HYBRID English 151: College Writing
Summer 2017, Section 8668
Weekend Summer Session 6/10-7/16
Class meets in person on Saturday mornings 9-12:20, Rm 2S-215
Class meets online M-W
****Our Blackboard site will be available to students on June 5, 2017.

Professor Gloria Gianoulis  Office 2S-227    Gloria.gianoulis@CSI.CUNY.edu
During the summer, I do not keep office hours, but I am available by appointment before and after class on Saturday. I am also available by email M-W and through our class Blackboard site’s Q&A forum.

General Information

• Please use the online discussion board forum Q&A for all questions about class -- assignments, class work, etc.
• If you have a personal issue that can only be shared with me privately, use email to contact me.
• Please ONLY use email if Blackboard is unavailable. For all other communication, Q&A forum on the Discussion Board.
• In general, I check BB and email every few hours 7:00 a.m. – 5:00 p.m. Monday-Wednesday. Therefore, I usually respond to questions within a few hours on the same day the question is asked. However, on Wednesdays during the summer, I shut down my computer at 5 p.m. and will not reboot it until 7 a.m. on Monday. Therefore, if you post a question after 5 p.m. on Thursday, I may not respond until Monday morning.
• NOTE: I will not be checking email or BB on holidays – such as Independence Day weekend -- when the college is closed.

COURSE DESCRIPTION

English 151 builds on English 111 to develop students’ abilities to read, write, and do research. The course emphasizes close, critical reading of a variety of texts and analytical writing about these texts. Significant attention is given to the development of academic research methods and skills.

Each section of ENG 151 focuses on a theme, and our theme is friendship. If you pause to think about your own friendships, you probably will find a lot to say. In this class, we will explore friendship from multiple perspectives drawing on our own experiences, readings, social media, etc. Because ENG 151 is a research course, I expect our research will yield some surprising discoveries about friendship.
COURSE OBJECTIVES
As a student in this class, you will learn to

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- Understand and experience writing as a process.
- Engage in close, critical reading of longer, academic texts.
- Write analytically about those texts.

Required Course Texts and Supplies

- *Little Seagull Handbook*
- Each week’s reading assignment is posted in Blackboard Assignment folders. These are PDF’s and/or web links. Please bring to class either a print copy or eReader to class. Students may not rely on their phones for access to each week’s reading assignment. You may print the reading assignments by using computers located in the library.
- Computer and Internet Access – This is a partially online composition class that meets 50-80% online. It is not possible to pass this class by relying on your phone’s internet access. You must have reliable access to both a computer and an internet connection.

GRADING

**A student cannot earn a passing grade for this class unless all the assignments are completed.**

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<thead>
<tr>
<th>Blackboard Posts</th>
<th>20%</th>
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<tr>
<td><em>Reminder: Only posting complete assignments can earn a passing grade and count as attendance. There is no partial credit.</em></td>
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<tr>
<th>Essay #1</th>
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A note about final grades that do not earn credit for the class:

- WN indicates that a student has never attended class.
- WU indicates a student was absent from more classes than were permitted; aka the student is over cut.
- F is awarded when students do not successfully complete the course work. This includes not completing all assignments.
- There are no INC for this class.

Essays -- General Requirements and Due Dates

1. Required Format
   - MLA format -- especially for heading and pagination.
   - double space entire essay
   - 1 inch margins, 12 pt. Arial font
   - Required: Works Cited/Works Cited and Consulted

2. Late essays are NOT accepted.
   - If a student is absent on the day an essay is due, submit it through BB BEFORE 3 p.m. as a word.doc ONLY. Use email to let me know the essay has been submitted. Keep checking BB to make sure I was able to open the document. If I cannot open the essay, I will email you. It is the student’s responsibility to make sure I can open the document. Essays that are submitted online will be graded but receive limited feedback. If you have questions after getting feedback, speak to me before or after class.

COURSE POLICIES

Attendance Policy

- 1 allowed absence -- any combination of online and/or in person. **Remember we only meet for 6 weeks, so missing any of class (online or in person) is problematic.
- After 1 absence, the only possible final grade is a WU. To avoid a WU, the student is advised to drop.
- Lateness counts toward the allowed absences except in inclement weather, such as a heavy rain, when all traffic is slowed. However, we should all use good judgment and leave extra travel time to ensure we arrive safely and punctually.
Tardiness is disruptive to the classroom environment and prevents you from fully participating and assimilating the information and materials discussed in class. I understand that school may not be your only responsibility; if you cannot be present in class for the full time the course meets, you should find another section that does fit into your schedule.

Online Class Information

Online Class Time: Hybrid Class Meetings
- We are going to cover 15 weeks of instruction in 6 in person (f2f) class meetings and the remaining time online.
- During the regular semester, this class would meet for 4 hours per week, but in an accelerated summer session, each class is going to attempt to cover about a week’s worth of instruction. Each week of online is going to attempt to cover another week of instruction.
- **Online Meetings**: Class meets online on **Monday-Wednesday** (For your convenience, assignments can be posted any time that is convenient between the end of Saturday’s class & 11:59 p.m. Wednesday.)
- To help everyone (including me) manage time & workload, I’ve grouped assignments into weekly folders on Blackboard in Assignments.

What to Expect during Hybrid’s Online Class Days
- Our class meetings will be online **Monday - Wednesday** instead of meeting in our classroom on campus. Occasionally we may occasionally meet online on Saturday, too.
- Posting complete assignments on BB count as online attendance. **Incomplete assignments equal an absence.**
- Always check BB Announcements before coming to class if we experience extreme weather – heat wave, strong storm, etc. I will usually opt for us to meet online instead of on campus. In these cases, I will post an ANNOUNCEMENT and send a class email before 7 a.m., so please update your email information

My Expectations of Professional College Student Conduct

F2F Classroom Etiquette
- Cellphones should be silenced during class.
- Students are expected to refrain from texting during class as it is a distraction to both you and me. You will be asked to take your messaging outside.
- Leaving the room should be avoided if possible, but if you must leave the room, please do so without disrupting/distracting other students. For example, please do not walk in front of the projection screen.
- Collaborative activities are not a signal to take a break. No one should leave the room while groups are working on an assignment.

Blackboard/Online Classroom Etiquette

Blackboard is an extension of our classroom; therefore, students are required to conduct themselves courteously and respectfully. All writing on BB must conform to Standard American English. Proofread
your postings for grammar, spelling, capitalization, and punctuation. Keep the communication semi-formal and professional.

When we are online, there is no opportunity for nonverbal cues, such as facial expressions or body language, to help us understand each other’s tone. Emoticons such as :-) or ;-; can be very helpful in communicating intent. Although emoticons and abbreviations serve a purpose, they should be reserved for informal and semi-formal writing such as the Discussion Board responses to other students. They should never be used in formal essays.

A second online forum that I would like to introduce you to is Table Talk. This forum is for sharing a writing sample that is "in progress" is very helpful in getting ideas for developing what you want to say or for improving style (how you say it). Professional writers who are submitting an essay for publication go through a peer review process. In academia, peer review is a highly valued opportunity to get and give feedback on a writing sample. Use this forum to ask for feedback for your own essays "in progress." I hope you will find this opportunity to share your work helpful.

**Blackboard Requirement**

**Daily Assignments** – Always check BB Assignments for updated requirements because sometimes there may be changes to the assignments and/or due dates. BB ASSIGNMENTS is always up to date.

- These are tentative DUE dates, which means there may be some changes to the due dates or to the reading assignment.
- Additional, specific details for each assignment are posted separately on Blackboard in Assignments. This is an overview ONLY.
- There is minimum of 2 (150-200 word) posts due for each reading assignment: one original response and at least reply to other students. See below.
- Students are required to post on the Discussion Board an original 150-200 word response to each reading assignment and to respond in 100-150 words to at least 1 classmate.

Postings for the assigned week are due any time after Saturday's class ends and **11:59 p.m. Wednesday** and demonstrate insightful, active engagement with the reading. Posts must be your own work. If you have questions, ask them in the Q&A forum. If you have a question, I am sure others have to, so don’t be shy about asking.

Discussion Board posts count for 20% of the course grade. They are graded on content (what you say), style (how you say it), and correctness (how carefully you proofread).

**Posting to a Discussion Board Forum**

The Discussion Board is divided into Forums. Each DB forum has a title that corresponds to the assignment. You can access DB forums by clicking Discussions on the side bar menu.

Click on the DB forum you would like to post to or click the DB link located in the Assignments folder. To post your initial original response in a forum, click Create Thread. This will open a message box that looks a lot like an email message box, and you are ready to begin.
If you are reading another student’s response and would like to respond to what the student has said, click Reply.

Important Tips

• When you are finished writing, always click Submit (not save). By clicking Submit, you are publishing your post for me -- and everyone else -- to see. If you do not Submit, you cannot get credit for completing the assignment.
• Sometimes BB has a "technology blip," and work can be lost. Therefore take precautions:
• You may write your original post in Word and then copy/paste to BB. Just make sure your font is readable.
• Highlight and click Copy before submitting a post so that if there is a "technology blip," you will still have access to your post and can paste it to a new post box.
• Submit every 10-15 minutes; then go back into your post, click edit and continue writing.

"Subscribe" Feature

For most DB forums, I give you the option to "Subscribe" to the forum or to a specific thread. If you click "Subscribe," posts will be emailed directly to you. Most often, I set up subscriptions for specific threads so that you can subscribe only to discussion topics you are interested in.

You may unsubscribe at any time.

Replying to Discussion Board Posts

1. Developing a discussion requires participants to exchange ideas. In our online classroom, this exchange occurs when students reply to posts. For each online class, students are required to reply to at least 1 other student. Your original post and at least one response to another post may not be on the same day.

2. Discussion Board posts are short informal written responses to the assigned readings. Responses should not summarize the text, but should offer some critical response to it. Posts should be approximately 150-200 words for an original response and 100-150 words for a response to another post. Also, each post should develop one main idea (main point). When you have two main points to share, they should be divided into two separate posts.

3. When you reply to a post, you are joining an ongoing conversation. Sometimes it can be difficult to keep all the conversation threads clear, but by including the following 3 elements, it will be clear to whom you are replying and what idea you are replying to.

• Greet the person by name – Hi, Jane.
• Quote the part of the post you are replying to -- I agree with your statement “_____________.” When you said, “_______________,” I thought ________________.

• Sign your name at the end of your post.

Academic Integrity:

CSI's Statement on Plagiarism and Cheating is as follows: “Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing term papers, essays, reports, and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one’s own; and misappropriating the knowledge of others. The source from which one derives one’s ideas, statements, terms, and data must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the college.”

The CSI Writing Program Policy on Plagiarism

Any paper containing plagiarism will receive a grade of F. In addition, the instructor will report the incident to the Director of the CSI Writing Program.

Using Computers on Campus

To use the computers on campus, students need a log on ID and password for CSI's network. Students also need to know their login ID and password for the CUNY Portal. Unfortunately, I cannot help you to resolve login/passwords. However, the following offices can:

• For network ID/password problems, go to 2A-306D
• For portal ID/password problems, go to 2A-306D

NOTE: If a login ID/password fails 3X, you will be locked out of the system for at least one hour. Therefore, if you are not sure, contact one of the above before trying 3X.

RESOURCES

As a student in the CSI Writing Program, you can take advantage of a wide range of services designed to help support your writing.

• The CSI Writing Center is available to provide free writing tutoring and consultation. All members of the CSI community are invited to discuss their writing with a trained consultant at the Writing Center. The Writing Center is located in 2S-216. For more information, visit the website at http://www.csi.cuny.edu/oas/writingcenter.html or call 982-3635.

• Students whose first language is not English can enroll in English as a Second Language (ESL) sections of ENG 111 and ENG 151. Instructors who have special training in supporting ESL student writers teach these sections. Though the classes are designed for ESL students, your transcript will not
include the ESL designation. They will appear as ENG 111 and 151. If you are interested in ESL sections of ENG 111 and 151, contact Sloane Wortes at Sloane.wortes@csi.cuny.edu

- ESL students can also practice their speaking and listening skills in English by attending the Conversation Workshops offered at the Writing Center. If you are interested in these workshops, contact Bob Brandt at robert.brandt@csi.cuny.edu for more information.

- Every year, the English Department sponsors a writing competition called the Inkwell Contest. This competition recognizes several outstanding pieces of student writing each year. Students can submit their Fall or Spring semester writing for consideration. If you are interested in being considered for this award, please talk with your instructor.

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Center for Student Accessibility at 718.982.2510 or CSA@csi.cuny.edu. You can also visit the Center in 1P-101. You can also check out the Website at www.csi.cuny.edu/csa/.

- The CSI Library website: http://www.library.csi.cuny.edu/.

**Tentative Schedule**

This schedule is tentative and may change if as a class, we decide that we want to spend more time exploring a particular topic.

The reading assignments for each week are posted in weekly assignment folders on Blackboard. All assigned readings are in the folders as either PDF’s or web links. In addition to readings, there are occasional You Tube links.

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<tr>
<th>Week 1</th>
<th>June 10</th>
<th>Introduction to theme, critical reading, writing for research.</th>
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<tr>
<td>Week 2</td>
<td>June 17</td>
<td>Introduction to CSI Library &amp; databases.</td>
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<td>Week 3</td>
<td>June 24</td>
<td>Essay #1 Due Choosing research project.</td>
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<td>Week 4</td>
<td>June 31</td>
<td>Gathering and evaluating your own research sources.</td>
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<td>Week 5</td>
<td>July 10</td>
<td>Annotated Bibliography Due</td>
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<tr>
<td>Week 6</td>
<td>July 16</td>
<td>Multimodal Research Project Presentations Essay #2 Due</td>
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