

English 101 Faculty Information Sheet

Understanding the Course

Course Rationale

English 101 is a composition course where students learn to engage with argumentative discourse. Because our students come from widely diverse backgrounds and levels of academic preparedness, faculty may need to provide cultural points of reference in the class discussion of assigned readings and course content; as the semester progresses you can find and employ activities for students to gain this knowledge. In English 101 the priority is to build and strengthen students' writing skills and abilities by analyzing elements of discourse (audience, voice, context and purpose) and utilizing these analyses to craft claims supported by evidence from the assigned readings and additional sources when necessary. The course *introduces* students to the basics of source integration and documentation, with an understanding that these skills will be further practiced in additional courses both in the English Department and the student's disciplinary course of study. There should be significant in-class low-stakes writing that leads to well-reasoned arguments, critique, and reflection. Pedagogy practices should include encouraging students' formal and informal writing in response to various forms of texts, coaching students through a close analysis of texts, and allowing students opportunities for editing and revising in order to understand that writing is a process. 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. By the end of the course, students will compose an essay reflecting the Inquiry and Problem-Solving competency and written ability which are a part of LaGuardia's General Education Core Competencies.

Course Description from College Catalog

In this course students write coherent essays in varied academic formats, both in and out of class, responding to culturally diverse materials and using appropriate technology. Students focus on critical and analytical skills through reading and listening. They also study aspects of argumentation, including formulating theses; researching and identifying sources; evaluating and documenting sources; and communicating persuasively across contexts, purposes, and media. Admission is based on CUNY Proficiency Index score. The course meets for four scheduled classroom hours per week.

Instructional Objectives for the Course

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.

Grading Standards

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**

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 and receive feedback on 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 the 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

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

- Course name and section number.
- Your own information, including office location, e-mail, and office hours
- Course meeting days, times and location.
- **Mode of instruction (online-synchronous, 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
- **Course performance objectives (found on the Student Intro sheet) and catalog description**
- **The CUNY Pathways Student Learning Outcomes for English Composition** (found [here](#) and on SharePoint)
- Required materials (textbooks and other materials)
- Clear grading policies, including how each assignment factors into the overall course grade. Include a statement that incompletes are not allowed in ENG/ENA101.
- A brief description of each major assignment
- Paper submission guidelines and late paper policies
- Revision policies (including deadlines and how revisions are graded)
- **UPDATED! Policy on Generative A.I.** You may wish to refer to our guidance on dealing with Generative A.I. on the Writing Program website [here](#).
- **UPDATED! Attendance policy.** The English Department's updated policy on attendance and engagement is available [here](#) and copied below. *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)
- Link or reference to LaGuardia's [declaration of pluralism](#)
- 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](#).

In addition to your own syllabus, please distribute the department's Introduction to English 101 info sheet for students during the first week of class. Hard copies can be found in E-103 and digital copies can be found on the Writing Program [website](#).

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. Newly hired faculty, or those teaching a course for the first time, should submit their syllabus and course schedule to the Writing Program Administrators at wpa.lagcc@gmail.com by the end of the second week of the semester. All faculty will upload their syllabus along with other course documents at the end of the semester on the faculty portal. Student work should be submitted anonymously for benchmark assessments, via deposit on e-Portfolio. For ENG101, the assignment submitted for assessment should be a staged essay incorporating multiple sources and aligned with the [Inquiry and Problem Solving Competency](#) and [Written Communication Ability](#) rubrics. 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.

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.commonscuny.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
- Outcomes Assessment: <https://www.laguardia.edu/assessment/>
- Inquiry and Problem Solving Core Competency Rubric: https://www.laguardia.edu/uploadedfiles/main_site/content/academics/docs/ips-core-competency-rubric.pdf
- Written Ability Rubric: https://www.laguardia.edu/uploadedfiles/main_site/content/academics/docs/written-ability-rubric.pdf
- Center for Teaching and Learning Assignment Library: shortlib.org/s/assignmentlibrary
- On Multilingual Pedagogy: <https://www.cuny-nysieb.org/>

Suggested Texts/Reading Material

- *Perspectives on Contemporary Issues. Reading Across the Disciplines* by Anne Katherine Ackley (\$119)
- *Rereading America: Cultural Contexts for Critical Thinking and Writing* by Gary Colombo, Robert Cullen, and Bonnie Lisle (\$75)
- *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Berkenstein (\$24.99)
- *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).
- Other Open Educational Resources (freely available materials) can be found on the Writing Program website's [OER Library](#) page.