

## English 101 Syllabus Fall 2018

Instructor: Ilya Bratman

Course: English 101-FY33 (12943), M/W 9:25am-10:40am

Room: Westport 105W

Office: 524 West 59th Street, 7<sup>th</sup> Floor, English Department

Office Hours: Wednesdays 10:40am-12:00pm and by appointment, must make an appointment

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### Course Description:

- English 101 introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college.
- Students will explore the concept of 'Journey and Transition' through the reading of interdisciplinary texts as well as focusing on rhetorical concepts and formats.
- Through written and oral response to the class materials, students learn to analyze and to argue for or against related concepts in a scholarly manner. There will be a special focus on research skills, organization, diction, and grammar.
- Students will prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small, manageable tasks that explore the process of the normally overwhelming research paper. All work will be included in a portfolio, which will be reviewed at midterm and the end of the semester.
- As members of SEEK, students will learn how to utilize all of the benefits available within our SEEK classroom as well as those in the SEEK department. Students are expected to create and maintain good contact between themselves and their tutors, counselors, and instructors.

### Learning Objectives:

- **Invention and Inquiry:** Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- **Awareness and Reflection:** Students learn to identify concepts and issues in their own writing and analytically talk and write about them.
- **Writing Process:** Students learn methods of composing, drafting, revising, editing and proofreading.
- **Sentence Fluency:** Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.
- **Conventions:** Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.
- **Rhetoric and Style:** Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- **Claims and Evidence:** Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.
- **Research:** Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.

### **Course Texts**

Most of our course texts will be provided to you through blackboard, handouts, or emailed links. Make sure to print them out and have them with you on the days we are reading together or will be discussing them in class. Readings will be added as the semester progresses. If you do not have easy access to a computer, there are various places on campus where you can use computers and print. Please let me know if you are having any issues right away.

### **Attendance Policy:**

Students are expected to attend all classes, and to stay for the entire period.

**Students will be allowed four absences, yet are expected to find out from other students the work missed, then complete and hand in all work missed from that class.** If you are absent, remember to refer to the syllabus, blackboard for assignments.

**Any more than four absences could result in the loss of one letter grade.**

**Missing 6 classes could result in failure of the class. This is not punitive, but reflects the philosophy that you need to be in class, and participating in order to earn enough credit to pass.**

\*PLEASE NOTE - THERE IS NO SUCH THING AS AN EXCUSED ABSENCE. If the circumstances of your life are such that missing five or more classes is likely, it is in your best interest to withdraw and repeat the class during a different semester.

### **Lateness Policy:**

Students are expected to arrive **on time** for all classes. Arriving late to class, more than just once or twice, will negatively affect your grade. If you do arrive late, be mindful to sit down quietly so as not to disturb anyone.

### **Manuscript Format**

All out-of-class assignments will be double-spaced, with 1-inch margins on all sides and in 12-point type of a standard font (i.e. Times New Roman).

### **Late Assignments**

Late papers/assignments will be accepted one class meeting after the due date for a full grade drop. For example, if your B paper is due Tuesday, and you turn it in Thursday, it will go from a B to a C. Some assignments are full credit, and turning them in one class period late will earn you half of that assignment's points. **Assignments more than one class meeting late will not be accepted for credit. Because of this, missed assignments easily lead to failure of the class.**

Papers must be uploaded to **DIGICATION** by the date and time indicated in class. If there are any extenuating circumstances, please contact me as soon as possible (not after you have missed the due date), however, please do not discuss these extenuating circumstances with me during class time.

### **Class Environment:**

Because much of the format of the class will be group discussion that is based on assigned readings, it is essential (and your grade will reflect) that you keep up with the readings and contribute to the learning process of the class. Be prepared, thoughtful, and willing to regularly participate in group discussions.

- **Unless asked to do otherwise, please turn your cellphones/texting devices/laptops/ipads off and put them away during class. Those who violate this rule will leave their electronics at the front of the room until class is over.**
- Coffee, soda, water, etc. are permitted, but food is not allowed in the classroom.

- Sleeping during class will not be permitted (see 'coffee').
- This is a college class, and behavior problems, though not anticipated, will not be tolerated.

**Active Participation**

Your physical and mental presence in the class is invaluable to the work we will do. I expect that you will attend each class and participate fully in discussing reading and course projects. Active participation also includes completing assignments for in-class discussion. ***Learning is a collaborative activity, and I expect that you will be attentive to, engaged with, and respectful of everyone in the class.*** I also want to remind you not to abuse our classroom space. You're welcome and encouraged to bring a laptop to class, but please refrain from checking your email, Facebook, and other personal interests that are available through the web while we are in class. The web will be a great resource for our class, but make sure when you're online that what you're doing relates directly to what we're doing in class.

**Ethical Participation**

I ask that we all be respectful of one another and the wonderfully diverse opinions, ethnic backgrounds, gender expressions and sexual orientations, social classes, religious beliefs, and ethnicities among us. In the same spirit, written work in this course should employ inclusive language, which shows that the writer honors the diversity of the human race by not using language that would universalize one element of humanity to the exclusion of others. For example, use men and women or people instead of the generic man; use they or alternate he and she instead of the generic he.

**Blackboard:**

In the event that I am unable to come to class due to some reason, I will post class activities on Blackboard so that we will not lose our place in the calendar. We will go over Blackboard in the early weeks of the semester.

**Grading:**

Grades will be based on the percentage you earn out of 1000 points. The portfolio is your responsibility. You are expected to save all drafts of all work.

Descriptive Narrative Essay	50 points
Annotated bibliography	50 points
Research paper proposal	50 points
Research paper scripted interview	50 points
Research paper formal outline	50 points
Research paper first draft	150 points
Research paper final draft	300 points
APA Citations and Reference Page for final research paper (Please note that this is not the same assignment as the Annotated Bibliography!)	50 points
Cover letter	50 points
Attendance, Participation, Free Writing	200 ints

- A *Descriptive Essay or Letter* or piece of *Creative Non-fiction/Personal Essay* (often used as a way to introduce and practice a specific writing skill we are learning and/or as a way to begin exploring something of interest that can later be turned into a research inquiry).
- A *Proposal* that provides an inquiry-based question(s) and details a methodology for working with the question in some way (though the question designing often has several of its own assignments along the way--even before the proposal)
- An *Annotated Bibliography* that identifies and discusses the expert discourse that surrounds the inquiry topic/research question.
- A *Scripted or Unscripted Interview* that asks you to choose two-three authors they cite in their essay and compose a hypothetical interview. Acting as a participating interviewer, you can pose questions that both ask these expert voices to inform questions about their inquiry as well as elicit discussion between the two-three expert authors. Alternatively, this can be a real interview, related to the inquiry, for which the student scripts the questions with an expert in the field of the research question.
- A *First Draft* that messily lays out your ideas about their proposed questions (with feedback from peers and instructor--several rounds of draft can and should exist).
- A *Working Outline* that designates the organization of their developing project (multiple drafts of this can, of course, exist).
- *Redrafts/"final" draft of the inquiry-based paper/project* that accumulates evidence, organizational strategies, and synthesis of ideas that they have deduced/induced from their work on the various scaffolded assignments
- A *Reflective Cover Letter* written to their second-semester composition instructor which explains their profile as a writer as portrayed in their full 101 portfolio. These work best when the student points to specific elements of the portfolio, their own processes etc. Alternatively, this can be treated as a reflective essay through which the student discusses his/her own work in the course, with a rhetorical emphasis.

### Plagiarism

Plagiarism and cheating are extremely serious violations and will not be tolerated in this class. Plagiarism can result in **automatic failure of the paper and the class**. Cases of plagiarism can also result in referral to the College Dean for disciplinary action. I will not accept as an excuse that you were unaware that your behaviour constituted plagiarism. Please refer to the *Undergraduate Bulletin* for explanations of plagiarism, cheating, and their consequences.

### Writing Center

As a writer you'll want to seek feedback from many different readers. Writers at all levels of experience get feedback on their writing. Asking for and receiving feedback is not a sign of weakness and it does not equal weak writing; it's actually a sign of wisdom and makes your writing much stronger. You'll give feedback to and get feedback from your fellow writers in your writing groups in this class throughout the semester and at all stages of your projects. I also encourage you to get feedback on your writing from your peers and tutors at John Jay at the Writing Center.

The Writing Center offers free, one-to-one (in-person and online) and small-group workshop writing support to all John Jay students. The Center's consultants work collaboratively with you to deepen your writing and English language skills. At any step in the process, they'll help you become a more confident and versatile writer. I encourage you to schedule your appointment well in advance of when your writing is due. You can schedule an appointment at:

524 West 59 Street, Room 1.68 New Building, 212.237.8569, or go on to their website - <https://www.jjay.cuny.edu/writing-center>, to learn more.

### **Backing up Your Work**

As you may have learned the hard way in the past, it's a good habit to save important files such as course work to a location aside from your laptop or whatever computer you may use for your classes—for example, Google Drive and/or an external hard drive. Hard drives crash, thumb drives get lost, and unfortunately laptops can get stolen. While I'll be sad along with you should this happen to you, it's your responsibility to make sure you back up your work so that life—and your effective participation in this course—can go on.

**Let's have fun and be creative!!!**

**This syllabus is subject to change.**