

## Eng 111: English composition for college and beyond

Lehman College, City University of New York | Section: 11FY. Class #61473 | Fall 2020

M (synchronous) 1:00pm-2:40pm. Online. 4 credits; 4 hours

Professor Matt Caprioli (he/his/him)

Office Hours: M - 11:00am-12:30pm; W - 4:00pm-5:30pm; F - 2:00-3:30pm

[matt.caprioli@lehman.cuny.edu](mailto:matt.caprioli@lehman.cuny.edu)

### Welcome!

You've made it to college. Take a moment to truly appreciate your achievements.

### About your course:

The first two months of this course focus on writing basics: building up vocabulary, grammar, organization; this portion also emphasizes how important reading, research, and intellectual honesty are to making a written document. The last two months focus on writing to a range of audiences in business, healthcare, the arts, social sciences, and more. The idea is to use writing to get things done: whether that is to earn an A, persuade people of your vision, or win a job promotion. Like most fundamental composition courses, we want you to leave here confident in analyzing reports and opinions, summarizing them to demonstrate competence, then responding critically to demonstrate mastery.

*Official description:* Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology.

*Note:* All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. Students who pass ENG 111 proceed to ENG 121 the following semester.

### Learning objectives & outcomes:

After this course, you will be better equipped at understanding how critical thinking, research, and excellent writing inform your work at Lehman and beyond.

Specifically you will:

- Build your vocabulary, grammar, and general knowledge of writing conventions in creative, critical, and business writing.
- Examine and critique written and visual texts through several academic frameworks.
- Assess your own writing skills and know where to improve in the future.
- Give appropriate and helpful feedback to others.

### Required Course Materials:

- *The Little Seagull Handbook*. 3<sup>rd</sup> edition. \$15 eBook + InQuizitive
- Internet access

### Critical links

- [Course link](#)
  - <https://mattcap.com/eng-111/>
  - Password: lehmanftw
- [Microsoft Teams](#)
- Weekly Zoom meetings Monday from 1-2:40pm
  - <https://zoom.us/j/94030517377?pwd=bENWVCtteERDbTJwQ2tpeDlDVjhTUT09>
- [Groups](#)

### Assignments

#### **Listed in order of due date**

#### **Participation:**

- Due: 8/26 - 12/16
- 24 points
- Assessed by: record of attendance; practice of listening and responding to peers; thoughtful contributions to class discussion; focused effort to complete all in-class writing assignments.
- **Guidance on reflection/argument/research paragraphs:** For most weeks, students respond to any reading by Sunday at 11pm. Students can send in a 3-7 line reflection paragraph directly to the professor that answers 1) what is the reading about 2) what did the student like or dislike *or* did the student have to look anything up and what was the researched item 3) Did anything surprise the student *or* does the reading/podcast relate to something else in class? If they wish, students can change the questions they answer during the course, but it must be 3-7 sentences. Peers or the professor will provide feedback with track changes to all written reflections. Students send all reflections as a Word document. Students include their name and the reading they are responding to at the top of the paper. Students follow the basics of MLA in formatting. Students can send their reflections in early. As the course prepares for the argumentative and research papers, these reflections will ask students to practice their argument and research skills. More detail on argument or research-based reflection paragraphs is provided each week under “Calendar of Lectures, Readings & Assignments.”

#### **Reflection paper on short story:**

- Due 10/4
- 10 points

- Students read at least three short stories in Week Four. They write an essay that demonstrates critical thinking and research skills. Essays will follow this structure:
  - Paragraph 1: Explain/argue why this story is important today.
  - Paragraph 2: Summarize the plot.
  - Paragraph 3: Analyze why the author wrote the story like this.
  - Paragraph 4: Research one element in the story (a word, a fact, a quote). With that research, explain how knowing this element adds to one's understanding of the story.
  - Paragraph 5: Recap what was written about, describe other ways the author could have written the story, and list a question that could be posed to the author.

**Grammar exercises:**

- Due 10/5 to 12/14 by Sunday at 11pm
- 16 points
- Exercises will be completed and evaluated on InQuizitive, which students gain access to after purchasing The Little Seagull Handbook

**Argumentative paper:**

- Due 11/8
- 15 points
- Students write a 3-5-page double-spaced paper following MLA that explains several sides of a controversial subject. Students then stake a position using convincing arguments and evidence. Topics include:
  - Should people be allowed to sell their vote?
  - Should prisons be abolished?
  - Should firearms be banned at a federal level?
  - Given the professor's approval, students can choose their own topic.

**Freshmen First-Year Initiative Examination:**

- Due: CUNY determines exact date, usually in December.
- 10 points
- CUNY will present students with two short texts. Students will summarize and argue based on the two readings. More details will come from CUNY.

**Research paper:**

- Due 12/14
- 25 points
- Students write a 7-10-page double-spaced paper following MLA that describes the use of one word, the life and work of an author, or an important document in an industry. For instance, psychology students can look up "social facilitation." Those interested in the law can study a landmark U.S. Supreme Court ruling. Those interested in business

may want to dive into a thesis of a popular business writer. Students should review potential topics with the professor before committing to one topic.

**=100 total possible points**

A 94-100 (4.0), A- 90-93 (3.7), B+ 87-89 (3.3), B 83-86 (3.0), B- 80-82 (2.7), C+ 77-79 (2.3),  
C 73-76 (2.0), C- 70-72 (1.7), D 65-69 (1.0), F 0-64 (0.0)

#### Grading Policies:

Late work is only accepted under extraordinary circumstances. This means that all late work receives a zero.

However, there are many extra credit opportunities. Each extra credit opportunity is worth five points.

They include:

- A 10% grade increase for every major assignment handed one week early.
- Writing one article for Lehman's student newspaper, *The Meridian*.
- Contributing one piece to Lehman's radio program, *The Underground Radio*.
- Earning a professional certificate through LinkedIn, HubSpot, Microsoft, or Google that is cleared with the professor.
- Completing a Norton/Write segment on sentences, language, or punctuation/mechanics.

## Calendar of Lectures, Readings & Assignments

**Assignment due dates are marked in cyan.**

### **Week 1 - Introductions**

**W - 8/26 - Why study English composition?**

#### Agenda

- Introductions
- **Seriously**, why is this course required?
- What are the elements of an excellent paragraph?
- How does this course differ from high school?

**Reflection paragraph from this week is due by Sunday (8/30) at 11pm. Email to professor. Professor review.**

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### **Week 2 - Pre-writing and summary**

**M - 8/31 - Pre-writing (Live)**

#### Required reading by the start of class:

- [“Generating Ideas”](#) from [Writing About the Movies](#) (pg 103-114)
- [“Shitty First Drafts”](#) and [“Perfectionism”](#) by Anne Lamott (pg 21-32)
- W-2 LSH: Academic Contexts and W-3a Generating Ideas.” (pg 6-10)

#### Selected reading by the start of class:

- Read **one** of the following:
  - [“Chance the Rapper’s Golden Year”](#) by Hanif Abdurraqib
  - [“Sugar Babies”](#) by Kali Fajardo-Anstine
  - Excerpt from [The Decameron](#) in Lapham’s Quarterly
  - [“Thinking Outside Experience”](#) in David Epstein’s [Range](#)

#### Agenda

- Present selected readings (Abdurraqib, Fajardo-Anstine, The Decameron, Epstein)
- Review & discuss “Generating Ideas” and “Shitty First Drafts”
- What pre-writing exercises work best for me?
- What makes a paper “academic?”

**W - 9/2 - Pre-writing (asynchronous)**

#### Required reading by the start of class:

- W-4 LSH: Developing Paragraphs (pg 17-29)
- [“Developing Your Ideas”](#) from [Writing About the Movies](#) (pg 115-123)

Selected reading by the start of class:

- Read **one** of the following:
  - [Finding Nuance and Much-Needed Relief in the Writing of Bharati Mukherjee](#) by Mira Jacob
  - [Introduction to Edge: Turning Adversity into Advantage](#) by Laura Huang (4-20)

Agenda

- For 10 minutes, discuss with assigned group “Developing Paragraphs.”
- For 10 minutes, discuss with assigned group why is “Nutshelling” important.
- Work on weekly reflection paragraph (3-7 sentences). Argue or present on one of the following:
  - After reading Laura Huang, what is your “Edge?” Do you agree with her thesis, or only parts of it?
  - Does Mira Jacob use paragraphs skillfully in her essay on Bharati Mukherjee? What makes her essay compelling or boring?
  - If you could pass on one piece of writing advice from W-4 LSH: Developing Paragraphs, what would it be?

Reflection paragraph from this week is due by Sunday (9/6) at 11pm. Email to professor. Peer Review.

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**Week 3 - Critical Thinking & Reading Strategies**

**W- 9/9 - Why write (asynchronous)**

Required reading or listening by the start of class:

- W-16 LSH: Reading Strategies (pg 83-88)
- [The Allusionist podcast on immigration](#)
- [Toni Morrison’s interview](#) with *The Paris Review*

Agenda

- For 10 minutes, discuss The Allusionist podcast
- For 10 minutes, discuss the Toni Morrison interview with *The Paris Review*
- Work on weekly reflection paragraph (3-7 sentences). Focus on **one** of the following prompts; review LSH W-2 “Academic Contexts” if needed:
  - *Reflect* on what reading strategies work best for you.
  - *Argue* what is the benefit of writing.
  - *Present* the difference between “undocumented immigrant” and “alien.”

Reflection paragraph from this week is due by Sunday (9/13) at 11pm. Email to professor. Peer Review.

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#### Week 4 - Critical Thinking & Short Stories

M - 9/14 - live

Required reading by the start of class:

- W-8 LSH: Rhetorical Analyses (pg 49-53)
- W-11 LSH: Literary Analyses (pg 62-65)
- E-1 LSH: Editing Sentences (268-281)

Selected reading by the start of class:

- Read and respond to **two** of the following:
  - \*\*\* indicates professor recommendation
  - [“Things We Lost in the Fire”](#) by Mariana Enriquez\*\*\*
  - [“Love in Infant Monkeys”](#) by Lydia Millet
  - [“Pangs of Love”](#) by David Wong Louie \*\*\*
  - [“Monkey Junk”](#) by Zora Neale Hurston
  - [“The Lottery”](#) by Shirley Jackson\*\*\*
  - [“The Red Convertible”](#) by Louise Erdrich
  - [“The Moths”](#) by Helena Mira Viramontes

Agenda

- Review & discuss LSH: Rhetorical Analyses; Literary Analyses; Editing Sentences
- Discuss selected reading (short stories) in break out rooms on Zoom
- Work on short story reflection paper due 10/4
- Chat with groups or professor as needed

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#### Week 5 - Reflection & Everyday Observation

M - 9/21 - live

Required reading by the start of class:

- W-13 LSH: Reflections (70-73)
- E-2 LSH: Editing Pronouns (281-290)
- [“Stand Up”](#) by Cathy Park Hong

## Agenda

- Discuss LSH Reflections and Editing Pronouns
- Discuss Hong

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## **Week 6 - Reflection**

M - 9/28 | T - 9/29 - asynchronous

### Required reading by the start of class:

- E-3 LSH: Editing Verbs
- [“Writing to Communicate”](#) by Robert Bly in [The Copywriter’s Handbook](#) (44-61)
- [“Their Eyes Were Watching God: What Does Soulful Mean?”](#) by Zadie Smith

## Agenda

- Complete timed quiz on Bly reading
- What book did Zadie Smith bond with when she was 14? Why?

REFLECTION PAPER ON SHORT STORY DUE 10/4 BY 11PM

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## **Week 7 - Argument & Contemporary Politics**

M - 10/5 - live

### Required reading/viewing by the start of class:

- W-7 LSH: Arguments (pg 43-48)
- E-4 LSH: Editing Quotations (298-303)
- S-5 LSH: Subject-Verb Agreement (339 - 345)
- [“Fences: a Brexit Diary”](#) by Zadie Smith in [Feel Free](#)
- [“The Democrats Miss the Meaning”](#) in [The Wall Street Journal](#) by Peggy Noonan

## Agenda

- Review LSH Arguments, Editing Quotations, and Subject-Verb Agreement

Argumentative paragraph from this week is due by Sunday (10/11) at 11pm. Peer review.

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## **Week 8 - No Class**

M - 10/12

- M- college closed - have fun!

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### Week 9 - Argument & Research Questions

M - 10/19 - live

Required reading by the start of class:

- E-5 LSH: Editing Commas (304 - 307)
- S-7 LSH: Parallelism (345-347)
- [“Defining a Research Question”](#) by Kate Turabian in [Student’s Guide to Writing College Papers](#)
- Watch Tamar Gendler’s political economy lecture about [Robert Nozick and John Rawls](#)

Agenda

- Discuss LSH: Editing Commas & LSH: Parallelism
- Review Turabian on defining a research question
- Take InQuizitive 35-question comprehensive quiz

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### Week 10 - Argument

M - 10/26 - live

Required reading by the start of class:

- E-5 LSH: Editing Commas (309 - 313)
- L-1 through L-3 LSH: Appropriate Words; Precise Words; Idioms (351-360)
- R-1 LSH: Doing Research (90-101)
- [“Engaging Sources”](#) by Kate L. Turabian (65-73)
- [“Simply Unacceptable’: Executives Demand Senate Action on Gun Violence](#) by Andrew Ross Sorkin in [The New York Times](#)

Agenda

- Review LSH Appropriate Words; Precise Words; Idioms; Doing Research
- Discuss Sorkin
- Discuss Turabian
- Work on argumentative paper

Argumentative paragraph from this week is due by Sunday at 11pm. 10/25. Peer review.

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## Week 11 - Argument

M - 11/2 - live

Required reading by the start of class:

- L-6 through L-10 LSH: Unnecessary Words; Adjectives and Adverbs; Articles; Words for Building Common Ground (368- 376)
- R-2 & R-3 LSH: Evaluating Sources & Synthesizing Ideas (102-106)
- Chapter 1 to [Lean Impact: How to Innovate for Radically Greater Social Good](#) by Ann Mei Chang (10-25)

Agenda

- Discuss LSH readings on language and research
- Discuss Chang

ARGUMENTATIVE PAPER DUE 11/8

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## Week 12 - Research Paper

M - 11/9 - live

Required reading and listening by the start of class:

- P-1 LSH: Commas
- R-4 LSH: Integrating Sources, Avoiding Plagiarism (107 - 118)
- Listen to "[Patent Racism](#)" on NPR
- "[Engaging Sources](#)" by Kate L. Turabian (65-73)

Agenda

- Discuss argumentative papers
- Discuss LSH readings on punctuation and research
- Discuss "Patent Racism" and research process described in Turabian

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## Week 13 - Research Paper

M - 11/16 - live

Required reading and listening by the start of class:

- P-2 & P-3 LSH: Semi-colons & End Punctuation
- W-14 LSH: Annotated Bibliographies

- [“Carceral Aesthetics: Nicole R. Fleetwood in conversation with Rachel Kushner”](#) in *Artforum*

#### Agenda

- Discuss LSH readings on punctuation and annotated bibliographies
- Who is Nicole R. Fleetwood? How does she define “carceral aesthetics?”

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### **Week 14 - Research Paper**

M - 11/23 - live

#### Required reading and listening by the start of class:

- P-4 & P-5 LSH: Quotations & Apostrophes
- [“Boys, Girls & Bodies”](#) by Kim Addonizio in [Ordinary Genius](#) (99-108)

#### Agenda

- Discuss LSH readings on punctuation
- Discuss Addonizio

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### **Week 15 - Research Paper**

M - 11/30 - live

#### Required reading and listening by the start of class:

- P-6 through P-8 LSH: Other Punctuation; Hyphens; Capitalization
- Chapter one of [American Plastic](#) by Laurie Essig (3-26)

#### Agenda

- Discuss LSH readings on punctuation
- Discuss Essig

[11/26-29 no classes, Thanksgiving]

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### **Week 16 - Research Paper**

M - 12/7 - live

#### Required reading and listening by the start of class:

- P-9 through P-11 LSH: Italics; Abbreviations; Numbers
- “[Race, Class, & Privilege](#)” by Kim Addonizio in [Ordinary Genius](#) (164-169)
- Excerpts from [Hunger of Memory](#) by Richard Rodriguez

#### Agenda

- Discuss LSH readings on punctuation
- Discuss Addonizio & Rodriguez

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### **Week 17 - Finals**

M - 12/14 - live

#### Agenda

- **RESEARCH PAPERS DUE BY THE START OF CLASS 12/14**
- Discussion of research papers
- Next step for your college career
- Gifts
- A toast!

## Important Statements:

### *Absences*

All absences are considered unexcused. Your peers need you to be present to read their work and discuss concepts with them. Some absences are unavoidable, but try to be as courteous to others as you can by showing up on time. **Four absences will result in the deduction of a full letter grade.** These absences can be made up with extra credit, but it will not replenish all deducted credits. Absence is the most common reason for not graduating. Stay strong and avoid being absent!

### *Academic integrity/ Plagiarism*

Lehman takes plagiarism seriously, as do all higher education organizations and private institutions. You were admitted into Lehman because you have the ability to excel on your own. Plagiarism is a breach of this trust. It also makes no economic sense and is reason to be fired in a professional setting. Why, your boss may ask, should I employ you when there are others who can actually do their own work?

You should familiarize yourself with Lehman's standards regarding academic integrity [here](http://lehman.smartcatalogiq.com/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity):  
<http://lehman.smartcatalogiq.com/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>

CUNY defines plagiarism "the act of presenting another person's ideas, research, or writings as your own." There is a zero tolerance for plagiarism in this class. If you use **more than three words taken directly from an outside source, you need to cite them. All facts need to be cited. If you plagiarize, you will receive a zero for the assignment;** you will also be reported to Student Affairs. The following are some examples of plagiarism; by no means is it an exhaustive list.

- Copying another person's actual words without the use of quotation marks and MLA-approved attributions.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework.

### *Anti-racism*

Lehman College is committed to ending implicit and structural bias in its operations and curricula. The English department aims to decolonize its curriculum to enable thinkers from all walks of life to share their valuable perspectives that have historically been repressed because of bias. As your professor, I aim to expand my syllabi and welcome suggestions for writers, speakers, or artists who are underrepresented and should visit the class or appear on the syllabus. I also encourage honest, critical thought on race and other key societal issues we read about every day. I ask everyone be respectful and assume the best in your fellow classmates. Everyone deserves space to learn and make mistakes; I ask that everyone do their best to remain supportive rather than castigatory. With that said, I will not hesitate to stop and

escalate to the Department's Chair and The Office of Compliance and Diversity any behavior that harms other students.

### *Communication*

Email: If you have any questions, please feel free to email me at any time. I am also available on Microsoft Teams. I will respond to everything within one business day. Please note that I do not check my Lehman email after 5pm.

### *Conduct expectations*

Be discreet with eating food. No sleeping. Do not work on assignments due at the start of classes.

### *Counseling and support*

[The Counseling Center](#) is offering virtual services for registered Lehman College students. Students can call (718-960-8761) or email [counseling.center@lehman.cuny.edu](mailto:counseling.center@lehman.cuny.edu) with their name, EMPLID, email address, telephone number, & days and times they are available. A counselor will follow up with the student as soon as possible. Contact the professor for more information about NY state Mental Health Covid Coping Circles. The [Lehman Library research guides](#) site includes a compilation of Wellness resources: [https://libguides.lehman.edu/arts\\_and\\_wellness\\_coronavirus](https://libguides.lehman.edu/arts_and_wellness_coronavirus)

### *Disabilities*

The [mission](#) of the Office of Student Disability Services (SDS) is to offer students with disabilities equal access to all Lehman programs and activities in a climate that is welcoming and conducive to individual growth. Students with disabilities who may need classroom accommodations or [assistive technologies](#) are encouraged to [register](#) with the Office of Student Disability services. For more information, call 718-960-8441.

### *English advising page*

While all of your professors are willing to advise you on your college career and professional plans, you may want additional input. <https://www.lehman.edu/academics/arts-humanities/english/advising-faqs.php>

### *Immigration*

Undocumented students have the right to an education and to live free from of deportation. If you have any concerns in that regard, feel free to discuss them with me. There are many resources on campus, throughout CUNY and NYC, and I am happy to point you toward additional resources. All communication around immigration is confidential.

### *International students*

The [International Student and Scholar Office](#) is dedicated to providing services, programs and activities that facilitate U.S immigration compliance and cross-cultural learning experiences to students and scholars in meeting their academic, personal growth and professional goals.

### *IT Help Desk*

The Lehman help desk is responsive and knowledgeable; they're always happy to help with any technical issues or questions: <http://www.lehman.edu/itr/help-desk.php>.

### *Late Policy*

This course will prepare you for every future course at Lehman, and especially your professional life. Just as a boss would frown on you being late for work, so will tardiness be factored into your participation final grade.

### *Lehman Resources during Covid-19*

[Lehman's Coronavirus Resources site](http://www.lehman.edu/coronavirus/student.php) has an invaluable Student Resources page, which includes information on laptop loans and WiFi access: <http://lehman.edu/coronavirus/student.php>.

### *Title IX*

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program receiving federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX, and is considered a Civil Rights offense. Lehman College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to a faculty member, counselor, or staff; confidential resources are available through the Lehman Counseling Center at (718) 960-8761.

### *Tutoring & Student Services*

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC): Lehman College has two tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing skills and test preparation workshops for the CPE. The SLC provides drop-in tutoring for natural and computer science courses. More information about the ACE and the SLC is available on their website at <http://www.lehman.edu/issp>, or by calling ACE at 718-960-8175, and the SLC at 718-960-7707.