

John Jay College of Criminal Justice, The City University of New York
524 West 59th Street, New York, NY 10019
Fall 2017

English 101 Exploration and Authorship: An Inquiry-based Writing Course
The Human Experience

Prerequisite: Placement Exam or Equivalent

Instructor: Irene Chrysafi

Contact: ichrysafi@jjay.cuny.edu

Office Hours: Monday & Wednesday 11:00 AM – 12:00 PM or by appointment

Course Website: https://johnjay.digication.com/prof_chrysafis_english_101_course/Welcome/published

Section 54, 3427, Monday & Wednesday, 8:00 – 9:15 AM, New Building 1.82
Section 08, 3156, Monday & Wednesdays, 9:25 – 10:40 AM, Westport 119W

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 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. The course grade is based on the quality of revised writing in a final portfolio.

Course Theme:

This course will focus on the theme of “the human experience,” which we will explore through short fiction, non-fiction, research, personal essays (written by you) and other modes of literacy. The theme is broad and open to interpretation by design and students will be encouraged to think about what the human experience really means at different stages throughout the semester. How does writing reveal truths about the human experience? To what extent are humans similar and different in their experiences, and what contributes to these resemblances or disparities? What roles do inquiry, research, and writing play in our understanding of these experiences? Through assigned readings, class discussions, and formal writing assignments culminating in a final inquiry-based research paper, students will have the opportunity to yield new inquiries and insights into diverse facets of the human experience.

Learning Objectives:

- **Invention & Inquiry:** Students learn to generate, explore and expand their ideas in a meaningful, thorough and complex way.
- **Awareness & Reflection:** Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.
- **Writing Process:** Students learn methods of composing, drafting, revising, editing and proofreading.
- **Claims & Evidence:** Students learn to develop substantial, plausible claims, provide valid and/or strong arguments, and show why and how their evidence supports their claims.
- **Research:** Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- **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 the punctuation necessary for diverse literary and academic writing contexts.

Course Goals:

- To gain the skills necessary for inquiry-based research and to learn forms and conventions of academic writing.
- To engage in discussions and exercises which promote critical thinking about complex questions and ideas.
- To write and revise a sequence of writing assignments which contribute to the invention, organization, and research of an inquiry-based paper.
- To learn techniques for inventing, arranging, researching, editing, and proofreading texts.
- To identify rhetorical strategies that help clarify and execute ideas in writing, and to also apply these strategies.
- To understand that writing is an on-going process and that writing practices can be improved through self-assessing, proofreading, revision, and constructive peer-reviews.
- To acquire awareness of audience, readers' expectations, and qualities necessary to convey ideas clearly, through the practice of peer-evaluation.
- To use information technology to complete research and integrate secondary sources into a final research paper.
- To learn proper formatting and presentation of an academic paper in APA style.

Required Course Texts:

- *One World: A Global Anthology of Short Stories*. New Internationalist, 2009. ISBN number: 978-1-906523-13-8.

*The required book listed above can be ordered online through the John Jay College Bookstore at an affordable price. It is the student's responsibility to bring the book to class on all days that reading is due.

Course Requirements:

Participation and Attendance:

Class discussions will be a major component of class time and students are expected to arrive prepared to discuss readings, perform writing tasks, and collaborate with classmates in sharing ideas, engaging in meaningful conversations and debates, peer-reviewing, and revising work. Participation grades are reflective of how well prepared students are to contribute to class discussions and to collaborate meaningfully with classmates and myself on a regular basis. Students should always arrive to class prepared with a pen, a notebook or journal, a folder, and our current text.

Weekly Reading:

Assigned readings must be completed prior to each class. These texts will be the foundation of class discussions, writing tasks, and inquiries into the course theme, thus it is essential that the reading be done on time.

Weekly Writing:

The focus of this class is inquiry and writing; therefore, most class sessions will entail some form of writing that is exploratory, analytical, or reflective. Students are required to have one notebook or journal where these daily writing assignments are completed. Many of these writing assignments will be reflections on the writing/inquiry process itself.

Student-led Discussion:

It is required that every student leads one of our discussions during the semester. There will be a sign-up sheet circulated during the first week. To help lead discussion, I highly recommend arriving to class with at least three important talking points, three key passages from the text worth examining closely, and three meaningful questions evoked by the text that we can grapple with together as a class. I also ask that each student speak briefly about a current events topic in the media. I treat this as an opportunity for us to learn about and reflect on what is happening in the world today and how these topics are relevant to our theme of the human experience.

English 101 Portfolio (Midterm and Final):

The midterm portfolio encompasses the first five required assignments and the final portfolio encompasses all eight required assignments. Students will submit the portfolios both in hardcopy form and digitally (using Digication). Some class time will be allocated to updating and organizing eportfolios but it is expected that students work on them outside of class as well. The next page details the eight specific assignments that comprise the entire English 101 Portfolio. To see a template of what the online portfolio should look like on Digication, please visit:

https://johnjay.digication.com/prof_chrysafis_english_101_eportfolio_template/Welcome/published.

Portfolio Assignments:

1. **Creative Nonfiction Essay:** This essay will describe a true event or moment that you believe is relevant to your own “human experience.” The essay will use elements of descriptive writing and rhetorical strategies to illustrate the relevance of your experience as you bring it to life on paper. One imperative question that you should aim to answer in your nonfiction essay is: How does this personal human experience motivate deeper inquiry on your part? In other words, how has it encouraged you to want to investigate or pursue a larger question (and what is that question)?
2. **Proposal:** The proposal pitches an investigative question that can be explored further and developed into what will ultimately be your final inquiry-based research essay. The proposal may stem from your creative nonfiction essay, but it does not have to. This proposal will present a specific question/topic, analyze the purpose of this investigation, consider the methods of exploring the subject, and identify resources that may be useful for your exploration. Perhaps the most critical factor in your proposal is that it reflects a question/topic that truly matters to you.
3. **Annotated Bibliography:** The annotated bibliography requires you to locate three academic sources that will inform your investigation and ultimately offer textual support for your inquiry-based essay. In writing the annotated bibliography, you learn to summarize, paraphrase, elicit and utilize direct quotes, and cite properly, skills that must be mastered in a college-level writing course. The goal is ultimately for these sources to offer textual support in your inquiry-based essay.
4. **Formal Outline:** The formal outline gives you the opportunity to plan out the content of your inquiry-based essay, as well as possible organizations for how to construct the first draft. You should experiment with how you arrange and order your ideas and resources in the outline. You will revise the outline as your essay progresses so that it reflects the updated information and structure of your developing paper.
5. **First Draft of Inquiry-based Essay:** The first draft of the inquiry-based essay allows you to make an initial exploration of your proposed idea. In this draft, your goal is to demonstrate what you know about your subject (through personal experience and/or external resources) in order to formulate some ideas and analyses. Upon completion of your first draft, you will establish what needs to be accomplished to reach a complete, insightful, polished, and well-supported final draft.
6. **Scripted Interview:** The scripted interview challenges you to consider the perspectives of different authors and to put these ideas in conversation with one another. You will prepare a script in which you are acting as the interviewer who questions the ideas of two authors you have read for your inquiry-based paper. In the script, the authors should exchange views about the topic, while you the interviewer, listen, analyze, and respond to their interconnected ideas.
7. **Final Draft of Inquiry-based Essay:** The final draft of your inquiry-based research essay will be a more informed, analytical, and critical approach to the subject you are investigating. As emphasized above, your final draft should be insightful, polished, well supported, and clearly reflective of what you discovered about your subject by the end this inquiry project. Basic requirements: 6-8 pages in length, includes at least 6 outside sources, and follows APA guidelines.
8. **Reflective Cover Letter:** You will compose a portfolio cover letter reflecting on the processes that you undertook to create the contents of your inquiry-based portfolio. Your letter should address the strengths and skills gained while completing the pieces in this collection, as well as the challenges that you still face as a writer. You may also wish to discuss what you believe was the most rewarding and/or difficult part of this inquiry journey.

Grading Policy:

Below is a summary of how final grades are determined. Note that the contents of your portfolio = 80% of the overall grade.

Attendance, Participation, Student-led Discussion, Writing Center Requirement	20%
Midterm Portfolio (Assignments #1-5)	20%
Final Portfolio (Assignments #1-8)	60%
<ul style="list-style-type: none"> ▪ Creative Nonfiction Essay ▪ Proposal ▪ Annotated Bibliography ▪ Formal Outline ▪ First Draft of Inquiry-based Essay ▪ Scripted Interview ▪ Final Draft of Inquiry-based Essay ▪ Reflective Cover Letter 	

A = 93+ | A- = 90+ | B+ = 87+ | B = 83+ | B- = 80+ | C+ = 77+ | C = 73+ | C- = 70+ | D+ = 67+ | D = 63+ | D- = 60+ | F = Below 60

Important Policies:

Late Attendance and Absences:

Class begins promptly on time and lateness will impact participation/attendance grades. Two late arrivals are equivalent to one absence, arriving more than thirty minutes late is equivalent to an absence, and snoozing in class is also equivalent to an absence. Missing more than four class sessions will result in failure of the course, no exceptions.

Late Assignments:

All assignments must be submitted on the due date, in hardcopy form and stapled. Assignments are due at the beginning of the class period unless otherwise specified. Because the writing assignments consecutively build upon each other, your timeliness in completing them is essential. For each day that an assignment is late, the grade will drop one full letter grade (for example, A → B).

APA Requirements:

All formal writing must adhere to APA requirements, which will be reviewed in class. If an assignment does not follow APA requirements, the grade will automatically drop one full letter grade (for example, A → B).

Please refer to Purdue Owl for guidelines and samples: <https://owl.english.purdue.edu/owl/resource/560/18/>.

Electronic Devices:

To enhance the learning environment, all cell phones and electronic devices must remain off and out of sight unless they are being utilized for academic purposes. If the use of a cell phone is absolutely urgent, please step outside.

Classroom Environment and Expectations:

Writing is an on-going process and this course will reflect that. Throughout the semester, students will regularly engage in workshops and peer-reviews, for drafting and editing purposes. Students are expected to be constructively critical yet encouraging of one another's work, focusing on the strengths as well as the weaknesses of a piece. Students' questions, experiences, and ideas are fundamental for making our time together meaningful and thought provoking. Much of our class sessions will also take the form of whole-group discussion, so it is essential that students are consistently keeping up with the work and contributing to the learning process at all times.

Writing Center Requirement:

The Writing Center, located in room 1.68 in the New Building, is a service that provides free tutoring in writing to students of John Jay. 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 encourage you to use it if you need assistance at any stage in your writing journey.

Please refer to the website for more information: <http://www.jjay.cuny.edu/writing-center>.

***For this course, students are required to visit the Writing Center at least one time during the semester. You may use this resource at any time, for assistance with any assignment of your choosing. For verification that you attended, you will attach a receipt from the Writing Center to the final draft of your inquiry-based essay. If there is no verification attached to your final essay, I will have to assume that you did not meet the Writing Center requirement. I recommend scheduling an appointment in advance to ensure that the center is not too busy or overbooked at the time you wish to go.

JumpStart English 101 Workshop Series:

JumpStart English 101 is a workshop-based initiative that targets the curricular needs of English 101 students. The initiative aims to strengthen students' understanding of that curriculum and the skills needed to succeed in the course. JumpStart students should attend all required workshops to obtain maximum benefit.

***If you have been referred to the JumpStart English 101 Workshop Series, your participation in all workshops is mandatory. This will count towards your overall participation and attendance grade for English 101. Attending JumpStart meets the Writing Center Requirement discussed above.

Academic Integrity:

Academic integrity is of the utmost importance. Any act of academic dishonesty (e.g., plagiarism, claiming someone else's work as one's own, cheating, etc.) will result in failure of the course. The College may also take further disciplinary action. We will discuss plagiarism thoroughly during the semester, but if you have questions about what constitutes plagiarism, I strongly suggest that you communicate with me before you submit questionable work.

Please review the following statement from John Jay College:

"Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation."

Accessibility Services:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Please refer to the website for more information: <http://www.jjay.cuny.edu/accessibility>.

Office Hours:

I welcome and encourage you to visit me during office hours for support or discussions at any point during the semester. If you are unavailable during my regular office hours from 11:00 AM – 12:00 PM on Mondays and Wednesdays, please take initiative and email me to set up an alternative time for us to meet.

***See course schedule on the following pages.**

Schedule of Classes:

***Please note that the schedule is subject to change at the instructor's discretion at any time.

Date:	To be completed before class:	To be completed during class:
Monday 8/28	N/A	Introduction to course Review of syllabus
Wednesday 8/30	Order course book - <i>One World: A Global Anthology of Short Stories</i>	Diagnostic Essay Sign-up for Student-led Discussion
Monday 9/4	<i>COLLEGE CLOSED</i>	<i>COLLEGE CLOSED</i>
Wednesday 9/6	Read "Leng Lui is for Pretty Lady" by Elaine Chiew	Student-led Discussion (Model) Short Inquiry/Writing Assignment
Monday 9/11	Read "Kelemo's Woman" by Molar Wood	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 9/13	Read "The Way of the Machete" by Martin Ramos *DUE: Creative Nonfiction Essay	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Creative Nonfiction
Monday 9/18	Read "Porcelain" by Henrietta Rose-Innes	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 9/20	<i>NO CLASSES SCHEDULED</i>	<i>NO CLASSES SCHEDULED</i>
Monday 9/25	Read "My Mother, the Crazy African" by Chimamanda Ngozi Adichie *DUE: Proposal	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Proposal
Wednesday 9/27	Begin researching and gathering sources for your annotated bibliography	Library Session (research, annotated bibliography, and APA)
Monday 10/2	Read "Ishwari's Children" by Shabnam Nadiya	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 10/4	Read "Air Mail" by Ravi Mangla *DUE: Annotated Bibliography	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Annotated Bibliography
Monday 10/9	<i>COLLEGE CLOSED</i>	<i>COLLEGE CLOSED</i>
Wednesday 10/11	Familiarize yourself with "Prof. Chrysafi's English 101 ePortfolio Template" and email yourself all three assignments completed so far	ePortfolio Session in Room L2.72.06
Monday 10/16	Read "Growing My Hair Again" by Chika Unigwe Read "Honor of a Woman" by Dipita Kwa	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 10/18	Read "The Kettle on the Boat" by Vanessa Gebbie *DUE: Formal Outline	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Formal Outline
Monday 10/23	Read "Melancholy Nights in a Tokyo Cyber Café" by Sequoia Nagamatsu	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 10/25	Read "Among Strangers" by Jude Dibia	Student-led Discussion Short Inquiry/Writing Assignment
Monday 10/30	Read "A Boy and His Kite" by Konstantinos Tzikas *DUE: First Draft of Inquiry-based Essay *DUE MIDTERM PORTFOLIO: Bring physical portfolio with completed assignments #1-5	Student-led Discussion Peer-Review of Inquiry-based Essay Reflective Writing on Midterm Portfolio
Wednesday 11/1	Read "Before Tonde, After Tonde" by Petina Gappah	Student-led Discussion Short Inquiry/Writing Assignment
Monday 11/6	Read "Retrenched" by Ken Kamoche	Student-led Discussion Short Inquiry/Writing Assignment
Wednesday 11/8	Read "The Volunteer" by Lucinda Nelson Dhavan	Student-led Discussion Short Inquiry/Writing Assignment
Monday 11/13	Read "The Albino" by Adetokunbo Gbenga Abiola *DUE: Scripted Interview	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Scripted Interview
Wednesday 11/15	Read "Fireweed" by Skye Brannon	Student-led Discussion Short Inquiry/Writing Assignment

Monday 11/20	Read "Cow Hearted" by Wadzanai Mhute	Computer Lab - Individual Work Time for Final Draft & Updating/Editing Portfolios Student-led Discussion
Wednesday 11/22	Read "Maryanne Clouds Today" by Ivan Gabriel Rehorek	Computer Lab - Individual Work Time for Final Draft & Updating/Editing Portfolios Student-led Discussion
Monday 11/27	Read "Homeless" by Ovo Adagha	Computer Lab - Individual Work Time for Final Draft & Updating/Editing Portfolios Student-led Discussion
Wednesday 11/29	*DUE: Final Draft of Inquiry-based Essay (to be peer-reviewed)	Peer-Review of Final Draft Reflective Writing
Monday 12/4	*DUE: Final Draft of Inquiry-based Essay (to be submitted for grade)	Documentary Whole-class Discussion
Wednesday 12/6	Read "The Third and Final Continent" by Jhumpa Lahiri *DUE: Reflective Cover Letter	Student-led Discussion Short Inquiry/Writing Assignment Peer-Review of Cover Letter
Monday 12/11	*DUE: FINAL 101 PORTFOLIO Submitted Two Ways (you must email me the link to your digital portfolio before the start of class AND bring a physical folder with all eight revised assignments to be submitted in class)	Conclusion/Wrap-up Final Reflections

Final Exam Schedule:

**During the "final exam" period, you will have a 5-minute conference with me and pick up the physical copy of your portfolio.*

Section 54, 3427, Monday & Wednesday, 8:00 – 9:15 AM	Date TBA:
Section 08, 3156, Monday & Wednesdays, 9:25 – 10:40 AM	Date TBA: