than **two weeks' worth** of class time during **session I**, and **one week's worth** of class time during **session II**. **Absences begin to be counted on the first day of class, regardless of when you registered.**

This means you can miss:

- 6 hours in a 3-hour per week course
- 8 hours in a 4-hour per week course
- For ENA 101, which meets for 7 hours a week, students are limited to:
  - 8 hours of absence in the ENG 101 course and 6 hours of absence in the ENA 101 course.

Students missing less than two weeks' worth of class time will not be penalized for those absences. However, student engagement, which is part of the overall course grade, relies on in-class activities such as low-stakes writing assignments, peer review, and in-class high stakes essays. Some of these cannot be made up outside of class and may affect the engagement grade.

Students who exceed the two-week limit may receive a lower course grade. After four weeks of absence, students can no longer pass the course.

This policy applies equally across in-person, online-synchronous, hybrid and online-asynchronous courses. For hybrid courses, which meet once a week in-person and have a weekly asynchronous activity, missing the weekly asynchronous activity counts as an absence.

For online-asynchronous courses, your instructor's syllabus will explain how attendance will be counted.

**Please note: Web Attendance is no longer in operation at the college, but faculty should still take attendance using any convenient method (e.g. sign-in sheet, paper checklist, Excel spreadsheet) and keep those records for submission at the end of the semester.**

- For online class sessions, attendance can be indicated by showing up to a Zoom class session, logging into Blackboard, or engaging with a class assignment.
- If a student is nearing or exceeding the number of allowed absences, this should be used as an opportunity for intervention. The faculty member can reach out to the student to discuss the importance of attendance to their success in the course and/or submit an advising intervention request on C2C (see guidelines for doing so on SharePoint).
- If a student is at the absence limit but is consistently submitting course work and wants to engage, please continue to work with that student. On the other hand, if a student disappears for many weeks in a row, they may have missed too much work to pass. Faculty should communicate that passing the course is based on timely and satisfactory work.
- Please do not tell students to drop your course even if they are over the absence limit. Only an advisor can suggest the best course of action for a student.

#### *Reminder*

While there are certain areas (revision, engagement) where instructors have latitude in deciding policies for individual sections (how many revisions per paper they accept, etc.) individual syllabi should not contradict the established policies of the college or department. For example, you cannot assign fewer than the required number of essays overall.

#### **Guidelines for Submitting Textbook Information, Teaching Materials, and Student Work**

Whatever text you choose to use in English 101 (we include some suggestions below), you are also required to submit that information via CUNYFirst before the semester begins, and ideally around the same time you submit your textbook orders to the bookstore as well. Submit your syllabi to the Writing Program Administrators at the beginning of the semester according to the syllabi review deadlines on the faculty guidelines. Student work should be submitted anonymously for benchmark assessments, via deposit on e-Portfolio. Instructions for submitting to e-Portfolio will be sent to your LaGuardia email account closer to the end of the semester.

#### **Resources**

##### *Composition Program Vision Statement*

The Writing Program fosters a journey of transformation for all student levels. Writing is a foundation for students' intellectual engagement in the humanities and their participation in the democratic society. To strengthen this foundation, faculty employ inclusive pedagogies that address the diversity of our student population. Our writing courses focus on the integration of reading and writing, using culturally diverse texts to connect critical close reading practices with interpretive claims. Students gain a deeper understanding of the writing process by exploring the relationship between rhetoric and genre, in addition to interrogating digital/multimodal writing

practices and contexts. Courses pay significant attention to revision and collaborative student learning.

### *Writing Program Administrators*

If you have any additional questions or need further support, please contact the Writing Program Administrators (Dr. J. Elizabeth Clark, Dr. Tara Coleman, and Dr. Dominique Zino) at [wpa.lagcc@gmail.com](mailto:wpa.lagcc@gmail.com).

### *Writing Center*

The Writing Center is open for one–on–one tutoring sessions in person (in B-200) and via Zoom. Look out for emails from the Writing Center in the beginning of the semester for more information which you can share with your students.

### *Important Links:*

- [Framework for ENA101](#)
- Teaching Writing at LaGuardia: <https://lagccwriting.commons.gc.cuny.edu>
- College Catalog: <https://www.laguardia.edu/academics/college-catalog/>
- The Lit: <http://thelitmag.com>
- The Bridge: <http://lagccbridge.com>
- The ePortfolio Program at LaGuardia: <https://eportfolio.laguardia.edu/>
- Declaration of Pluralism:  
[https://www.laguardia.edu/uploadedfiles/main\\_site/content/academics/departments/mec/doc/student\\_resources/declaration\\_of\\_pluralism.pdf](https://www.laguardia.edu/uploadedfiles/main_site/content/academics/departments/mec/doc/student_resources/declaration_of_pluralism.pdf)
- Outcomes Assessment: <https://www.laguardia.edu/assessment/>
- Inquiry and Problem Solving Core Competency Rubric:  
[https://www.laguardia.edu/uploadedFiles/Main\\_Site/Content/Divisions/AA/Assessment/Docs/INQUIRY-Problem-Solving.pdf](https://www.laguardia.edu/uploadedFiles/Main_Site/Content/Divisions/AA/Assessment/Docs/INQUIRY-Problem-Solving.pdf)
- Written Ability Rubric:  
[https://www.laguardia.edu/uploadedFiles/Main\\_Site/Content/Divisions/AA/Assessment/Docs/Communication\\_Abilities\\_Rubric.pdf](https://www.laguardia.edu/uploadedFiles/Main_Site/Content/Divisions/AA/Assessment/Docs/Communication_Abilities_Rubric.pdf)
- Center for Teaching and Learning Assignment Library: [shortlib.org/s/assignmentlibrary](http://shortlib.org/s/assignmentlibrary)
- On Multilingual Pedagogy: <https://www.cuny-nysieb.org/>

### *Suggested Texts/Reading Material*

- Ackley, Anne Katherine. *Perspectives on Contemporary Issues. Reading Across the Disciplines*. Seventh Edition. Stamford, CT: Cengage, 2015. ISBN: 978-1-285-42584-9
- Colombo, Gary, Robert Cullen and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. Tenth Edition. New York: Bedford/St. Martin's, 2016. ISBN 978-1-4576-9921-4. Instructor ISBN: 1- 4576-9939-9
- Graff, Gerald. *They Say/I Say: The Moves that Matter in Academic Writing*. Fourth Edition. New York: W.W. Norton, 2018. ISBN 9780393631678
- *Writing Spaces: Readings on Writing* (<https://writingspaces.org>) is an online, peer-edited Rhetoric that students and faculty can download for free under a Creative Commons license. (No readings).