



Course Syllabus
John Jay Sr. High School
English Department
DCC English 101/College English I
Fall 2024

Instructor Information

Instructor: Amy Aurigemma
Room Location: Room 220
E-mail: amy.aurigemma@wcsdny.org
Extra Help Time: By Appointment Periods 7 & 8, Before or After School

Course Identification

Course Numbers: P1: 4314; P2: 4315; P3: 4993; P5: 6097; P6: 7340
Course Name: DCC English 101/College English I
Course Location: Room 220
Semester: Fall 2024
Course: ENG 101
Meeting: M-F, John Jay High School, Room 220
Instructor: Mrs. Amy Aurigemma
Contact Information: amy.aurigemma@wcsdny.org
Office Hours: By Appointment: before or after school or periods 7 & 8

Welcome to ENGLISH 101; if this is your first college class, welcome to Dutchess Community College!

Concurrent Enrollment Course:

Through the cooperation of the State University of New York (SUNY), Dutchess Community College and the local high schools, concurrent-credit programs have been developed to provide qualified students with an opportunity to enroll in select college courses and gain advanced standing or college credit. Dutchess Community College's College Connection Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and is a member of the New York Concurrent Enrollment Partnership (NYCEP).

Textbooks and Required Materials:

You are responsible for:

- *Registering for English101 Composition through the myDCC Portal and paying the tuition for the class on time*

- *Logging in and setting up your access to Back to the Lake 4th ed. and companion resources*
- *Spiral bound notebook or binder with looseleaf for notes*
- *Folder or dedicated binder space for handouts*
- *Pens (multiple colors, such as red, black, blue, green, purple, pink suggested) multiple, colored highlighters*

Course Objectives:

- *The aim of English 101 is to create competent, sophisticated writers, capable of producing well written, logical essays, free of grammatical errors and with accurate structure and rhetorical style.*
- Throughout the course, students will learn to:
 - use the writing process: pre-writing, drafting, revising & editing
 - employ specific and focused thesis statements and topic sentences
 - develop body paragraphs with full, detailed support
 - use language clearly and precisely, with a level of formality appropriate to academic writing
 - integrate source material into a text and document it correctly, according to MLA style
 - edit writing for grammar, mechanics, sentence structure and usage
 - write unified and coherent essays in a variety of rhetorical forms
 - read critically and respond analytically to readings in discussion and writing
 - expand vocabulary through reading and the use of a dictionary
 - consider audience when writing
 - engage in and analyze oral discourse effectively
- *Areas of Study Include:*
 - Principles of College Writing
 - Narrative & Expository Writing
 - Argumentative Writing
 - Traditional Rhetorical Modes
 - Effective Composing, Revising & Editing Strategies
 - MLA Conventions
 - Critical Reading Skills
 - Critical Thinking Skills
 - Using Language Purposefully & Imaginatively

Class Expectations and Policies:

- I come to class each day prepared to work, learn and engage in the day's activities and opportunities. I expect you to do the same. Bring a positive and open-minded attitude with you each day.
- Respect is an immensely important concept in my classroom. As students, you are expected and required to respect me, one another *and* yourselves. Students must demonstrate tolerance,

intelligence and above all, maturity. As a large portion of this class centers around student-led discussion, you will each be required not only to participate but also to be an active, respectful and tolerant listener of your peers.

- Arrive to class *on time*; absences and lates *will* affect your grade
- Participate by arriving *prepared* with written work or assigned reading complete, by listening to and following all directions, being open-minded and vocal during discussions and group work
- ALL work *must* be handed in *on time*. **NO LATE WORK WILL BE ACCEPTED**
- ALL written work *must* show a step by step edit history spanning the dates the assignment has been worked on or it will not be accepted.
- Per the new board policy, phones will be off and away, stored in the phone pouch at the front of the room, each day. Please be sure that you bring your charged, school issued chromebook with you daily, in order to have access to all classwork and assignments
- Remember that your placement in this class is a *privilege* and you must be willing to work hard in order to remain in this class

Please read the below updates to board policy and the student code of conduct carefully. If you have questions about how these policies apply to our class, please ask me

Academic Honesty:

- Academic *dishonesty* includes but is not limited to:
 - cheating on examinations
 - Plagiarism: submitting someone else's ideas or writing as your own without citing the source is strictly prohibited, as is using ChapGPT to complete written assignments. If you are found guilty of plagiarism (whether it was done intentionally *or not!*) you will receive a ZERO for the assignment, be reported to the principal's office and to the DCC Academic Dean's Office. As a result, you may fail the course or be asked to leave. Your honor, integrity and character are your most valuable assets- protect them accordingly and do Not plagiarize. If in doubt, Cite It!
 - The use of AI: for the sole purpose of fulfilling class assigned work or assessments is strictly prohibited. Any person found to be using AI to generate responses to class assignments or assessments, with the goal of increasing that grade shall take the penalty of cheating. A student may appeal the grade to the Principal and/or Building Administrator. In addition to the range of possible disciplines listed in the Disciplinary Measures table of the code of conduct, penalties for cheating will be at the discretion of the Building Administrator and the Classroom Teacher.
 - Cheating: The District recognizes all policies and procedures required by NYSED for instances of cheating on all New York State Assessments. For class assigned work or local assessments a grade of zero may be given to any student who gives or receives information, including electronically, on any form of a test, quiz, homework, assignment or lab. Any person falsifying a grade or a test or related material, with the goal of increasing that grade shall take the penalty of cheating. A student may appeal the grade to the Principal and/or Building Administrator. In addition to the range of possible disciplines listed in the Disciplinary Measures table of this code of conduct, penalties for cheating will be at the discretion of the Building Administrator and the Classroom Teacher

Grade Determination:

I use a total points system of grading that generally follows the below guidelines

- Essays, Papers, Projects..... 40%
- Classwork, Homework.....25%
- Tests, Quizzes.....25%
- Participation.....10%

****ALL ESSAYS, PAPERS, PROJECTS, HOMEWORK & JOURNALS MUST BE COMPLETED ON TIME. NO LATE WORK WILL BE ACCEPTED. IF YOU ARE ABSENT, YOU MUST STILL SUBMIT YOUR ASSIGNED WORK, ELECTRONICALLY *****

Participation means being active in class discussions, grammar and revision sessions and consistently completing essay outlines and rough drafts. You must also attend class regularly, arrive on time and be prepared for discussions and classwork. Students will receive a ZERO participation grade for excessive absences or for failing to come prepared with workshop materials (papers, revisions, articles read, etc). Be prepared to journal regularly & to be tested on your assigned reading. Tests may be announced or unannounced!

Dutchess Community College Grading System:

- A (93-100); A- (90-92)
- B+ (87-89); B (83-86); B- (80-82)
- C+ (77-79); C (70-76)
- D (60-69)
- F (50-59)

****You must earn a C or above for college credit and a 65 or above for 12th grade credit.**

****A passing grade of 75 or better is required for entrance into DCC English 102.**

****Also, please note that regular attendance and participation is required in order to pass!**

Writing Requirements:

All written assignments will utilize the writing process; papers will generally follow the 3 step format described below:

Outlining: Many, if not all assignments will require you to complete an outline prior to writing in which you will generate your ideas, organize them appropriately, cite possible sources and support for your points.

- Draft: Your draft must meet the requirements laid out in the assignment, as well as the format guidelines outlined below. Your peer group, myself, or a partner will provide constructive criticism of your draft
- Revision Once you've received feedback, you will correct and revise your work, keeping in mind that revision often entails significant *rewriting!*
- Final Draft Your final draft will be graded (all pre-writing, drafts and source material must precede the final draft)

All Papers Must:

- be typed using standard MLA format: uniformly double spaced, TimesNewRoman 12 point font, 1" margins,
- proper MLA headers and/or heading, as well as proper MLA citation of sources; a Works Cited page when required
- be submitted on time!

Agendas, Assignments & Important Dates (*Subject to Change*):

Weeks of September 4 & 9:

Content

- DCC Forms: (SS# Required); Sign up for A#; Register for all DCC courses
- Introduction to and Organization of the Course:
 - Part I: Thinking, Reading & Writing Critically
 - Part II: Reading & Writing Rhetorically
 - Part III: Reading & Writing from Sources
- Using Pixar Shorts to practice Critical Thinking
- Chapter 1: Good Writers Are Good Readers pages 2-21
- Chapter 4: Generating Writing Ideas,
- Course Outline, Reminder of Expectations, Complete List of Due Dates
- Introduction to the College Essay

Assigned Work

- DUE 9/7: INQUISITIVE "How To Use Inquisitive" Set
- DUE 9/11: Assigned Reading: Chapter 1 pages 2-21
- DUE 9/11: Reading Check Quiz
- DUE 9/14: Pixar Shorts Analysis
- DUE NEXT 9/18: CH 7 Assigned Reading, pages 114- 188

Weeks of September 16 and 23:

Content

- CLASS IN AUDITORIUM 9/19: “College Application Presentation” with Senior Counselors
- CH 7: “Narration;” Notes, Discussion, Group Work
- In Class Analysis: Questions and Discussions of the Literature- participation counts!
- Generating Ideas
- Outlining, Drafting, Revising
- “Ready, Willing and Able” and other Example Narratives for College Essays
- Begin Planning College Essays
- College Essay Examples
- Writer’s Workshop
- Revising College/Narrative Essay Submissions.

Plan accordingly for appointment times during or after school

Assigned Work

- DUE 9/17 College/Narrative Essay Idea Post
- DUE: 9/17: INQUISITIVE “Editing the Errors that Matter” Set
- DUE 9/18: CH 7 Assigned Reading, pages 114- 188
- DUE 9/18: CH 7 READING QUIZ
- DUE 9/20: College/Narrative Essay Outline & Draft
- DUE 9/23: INQUISITIVE “Sentence Fragments”
- DUE 9/25: Group Work Responses
- DUE NEXT: CH 8 Assigned Reading, pages 190-242

Weeks of September 30 and October 7

Content

- 10/3 NO CLASS: ROSH HASHANAH
- Writer’s Workshop
- Revising College/Narrative Essay Submissions.
 Plan accordingly for appointment times during or after school
- In Class Writing: Revisions, Review of Sample Essays Grammar Practice: Mixed Constructions
- Peer-Review
- CH 5 & 6 “Writing & Editing Sentences” and “Writing Paragraphs”; notes, discussion & practice
- Grammar Review: Commas, Fragments, Capitalization, Incorporating Quotations
- Grammar Lesson: Fused, Run-on Sentences
- CH 8 “Description”; utilizing descriptive language in narrative

Assigned Work

- DUE 10/1: INQUISITIVE “Comma Splices”
- DUE 10/2: CH 8 READING QUIZ
- DUE 10/4: Final Draft College/Narrative Essay
- DUE: 10/8: INQUISITIVE “Fused (Run-on) Sentences”

- DUE 10/9: CH 8 Group Work
- DUE NEXT: CH 9 Assigned Reading, pages 244-294 (DUE 10/16); CH 2 Assigned Reading, pages 24-35 (DUE 10/21)

Weeks of October 14 and 21

Content

- 10/14 NO CLASS: COLUMBUS DAY
- Grammar Practice: Mixed Constructions
- CH 9 “Example;” Notes, Discussion, Group Work
- “The Veil in Persepolis” p.255-259
- Citing & Integrating Examples
- Grammar: Verb Tense & Verb Form Errors
- Ch 2: “Putting in Your Oar: Learning the Basic Moves of Academic Writing” Notes, Discussion
- Synthesizing Ideas, Finding & Utilizing Sources, Quoting Sources
- Creating a Supportable Thesis
- Mini Argument Topic: Finding Examples to Support Claims

Assigned Work

- DUE 10/15: INQUISITIVE “Mixed Constructions”
- DUE 10/16: CH 9 Assigned Reading
- DUE 10/16: CH 9 READING QUIZ
- DUE 10/21: CH 2 Reading Check; in class assignment
- DUE 10/22: Mini-Argument Topic Due
- DUE 10/22: Inquisitive- “Incorporating Quotations”
- DUE 10/23: Two (2) sources due for mini-argument
- DUE 10/26: (Saturday Night): Mini-Argument Essay
- DUE NEXT 10/30: CH 13 Assigned Reading, pages 466-526

Weeks of October 28 and November 4

Content

- CH 13 “Definition” Notes, Discussion, Group Work ✓
- Denotation VS Connotation
- “Defining Me” Assignment
- 11/1 Senior Skip Day??- Be prepared for class Monday
- Writer’s Workshop: Definition
- 11/5 NO CLASS: ELECTION DAY
- Everything's an Argument
- CH 15 “Argument” Notes, Discussion, Group Work
- Combining rhetorical methods
- Adjusting/Altering research topic and thinking about your thesis

- DUE NEXT 11/5, 11/6, 11/7, 11/8, 11/12: CH 15 Assigned Reading, *portions of* pgs 600-724**
Plan ahead!!**

Assigned Work

- DUE 10/29: INQUISITIVE “Verb Tenses and Verb Forms”
- DUE 10/30: CH 13 Assigned Reading, pages 466-526
- DUE 10/30: CH 13 READING QUIZ
- DUE 10/31: Partner Interview Questions Due
- DUE 11/5: INQUISITIVE “Words Often Confused”
- DUE TBD 11/6-11/8 Portions of CH 15
- DUE 11/8: “Defining Name” Essay

Weeks of November 11 and 17

Content

- 11/11 NO CLASS: VETERAN’S DAY
- Crafting a Thesis
- Effective Outlining and Synthesizing Sources
- Introduction to the Research Paper
- CLASS IN LIBRARY: 11/14- 11/22
 - Researching the Databases: Appropriate Sources, Citing Sources, Compiling Research
- Sample Research Papers
- Outlining: Organizing and Synthesizing Research to Support Argument

Assigned Work

- DUE 11/15: Research Paper Claim
- DUE 11/19 INQUISITIVE “Integrating Sources”
- DUE 11/20: Typed Thesis
- DUE 11/22: Research Paper- Stage I Outline (source citations for each body paragraph)

Weeks of November 25 and December 2

Content

- Organizing, Outlining and Drafting the Research Paper
- Writer’s Workshop: in class conferencing and writing
- Finalizing Sources Being Used
- Practice: using proper MLA citations
- DO NOT PROCRASTINATE!! BE AWARE OF DUE DATES AND KEEP UP WITH OUTLINE SUBMISSIONS
- NO CLASS 11/27-12/1
- **HAPPY THANKSGIVING!**

Assigned Work

- DUE 11/26: INQUISITIVE “Synthesizing Ideas”
- DUE 12/3: INQUISITIVE “Documenting Sources MLA Style”

- DUE 12/4: Stage II Outline
- DUE 12/7 (Saturday): Stage III Outline

Weeks of December 9 and 16

Content

- Writer's Workshop: Editing, Revising, Re-writing
- Grammar: Punctuation, Commas, Quotations
- Introduce Process Analysis Mini-Lessons
- Organize/Choose Topic & Group for Group Mini Lessons (Process Analysis)

Assigned Work

- DUE 12/10: INQUISITIVE "Punctuating Quotations"
- DUE 12/11: Stage IV Outline
- DUE 12/13: Complete Draft of Research Paper (6-9 pages)
- DUE 12/18: Final Research Paper Submission
- DUE NEXT 1/3 : CH 10 Assigned Reading, pages 296-344 (with some omissions)
- DUE NEXT 1/6 - 1/8 Process Analysis Group Work Assignment

Have a wonderful holiday break!!

****NO CLASSES 12/21- 1/2 ****

Week of January 2, 6 and 13

Content

- "Process Analysis" Notes, Discussion and Presentations
- Group Lessons/Activities
- Review of Rhetoric and Preparation for the Final Exam
- Course Wrap Up
- Final Exam

Assigned Work

- DUE 1/3: CH 10 Assigned Reading
- DUE 1/3: CH 10 READING QUIZ
- DUE 1/7-1/9 Group Mini-Lessons
- DUE 1/10 - 1/16 (1/17 Make ups) IN CLASS FINAL EXAM

Weeks of January 20 and 27

- 1/20 NO CLASS: MLK DAY
- 1/21-1/24 NO CLASS: REGENTS WEEK
- 1/27-1/28 Wrap up ENG101; Begin introducing Literary Criticism and Core Concepts for ENG102
- 1/31 LAST DAY OF CLASS

Additional Information:

- Academic Accommodations

Dutchess Community College makes reasonable accommodations for students with documented disabilities. Students requesting accommodations must first register with the Office of Accommodative Services (OAS) to verify their eligibility. After documentation review and meeting with the student, OAS staff will provide eligible students with accommodation letters for their professors. Students must obtain a new letter each semester and discuss their accommodation plan with their instructors as soon as possible to ensure timely accommodations. The Office of Accommodative Services is located in the Orcutt Student Services Building, Room 201, phone # (845)-431-8055.

- Title IX

Dutchess Community College is committed to maintaining a positive campus climate and will not tolerate any form of sexual harassment including sexual assault, sexual violence, and sexual misconduct. It is the responsibility and obligation of all members of the College community to report and/or to assist others in reporting incidents of sexual harassment.

Please direct all Inquiries and reports related to sexual harassment and sexual violence to:

Title IX Coordinator: Esther Couret, Director of Human Resources

Dutchess Community College, Bowne Hall, Room 220

53 Pendell Road, Poughkeepsie, NY 12601

(845) 431-8673, esther.couret@sunydutchess.edu

For information regarding the DCC sexual harassment and sexual violence policy and resources go to:

[https://dutchess.open.suny.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 1](https://dutchess.open.suny.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_1)

For anonymous reports go to Share at DCC:

<https://www2.sunydutchess.edu/cgi-bin/share-at-dcc/index.php>

DCC English 101
Confirmation of Receipt of Course Outline
Fall 2024 Semester
Mrs. Aurigemma

Please sign the following in acknowledgement that you have received, reviewed and understand the policies and procedures of the class in which you are enrolled, DCC English 101.

In particular, please note that as all written work is assigned well in advance, NO LATE WORK WILL BE ACCEPTED. Additionally, any written work submitted MUST show a detailed edit history, in order to receive credit. Any work found to be generated in part or entirely by AI will receive zero credit.

It is a privilege and responsibility to remain in this course. Your signature below indicates your commitment to planning ahead in order to keep up with the rigorous workload, as well as your plan to work hard and remain open minded to learning and growing as a person and student of English Language Arts.

If you agree to the above statements, please acknowledge your acceptance of such below.

Print Name

Student Signature

Date

Parent Signature (print & sign)

Date