English 102 Faculty Information Sheet

Understanding the Course

Course Rationale

ENG 102 is a composition course. <u>It is not an introduction to literature course, nor is it a literature survey.</u> Priority is given to building on students' ability to analyze and make claims about a text, and to support claims with evidence (primary and secondary sources). Faculty will <u>introduce</u> works in the genres of fiction, poetry, and drama. Faculty will also <u>introduce</u> students to the techniques of literary criticism, including close reading; a comprehensive introduction to literary studies is not recommended. Essays do not have to reflect each genre (i.e., there is no one essay per genre studied requirement). There should be significant in-class low-stakes writing that leads to well-reasoned arguments, critique, and reflection. The main goals of the course are to improve students' writing, help students evaluate and synthesize sources, and to avoid plagiarism through the appropriate use of MLA conventions and documentation. Pedagogy practices include coaching students through close readings of texts, and allowing students opportunities for editing and revising in order to understand writing as 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 (1) compose an essay that demonstrates their ability to frame an issue, gather, review and synthesize evidence from diverse sources, evaluate claims, and draw conclusions from this research process; and (2) 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

This course extends and intensifies the work of Composition I, requiring students to write critically and analytically about culturally-diverse works of literature. Students are introduced to poetry, drama, and fiction, employing close-reading techniques and other methodologies of literary criticism. Students will utilize research methods and documentation procedures in writing assignments of varying academic formats, including a research essay that engages literary critics or commentators. Admission to the course requires completion of Composition I.

Instructional Objectives for the Course
1. Reinforce the practice of writing as a process that involves pre-writing, drafting, revising, editing, proofreading, critiquing, and reflection.
2. Reinforce students' skill**s** at writing clearly and coherently in varied academic formats (such as response papers, blogposts, formal essays, and research papers) with an emphasis on writing as a critical thinking process. Essays will vary in length between **600** and **2000** words, using standard written English (SWE).
3. Familiarize students with poetry, drama, and fiction, and introduce students to techniques of literary criticism including the close reading of literary texts.
4. Introduce students to methodologies of literary analysis, such as biographical context, historical context, and critical theory.
5. Reinforce critical reading and analytical skills by guiding students to identify an argument's major assumptions and assertions and evaluate its supporting evidence and conclusions.

6. Reinforce students' skills in creating well-reasoned arguments and communicating persuasively over a variety of contexts, purposes, audiences, and mediums.
7. Reinforce students' research skills including the use of appropriate technology and the ability to evaluate and synthesize primary and secondary sources, while employing the conventions of ethical attribution and citation and avoiding plagiarism.
8. Reinforce writing strategies to prepare students for in-class writing.

Grading *Standards*

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

❖ **Low-stakes writing & engagement activities**
❖ **Analytical Essay**
❖ **Inquiry and Problem-Solving Research Essay**
❖ **Final In-Class or Take-home Essay**

The following are basic guidelines for the above grading standards:

● The analytical essay will require students to synthesize two or more sources and demonstrate close reading skills.
● The research essay, in addition to synthesizing sources, will also include support from literary criticism or commentator(s). The research essay aligns this course with the Inquiry and Problem-Solving competency.
● The final in-class essay should ask students to analyze and find textual evidence from at least one literary text.
● Students should generate **3,000 words** worth of substantial writing throughout the course.
● **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:

● 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- asynchronous, online-mix, hybrid, or in person).** See LaGuardia's student-facing guidelines for online learning here.
● **Course performance objectives (found on the Student Intro sheet) and catalog description**
● If your section has a theme, discuss and explain that in the syllabus
● **The CUNY Pathways Student Learning Outcomes for English Composition** (found here and on SharePoint)

- Required materials (textbooks and other)
- The three paper requirement and total word count expectation
- Clear grading policies, including how each assignment factors into the overall course grade
- 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.)
- Link or reference to LaGuardia's declaration of pluralism.
- 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.

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 102 (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 ENG102, 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 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
- 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/Teaching Materials
- Open Educational Resources (freely available materials) can be found on the Writing Program website's OER Library page.
- *Reading and Writing about Literature: A Portable Guide* by Janet E. Gardner & Joanne Diaz ($18.99 print / ebook 13.99)
    > This is a good, affordable overview of how to read and write about literature, and should be used along with a course packet or a short anthology of the instructor's choice. Using accessible language, the text provides short chapters on reading practices and close reading, the writing process, using quotes, and an introduction to the genres. The literary criticism and theory section is inadequate. Some plays, poems, and sample student work are included but these sections should be supplemented.
- *Literature for Composition* (11th edition) by Sylvan Barnet, William Burto, William E. Cain, Cheryl Nixon ($115 print / $64 ebook)
    > *Literature for Composition* includes literature by diverse authors in addition to writing pedagogy. It is expensive and large but comprehensive. An ebook version is available and less costly. The book offers sections on approaches to different types of essays, analyzing various literature (including graphic novels) and visual materials, provides sample student writings (24 samples), and includes checklists for students on revision, editing, and using internet sources, among other topics. The chapter on the research process addresses: selecting a research topic, locating sources in databases and on the web, using primary sources, and integrating sources. The Instructor does not need to provide supplemental materials.
- *Digging into Literature* by Joanna Wolfe and Laura Wilder ($40 print / $28.99 ebook)
    > This option is moderately affordable and includes some literature but would probably need to be supplemented by other texts such as a novel or a play. It includes literature from authors of various backgrounds. Drawing on WID practices (Writing in the Disciplines), the authors attempt "to show students how to evaluate arguments about texts" and "compose their own effective arguments" about literature. It includes a range of student samples, not just "good" examples, for students to compare. Additionally, it not only introduces students to literary theory, but shows them *how* they can use critical lens in their interpretations of literature. Template models are included to help students who struggle with developing their own arguments.

Additional Teaching Resource
- *The Pocket Instructor: Literature — 101 Exercises for the College Classroom* by Diana Fuss and William A. Gleason ($19.95)
    > This is an indispensable collection of activities and approaches for teaching literature, facilitating discussion, and doing close readings: provided by a wide range of professors, covering all genres of literature taught in 102. Each activity is presented in 2-3 pages, with difficulty level, time period involved, level of teacher preparation, and other helpful logistics listed before the exercise itself is explained, followed by reflections from the professor who devised the activity. While many of the exercises are conceived of as informal in-class activities, many could also be adapted for longer formal assignments.