

John Jay College of Criminal Justice, CUNY
524 West 59th Street, New York, NY 10019

Spring 2019

English 201: Disciplinary Investigations – Exploring Writing across the Disciplines
Prerequisite: English 101

Instructor: Irene Chrysafi

Contact: ichrysafi@jjay.cuny.edu

Office Hours: Tuesdays & Thursdays, 10:00 AM – 10:45 AM or by appointment

Office Location: New Building 7.63.40

Course Website: www.English201Chrysafi.wordpress.com

Section 32, (1919), Tuesdays & Thursdays, 10:50 AM – 12:05 PM, Westport 107W

Section 36, (1925), Tuesdays & Thursdays, 12:15 PM – 1:30 PM, Westport 105W

Course Description:

This course introduces students to the rhetorical characteristics and writing styles from across the disciplines. Instructors choose a single theme and provide students with reading and writing assignments, addressing the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

Course Theme:

The theme of this course is the exploration of self-identity in a world of socially constructed categories of difference. Toni Morrison once said, “We speak, we write, we do language. That is how civilizations heal.” In this lies the belief that speaking, writing, and language have the power to transform humanity and the world in which we live. Writers often write in order to illuminate the human experience and how it is often permeated by struggle, injustice, and separation stemming from categories of difference. This course will explore how writing from various disciplines reveals truths about self-identity. How is identity continuously shaped and defined by race, gender, culture, class, and other categories of difference? How do disciplines across education function differently in teaching us about these experiences? Why does hate transpire across so many of these categories of difference? What roles do writing and language play in the process of understanding identity and resolving differences? Class readings will frequently serve as entry-points to studying rhetoric from different disciplines. Through the close-examination of texts from various genres and disciplines, students will yield new insights and understand how rhetorical characteristics function to create and enhance meaning across curriculums.

Learning Objectives:

- *Invention & Inquiry*: Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- *Awareness & 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.
- *Rhetoric & Style*: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- *Claims & 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.

- *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.

Course Goals:

- To read observantly and to critically analyze structural and linguistic choices from a variety of disciplines.
- To examine the way that writers use rhetoric and language to construct and enhance meaning in a particular text.
- To describe and participate in the relationship between language and audience.
- To foster awareness of the rhetorical styles which define and sustain different disciplinary approaches and practices and to apply these practices in our own writing.
- To consider a work's structure and style, and the impact of smaller scale elements such as the use of diction and tone.
- To conduct and make use of relevant research appropriately across different research projects.
- To consider the values (e.g. racial, gender, cultural, etc.) that a work reflects and embodies in relation to the theme of the course.

Course Texts:

- *The Bluest Eye* by Toni Morrison (ISBN: 978-0-307-27844-9)
- *James Baldwin: The Last Interview and Other Conversations* (ISBN: 978-1-61219-400-4)

*All other readings will be provided on the course website (www.English201Chrysafi.wordpress.com). It is the student's responsibility to bring copies of the readings to class, either in printed form or through in-classroom Internet access.

Course Requirements:

Class Participation & Attendance:

Class discussions will be a major component of our time together 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.

Rhetorical Analysis Essay:

Students will write a rhetorical analysis essay on *The Bluest Eye* that pertains to race, gender, culture, class, or some other aspect of identity. In addition to examining what the writer implies about identity, students will analyze how author Toni Morrison employs rhetorical and stylistic choices. What is significant about the rhetorical characteristics and how they are presented? How do these choices ultimately affect the meaning of the text?

Major Projects:

Students will complete three major projects over the course of the semester including an original interview transcript, an ethnography essay, and a hate crime awareness brochure. It is required that all projects be submitted to me as a hard copy on the due date, as well as uploaded to students' digital portfolios. More details will be provided separately in class.

Student-led Discussion:

It is required that each student leads one of our discussions during the semester. There will be a sign-up sheet circulated during the first week. On the day that a student is scheduled to 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 about the text that we can grapple with together as a class.

Daily Reading:

Assigned readings must be completed prior to each class. These will be the foundation of our class discussions and daily writing tasks, thus it is essential that the reading be done in a timely manner. With the exception of the two course books listed above, all other readings are available on the course website.

Daily Writing:

The focus of this class is writing and most of our sessions will entail informal writing, either reflective or analytical. Students will also complete three short reflection pieces pertaining to the writing process for each of the three major projects. Guidelines for these reflective writings will be provided separately in class.

Reflective Closing Letter:

Students will write a reflective closing letter describing what was learned/discovered about rhetorical characteristics across the disciplines and how this knowledge was applied in different assignments throughout the semester. Students will also observe how their writing transformed over semesters by examining both their English 101 portfolios and English 201 portfolios.

Final English 201 Digital Portfolio:

Students will keep all projects and writing pieces in an online portfolio on John Jay's Digication platform. Some class time will be allocated to working on the portfolios but students are also expected to update them in a timely fashion outside of class.

Grading Policy:

- Class Participation & Attendance: **15%**
- Rhetorical Analysis Essay: **15%**
- Project #1 (Interview Project): **15%**
- Project #2 (Ethnography Essay): **25%**
- Project #3 (Hate Crime Brochure): **10%**
- Three Short Reflections: **10%**
- Final Portfolio: **10%**

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

*Please note that the Writing Center Requirement/Workshop Attendance will be factored into the "class participation & attendance" category. If a student does not complete the Writing Center Requirement, the student may not receive higher than a B for the "class participation & attendance" category.

*Please note that the student-led discussion will be factored into the "class participation & attendance" category. If a student does not show up for (or is late) on the date that they are scheduled to lead discussion, the student may not receive higher than a C for the "class participation and attendance" category.

Important Policies:

Lateness & Absences:

Class begins promptly on time and lateness will absolutely impact final grades. Two late arrivals are equivalent to one absence and arriving more than 30 minutes late is also equivalent to one absence. Missing more than four class sessions will result in failure of the course. Please note that no distinction will be made between “excused” and “unexcused” absences. It is the student’s responsibility to be strategic and save allowed absences for a time when they may truly be needed.

Preparedness:

Students must arrive to class prepared with a pen, a notebook or journal, a folder, and our current text. As stated under course requirements, students should be ready to discuss readings, write on demand, and collaborate with classmates and myself in peer-reviews, as well as in the revision/editing process.

Late Assignments:

All projects and assignments must be submitted on time. Assignments are due at the beginning of the class period, unless otherwise specified. For each day that an assignment is late, the grade will automatically drop one full letter grade (for example, A → B).

MLA:

All formal writing must adhere to MLA format, which will be reviewed in class: These guidelines include Times New Roman font, size 12 font, double-spaced lines, one-inch margins on all sides, and a proper heading. If an assignment does not meet MLA requirements, the grade will automatically drop one full letter grade (for example, A → B). For reference, visit Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/13/>.

Electronic Devices:

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

Class Environment:

Many of our class sessions will take the form of whole-group discussion; therefore, it is essential that students are actively contributing to the learning process at all times. Throughout the semester, students will frequently engage in peer-reviews and workshops, for drafting and proofreading purposes. Students are expected to be constructively critical yet encouraging of each other’s work, focusing on the strengths as well as the weaknesses of a piece.

The Writing Center:

Writing is a process and this course will reflect that. 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 not only do I encourage students to take advantage of it, but it is a requirement for this class. Students may visit the Writing Center at any stage throughout this semester, with help for any assignment. Proof of Writing Center visits must be submitted to me prior to the last day of classes.

Please refer to the Writing Center website for more information on how to reserve an appointment:

<http://www.jjay.cuny.edu/writing-center>.

QuickStart English 201 Workshop Series

QuickStart English 201 is a four workshop based initiative that targets the curricular needs of English 201 students. The initiative aims to strengthen students' understanding of that curriculum and the skills needed to succeed in the course. QuickStart students must attend all four workshops to obtain maximum benefit. The four workshops that comprise QuickStart are as follows: 1) Rhetorical Contexts; 2) Recognizing Relevant Research Sources; 3) Source-Based Paragraphs; 4) Using Evidence in the Disciplines.

*If students are referred to QuickStart, participation in all four workshops is mandatory. If students do not complete all four workshops, they may not receive higher than a B for the "class participation and attendance" category. The QuickStart Workshops fulfill the Writing Center requirement for this course.

*If students are not referred to QuickStart, they are still required to visit the Writing Center at least two times during the semester. Tutoring slips documenting attendance must be given to me prior to the last day of classes. If proof of attendance is not provided, students may not receive higher than a B for the "class participation and attendance" category.

Academic Integrity:

Plagiarism and cheating are violations of CUNY's policy on academic integrity:

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. Paraphrasing, summarizing, 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. (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7th ed., 2.

Accessibility Services:

If you think you may need to request accommodations and academic adjustments, please notify me as soon as possible. Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay's Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student's eligibility. "Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. 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." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Office Hours:

I welcome and encourage students to visit me during office hours for questions or discussions at any point during the semester. If you are unavailable during my regular office hours from 10:00 AM – 10:45 AM on Tuesdays and Thursdays, please take initiative and email me to set up an alternative time for us to meet.

***Your efforts, experiences, ideas, and questions are fundamental for making our time together meaningful and thought provoking. I look forward to a productive and rewarding semester!**

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 (homework):	To be completed during class (classwork):
Tuesday 1/29	N/A	Introduction to course Review of syllabus
Thursday 1/31	*Order course books	Diagnostic essay Sign-up for student-led discussion date
Tuesday 2/5	Read: “Leng Lui is for Pretty Lady” by Elaine Chiew	Model how to lead discussion Informal writing
Thursday 2/7	Read: The Bluest Eye (Autumn, 9-58)	Discussion of reading Informal writing <i>*Review guidelines for rhetorical analysis essay</i>
Tuesday 2/12	COLLEGE CLOSED – LINCOLN’S BIRTHDAY	COLLEGE CLOSED – LINCOLN’S BIRTHDAY
Thursday 2/14	Read: The Bluest Eye (Winter, 61-93)	Discussion of reading Informal writing
Tuesday 2/19	Read: The Bluest Eye (Spring, 97-131) DUE: Draft of Rhetorical Analysis Essay	Discussion of reading Informal writing <i>Peer-review of rhetorical analysis essay</i>
Thursday 2/21	Read: The Bluest Eye (Spring, 132-183) DUE: Final Draft of Rhetorical Analysis Essay	Discussion of reading Informal writing
Tuesday 2/26	Read: The Bluest Eye (Summer, 187-End) Read: “Talking to Myself”: An Interview with Toni Morrison	Discussion of reading Informal writing <i>*Review guidelines for project #1 (Interview Project)</i>
Thursday 2/28	Revise rhetorical analysis essay, save it as a PDF, and email it to yourself	Computer Lab – L2.72.06 NB Create ePortfolios
Tuesday 3/5	Read: Oprah’s Interview With Barack Obama Read: Oprah’s Interview With Michelle Obama	Discussion of reading Informal writing
Thursday 3/7	Read: James Baldwin: The Last Interview (3-53) DUE: Draft of Interview Questions & Plan for Conducting Interview	Discussion of reading Informal writing <i>Peer-review of interview questions</i>
Tuesday 3/12	Read: James Baldwin: The Last Interview (57-74) DUE: Draft of Introduction to Interview DUE: Recording of Interview (emailed to ichrysaft@jjay.cuny.edu before start of class)	Discussion of reading Informal writing <i>Peer-review of introduction to interview</i>
Thursday 3/14	Read: James Baldwin: The Last Interview (77-end) DUE: Draft of Project #1 (Introduction and complete interview)	Discussion of reading Informal writing <i>Peer-review of project #1</i>
Tuesday 3/19	DUE: Final Project #1 - Identity Interview	*Mini-Presentations in Small Groups Reflections on Project #1
Thursday 3/21	Read: “American by Citizenship or American at Heart? An analysis of becoming an ‘American’ as seen through the eyes of an Indian-American immigrant” by Helen Brandt	Discussion of reading Analysis of essay’s structure/format Examination of “introduction” section <i>*Review guidelines for project #2 (Ethnography Essay)</i>

Tuesday 3/26	Read: “Transit Terrors: An Ethnographic Study Based on Commuters Traveling from New Jersey to New York” by Alyson Fenelon	Discussion of reading Analysis of essay’s structure/format Examination of “assumptions & early hypotheses” section
Thursday 3/28	Read: “The Starbucks Experience: An Ethnographic Study of Coffee Culture at America’s Well-Known Chain” by Chelsea Perez	Discussion of reading Analysis of essay’s structure/format Examination of “methodology” section
Tuesday 4/2	Read: “Big Influences from a Little City: An Analyzation of Italian Culture and its Influence on America” by Mike Albano	Discussion of reading Examination of “data analysis” & “conclusion” sections Review: What makes a successful ethnography project?
Thursday 4/4	DUE: Introduction	Computer Lab – Room L2.72.06 NB <i>Peer-review of introduction</i> Work on project #2
Tuesday 4/9	DUE: Assumptions & Early Hypotheses	Computer Lab – Room L2.72.06 NB <i>Peer-review of assumptions & early hypotheses</i> Work on project #2
Thursday 4/11	DUE: Methodology	Computer Lab – Room L2.72.06 NB <i>Peer-review of methodology</i> Work on project #2
Tuesday 4/16	DUE: Data Analysis & Conclusion	Computer Lab – Room L2.72.06 NB <i>Peer-review of data analysis & conclusion</i> Work on project #2
Thursday 4/18	DUE: Final Project #2 - Ethnography Essay (All of the following components must be included in your final project: introduction, assumptions/early hypotheses, methodology, data analysis, conclusion, works cited, field notes, 3 photos)	*Interactive Gallery Walk Reflections on Project #2
Tuesday 4/23	SPRING RECESS – NO CLASSES SCHEDULED	SPRING RECESS – NO CLASSES SCHEDULED
Thursday 4/25	SPRING RECESS – NO CLASSES SCHEDULED	SPRING RECESS – NO CLASSES SCHEDULED
Tuesday 4/30	Read: “Hate Crimes” by Jack Levin and Jack McDevitt Read: “Hate Crimes Are Up in Major US Cities for the Fourth Year in a Row” by Rachel Janik	Documentary on hate crime Discussion of different types of hate crimes
Thursday 5/2	Read: “Us and Them: Identifying Cyber Hate on Twitter Across Multiple Protected Characteristics” by Pete Burnap and Matthew L. Williams	Computer Lab – Room L2.72.06 NB <i>*Review guidelines for project #3</i> Work on project #3
Tuesday 5/7	Read: “Youth Hate Crimes: Identification, Prevention, and Intervention” by Steinberg et al.	Computer Lab – Room L2.72.06 NB Work on project #3 <i>*Review guidelines for reflective closing letter</i>
Thursday 5/9	DUE: Draft of Project #3	Computer Lab – Room L2.72.06 NB Work on reflective closing letter & finalizing ePortfolio

<p>Tuesday 5/14</p>	<p>DUE: FINAL ENG 201 EPORTFOLIO *All assignments must be in their revised & polished forms</p> <p>The link to your ePortfolio must be emailed to ichrysafi@jjay.cuny.edu before the start of class.</p> <p>Below is a list of all the components that your finished digital eportfolio must include (8 total):</p> <ul style="list-style-type: none"> ▪ Rhetorical Analysis Essay ▪ Project #1: Identity Interview ▪ Project #2: Ethnography Essay ▪ Project #3: Hate Crime Brochure ▪ Reflection #1 ▪ Reflection #2 ▪ Reflection #3 ▪ Reflective Closing Letter <p>*You must bring hardcopies of project #3 and the reflective closing letter to class.</p>	<p>Conclusion Final reflections</p>
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Final Exam Schedule:

*During the final exam period, students will have a one-on-one conference with me to discuss overall work/progress made throughout the semester.

<p>Tuesday/Thursday, Section 32 (10:50 AM – 12:05 PM)</p>	<p>Date & Time: Refer to John Jay’s official final exam schedule</p>
<p>Tuesday/Thursday, Section 36 (12:15 PM – 1:30 PM)</p>	<p>Date & Time: Refer to John Jay’s official final exam schedule</p>