Fall 2018

ENG 101, Exploration & Authorship: An Inquiry-based Writing Course (Web-Enhanced)
Section 54, Code 13117, MW, 8:00-9:15, Room 238, Haaren
Section FY21, Code 13362, MW, 9:25-10:40, Room 238, Haaren

Instructor: Victoria Bond
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Website: https://johnjay.digication.com/victoria_bond/Welcome/published
Office hours: MW, 11:30-1:30 & by appointment
Location: Room 7.63.25, NB

Course Prerequisite: Freshmen who have passed the ACT reading and writing exams, who have completed the John Jay sequence of EAP 121 and EAP 131 courses, or who are qualified through transfer credits will be eligible for this course.

Course Description: This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas, and rhetorical strategies for completing investigative writing. Students prepare a sequence of 8 prescribed assignments that culminate in a final research project showcased in an ePortfolio. These assignments provide small manageable tasks that explore the process of the normally overwhelming research project. The course grade is largely based on the quality of revised work in the final portfolio. However, the success of the portfolio depends on your engagement with the course assignments and reading. **Writing is about process. Process doesn't happen at a finger snap. Becoming a better writer, thinker and learner is about learning to observe your process: over time. You'll learn how to do that in this course.**

Web-Enhanced Course: Much of the work you will do in this class will be on the web platform Digication. October 1, we will attend a workshop that introduces the basics of successfully using Digication. This workshop will enable you to more skillfully and confidently create your own website. The goal here is explore and demonstrate your creativity, create a showcase for your work that you can use to pursue academic and employment opportunities such as internships and

scholarships as well as engage with your colleagues in this class and across the college. Our work on Digication will not only help us become more technologically savvy. It will help us develop more consciously as the authors of our own stories both in this class and in the larger context of the John Jay community.

Course Theme: **TMI (Too Much Information)**

The Information Age, defined as the shift from industrialization to the computerization of information, impacts areas from to how students like you conduct research, to how people date, marry, and have sex, to how crimes are committed, and to the health and integrity of our democracy. Albert Einstein once said, "Information is not knowledge. The only source of knowledge is experience." Irrespective of whether you think Einstein is right or not, how does this idea stand up in the context of vicarious experience on social media? We're taking in a lot of information, but are we getting any knowledge from it? Think for a moment about your phone. You use it to overload and to stimulate when you're bored. You also use it to escape and decompress. You use it to function and maintain a host of relationships. It contains all manner of personal information about you. Some of it may even be incriminating. What about your social media posts? They might range from food porn to an announcement of an accomplishment. What are you choosing to tell the world about yourself? Why? To impress? To learn? To be yourself? Or to be someone else? In the context of this course, I want us to consider together how to make academic identities that are a more deliberate, studied expression of not only who we are, but who we would like to be. In this class, we are going to learn, practice and effectively employ writing and research skills to explore what's truly personal to us while also thinking and writing about how all the data each of us generates is being used by corporations, platforms and other actors to shape the world we live in today.

Writing Program Learning Objectives:

Invention and Inquiry: You learn to explore and develop your ideas and the ideas of others in a thorough, meaningful, complex and logical way.

Awareness and Reflection: You learn to identify concepts and issues in their own writing and analytically talk and write about them.

Writing Process: You practice methods of composing, drafting, revising, editing and proofreading.

Sentence Fluency: You consistently compose clear, complete and correct sentences, using a variety of complex and compound sentence types.

Conventions: You demonstrate control of language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

Rhetoric and Style: You process and model successful rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Claims and Evidence: You develop logical and substantial claims, provide valid and coherent evidence for those claims and show why and how your evidence supports those claims.

Research: You conduct research (primary and secondary), evaluate research sources, integrate research to support your ideas, and cite sources appropriately.

Course Texts:
All readings listed under "English 101 Readings" tab on my Digication site.

Course Requirements:
*The completion of all ASSIGNMENTS! Writing can be a hard, unpredictable endeavor. That being said, you are lucky. You are taking this class and in it a boiled down version of the writing process will become transparent to you over the course of low and high stakes assignments, which all exist in relationship to each other. When you choose not to fully engage one assignment, however small it might be, you are endangering your opportunity to meaningfully experience the other pieces of the course. **Don't shortchange yourself. Do all the work!**

*Visit Writing Center or WISE. You will be required to visit the Writing Center to fulfill the course's requirements outlined below. Those students who have a particularly difficult time with standardized English should visit the Writing Center weekly for WISE specific tutoring. Appointments must be made in advance.

JumpStart English 101: Required Attendance for Selected Fall 2018 Students
SpringStart English 101 is a workshop series that targets the assignments in the English 101 curriculum, meaning you will receive curricular support in four important areas: 1) writing description/creative nonfiction essay; 2) developing a complex idea for research proposal/proposal format; 3) compiling an annotated bibliography; 4) using sources.
It is imperative that you attend. Attending these workshops, yes, SHOWING UP, constitutes 10% of your grade. Students may sign up in person (Room 1.68 NB) or by phone (212-237-8569). The workshops will take place in 1.120 NB.

ACE English 101 Workshops: ACE students are required to attend ACE workshops on the Eng 101 curriculum. If you do not attend all of the workshops, you are endangering ACE benefits such as your MetroCard in addition to10% of your grade in this class.

The Writing Center located in room 1.68 in the New Building, is a service that provides free tutoring in writing to John Jay students. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I am requiring you to use it in the completion of this course.

Digication ePortfolio
- **Site: http://johnjay.digication.com**
- **Username and Password:** Your Digication username and password are the same as your John Jay e-mail username and password.
- We will have an **in-class lab session. Do not open an ePortfolio before our class session.**
- Prior to that session, **review the tutorials on the John Jay Digication Support Site for Students (https://johnjay.digication.com/DigiJS ¾> Tutorials ¾> Start Up)**
- In particular, review the "Login & Setup" Tutorial. Following the tutorial instructions and then log in and create your ePortfolio for our course. **Your portfolio title should be Student First Name + Last Name + Course Subject & Number, i.e. SamSmithENG101**
- For Privacy Settings, choose "Private within CUNY John Jay College."
- After you have created your ePortfolio, e-mail me that you have done this with the link to your ePortfolio.
- **If you are having trouble with or do not know your John Jay username and password, e-mail the John Jay Help Desk: helpdesk@jjay.cuny.edu**
- **If you have trouble logging into the Digication system or have another question about ePortfolio, e-mail ePortfolio@jjay.cuny.edu and cc me vbond@jjay.cuny.edu**

Grading Policy & Projects
30% Semester ePortfolio
40% Creative Non-fiction & Research Project Assignments
20% Effort: Attendance, Lateness, Meeting Deadlines
10% Writing Center Attendance

Attendance Policy & Class Environment
You must attend all classes. **The John Jay rule is four absences results in failure**. Two lates equals one absence. All electronic devices are encouraged for class purposes. Be ready to

actively participate in class discussions. That means always having access to the reading and to your writing. This class will also utilize workshops and peer reviews, for drafting and re-drafting purposes. Students will be critical yet encouraging of other students' work, focusing on the strengths as well as the weaknesses of a piece. **This is a college class, and behavioral problems, though not anticipated, will not be tolerated.**

Plagiarism

Plagiarism and cheating are extremely serious violations. Plagiarism can result in automatic failure of the project and the class. Cases of plagiarism can also result in referral to the College for disciplinary action. Please refer to the *Undergraduate Bulletin* for explanations of plagiarism, cheating, and their consequences.

Media & Manuscript Format

Many formal assignments will be typed, double-spaced, with 1-inch margins on all sides, in 12-point type of a standard font (i.e. Times New Roman) and be uploaded on Digication. But not all. Other high stakes submissions will be digital presentations of one kind or another, or old school poster board, if you choose. Some low stakes assignments will be uploaded on Digication as videos and audio recordings and others will be composed in class with a pen on notebook paper.

Late Papers

For each class period an assignment is late, 15-points will be deducted from your grade. Late papers also impact the component of your overall grade attributed to Effort Category.

Class Calendar
·   Schedule is subject to change.

8/27 Class intro & diagnostic writing exercise. HW: Read Colson's Whitehead's "City Limits."

8/29 Discussion of Whitehead, second person and your New York City. HW: Read Vivian Gornick's "On the Street." Compose at least two paragraphs that draw a relationship between Whitehead & Gornick. Here are some things to consider: What do the narrators have in common? What do you have in common with the narrators? What was the main goal of each of the authors? How do they execute it?

9/3 Labor Day, No Class

9/5 Discussion of Whitehead and Gornick. HW: Read Patti Smith's "Just Kids." Create a list of at least 5 questions for Patti Smith.

9/10 No Class

9/12 Discussion of Smith & writing on Mapplethorpe visuals. HW: Read "Flower Off the Bloom." While you are reading, identify the following three types of text with a highlighter: Narrative, Commentary, Analysis.

9/17 Discussion of "Flower Off the Bloom" and the Creative Nonfiction recipe. HW: Read "Mascot." Begin your creative nonfiction narrative.

9/19 No Class

9/24 Discussion of "Mascot," Narrative, Commentary, Analysis. HW: Read the student pieces, "Birthday and a Funeral" and "My Life." Read Clarke's Writing Tools 1-3.

9/26 Discussion of Writing Tools in the context of sample student essays. HW: Finish your Creative Nonfiction Essay.

10/1 Creative Nonfiction Essay Due (2-3 pages). Lab Day. Introduction to ePortfolio on Digication. HW: Choose a profile photo for your e-portfolio and write a brief introductory description of yourself for your welcome page. Upload your Creative Nonfiction Essay. HW: Read Ch. 1 from *You Are Not A Gadget,* "Missing Persons." List 3-5 concepts you learn about from the chapter and how they connect to your life.

10/3 Discussion of "Missing Persons." Mining your personal essay for research interests. Gornick's "The Situation & the Story." HW: Read Ch. 2 from *You Are Not A Gadget,* "An Apocalypse of Self-Abdication."

10/8 No Class

10/10 Discussion of "An Apocalypse of Self-Abdication." Peer work on research topics. HW: Brainstorm at least 5 topics you're interested in researching. Locate at least one article from *The New York Times* about one of the topics. Compose a 300-400-word response to the article.

10/15 Discussion of the Annotated Bibliography: summarizing & analysis. Pitch writing and peer work. HW: Complete & post short pitch video about your nonfiction essay. Revise 300-400-word response and post. Read Ch. 3 from *You Are Not A Gadget,* "The Noosphere Is Just Another Name for Everyone's Inner Troll."

10/17 Lab Day. Collaborative Google Doc with peers. Organizing, developing video discussion of Lanier. HW: Read Ch. 8 from *You Are Not A Gadget* "Three Possible Future Directions."

10/22 Lanier Discussion. Reflective Writing. Sources & Evidence. Collaborative Work. HW: Record a short video where you discuss what you learned from working on your annotations with a colleague.

10/24 Lab Day. Annotated Bibliography Due. Finish & post Lanier Digital piece. HW: Read Intro & Argument 1 of *Ten Arguments for Deleting Your Social Media Accounts*.

10/29 Library Day. HW: Compose Proposal Draft integrating source from library session.

10/31 Proposal Discussion. Discussion of Intro & Argument 1. HW: Work on Proposal. Read Arguments 2-4 of *Ten Arguments for Deleting Your Social Media Accounts*.

11/5 Lanier Discussion. Outlining Lanier's arguments, organizing your research. Read Arguments 5-6 of *Ten Arguments for Deleting Your Social Media Accounts*.

11/7 Lanier Discussion. Reflective Writing. HW: Read Argument 9 of *Ten Arguments for Deleting Your Social Media Accounts*.

11/12 Lanier collaborative work, outlining. HW: Work on Outline & Research Draft.

11/14 Lab Day. Outline & 4-page Research Draft Due. HW: Read MacFarquahar. What have you learned from her piece about how to juggle, compare and contrast multiple perspectives for our own research projects?

11/19 MacFarquahar Discussion. Re-thinking Research Draft, Reflective Writing.

11/21 MacFarquahar Discussion. Interview questions. HW: Compose 300-400 response to MacFarquahar piece & post. Read Dean.

11/26 Lab Day. Using Dean as a model, develop character section of your project. Reflective writing. HW: Revise Research Draft using creative nonfiction techniques.

11/28 Discussion of Dean and developing a character section of your essay. Is your interview subject enough of a character? HW: Complete Interview.
12/3 INTERVIEW DUE. HW: Assess your reflective writing from across the semester. What have you learned about yourself that's new? What old challenges are you continuing to face?

12/5 Lab Day. Structuring the reflective essay. HW: Read Smith.

12/10 Smith Discussion. HW: Compose Reflective Essay Draft.

12/12 Smith Discussion. Class Wrap-up.

DECEMBER 19: FINAL DIGICATION PORTFOLIO DUE, INCLUDING REFLECTIVE PIECE & FINAL RESEARCH PROJECT