

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

ENG 201: ENGLISH COMPOSITION II
Disciplinary Investigations: Exploring Writing Across the Disciplines
T/TH 12:15 pm – 1:30 pm, Room: [Westport 104W]

Professor: Justin Falk-Gee

Office Hours: T/Th 1:40 pm – 2:40 pm, and by appointment

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Course Prerequisite: Eng. 101

Course Description:

English 201 is a (WAC) writing across curriculum class. In our class, we will focus on critical thinking and analysis, skills integral to the process of writing in any field. The goal of our course is to significantly improve student's writing in all areas through our investigations and applications of rhetorical "moves" that writers across the disciplines make. You will have an opportunity to read, write and participate in class discussions. Throughout our class, we will use the process of metacognition and rhetorical analysis. We will do frequent reflective low-stakes and high-stakes writings during the semester. We will explore three different disciplines this semester to experience WAC.

Course Theme: Change and Transformation

“There is nothing permanent except change.”

—Heraclitus.

As humans, one thing we know for sure is that we, and others around us, will undergo transformative change. Whether that change results from our experiences, from our reactions to those experiences, including the ways in which those experiences shape the way we view the world, or even just from the inescapable passage of time, it is a fundamental part of being human and of life itself. In this course, including through a critical analysis, a literacy narrative, and a research-based project, we will use multiple lenses—such as personal, political, theoretical, and societal lenses—to explore and ask questions about the significance of our theme: change and transformation.

If change and transformation is inevitable, how and why do different people respond differently to it? In what ways can we transform ourselves, and what factors (internal, societal, etc.) prompt such transformations? What is the significance of being able to transform ourselves? In so doing, how then can we help others to change and transform? These and other questions are important to explore because they help us gain an understanding of and perspective on ourselves and on life. Furthermore, change can be in many ways synonymous with progress, and progress is arguably integral to having a fulfilling life, both for each of us personally and for the society we live in. Finally, we will consider the role of writing and language, both in bringing about transformation and in helping us to grasp and make sense of change.

Writing Program Learning Objectives:

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

Awareness and 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 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

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.

Required Texts:

1. I will post readings on Blackboard. It is the student's responsibility to bring copies of the readings to class, either in printed form or through in-classroom internet access.

Web Resources:

<http://Owl.english.purdue.edu>

Blackboard

Please make sure to have access to blackboard. I will post our syllabus and some readings on blackboard. If you have trouble logging in to your blackboard account, you can contact student help desk at (212)-237-8200 or email them at blackboardstudent@jjay.cuny.edu. I will give out a handout in class on the usage of blackboard. If you still have trouble using blackboard, please let me know!!

Grading, Expectations, Assignments, and Class Participation:

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. You are allowed 4 absences but it is advised to not miss any of our classes since it will take away from your participation points. Participation is 20 % of your final grade. So try not to miss a class or be late to class. If you miss more than 4 classes, it will be grounds of failing this course.
2. **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 lateness which might turn into an absence if it keeps happening. This will affect your grade. So let's respect each other and enjoy our class meetings.

- 3. Participation:** Participation is a must in this class. Throughout the semester you will be asked to submit a reflection assignment every week. Make sure to come prepared to class because we will be having class discussions and reflections on the reading assigned. This will be 20% of your overall grade and the reflection writings will be a part of your final portfolio grade. 5% out of this 20% will come from your Writing Center work (**see the Writing Center Visits below**)
- 4. 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.

The Writing Center:

The Writing Center, located in room 1.68 New Building, is a service that provides free tutoring 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 visits to the writing center are mandatory and will account for your overall class participation grade. You should at least have 3-5 visits throughout the semester. If you attend a tutoring session or a related workshop for this course, please have the consultant/tutor sign the top of your draft or fill out the writing center attendance form with the date and time of the appointment/workshop. In the beginning of the semester, I will handout a list of workshops offered by the writing center that will help with our research project. We also have a ESL Lab for students who struggle with English and the lab is also located in room 1.68 NB.

You are required to the QuickStart ENG 102 Workshop series. There will be FOUR sessions in the Workshop series; you are required to attend ALL of them. You must attend ALL of the sessions in order to receive 5 points (counted towards the 20% participation grade). I will send you the available dates when I have them.

Plagiarism and academic dishonesty:

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.

Students with Disabilities

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 . . . 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)

Course Requirements:

Along with daily participation and in-class reading and writing exercises, students are required to submit **3-major** assignments. The first assignment will be an **Op-Ed**. The second assignment will be an **Ethnography**. The third and final assignment will be a **Business Writing Proposal**

on the theme of transformation. Please keep all your work throughout the semester saved both digitally and as a hardcopy. You must submit a final portfolio for our English 201 class which will be a digital portfolio, hence it is essential to keep a copy of everything saved digitally. I will explain this further along the semester.

Grading Policy:

Op-Ed, 4-5 pg.: 15 %

Ethnography, 4-6 pg.: 15%

Business Writing/Proposal, 5-7 pg.: 20%

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

Final Portfolio: 30%

Official College Grading Criteria

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

Coursework: All papers must be typed, double spaced with standard margins, using 12 point, Time New Roman font.

Late Assignments: Late Assignments will be penalized a letter grade. If for any reason you cannot attend the class on the day the paper is due, you have until 12:00 am of that day to submit your paper through email.

Revisions: You will have a chance to submit a draft for all the essays.

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.

COURSE SCHEDULE (SUBJECT TO CHANGE)

Week	Dates	Daily Activities	Topic
1	1/29 & 1/31	Tuesday: Introduction & Diagnostic. Hw: Read Syllabus Thursday: Rhetoric, Rhetorical Situation and Analysis, Rhetorical Strategies/Proofs. Peter Elbow, “Freewriting”. Hw: Read Sherman Alexie, “Superman and Me”	Preparation for rhetorical analysis
2	2/5 & 2/7	Tuesday: Rhetorical Analysis/Discussion of “Superman and Me”. Visual analysis of Rockwell’s “Girl in the Mirror” Thursday: Digication workshop	Rhetorical Analysis; Digication
3	2/12 & 2/14	Tuesday: No Classes (Lincoln’s Birthday) Thursday: Introduction to the Op-Ed. “Tips for Aspiring Op-Ed Writers”. Op-Ed First Draft Assigned. Hw: Read Anne Lamott’s “Shitty First Drafts”, Andrea Lunsford, “Reflect of Your Own Writing” (post reflection on readings to Digication). Find an Op-Ed and do a brief rhetorical analysis of it (post to Digication).	Op-Ed
4	2/19 & 2/21	Tuesday: Drafting process, reflection. Hw: Read Richard Straub, “Responding—Really Responding—to Other Student’s Writing” (post reflection to Digication). For the Op-Ed you found, write a description of the publication it appears in, paying special attention to any bias and stylistic aspects for the genre. What do you notice? Prepare for peer review. Thursday: Peer Review. Op-Ed First Draft Due. Hw: Read Donald Murray, “The Maker’s Eye: Revising Your Own Manuscripts”, Brock Dethier, “Revising Attitudes, William Zinsser, “Clutter”, Frank L. Cioffi, “Grammar as Rhetorical Choice” (post reflection to Digication).	Writing Process; Peer Review
5	2/26 & 2/28	Tuesday: Editing and Revising. Hw: Find an Op-Ed short or documentary and do a rhetorical analysis of it, while providing its link. Explore and explain how it compares to the written op-ed in terms of its conventions and from a rhetorical standpoint? Thursday: Discussion on reading. Op-Ed cont. Hw: Digication writing.	Global & Local Revision
6	3/5 & 3/7	Tuesday: Wrapping up Op-Ed; Reflection. Op-Ed Final Draft Due. Hw: Blackboard Assigned Reading (write reflection).	Ethnography

		Thursday: Introduction to Ethnography. Ethnography First Draft Assigned. Hw: Prepare for Library visit.	
7	3/12 & 3/14	Tuesday: Library Visit Thursday: Peer Review. Ethnography First Draft Due.	Library Research; Peer Review
8	3/19 & 3/21	Tuesday: Ethnography cont. Hw: Blackboard Assigned Reading (reflection) Thursday: Ethnography cont.	
9	3/26 & 3/28	Tuesday: Ethnography Final Draft Due. Thursday: Introduction to Proposal/Business Writing. Business Writing Draft Assigned. Hw: Blackboard Assigned Reading (reflection).	Business Writing
10	4/2 & 4/4	Tuesday: Business Writing cont. Thursday: Business Writing Draft Due. Hw: Prepare for conferences.	Business Writing
11	4/9 & 4/11	Tuesday: Conferences Thursday: Conferences	Conferences
12	4/16 & 4/18	Tuesday: Conferences Thursday: Wrapping up Business Writing; Reflection. Introduction to Portfolio. Business Writing Final Draft Due. Hw: Blackboard Assigned Reading (reflection).	Conferences; Portfolio
13	4/23 & 4/25	Tuesday: No Classes (Spring Recess) Thursday: No Classes (Spring Recess)	N/A
14	4/30 & 5/2	Tuesday: Portfolio. Hw: Blackboard Assigned Reading (reflection). Thursday: Portfolio. Hw: Prepare for peer review.	Portfolio
15	5/4 & 5/7	Tuesday: Peer Review. Portfolio Draft Due. Hw: Read Lunsford, "Making Presentations" Thursday: Introduction to Presentations.	Peer Review; Presentations
16	5/14 & 5/16	Tuesday: Presentations. Portfolio Final Due. Thursday: Exam period—Presentations, cont.	Presentations