

English 103 Faculty Information Sheet

Understanding the Course

Course Rationale

Students should leave English 103 with the understanding that the challenge of “research” is not simply acquiring sources (often done in minutes via Google). Students engage in a critical thinking process, anticipate how they might use sources, and define and redefine their research questions. Building upon the development of a writing practice in English 101, English 103 introduces students to the idea of research as a process that involves close reading, organizing notes, idea mapping, outlining, and drafting. Students develop key information literacy skills, evaluate the reliability and relevance of a source, and expand their rhetorical skills, such as how to use varied sources to complicate an argument. Students will gradually acquire these habits through multiple low-stakes assignments, writing in stages, working with sources, and receiving feedback from their professor throughout the semester, prior to their completion of a larger research paper.

Instructors should attempt to have the students reflect back on their research experiences in ENG 101 and draw applicable connections, when possible. Instructors may choose a theme for shared readings and discussion, within which students can choose their individual research topics, or topics may be entirely open. Students’ topics or approach to a broader theme can be guided by their major. Faculty are encouraged to learn about the linguistic diversity of the students in their classrooms and incorporate students’ language abilities into their classroom practices or activities. While English 103 can be taken by any student at the college, it is a required course for all students majoring in Liberal Arts: Social Science & Humanities or in Criminal Justice.

Course Description from College Catalog

In this course, students engage in the process of developing an independent academic research project. The course emphasizes strategies for selecting an appropriate academic research topic; formulating research questions; conducting, integrating and citing research; and developing an argument. Students deepen their sense of audience awareness, as they engage in the recursive writing process and consider different genre conventions and rhetorical appeals.

Instructional Objectives for the Course

1. Reinforce students’ abilities to identify a text's audience, voice, context, and purpose in order to enable students to apply these concepts to developing and organizing their own writing.
2. Provide students with an understanding of how to select an appropriate academic research topic and formulate research questions.
3. Enable students to identify, locate, and interpret print and online sources in order to use library and archival resources successfully.
4. Reinforce students' skills in evaluating and synthesizing primary and secondary sources in support of a well-reasoned argument.
5. Reinforce the practice of writing as a process and enable students to produce a minimum of 4,000 words of writing, including a minimum of one research paper of at least 1,300 words that integrates multiple sources.
6. Reinforce research as a staged process.

7. Provide students with an understanding of ethical citation and MLA/APA documentation.
8. Enable students to annotate and interpret sources, using summation, paraphrase, quotation, and analysis, as well as parenthetical citation.

Grading Standards

The final course grade must consider the following in addition to other relevant assignments:

- ❖ **Four Staged Research Activities/Assignments**
- ❖ **Final Draft of Research Paper(s)**
- ❖ **Class Participation, Informal Writing**

The following are basic guidelines for the above grading standards:

- The number of staged research assignments is a guideline, which faculty should feel free to adjust at their discretion. However, it's important that students have chances to practice key research and writing skills and receive feedback on their work prior to drafting the research paper.
- The course can be organized around one longer research paper or two shorter papers.
- **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).

Language for the Syllabus

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- asynchronous, online-mix, hybrid, or in person).** See LaGuardia's student-facing guidelines for online learning [here](#).
- If your section has a theme, discuss and explain that in the syllabus
- **The performance objectives (found on the Student Intro sheet) and catalog description**
- Required materials (textbooks and other) and how to obtain them
- Clear grading policies, including how each assignment factors into the overall course grade
- Paper submission guidelines and late paper policies
- Revision policies (including deadlines and how revisions are graded)
- **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](#).**
- Other requirements you find necessary (i.e. always have readings available, come prepared for class, etc.)

- Weekly calendar of readings and assignments (ideally for the whole semester; at a minimum for the first weeks leading up to the first major essay)
- Policies on plagiarism. Include the following section ad verbatim:

Academic Dishonesty

This class will be conducted in compliance with LaGuardia Community College's Academic Dishonesty policy. All students are responsible for preparing and presenting original work. In accordance with the college's policy, the penalty for plagiarized work ranges "from a grade of "F" on a given test, research paper or assignment, to an "F" in the course, or suspension or expulsion from the College." Please refer to the [college catalog for a more complete discussion of academic dishonesty](#).

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 103 (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. As of Spring 2022 students and faculty are not asked to deposit materials for assessment in English 103.

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 a 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.

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

- 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
- Center for Teaching and Learning Assignment Library: shortlib.org/s/assignmentlibrary
- On Multilingual Pedagogy: <https://www.cuny-nysieb.org/>

Suggested Teaching Materials

- *The Purposeful Argument* by Harry Phillips and Patricia Bostian (\$75)
- *Research and Composition in the Digital Age* by Diana Hacker and Barbara Fister (\$22)
- *From Inquiry to Academic Writing: A Practical Guide* by Stuart Greene and April Lidinsky (\$46)