

John Jay College of Criminal Justice  
524 West 59<sup>th</sup> Street, NY, 10019

## English 101 Fall 2018

### Exploration and Authorship: An Inquiry-based Writing Course

T/TH 9:25 am – 10:40 am, Sec:FY15 (12965) Room: Westport 116W

Instructor: Hannia Gillani  
Office Hours: By appointment  
Office: NB 7.63  
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**Course Prerequisite:** Eng. 100 or Placement Exam

#### **Course Description:**

Welcome to English 101: College Writing. I hope we will have a productive and exciting semester together. Throughout the semester we will be working together on different aspects of reading and writing in different genre. You will have an opportunity to read, write and participate in class discussions. You will learn different elements of college writing including how to write a research paper, how to do proper citations and how to use correct grammar. We will do an inquiry-based research project using rhetorical thinking. We will work on developing this project throughout the semester. Throughout our class we will use the process of metacognition. We will also do several reflective writings during the semester.

The subject of the course, simply put, is writing. We will read and discuss a wide variety of texts—for example, creative non-fiction pieces, news articles, academic articles, and films—with careful attention to the role of rhetorical conventions such as style, tropes, genre, audience and purpose. Studying the writing styles and rhetorical moves of professional, published writers will inform your approaches to your own development as a writer within academic contexts and beyond. This course is designed to be a gateway of exploration for further writing and research you will do in your courses at John Jay College of Criminal Justice.

#### **Course Theme: Common Ground; Reading and Writing About North American Cultures.**

In our class, we will explore the experiences of immigrants from different countries and cultures and how these immigrants have shaped United States. I have chosen this theme for our class because we live in NYC, and as we are aware, NYC is a very diverse. This theme will help us build an understanding and/or will grow our knowledge of “the American Cultures”; of our country, our city and/or of our neighborhoods. As John F. Kennedy, the 35<sup>th</sup> president of United States in his book *A Nation of Immigrants* writes, “The interaction of disparate cultures, the vehemence of the ideals that led the immigrants here, the opportunity offered by a new life, all gave America a flavor and a character that make it as unmistakable and as remarkable to people today as it was to Alexis de Tocqueville in the early part of the nineteenth century.” Our Inquiry based research will not only lead us to understand different North American Cultures, but it will also help us find our own identity as an American.

## 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:

- No textbook is required for this class. All reading materials will be made available before the reading deadline. See Blackboard under the Content/Course material section for all the readings. I will expect you to download and have available either digitally or in hard copy the reading materials when we have our scheduled discussions.
- For style, editing, source citations, and grammar questions: Purdue OWL.  
<https://owl.english.purdue.edu>
- [dianahacker.com/bedhandbook6e/subpages/documentation.html](http://dianahacker.com/bedhandbook6e/subpages/documentation.html).

### Blackboard

Please make sure to have access to blackboard. I will post our syllabus and all our class 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](mailto: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:** Writing is a craft, best learned through constant practice. That is why your consistent presence in class is crucial to your success in this course. You will be allowed **four** absences (**two** if your class meets once a week), equivalent to two weeks of class. A fifth (or third) absence may result in a grade of F for the course. Please note that no

distinction will be made between excused and unexcused absences. It is up to you to be smart and save your allowed absences for a time when you may need them (including illness, family emergencies, travel schedules, etc.). If the excessive absence occurs after the last withdrawal day (indicated on the JJay academic calendar), you cannot receive a passing grade for the course.

- Please note, however, that students will not be penalized for religious or pregnancy- or childbirth-related absences. Absences for these reasons will not be counted toward the allowed number of absences in this course. Please inform me about absences related to pregnancy, childbirth, or religious observation.
  - In addition, tardiness is disruptive and disrespectful – please make your best effort to come to class on time. Students who are more than 10 minutes late or who leave before the end of the class period will be considered absent for that day. Finally, full class attendance entails your mental as well as physical presence. Students who nap or keep their heads on the desk will be marked as absent.
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 have a negative impact on your final 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 readings assigned.
  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 Visit:** 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 your overall class participation grade. You should at least have 3-5 visits throughout the semester. 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 an ESL Lab for students who struggle with English and the lab is also located in room 1.68 NB.

**Plagiarism/Cheating; or, How to FAIL by Using Cut & Paste**

This class should help you with skills to prevent inadvertent plagiarizing when synthesizing sources to write essays. The following (fittingly) is **taken** from the Brooklyn College website on Academic standards, which can be found

at: <http://www.brooklyn.cuny.edu/pub/documents/academicintegritypolicy.pdf>

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual works without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

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

### **Course Requirements:**

Along with daily participation and in-class reading and writing exercises, students are required to submit a final portfolio containing: Reflective responses, a 7-9-page documented research project with a work cited page and several drafts, an annotated bibliography and a final reflective portfolio essay/cover letter.

List of the Major Class Assignments:

- **Descriptive Essay:** This will be a 2-page Essay on a "Childhood Memory"
- **Research Proposal/Outline:** You will be asked to submit a Research proposal and an outline for your Research paper. (Guidelines will be provided as the semester progresses).
- **Annotated Bibliography:** You will be asked to use at least 4-5 sources to write an annotated bibliography (Guidelines on this will be provided as the semester progresses).
- **Scripted Interview:** You will be asked to write a scripted interview. (In-depth details will be given as the semester Progresses).
- **Inquiry Based Research Paper/Drafts:** This will be your final research paper of 7-9 pages (Specific guidelines will be provided as the semester progresses).

Please keep all your work throughout the semester saved both digitally and as a hardcopy. You must submit a final portfolio for our English 101 class which will be a digital portfolio, hence it is essential to keep a copy of everything saved digitally. We will be using digication for our e-portfolio. I will schedule a few workshops to guide you with setting up your digication e-portfolio (I will provide the dates and times for this as the semester progresses).

## **Grading Policy:**

Descriptive Essay: 10 %

Annotated Bibliography and Scripted Interview: 10%

Research Proposal, Outline and Drafts: 10%

Final Research Paper: 20%

Class Participation, Attendance, Writing Center Visits and Reflective Writings: 20%

Portfolio and Reflective Letter: 30%

## **Official College Grading Criteria**

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

**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 in 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 readings 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: Tentative (Subject to Change)**

#### **Week 1**

**Tue., 8/28** - Course Introduction/Syllabus Review. In-class introductory assignment.

**Thur., 8/30** - Discussion of "*Learning to Read and Write*" by Fredrick Douglass and George Orwell, "*Why I Write*" (1946). Reflective writing.

#### **Week 2**

**Tue., 9/4** - In-Class **Descriptive Essay**.

**Thur., 9/6** - Discussion of "*The Struggle to Be an All-American Girl*" by Elizabeth Wong. In-class peer-review of the **Descriptive Essay**.

### Week 3

**Tue., 9/11** - **NO CLASSES**

**Thur., 9/13** - Discussion of "*Foul Shots*" by Rogelio R. Gomez and Maya Angelou's "*Graduation*". Reflective writing.

### Week 4

**Tue., 9/18** - **NO CLASSES**

**Thur., 9/20** - Discussion of "*On Being White, Female, and Born in Bensonhurst*" by Marianna De Marco Torgovnick and "*Cultural Baggage*" by Barbara Ehrenreich. Reflective writing.

### Week 5

**Tue., 9/25** - Discuss Rhetorical thought process. Carroll, "[Backpacks vs. Briefcases: Steps Towards Rhetorical Analysis](#)" and Irvin, "[What is Academic Writing?](#)" pg10-17.

**Thur., 9/27** - Discussion of Rhetorical Analysis. Ethos, Logos, Pathos. Rhetorical Analysis Handout. Toulmin: Claim/Evidence/Warrant. Toulmin's worksheet. Reflective writing

### Week 6

**Tue., 10/2** - **Digication Workshop**.

**Thur., 10/4** - **Library Visit**

### Week 7

**Tue., 10/9** - Discussion of "*Marriage Customs Among the Salishan*" by Mourning Dove (Christine Quintasket) and "*The Cult of Ethnicity, Good and Bad*" by Arthur Schlesinger. Peer-Review Session. **First draft of research proposal due**.

**Thur., 10/11** - Rhetorical Analysis of "*My Life as an Undocumented Immigrant*" by Jose Antonio Vargas. Reflective Writing.

### Week 8

**Tue., 10/16** - Discussion of Ramon Perez's "*The Day of The Dead*." Reflective Writing **First Draft of the Scripted Interview due**.

**Thur., 10/18** - Discussion of Shanlon Wu's "*In Search of Bruce Lee's Grave*" and "*The Media's Image of Arabs*" by Jack G. Shaheen. Reflective Writing. **Final Draft of research proposal Due**

## Week 9

**Tue., 10/23** - Discussion of Kim Ode's "*A Farmer's Daughter*" and "*Hold the Mayonnaise*" by Julia Alvarez. In-class worksheet.

**Thur., 10/25** - **Second Draft of the Scripted Interview due.** In-class peer-review

## Week 10

**Tue., 10/30** - Discussion of "*Mother Tongue*" by Amy Tan and "*How to Tame a Wild Tongue*" by Gloria Anzaldua. In class exercise

**Thur., 11/1** - Peer-Review/ Drafting Session. **First draft of the Annotated Bibliography Due.**

## Week 11

**Tue., 11/6** - Discussion of "*The Fear of Losing a Culture*" by Richard Rodriguez.

**Thur., 11/8** - Discussion of "*America's Multinational Heritage*" by Ishmael Reed and Martin Luther King, Jr, "*I Have Dream*". Reflective writing.

## Week 12

**Tue., 11/13** – **Second Draft of the Annotated Bibliography Due.** In-class peer-review Workshop. Reflective Writing

**Thur., 11/15** - Conferences

## Week 13

**Tue., 11/20** – **First Draft of the Final Paper Due.** Discussion of Jake Lamar's "*The Problem with You People*". Reflective writing

**Thur., 11/22** – **NO CLASSES**

## Week 14

**Tue., 11/27** - Discussion of Giles, "[Reflective Writing and the Revision Process](#)". Respond to reflective writing reading.

**Thur., 11/29** - Discussion of "*Let's Tell the Story of All America's Cultures*" by Ji-Yeon Mary Yuhfill and Arturo Madrid's "*Diversity and Its Discontents*". Reflective writing.

## Week 15

**Tue., 12/4** – **Second Draft of the Final Paper Due.** In class workshop on Cover letter/ reflective letter.

**Thur., 12/6** - **Final Reflective Letter Due.**

**Week 16**

**Mon, 12/11 – Final Draft of the Final Paper Due.**

**Final Exam day, time and room TBA (Presentation of your final English 101 Portfolio)**