

**Fall 2017 John Jay College of Criminal Justice, CUNY**

**ENG 201 Section 04 (#1210)**

**Composition 2: Disciplinary Investigations—Exploring Writing Across the Disciplines Using Truman Capote’s *In Cold Blood***

Prerequisite: ENG 101

Mon/Wed, 9:25am-10:40am

Location: New Building, Room 1.81

Instructor: Amanda Harris

Email: aharris@jjay.cuny.edu

Office: 524 West 59<sup>th</sup> Street, 7<sup>th</sup> Floor, Room 763.40 (NB)

Office Hours: Mon/Wed, 12:30pm-1:30pm, or by appointment

**Course Description:**

This course introduces you to rhetorical characteristics and writing styles from across the disciplines. By exposing you to reading and writing from across the disciplines, this course will prepare you for the types of research and writing you will need to do in the content-based disciplines of the college: the humanities, social sciences, and criminal justice fields. Through a variety of reading and writing assignments, you will learn how to apply your accumulated skills to a variety of rhetorical situations and strategies.

In this course, we will closely examine the 1959 murder of a family in Kansas that garnered worldwide attention through Truman Capote’s bestselling “nonfiction novel,” *In Cold Blood*. We will examine how the rhetoric of different disciplines changes the story. We will also investigate how the “facts” of the case shift through the lenses of primary, secondary, and tertiary sources.

**Learning Objectives:**

- **Invention and Inquiry:** Students learn to explore and develop their ideas and the ideas of others in meaningful and complex ways.
- **Awareness and Reflection:** Students learn to metacognitively analyze their writing, plan their writing tasks, monitor their progress, and adapt their writing methods as needed.
- **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 independent and dependent clause forms.
- **Conventions:** Students learn to control language, grammatical structures, and punctuation necessary for academic success.
- **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 cohesive evidence, and show why and how their evidence supports their claims.
- **Research:** Students learn to conduct research (primary and secondary), evaluate

sources, integrate research to support their ideas, and make appropriate citations.

**Required Texts:**

*In Cold Blood* by Truman Capote, (Vintage International) ISBN#: 978-0-679-74558-7  
Additional readings to be provided by me. Students will be expected to generate their own pertinent reading materials while completing individual writing assignments.

**Classroom Rules:**

- \* To enhance the learning environment, all cell phones and electronic devices must remain off and out of sight *if* you are not using them for class. This will be strictly enforced.
- \* No food, please (unless you have enough to share with the rest of us).
- \* We're all adults here, but I do not expect you to use valuable class time for unessential or chronic breaks; this is a professional environment, not a revolving door. It is disruptive and disrespectful to me and to your fellow classmates. Just do the right thing and you'll be fine.
- \* I check my John Jay email account once daily during the week, and once over the weekend. Please keep this in mind if awaiting a response.
- \* When emailing me, **clearly identify yourself, the course number, and section you are in**. That said, please keep in mind that emailing me a reason for being absent does not count as an "excused" absence. **There are no excused absences**—I strongly suggest you save yours for emergency purposes only. Don't give me an excuse; *solve* the problem. Additionally, I will only discuss grades face-to-face during my office hours.
- \* Ideally, I would like to meet individually with each student during the course of the semester during my office hours. The choice is up to you. You will be guaranteed my undivided attention, we can troubleshoot any issues or difficulties you are experiencing, and we can get on the same wavelength as to your performance in class so far.
- \* Bring your assigned reading to each class! I will be wandering around the room during small group discussions and noting who has underlined, highlighted, or written in the margins of her/his texts.
- \* Laptops are permitted, but if I find you are using it for any other purpose than the task at hand, you will be marked absent for class.

**Attendance Policy and Lateness:**

Students are expected to attend all classes. Students are expected to arrive on time for all classes. **If you are 5 minutes or more late to a class, it will count as one lateness. Three latenesses equal one absence.** 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. (You should exchange contact information with *two* other students for this purpose during the first week of classes.) **Missing more than four classes may result in failure of the class.** Arriving late disrupts the class; therefore, cases of multiple late arrivals will be reflected in your grade. Sleeping in class is marked as an absence. If you are not present, you cannot learn, and because we utilize extensive group work and peer review, you will not do well in this course. Documented medical or emergency situations will be dealt with on a case-by-case basis.

**Participation:**

You will be graded on your papers, quizzes, group presentation, final Portfolio, and class participation. You should *each* aim to participate verbally throughout *every* single class. **The atmosphere of success that is generated in this class depends on you.** This is not a lecture class; it is a discussion group and workshop. Take a risk; I'll have your back. You are expected to keep up with the reading at all times. It will be obvious to everyone if you choose to fall behind. You cannot write or speak knowledgably or deeply about a text—yours or anyone else's--if you have not invested time in it. When you skip on preparation, you are throwing away a piece of your grade that should be cake.

As part of the participation grade, **all students are required to attend four Writing Center tutoring sessions or workshops** during the course of the semester.

**Writing Assignments:**

You will complete **8** take-home writing assignments over the course of the semester. Of these, your **best 6** assignments, plus **1** final assignment (the **Exit Letter**), will make up your writing Portfolio grade.

**\*\*It is your responsibility to keep track of ALL your written assignments throughout the course of the semester; these will comprise your final Portfolio. Please save all your drafts.**

**Each class** you hand in an assignment late, I will grade your paper down by half a grade. If you submit your hardcopy of a writing assignment late, please place it in my mailbox located in the English Department mailroom (NB, 7<sup>th</sup> Floor). **Only under extenuating circumstances will I accept work electronically**; you must get my *explicit permission* to email any writing assignments as attachments.

**Manuscript Format:**

All written work should be prepared in APA style. Please make sure it is typed and double-spaced in 12-point Times New Roman font with 1-inch margins. You must title, paginate, and staple your work. (Buy a stapler at the dollar store and keep it in your bag.) Syntax, grammar, tense consistency, punctuation, and academic presentation **ALL** count towards your grade. PROOFREAD OUT LOUD, every time.

**Approximate Grading Breakdown:**

60% **All** Writing Assignments (including homework assignments, in-class exercises, reading quizzes, and group presentation)  
30% Final Portfolio and Exit Letter  
10% Participation (including class discussions, lateness/attendance, and Writing Center attendance)

**Writing Center:**

The Writing Center (located in room **1.68 in the New Building; 1.120 NB** workshop rooms) (<http://jjcweb.jjay.cuny.edu/writing/onlinetutoring.htm>) is a service that provides free tutoring to students of John Jay. The Center has a staff of highly trained tutors who

work closely with students to help you become more effective writers, from planning and organizing a paper, to writing and proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you **all** to use it. If you are given a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. If English is not your native language, the Writing Center also has instructors specifically equipped to assist you with ESL-related issues. To make an appointment, call **212-237-8569**.

As part of your participation grade, **all students are required to attend at least four Writing Center tutoring sessions or workshops**. I cannot stress this enough: the Writing Center is a tremendous asset to you as writers and students.

### **Plagiarism/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.**

If I find you have plagiarized, "unintentionally" or not, you will receive an F for the paper. If you plagiarize a second time, you will receive an F for the class. I am a professional writer—I will know **IMMEDIATELY** if the work is not your own. Don't risk failing this class. *Nothing* makes me angrier than discovering a student has plagiarized her/his work. You are disrespecting me and disrespecting yourself.

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 the Writing Center. Additionally, the Library has free guides designed to help students with problems of documentation.

**Penalties for plagiarized work may include: automatic failure of the paper and the class.** Cases of plagiarism can also result in referral to the College Dean for disciplinary action.

### **Accessibility Services:**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

**Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS**, which is located at 1233N (212-237-8144). 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.

**\*\*Continued enrollment in this course indicates that you have read and agreed to abide by all the policies stated above.**

**CLASS SCHEDULE (Subject to change):**

<b>Date</b>	<b>Class</b>	<b>Reading Due</b>	<b>Writing Assignment Due</b>
<b>Mon 8/28</b>	Introductions, Syllabus Review, Ice Breaker		
<b>Wed 8/30</b>	Biographical Info and Overview of “Nonfiction Novel”		
<b>Mon 9/4</b>	<b>*No Classes Scheduled* Labor Day</b>		
<b>Wed 9/6</b>	Watch <i>Capote</i> Creating Context: Asking Questions		Assignment 1: Explore, Observe, and Describe
<b>Mon 9/11</b>	Watch <i>Capote</i> Beginnings and Endings	Capote, <i>In Cold Blood</i> , Part I: The Last to See Them Alive	
<b>Wed 9/13</b>	Rhetorical Situations and Strategies		
<b>Mon 9/18</b>	Rhetorical Situations and Strategies		Assignment 2: Narration, Description, and Dialogue
<b>Wed 9/20</b>	<b>*No Classes Scheduled*</b>		
<b>Mon 9/25</b>	Sources: Primary, Secondary, and Tertiary	Capote, <i>In Cold Blood</i> , Part II: Persons Unknown	
<b>Wed 9/27</b>	Sources: Paraphrasing, Summarizing, and Quoting		
<b>Mon 10/2</b>	Watch <i>Infamous</i>		Assignment 3: Claims, Evidence, and Analysis; Compare and Contrast
<b>Wed 10/4</b>	Watch <i>Infamous</i>	Capote, <i>In Cold Blood</i> , Part III: Answers	

<b>Mon 10/9</b>	<b>*No Classes Scheduled*</b>		
<b>Wed 10/11</b>	Rhetorical Situations and Strategies		Assignment 4: Definitions and the O.E.D.
<b>Mon 10/16</b>	Voice, Tone, and Style in Arguing	Capote, <i>In Cold Blood</i> , Part IV: The Corner	
<b>Wed 10/18</b>	Voice and Style Across Academic Disciplines (Humanities)		
<b>Mon 10/23</b>	Voice and Style Across Academic Disciplines (Social Sciences)		Assignment 5: Argument; Claims and Evidence; Closing Statements
<b>Wed 10/25</b>	Rhetorical Strategies	Plimpton, <i>Truman Capote</i>	
<b>Mon 10/30</b>	Rhetorical Strategies	Plimpton, <i>Truman Capote</i>	
<b>Wed 11/1</b>	Rhetorical Strategies		Assignment 6: Describe, Define, Narrate, and Explain; Museum Review
<b>Mon 11/6</b>	Advanced Revision Techniques in Final Drafts		
<b>Wed 11/8</b>	Advanced Revision Techniques in Final Drafts		
<b>Mon 11/13</b>	Rhetoric, Telling True Stories, and Getting Your Voice Heard		Assignment 7: Radical Revision
<b>Wed 11/15</b>	Watch <i>In Cold Blood</i>	Student Generated	
<b>Mon 11/20</b>	Watch <i>In Cold Blood</i>	Student Generated	
<b>Wed 11/22</b>		Student Generated	Assignment 8: Causes and Effects; Political Activism in Letter Writing
<b>Mon 11/27</b>		Student Generated	

<b>Wed 11/29</b>	Group Presentations		Outline of presentation
<b>Mon 12/4</b>	Group Presentations		Outline of presentation

<b>Wed 12/6</b>	Group Presentations		Outline of presentation
<b>Mon 12/11</b>	<b>LAST DAY OF CLASS! Review &amp; Reflect</b>		<b>Portfolio Due (Including Table of Contents and Exit Letter)</b>
<b>Wed 12/20</b>	<b>5-Minute Conferences; Portfolios Returned (8:00am-10:00am)</b>		