

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

English 101-FY57 Fall 2018

Exploration and Authorship: An Inquiry-based Writing Course

T/TH 3:05pm – 4:20pm, Room: NB 1.83



Instructor: Justin Falk-Gee
Office Hours: 1:00pm – 2:00pm, T/TH, or by appointment
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Course Prerequisite: Eng. 100 or Placement Exam

Course Description

Welcome to English 101. We are embarking on an exciting and rewarding semester. Throughout the semester, we will work collectively on different facets of reading and writing, as we explore the theme of the individual in society through multiple lenses. These lenses largely involve rhetorical analysis, which is the close investigation of the strategies an author/speaker uses to persuade an audience into action. You will get the chance to employ these strategies often during the semester, including in a semester-long research paper. Your success in the class, and the success of the class overall, will largely depend on the level of engagement you have with the course readings, with your own writing, and, of course, with each other. In learning college writing, you will discover how to generate and effectively communicate your own ideas and opinions with your classmates and readers. In doing so, you will also learn to respond to the ideas and opinions of others in ways that help build a friendly and collegial environment that emphasizes sharing and creating knowledge together.

Course Theme: Individual and Society

“To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment” – Ralph Waldo Emerson. What defines who we are as individuals and as individuals who are part of a society? How is individuality defined and understood in different contexts? What are the benefits and costs of being an individual, and what different roles do individuals occupy in society? These are questions we will explore, along with many others, in understanding ourselves and others, and our relation to others. Understanding others and their lived experiences moves us to work towards a more just and equitable world. The reading and writing for this class will require us to use rhetorical savvy to critically reflect on the concept of individuality, to recognize problems we as humans face, and to develop possible solutions. Through a wide variety of works by writers from different backgrounds, writing in different genres and styles, we will explore what it means to be an individual and to recognize the individuality of others. We will consider whether understanding and recognizing individuality play an essential role in achieving a happy and successful life. Finally, we will consider the role writing itself has in defining our individuality and in our expression of it.

Writing Program Learning Objectives:

Invention and Inquiry: You learn to explore and develop your ideas and the ideas of others in a thorough, meaningful, complex and logical way.

Awareness and Reflection: You learn to identify concepts and issues in your own writing and analytically talk and write about them.

Writing process: You practice methods of composing, drafting, revising, editing and proofreading.

Sentence Fluency: You consistently compose clear, complete and correct sentences, using a variety of complex and compound sentence types.

Conventions: You demonstrate control of language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

Rhetoric and Style: You process and model successful rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.

Claims and Evidence: You develop logical and substantial claims, provide valid and coherent evidence for those claims and show why and how your evidence supports those claims.

Research: You conduct research (primary and secondary), evaluate research sources, integrate research to support your ideas, and cite sources appropriately.

Required Texts:

Readings will be posted on Blackboard.

Class Requirements:

- 1. Attendance/Lateness:** Attendance is an important part of the course. In each class, we will have vital discussions of the readings and reflective responses. I will take attendance in each class. Please be on time. If you are late, not only will it affect your participation grade but it also disrupts the class. Being late twice is equal to one absence. If you are more than 15 minutes late to class it counts as an absence. You are allowed 3 absences, but it is advised to not miss any of our classes since it will take away from your participation points. If you miss more than 3 classes, it will be the grounds for failing this course.
- 2. Participation:** Participation is a must in this class. Throughout the semester you will be asked to submit reflection assignments on a regular basis. Make sure to come prepared to class having done the assigned reading and/or writing and read to participate in class discussions and/or group work. This will be 20% of your overall grade (10% is work done in class and 5% will involve JumpStart or the WC).
- 3. Conferences:** Conferences are one-on-one meetings with your instructor. During this meeting, we will discuss your writing and you will have an opportunity to ask questions. These conferences are mandatory and factor into your participation grade.
- 4. Portfolio:** Along with daily participation and in-class reading and writing exercises, students are required to submit a final digital portfolio containing: Reflective responses, a 10-page documented research project with a Work Cited page and several drafts, an annotated bibliography and a final reflective portfolio essay/cover letter. Please keep all of your work throughout the semester saved both digitally and as a hardcopy.

Class Expectations:

- 1. Class Conduct:** Respecting each other is an important part of a productive learning environment. Please respect your fellow classmates and your instructor. If there is a problem, you can address it to me after, or before, class. Just be courteous of each other. I understand cellphones are a necessity, but this is a class, you are here to learn. When in class put your phones on silent mode. If it is an important call or an emergency, you can excuse yourself from the class and take the phone call. I should not see anyone texting in my class. It is not only disrespectful towards your professor but also your fellow classmates. If you are caught texting, you will be given a warning, and if you do it again,

it will be counted as an absence. This will affect your grade. So respect each other and enjoy our class meetings.

2. **Coursework:** All papers must be typed, double spaced with standard margins, using 12 point, Time New Roman font.
3. **Due Dates:** All assignments will be due, on Blackboard, at the beginning of class on the assigned day. Occasionally I will ask you to bring in a printed copy of your work; if you don't do this, you will not receive participation points for the day.
4. **Late Assignments:** Late assignments will be docked one letter grade for each day late. Informal, ungraded assignments will not be accepted after the due date; failure to turn in these assignments will result in a reduction in your participation grade. Final portfolios WILL NOT be accepted late.

Academic Integrity:

We will abide by the CUNY Policy on Academic Integrity, which is found here: http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf. Please familiarize yourself with this document. Being dishonest can result not only in course failure, but also in expulsion from John Jay.

Plagiarism is a serious academic offense. You must do your own work. When you represent someone else's work as your own, you are plagiarizing. This includes using another student's paper or presenting another writer's words or ideas as your own. Learn to cite and reference accurately. If you have any questions, please ask. Don't risk your academic career; don't plagiarize.

The Writing Center Visits: The Writing Center, located in room 1.68 in the New Building, is a service that provides free tutoring in writing. The visits to the writing center are mandatory and will account for 5% of your overall class participation grade. Within the first two-three weeks of class however, we will let you know if you've been selected for the JumpStart workshop series, which will affect about half of the class. Students have the entire semester to complete their individual Writing Center requirement; in turn, there will be *absolutely no exceptions* made concerning this portion of the final grade, even if you are unable to squeeze in sessions at the end of the semester. Warning: The WC books up very quickly at the end of the semester.

Support Services

John Jay College is committed to making individuals with disabilities full participants in the programs, services, and activities of the college community through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of John Jay College that no otherwise qualified individual with a disability will be denied access to any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations. If you require any special assistance or accommodation, please contact the Office of Services for Students with Disabilities, and let me know as soon as you can.

For additional information see:

<http://www.jjay.cuny.edu/office-accessibility-services>

Grading Policy:

Annotated Bibliography: 10% of your grade

Descriptive Essay: 10% of your grade

Scripted Interview: 10% of your grade

Research Proposal: 10% of your grade

Outline and Inquiry-based Paper Draft: 10% of your grade

Inquiry-based Paper: 15% of your grade

Your Portfolio and Reflective Letter: 15% of your grade

Class Participation, Attendance, Writing Center Visits and In-Class Assignments: 20% of your grade

Official College Grading Criteria

A, A-	Excellent
B+, B, B-	Very Good
C+, C, C-	Satisfactory
D+, D, D-	Poor
F	Fail

How to be successful in this class:

1. Come to class on time and prepared to participate. Participation includes having assignments completed, bringing needed materials, contributing to discussions in a positive manner, and working on what is assigned during the class period.
2. Keep this syllabus and any changes made to it on hand. Know when writing assignments are due. Know when reading should be completed.
3. Keep all of your work. Do not throw anything away.
4. Ask questions. It is your responsibility to find out what you need to know in order to be successful in your academic endeavors, as well as in the other areas of your life. Check the class Blackboard site at least once a week.

Class Schedule (Subject to change as needed; stay posted for any changes).

Date	In-Class	Homework
Tue. 8/28	<i>Course Introduction. Writing samples.</i>	Review syllabus and bring questions to next class.
Thur. 8/30	<i>Syllabus review. Discussion on writing. "Habits of Mind." Donald Murray, "What—and How—to Write."</i>	Review syllabus.
Sun. 9/2	Last day to drop classes for a 75% tuition refund. Last day to drop without a grade	N/A

	of “WD.”	
Tue. 9/4	<i>Introduction to Rhetorical Concepts/Strategies. Ethos, Logos, Pathos. Rhetorical Analysis. Introduction to descriptive writing.</i> “All Together in the Great Outdoors.”	Read Staples, “Black Men and Public Space.” Read “Description.”
Thur. 9/6	<i>Style, Voice and Tone.</i> Assign: First Draft of Descriptive Essay.	Work on descriptive essay. Blackboard assigned reading.
Sun. 9/9	Last day to drop classes for a 50% tuition refund.	N/A
Tue. 9/11	No classes scheduled as per academic calendar.	N/A
Thur. 9/13	Due: Descriptive Essay drafts. <i>Peer revision. Global revision/editing. Reflection.</i>	Revise descriptive essays. Read, “Strategies for Revising and Editing.”
Sun. 9/16	Last day to drop classes for a 25% tuition refund. Last day to drop classes without a grade of “W”.	N/A
Tue. 9/18	No classes scheduled as per academic calendar.	N/A
Thur. 9/20	Workshop on student descriptive writing.	Blackboard assigned reading.
Tue. 9/25	Due: Descriptive Essay. <i>Reflection. Introduction to Inquiry-based research project (and the annotated bibliography).</i>	Work on annotated bibliography.
Thur. 9/27	<i>In-class discussion. Workshop on annotated bibliography.</i>	Blackboard assigned reading.
Tue. 10/2	Due: Annotated bibliography.	Blackboard assigned reading.
Thur. 10/4	Assign: Scripted interview	Work on scripted interview.
Tue. 10/9	In-class discussion.	Blackboard assigned reading
Thur. 10/11	In-class discussion.	Blackboard assigned reading.
Tue. 10/16	Due: Scripted interview. Reflection	Blackboard assigned reading.
Thur. 10/18	<i>Introduction to proposal writing.</i> Assign: Proposal	Work on proposal.
Tue. 10/23	In-class discussion	Blackboard assigned reading.
Thur. 10/25	Due: Proposal Reflection.	Blackboard assigned reading.
Tue. 10/30	<i>Introduction to academic</i>	Blackboard assigned reading.

	<i>writing</i> . Assign: Inquiry-based paper draft	
Thur. 11/1	In-class discussion.	Blackboard assigned reading.
Tue. 11/6	Last day to drop a class with a grade of “W”.	Blackboard assigned reading.
Thur. 11/8	Due: Inquiry-based paper first draft.	Prepare for individual conferences.
Tue. 11/13	Individual conferences	N/A
Thur. 11/15	Individual conferences	Work on inquiry-based paper final draft.
Tue. 11/20	In-class discussion.	Work on inquiry-based paper final draft.
Thur. 11/22	College is closed—No classes scheduled.	N/A
Tue. 11/27	Inquiry-based paper final draft. Reflection.	Blackboard assigned reading.
Thur. 11/29	Assign: Portfolio. Digication.	Blackboard assigned reading.
Tue. 12/4	In-class discussion.	Work on portfolio.
Thur. 12/6	In-class discussion.	Work on portfolio.
Tue. 12/11	Last day of classes.	N/A
TBD	Exam Period.	N/A