

College Composition I, Fall 2017
English 101 Section SK02 course 2575
Finding Home in Today's United States
Professor Yasmin Dalisay

Mondays and Wednesdays period 3: 10:50a.m.-12:05p.m. Haaren 212
ydalisay@jjay.cuny.edu, Tel: (646) 557-4745
Office: 524 West 59th Street, 7th Floor, Room NB 7.65.10
Office hours: Mondays 1:30-2:30p.m. by appointment

Course Prerequisites

English 094, English 100, or placement exam.

Course Description

English 101 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 writing assignments, participation, and the quality of revised writing in a final portfolio.

This writing course will explore the theme of finding home in today's United States, specifically the pursuit of justice in immigration, freedom of speech, and racial and economic equality. Research papers in this class can cover broader topics relevant to what it means to belong or be at home in this country during these times, including race, gender, sexual orientation, class status, and immigration status.

Learning Objectives

- **Invention and Inquiry.** Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful and complex way.
- **Awareness and 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.
- **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.

Turning in Papers on BlackBoard

You must turn your papers in on BlackBoard in order to receive credit for all assignments.

Often, I will assign papers via “Safe Assign,” which checks papers for plagiarism. For more information on plagiarism and its consequences, see below.

Course Texts

Course texts will be provided on BlackBoard, electronic reserve, or online via links. Course readings are listed in the calendar but are subject to change as current events happen and the country shifts under our feet.

Attendance Policy

Students are expected to attend all classes. Students are expected to arrive on time for all classes. **If you are 20 minutes or more late to a class, you will be counted as absent.** Students will be allowed four absences during the semester yet are expected to find out from other students the work missed, then complete and hand in all work missed from that class (Follow the syllabus!). **Missing 5 classes will result in failure of the class.**

Arriving late disrupts class; therefore, cases of multiple late arrivals will be noted in your participation grade.

Class Environment

Much of the format of the class will be group discussion, so it is essential that students keep up on the reading and contribute to the learning process. Be sure to always bring a pen, notebook, and the text to class. You may bring a laptop or tablet to class for reading as well as writing in the classroom. However, the use of email and social media (i.e. Facebook, Twitter, Instagram etc.) can be very distracting. Use of these is not allowed during class unless required by your research and cleared with me.

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.

All cell phones must remain **silent** and **put away** for the duration of the class. Each time your phone is not put away, one point will be removed from your overall grade. Also, while you are free to bring beverages to class, eating food in class is not permitted during class time.

This is a college class, and behavior problems, though not anticipated, will not be tolerated.

SEEK Tutoring

Tutoring is a required assignment in this class. Your attendance at the SEEK tutoring lab will be reflected heavily in your grade.

Start early, and get on a regular schedule with a tutor. This way the tutoring will be helpful to you throughout the semester, not just at the end. The SEEK lab is located in the North Hall in room 3310. You will be required to attend ten sessions of tutoring to receive full credit for this assignment.

Plagiarism

Plagiarism and cheating are extremely serious violations. Plagiarism will result in automatic failure of the paper in question without the possibility for makeup. Cases of plagiarism can also result in failure of the class as well as referral to the College for disciplinary action. Please refer to the *Undergraduate Bulletin* for explanations of plagiarism, cheating, and their consequences.

Grades

Grades will be based on the percentage you earn out of the points possible.

Proof of SEEK tutoring attendance: 100

Descriptive letter: 10 points

Research paper proposal: 5 points

Annotated bibliography: 20 points

First three paragraphs draft with evidence: 10 points

Research paper full draft and peer review: 20

Research essay final draft: 100 points

APA Citations and Reference Page for research paper: 10 points

Participation: 10

Midterm portfolio: 10

Final portfolio: 10

Final exam (Cover letter for portfolio, addressed to English 201 professor): points TBD

Content and Grammar Quizzes: TBD, depending on how many quizzes we have

You must attend the final exam in order to pass the class.

Manuscript Format

All out-of-class papers will be typed, double-spaced, with 1-inch margins on all sides (1.25 inches on the left is fine.) and in 12 point type of a standard font (i.e. Times New Roman). Papers will be turned in electronically, and they are due by the end of the day (11:59p.m.) on the due date. This late turn-in time allows for people to ask questions in class before papers are due.

Late Papers

Late papers will be accepted one class meeting after the due date for a full grade drop. For example, if a paper is due Monday, and you turn it in Wednesday, it will go from a B to a C.

Papers more than one class meeting late will not be accepted for credit.

College Composition I, Fall 2017
English 101 Section SK03 course 1341
Finding Home in Today's United States
Professor Yasmin Dalisay

Mondays and Wednesdays period 4: 12:15-1:30p.m. Haaren 212
ydalisay@jjay.cuny.edu, Tel: (646) 557-4745
Office: 524 West 59th Street, 7th Floor, Room NB 7.65.10
Office hours: Mondays 1:30-2:30p.m. by appointment

Calendar

Schedule is subject to change. Assignments are due at the beginning of the next class meeting unless otherwise stated.

The students in this course will compose a sequence of assignments that will prepare them to write a final inquiry-based paper that integrates their own ideas about a focused question along with research that relates to that investigative inquiry. Each of the forms that lead up to the final paper should be drafted and revised throughout the semester. The final products of this recursive process will be collected in a final portfolio, which will be used to determine their overall grade for the semester.

M 8/28 First day of class. Introductions. Values Icebreaker. Diagnostic Essays: When you think of home? Who, what, where do you think of? Describe home and say why these things evoke home for you. Assignment: Download the syllabus, and bring it to class on Wednesday 8/30. Read "Here's What I'm Telling My Brown Son About Trump's America" by Mira Jacob.
https://www.buzzfeed.com/mirajacob/a-letter-to-my-brown-son-about-trumps-america?utm_term=.ghDer8aMm#.kn6NJXPVo

W 8/30. Review Syllabus. Discuss Jacob's essay and how it relates to the theme of this course. Assignment: Read "When Home Is Between Different Countries And Genders" by Meredith Talusan.
https://www.buzzfeed.com/meredithtalusan/on-living-between-homes?utm_term=.fa3RJklr2#.jbL0pgkzq

M 9/4 Labor Day. No class.

W 9/6 Share diagnostic essays. Discuss Talusan's essay. What do you think of the comparison between how she thinks of home gender and how she thinks of home in a place? Assignment: Read "Will high school segregation for refugees lead to better integration?" by Meredith Kolodner.
<http://hechingerreport.org/refugees-can-choose-separate-high-school-kentucky-town/>

M 9/11 Discuss Kolodner's essay. Write questions to ask Kolodner discuss in class.

W 9/13 Introduce Assignment 1. Start working on it in class.

Assignment 1.

Write a *descriptive letter* to a specified audience of your choosing, which explains a situation that you have experienced. Write about a time when you did not feel at home. This could be about a particular challenge in school, the community, or in your personal or family life. Write with detail: what was it like to have this experience? Use sensory details to share your experience with the reader. Also, what questions do you still have about the experience? It's a good idea to write about an experience that you have thought about and has meant something to you. Think about whom you want to address the letter. The letter's intended reader will affect what you say and how you say it (in other words, you will make rhetorical choices based on what you know about the reader and how the reader will respond). The letter should explain how that experience has elicited a reaction which has piqued your interest and which motivates further inquiry on your part. In other words, did the experience leave you with questions? If so, explore them in this letter.

M 9/18. Share descriptive letters. They are due on BlackBoard by 11:59, but be prepared to share what you have. Introduce "Origins of the Police" by David Whitehouse.

Assignment: Read "Origins of the Police" until the line "The story of police in the South is a bit different, as you might expect."

<https://worxintheory.wordpress.com/2014/12/07/origins-of-the-police/>

W 9/20 No class.

M 9/25 Outline the first half of "Origins of the Police."

Assignment: Finish reading "Origins of the Police."

W 9/27 Discuss "Origins of the Police." Listen to "Sound of da Police" by KRS-One.

Assignment: Read "Not Givin' In" by M.K. Asante.

W 10/2 Discuss Asante in light of Whitehouse. What connections can be made between what Whitehouse argues about the origins of the police and Asante's experience? Introduce Assignment 2: Focus on the research question.

Assignment: **Assignment 2** Write a *proposal* that adopts some investigative question from the descriptive letter that could be explored. If you have no questions you want to pursue from your descriptive letter, consider the many questions explored in our readings so far. This proposal will present a topic, examine the purpose of this investigation, consider the methods of exploring the subject, and designate resources that will be useful for their exploration.

W 10/4 Share proposals and discuss how you will continue to investigate your topics of interest. Talk about how to expand proposals into a research paper. Lesson on Thesis and Introductions.

Assignment: **Midterm portfolio due 10/11. Be sure you have turned in all your assignments to date onto BlackBoard.** Read "Ferguson is Fighting Back" by Eric Ruder, Elizabeth Schulte, Trish Kahle, and Donny Schraffengerger.

<https://socialistworker.org/2014/08/18/ferguson-is-fighting-back>

M 10/9 No class.

W 10/11 **Midterm portfolios due.** Annotated bibliography lesson using our readings so far as examples. Discuss “Ferguson is Fighting Back.”

Assignment: Consider the experience you started with in your first writing assignments (the letter, proposal, and introduction). Is there a way to study your topic through research? If not, is there another topic that interests you? If you need to, write a proposal with a new topic, as well as a new introduction. Be ready with a good topic and ten preliminary research questions by 10/21.

M 10/16 Library research day. Try to get at least one book and two articles for your annotated bibliography.

Assignment: Read “As White Nationalist in Charlottesville Fired, Police ‘Never Moved’” by Frances Robles.

https://www.nytimes.com/2017/08/25/us/charlottesville-protest-police.html?_r=0

Summarize useful sources for your annotated bibliography. Bring sources to class on W 10/18. Also, print and bring to class the library publications on APA style (see library publications on the library website).

W 10/18 Work on annotated bibliographies. How did the police behave towards protesters in Ferguson? How did they behave when White Nationalists used physical force on counter-protesters? What issues are at stake here?

Assignment: **Due M 10/23.** Create an *annotated bibliography* wherein you will find at least four outside sources (not course readings) to inform your investigation. **Course readings can be cited in your annotated bibliography and paper, but they don’t count as outside sources.**

M 10/23 **Annotated bibliographies due at 11:59p.m.** Last-minute bibliography questions.

Review lesson on introductions. Work on introductions in class.

Assignment: Write an introduction for your research paper. Be sure it includes a working thesis.

W 10/25 Share introductions. Lesson on developing paragraphs: Methodology paragraph. Other body paragraphs. Structuring paragraphs, using quotes, paraphrasing, and citation.

Assignment: **For W 11/1** write a first draft of body paragraphs one and two. Make sure they flow well from your introduction. If you have changed your topic, write a new introduction. The first three paragraphs of your paper (introduction, methodology, and one body paragraph) are due online and for peer review on W 11/1.

Read

M 10/30 Group Work: How would you want the police to behave in an ideal world? What do you want them to know about you? Tell them in a manifesto!

Assignment: Complete the first three paragraphs of your research essay. Be sure you continue to integrate your research through quotations, paraphrasing, and citation. Print and bring to class for peer review on W 11/1.

W 11/1 **First three paragraphs are due for peer review. Please bring a hard copy.**

Assignment: Make a rough outline of your paper, and think about all the questions and issues you want to cover. Outlines due M 11/6 in class and at 11:59 on BlackBoard.

M 11/6 Work session: Today we will spend the entire day looking at your outlines and working on your first drafts.

Assignment: Write a *first draft of your inquiry-based essay*. It will allow you to make an initial exploration of your proposed idea. The first draft permits you to display what you know about your subject (through personal experience or external resources), to formulate some preliminary ideas, and to experiment with how you will express what you know as well as what you need to learn about their topic. **The introduction and two body paragraphs are the start of your first draft. Continue on to write the full ten pages. First draft is due on W 11/18 for peer review.**
Assignment: Keep writing. Be prepared in class with your research and writing tools.

W 11/8 Lesson on Transitions. Work on transitions between each of the paragraphs you've written so far.

Assignment: Write that research paper!!

M 11/13 **First draft is due for peer review. Please bring a hard copy. You will also submit your first draft and peer review sheet on BlackBoard.** Peer review these essays with a focus on which ideas are worth developing and how those ideas can be developed.

Assignment: Revise your paper based on the peer review you received. **Bring papers, sources, computers and anything you need to work on your paper to class from now on. We will work in class as much as possible, and I will meet with you one-on-one and offer instruction as necessary.**

W 11/15 Work on revisions. Questions and answers about revision.

Assignment: Keep working on revising your research paper.

M 11/20 Grammar and proofreading lesson. Schedule conferences. **Work on research paper.**

Assignment: Assignment 5 Write a *second draft of your inquiry-based paper*, due in conference. Bring a hard copy of your paper to your conference. By exploring your topic in a variety of writing forms and rhetorical methods, you will take a more informed, analytical, and critical approach to the topic you have chosen to investigate. Portfolios are due online by 11:59p.m. on the day of your conference. This means that your research paper and all graded assignments are on BlackBoard.

W 11/22 Stories of hope and solidarity. How do we get where we want to go? How do we find home in the United States today?

Assignment: Finish research paper!

Th 11/23 to Su 11/26 Thanksgiving break. No class.

M 11/27 One-on-one conferences. Portfolio due.

W 11/29 One-on-one conferences. Portfolio due.

M 12/4 One-on-one conferences. Portfolio due. Don't forget to do online evaluations!

W 12/6 Podcast: TBA

M 12/11 Last Day of Class. In-class reflection.

Final Exam: Monday 12/18 10:30-12:30 in this classroom.