

College Composition II, Spring 2019
ENG 201 SECTION Section 1, Course 1896

Mondays and Wednesdays, period 1: 8:00a.m. -9:15a.m. Room Haaren 236

Professor Yasmin Dalisay

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Office: 524 West 59th Street, 7th Floor, Room NB 7.65.10

Office hours: Mondays and Wednesdays by appointment

Course Prerequisite

English 101

Course Description

English 201 will expose students to reading and writing from across the disciplines. Assignments will be based in the idea that writing effectively means being able to write for a variety of purposes. A police report will use different language than a love poem, and a text message to a friend will sound different from an email to a professor. We will study the rhetorical choices we make when we want to write to persuade, inform, and entertain. In this course, the interdisciplinary readings will all share the broad theme of “Attachments, Relationships, and Love.”

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.

Course Texts

Readings for this course will be posted in the form of documents or links on BlackBoard.

Read the reading before class unless otherwise instructed. Also, always bring the reading to class for discussions. You may use printed copies, computers, or tablets in class.

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 but are expected to find out from other students the work missed, then complete and hand in all work missed from that class. **Missing 5 classes will result in failure of the class.**

Arriving late disrupts class, and 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 readings on e-reserve as well as writing in the classroom. However, the use of email and social media (i.e. Facebook, Twitter, 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** for the duration of the class. Making phone calls and texting in the classroom are not permitted. 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.

Writing Center Tutoring or QuickStart

If you are in QuickStart, this program is mandatory for our class, and you will earn points for attending. QuickStart pairs with English 201 to keep you prepared for class. You will receive notification if you are a part of this program. If you are not part of QuickStart, you are required to attend the Writing Center for tutoring or for a workshop at least two times.

Statement of the College Policy on Plagiarism

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. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

Grades

Portfolio Assignment Paragraph Rewrite: 10 points

"Your Brain on Love" and Helen Fisher response paper: 20 points

Medea ending rough draft and peer review: 10 points

Medea ending: 20 points

First Digication assignment: About me and photo 5 points

Midterm Digication portfolio review: 10 points

Midterm reflective journal review: 5

Marriage debate preparation: 10 points

Marriage debate participation: 20 points for winning side, 16 for losing side

Final project: 100 points total (research questions: 10, annotated bibliography: 20, script: 50, audio presentation: 20).

Final Digication portfolio review: 10 points

Final reflective journal review: 5 points

Class participation: 10 points

Tutoring: 70 points

Pop quizzes: TBA

Final exam: points TBA

Grades will be based on the percentage you earn out of the total points possible. **Every assignment counts; failure to turn in one assignment will lead to a lower grade and can lead to failure of the class.**

Reflective Journal

In this journal you will reflect on your writing process. Describe the process of completing your assignments. What are you learning to do in your writing? Did you learn any new rhetorical strategies? What strategies did you use? Journal entries will be posted

every week in your Digication e-portfolio and reviewed by me on an ongoing basis, as well as at midterm and at the end of the semester. Your journal entries will reflect on the work we are doing in class, the contents of your reading, and your own writing and learning processes.

Digication e-Portfolio

Students will use the college-supported Digication e-portfolio platform to build a Digital Process Portfolio where you will post **all** of your work for the semester. The e-portfolio will be checked regularly and its completion and design are part of the course grade.

All papers will be turned in online on Digication EXCEPT for papers due on a peer review day. For those papers, we will need hard copies for your reviewer to read and mark. Papers will be due on your Digication portfolio by 11:59p.m. on the day they are due.

Manuscript Format

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

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 upload it on 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 II, Spring 2018
ENG 201 SECTION SK01, Course 9003

Mondays and Wednesdays, period 2: 9:25a.m. -10:40a.m. Room 121W

Professor Yasmin Dalisay

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CALENDAR

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

Part One: Foundations and Definitions

M 1/28 First day of class. Introductions. Listen to podcast: “To Fall in Love With Anyone, Do this.” (12 minutes).

<https://www.nytimes.com/2015/01/11/fashion/no-37-big-wedding-or-small.html>

36 Questions: Diagnostic essays. Choose one question from Set II and answer it in 3-5 paragraphs.

Assignment: Download Syllabus and bring it to class. Bring in your graded final paper from English 101, along with the “Dear English 201 Professor” if you wrote one last semester.

W 1/30 Review syllabus. Review paper from English 101. Lesson on using the dialogue format to improve paragraph development. Choose a body paragraph to rewrite in the dialogue format.

Assignment: Rewrite paragraph with today’s “dialogue” lesson as a guide. Don’t forget to turn it in online on Blackboard! Due 2/4 at 11:59p.m.

M 2/4 Share diagnostic essays. Listen to “This is Your Brain on Love” at radiolab.org. Discuss.

Assignment: Read Helen Fisher’s chapter 3 “Chemistry of Love: Scanning the Brain ‘in Love’” (p. 51-76) from *Why We Love* and bring it to class. **If you haven’t already, make a tutoring appointment in the SEEK lab. You have a paper coming up! (It’s due W 2/11, so allow time to meet with a tutor before it’s due).**

W 2/6 Discuss Fisher and *Radiolab*. Journal your thoughts on Fisher’s hypothesis and experiment: How do you want to write about this in your response paper?

Assignment: Write a brief (three-page) response to Fisher’s chapter and what you learned in the *Radiolab* podcast. What does Fisher believe going into her experiment? Describe the experiment. What did she find? What do you think of her findings? Feel free to include anything you learned in the *Radiolab* podcast, thoughts from your journal, or anything we discussed in class, but otherwise, do not use any outside sources. **Also**, for W 2/14, bring *Medea* to class. You don’t have to start reading it yet. We will begin reading it in class.

M 2/11 Response paper due at 11:59p.m. Be ready to discuss what you wrote about in your paper. Introduction to *Medea*. Begin to read *Medea* as a class.

Assignment: Read *Medea* to the line between 780 and 790 (no brackets) that says, “With him I never could be friends.”

W 2/13 Discuss *Medea* so far.

Assignment: Journal about how it was to write a response paper to Helen Fisher. What was the process like for you? What did you learn about your writing? Read *Medea* to the line between 1310 and 1320 that reads, “this most painful extra grief.”

M 2/18 President’s Day. No classes.

W 2/20 Discuss *Medea*.

Assignment: Journal about the second section of *Medea*. Finish reading *Medea*.

M 2/25 Discuss *Medea*.

Assignment: Journal your thoughts on *Medea*, the final section and the whole play. **You have another writing assignment coming up. Make a tutoring appointment.**

W 2/27 Catch up day.

Assignment: Read this page: <https://owl.english.purdue.edu/owl/resource/625/01/>

Watch this video:

<https://www.youtube.com/watch?v=BYMUCz9bHAs&feature=youtu.be&hd=1>

Discussion of rhetoric. What is rhetoric? What is epistemic rhetoric?

Give an example of when you have used rhetoric in your life. Give an example of when you used epistemic rhetoric in your life. Put your responses up on your e-portfolio.

M 3/4 Final thoughts on *Medea*. Language Analysis work. Introduce *Medea* rewrite assignment.

Assignment: Did you like the way the play ended? What do you think should have happened? Write a new ending for *Medea*, and try to write it consistently with the characters. Don’t change the characters in a way that makes them unbelievable. Also try to keep the same tone as our translation of Euripides. Use the Language Analysis work (words, phrases, recurring themes) you did in class to keep the writing consistent with our translation. **You will need to bring a paper copy of this assignment for peer review on M 3/11.** Also, read “The Darker Side of Love” for W 3/6.

W 3/6 Discuss “The Darker Side of Love.”

Assignment: Finish your new ending and bring a printed copy for peer review M 3/12. Also, be sure to upload your journal onto Blackboard by 3/12. You should have 5-6 weekly reflections. Each one should be about fifteen minutes worth of writing.

M 3/11 Peer review *Medea* endings. **Midterm journals due by 11:59p.m.**

Assignment: Finish final draft of your new ending. Read “Boys on the Side” by Hanna Rosin. Digication e-portfolios will be due W 3/20. Be sure all of your work has been submitted online.

Part Two: The “State of Affairs” in the U.S. Today

W 3/13 *Medea* endings due online at 11:59p.m. Introduce the articles we’re reading in this segment. Discuss “Boys on the Side” and hookup culture.

Assignment: Read “Sex and the College Girl” (written in 1957!) by Nora Johnson

M 3/18 Discuss “Sex and the College Girl” in comparison/contrast to “Boys on the Side.”

Assignment: For your journal this week, find three points to compare and contrast between “Sex and the College Girl” from 1957 and “Boys on the Side” from 2012. Have things changed for young men and women and their relationships? How and how much? Also read Natalie Angier’s “Basics: In Most Species, Faithfulness is a Fantasy.”

W 3/20 Discuss Angier’s “Basics: In Most Species, Faithfulness is a Fantasy.” Midterm portfolios will be checked.

Assignment: Read “Love Unlimited” by Analee Newitz.

M 3/25 Discuss “Love Unlimited.” Is polyamory the solution to the problem of infidelity?

Assignment: Make sure you have a tutoring appointment scheduled for the next assignment.

W 3/27 Introduce debate assignment: Should our society continue to uphold marriage as the highest goal of a relationship, or should we seek alternatives to marriage for romantic fulfillment and child-rearing purposes? Sides will be assigned.

Assignment: Prepare for debate on the state of marriage. Bring at least three credible sources

M 4/1 Prepare your arguments in class. Use the dialogue format to write at least one talking point for the debate.

Assignment: Make sure you bring your debate prep to tutoring. Get ready to debate!

W 4/3 Debate in class. You will be graded on your participation and written arguments. The winning side will get a higher grade.

Part Three: Independent Exploration.

M 4/8 Listen to “Dear Sugars” podcast. Introduce final project. Determine groups/partners.

Assignment: Given everything we’ve discussed in class so far, think about a topic related to relationships that you might want to do a radio show about. Try to ask a question about something, and try to make it a question you don’t know the answer to and would like to

explore. Write the question down, and be ready to share it in class. **Make sure you've made tutoring appointments for the next few assignments.**

W4/10 Brainstorm topics. Group discussion and selection of topics and sub-topics.
Division of labor. Introduce Annotated Bibliography assignment.
Assignment: Complete assignment one of final project. Write one overarching research question you'd like to answer for your project. Beneath that large question, write, ten smaller questions you need to answer in order to answer your larger question. (10 pts.)

M 4/15 Research day. Share research questions with group and work on next step of project: research for annotated bibliographies. Assign research areas within the group.
Assignment: Work on your annotated bibliographies.

W4/17 Bring annotated bibliographies to share with your group. Each student will create their own annotated bibliography with four sources. This assignment will be graded individually. Quick lesson on format. Journal about where you are in your research process. How is it working with a group?
Assignment: Annotated Bibliography due tonight at 11:59p.m. Make a plan to work on the script with your group outside of class.

Friday 4/19-Sunday 4/28 Spring Break. No classes.

M 4/29 Work on scripts.
Assignment: Work on the script.

M 5/6 Work on scripts
Assignment: Keep working. **Scripts are due online on at 11:59p.m.**

W 5/8 If you are finished with the script, practice, record, or film presentations.
Assignment:

M 5/13 Last Day of Class. Practice, record, or film presentations.
Assignment: Record your podcast with your group. Your finished, recorded projects will be presented on our final exam day. Upload your podcast to your Digication e-portfolio, and be sure to credit everyone in your group. Be sure to deal with any technical issues in your podcast before your time to present! Final journal uploads are due on Digication. Portfolio work will be evaluated online.

M 5/20 Final exam day. 8:00a.m.-10:00a.m. Final podcast presentations in this room.