

English 201: Writing What We Buy

Course Description

In this English 201 section, we'll "write what we buy" through a wide variety of academic disciplines and forms. Through rhetorical analyses, research, and writing practice in several fields, students will gain the tools necessary for success in a wide range of writing situations. In the process, we'll explore interesting questions about the way advertising targets consumers: How (if at all) do we become aware of the messages meant to persuade us to buy things? Who writes the ads we see and hear, and how do they write them? Who writes *about* the way advertising is produced (and consumed)? What does the way we respond to advertising say about us? Says who? What are psychologists saying about advertising? Economists? Advertisers themselves? What core writing moves do copywriters make based on market and psychological research? How do advertising executives use that research to inform their strategies? And, ultimately, how are brands created to entice consumers to buy products?

English 201 at John Jay

A required course for all John Jay students, English 201 is a rhetoric course. The goal of this Writing Across the Curriculum (WAC) class is to significantly improve students' writing in all areas through our investigations and applications of the many rhetorical "moves" that writers across the disciplines make.

What does "Writing Across the Curriculum" mean?

For our purposes, it means this: We will strive to identify and practice the moves that writers in many fields make with the purpose of honing our rhetorical skills themselves as well as our abilities to recognize both *when* and *how* to apply which skills—decisions largely dependent upon your purpose and audience. To identify rhetorical patterns and to practice how, why, and when to apply which techniques, we'll cover quite a bit of writing ground together in several disciplines—not just English! We will also make use of WAC best practices including self-reflective writing, writing-to-learn assignments, peer review, and portfolio-based composition/curation. (See "Assignments")

John Jay Writing Program Learning Objectives:

- *Invention and Inquiry*: Students learn to explore and develop their ideas and the ideas of others in a meaningful and complex way.
- *Awareness and Reflection*: Students learn to metacognitively analyze their writing, to plan their writing tasks, to monitor their progress, and to 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 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.

Assignments

English 201 students will be held responsible for a wide variety of assignments including several formal assignments: an Advertising Analysis with Presentation, a Quality of Life Survey Report, a Media Literacy Narrative, and a Market Research + Brand Story. Each of these assignments will be built from a variety of smaller, scaffolded assignments.

Other assignments include readings, writing exercises, presentations, group work, article presentations, homework, peer review, and preliminary writing (outlines, proposals, cover letters, rough drafts, etc.). This is a writing course, and you should expect to be writing regularly!

Student Portfolios

By the end of the semester, students will complete a working e-portfolio that will showcase a range of writing steps, drafts, and final products in addition to self-reflective writing. Students will also write a final reflective piece that uses their English 101 and English 201 portfolios as primary sources to assess and analyze their entire first-year writing experience.

All work for this class will be housed in an e-portfolio through John Jay's Digication platform. While we will use a basic instructor-designed template, students will self-curate in many ways throughout the semester as we build toward our "final" showcase collection of both process and product writing. We will receive training on the Digication setup together during class time. Anyone who misses this session must schedule a makeup session with the Digication office on her or his own.

Writing Center (<http://jjcweb.jjay.cuny.edu/writing/about.htm> | 212-237-8569)

As part of the participation grade, all students are required to attend at least two Writing Center sessions or workshops. Within the first two-three weeks of class, however, we will let you know if you've been selected for QuickStart, a *four-part* 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!

Grading Breakdown

- 10% Participation (including Writing Center requirement)
- 20% Homework, reflective writing, in-class work
- 10% Project 1: Advertising Analysis + Presentation
- 10% Project 2: Quality of Life Survey Report
- 20% Project 3: Media Literacy Narrative
- 20% Project 4: Market Research + Brand Story
- 10% ePortfolio

Due Dates

It is up to all students to remain aware of due dates by following the syllabus and attending class. Whether present in class or not, all students are responsible for any announcements made in class or via email pertaining to assignments or any other classroom matters.

Assignment Late Policy

- Formal assignments will drop one letter grade for each day or portion of a day they are late.
- Rough drafts, homework assignments, and in-class work will never be accepted late.

Attendance/Participation

Student participation is an essential component of this class. All students should come to class prepared to engage in discussion with assignments completed and all required materials on hand (texts, notebooks, etc.). Attendance is part of participation, and attendance will be taken every class period.

You may miss two classes without penalty. Beginning with your third unexcused absence, your grade will be lowered by one letter grade for each absence. If you miss 15 minutes or more of class, by either arriving late or leaving early, you will be counted absent. Attendance will be taken at the beginning of class; being late three times = one absence.

What does it mean to be "present" in class?

It is possible to be physically in attendance yet still be considered "absent" if you are sleeping, preoccupied with an electronic device, talking with a classmate, or otherwise not participating in classroom activities.

Absent student work policy

Whether you are in class or not, you are responsible for all work due on the day it is due. Being absent doesn't mean you get an extension on your assignments and all late penalties will be assessed if you turn work in late. In-class work (such as in-class writing or quizzes) cannot be made up.

Course Texts

Links to or legal scans of all course texts will be available on Blackboard. You must have regular access to Blackboard to keep up with this course. You will also need access to Kanopy (a movie viewing service) using your John Jay student ID and library account. (This is

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also accessible using your New York Public Library card, if you have one.) Lastly, you'll need regular Internet access for source texts you'll find on your own via the John Jay library databases and other online sources.

Blackboard

This class requires that you use Blackboard, which we will go over together during the beginning of the semester. All of your readings and assignments will be on Blackboard, and almost all of your writing assignments will be due posted to Blackboard. Please be sure that you obtain the information/passwords et cetera needed to access our Blackboard course as soon as possible. *Without consistent Blackboard access, it will be very difficult for you to keep up with the class.*

Email

You must use your John Jay email for this course. Per the request of the Provost, instructors are not to respond or send to any other email address.

Part of our email etiquette conversation worth putting in print: You should get in the habit of checking your professional email (JJ) at least once a day (even if only for a few minutes) to check in on opportunities or to address something urgent that may have come along. *Efficient students and professionals do not let email pile up in their professional accounts. They know that it results in missed opportunities and even in bad reputations.*

Office Hours

My office hours are by appointment. Please email me if you would like to set up a time to meet with me.

Plagiarism

John Jay's official statement on plagiarism reads as follows:

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.

Any student who is found guilty of plagiarism will receive a zero on the assignment, and the offense will be documented with the college. A second offense will result in failure of the course and will also be documented with the college.

Accommodation Requests

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.

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“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)

English 201 Course Schedule

Note: This schedule is subject to change according to the class needs.

WEEK ONE

MONDAY, JANUARY 28

- Introduction to Writing Across the Curriculum and each other
- Diagnostic writing assignment

Homework for Wednesday, January 30

- Watch “In Defense of Rhetoric” Video (<http://bit.ly/VideoRhetoric>)
- Read “The Rhetorical Situation” (On Blackboard)

WEDNESDAY, JANUARY 30

- Syllabus review
- Rhetorical situations
- Advertising and rhetoric

Homework for Monday, February 4

- Find three print advertisements you think are “good” ads and bring them with you to class on Monday
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WEEK TWO

MONDAY, FEBRUARY 4

- Advertising creative appeals: rational vs. emotional
- How to analyze an advertisement
- Review and discussion of print ads from homework
- Sign up for “Bad Ideas About Writing” summary presentations
- Advertising Analysis and Presentation assignment handed out (due Wednesday, February 20)

Homework for Wednesday, February 6

- N/A

WEDNESDAY, FEBRUARY 6

- Digication Workshop

Homework for Monday, February 11

- Read “Ways of Seeing” (on Blackboard)
 - Read “What Makes Good Advertising” (On Blackboard)
 - Read “Why Good Advertising Works (Even When You Think It Doesn’t)” (<http://bit.ly/GoodAdvertisingWorks>)
 - Bring in three examples of rhetorical analysis of advertisements that you’ve found online
-

WEEK THREE

MONDAY, FEBRUARY 11

- Review of rhetorical analyses
- Ways of Seeing: Super Bowl ads and Top Campaign Ads of the 21st Century

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Homework for Wednesday, February 13

- Drafts of Advertising Analysis (bring two copies on Wednesday)

WEDNESDAY, FEBRUARY 13

- Peer Review of Advertising Analysis (bring two copies to class)

Homework for Monday, February 18

- N/A (College Closed)
-

WEEK FOUR

MONDAY, FEBRUARY 18

College Closed: No Class

Homework for Wednesday, February 20

- Finish Advertising Analysis and Presentation

WEDNESDAY, FEBRUARY 20

- Advertising Analysis and Presentation due

Homework for Monday, February 25

- Watch *Advertising at the Edge of the Apocalypse* (on Kanopy)
 - Read “Does Advertising Make People Happy?” (On Blackboard)
-

WEEK FIVE

MONDAY, FEBRUARY 25

- Remainder of Advertising Analysis Presentations
- *Advertising at the Edge of the Apocalypse* discussion/writing/group work
- Survey Report Assignment handed out (due March 18)

Homework for Wednesday, February 27

- N/A

WEDNESDAY, FEBRUARY 27

Digication Workshop (meet in Room 7.68 NB)

Homework for Monday, March 4

- Find a Quality of Life Survey to bring in to class on Monday
-

WEEK SIX

MONDAY, MARCH 4

- Reflective writing / group work
- Quality of Life Surveys as a genre
- In-class workshop: writing survey questions

Homework for Wednesday, March 6

- Read “You Need My Credentials to be a Writer” (in *Bad Ideas about Writing*)
- Finalize Quality of Life survey questions; bring them to class on Monday
- Choose sample population for your survey and make plan for administering survey; bring plan to class

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WEDNESDAY, MARCH 6

- BIAW summary presentation
- Peer review of Quality of Life survey questions and sample populations

Homework for Monday, March 11

- Read “Only Geniuses Can Be Writers” (Bad Ideas About Writing)
 - Administer survey and compile data; prepare in a way that you can bring it to class on Monday
-

WEEK SEVEN

MONDAY, MARCH 11

- BIAW summary presentation
- Writing Survey Reports workshop

Homework for Wednesday, March 13

- Read “Some People Are Just Born Good Writers” (Bad Ideas About Writing)
- Draft an outline of your Survey Report, including sketching any graphics

WEDNESDAY, MARCH 13

- BIAW summary presentation
- Survey Report drafting workshop

Homework for Monday, March 18

- Read “Failure is Not an Option” (Bad Ideas About Writing)
 - Finish drafting your Survey Report for peer review (bring two copies to class on Monday)
-

WEEK EIGHT

MONDAY, MARCH 18

- BIAW summary presentation
- Survey Report Peer Review

Homework for Wednesday, March 20

- Read “There is One Correct Way of Writing and Speaking” (Bad Ideas About Writing)
- Read “Writing a Narrative (On Blackboard)”
- Finish your Survey Report

WEDNESDAY, MARCH 20

- BIAW summary presentation
- Survey Report due
- Reflective writing
- Introduction to Literacy Narratives
- Media Literacy Narrative assignment handed out (due April 3)

Homework for Monday, March 25

- Read “Official American English is Best” (Bad Ideas About Writing)
 - Find a literacy narrative to bring to class on Monday
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WEEK NINE

- MONDAY, MARCH 25
- BIAW summary presentation
- Media Literacy and Literacy Narratives

Homework for Wednesday, March 27

- Read “Strong Writing and Writers Don’t Need Revision” (Bad Ideas About Writing)
- Bring in outlines and rough drafts for a workshop of your media literacy narratives

WEDNESDAY, MARCH 27

- BIAW summary presentation
- Media Literacy Narrative small-group workshop

Homework for Monday, April 1

- Write draft of Media Literacy narrative for Peer Review (bring two copies to class on Monday)
-

WEEK TEN

MONDAY, APRIL 1

- Media Literacy Narrative Peer Review

Homework for Wednesday, April 3

- Read “The More Writing Process, The Better” (Bad Ideas About Writing)
- Revise your Media Literacy Narrative

WEDNESDAY, APRIL 3

- Media Literacy Narrative due
- BIAW summary presentation
- Brand Story assignment handed out (due May 8)

Homework for Monday, April 8

- Read “Strunk and White Set The Standard” (Bad Ideas About Writing)
 - Find a company brand story that you find compelling; bring it in to class on Monday
 - Decide on a company for your Brand Story
-

WEEK ELEVEN

MONDAY, APRIL 8

- BIAW summary presentation
- Overview of the branding process (how a Brand Story comes to be written)
- Company selections due in class today

Homework for Wednesday, April 10

- Read “Writers Must Develop A Strong, Original Voice” (Bad Ideas About Writing)
- Read “The Most Important Brand Question: How Does It Make Them Feel?” (On Blackboard)
- Read “Branding and Emotion” (on Blackboard)
- Complete Brand Audit Worksheet

WEDNESDAY, APRIL 10

- BIAW summary presentation

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- Brand Audit Workshop #1
- Discussion of rebranding flops (rhetorical analysis of failures)

Homework for Monday, April 15

- Read “Teaching Grammar Improves Writing” (Bad Ideas About Writing)
 - Read “Superiority complex: how to move beyond “-er” to authentic brand differentiation” (On Blackboard)
 - Read “Dimensions of brand personality” (On Blackboard)
 - Brand Audit Worksheet Part Two
-

WEEK TWELVE

MONDAY, APRIL 15

- BIAW summary presentation
- Brand Audit Workshop #2

Homework for Wednesday, April 17

- Read “Good Writers Must Know Grammatical Terminology” (Bad Ideas About Writing)
- Complete Competitive Positioning Worksheet
- Read “Mapping Your Competitive Position” (On Blackboard)

WEDNESDAY, APRIL 17

- BIAW summary presentation
- Brand Audit Due
- Competitive Positioning Workshop

Homework for Monday, April 29

- Read “You Can Learn to Write in General” (from Bad Ideas About Writing)
 - Complete Competitive Positioning Analysis
-

No Class Monday, April 22 or Wednesday, April 24: Spring Recess

WEEK THIRTEEN

MONDAY, APRIL 29

- BIAW summary presentation
- Competitive Positioning Analysis due
- Brand Strategy Workshop

Homework for Wednesday, May 1

- Read “Formal Outlines Are Always Useful” (Bad Ideas About Writing)
- Write Brand Inspiration, Brand Differentiation, Brand Personality Traits

WEDNESDAY, MAY 1

- BIAW summary presentation
- Brand Inspiration, Brand Differentiation, Brand Personality Traits Workshop

Homework for Monday, May 6

- Read “Logos is Synonymous with Logic” (Bad Ideas About Writing)
 - Drafts of your Brand Story for peer review (bring in two copies on Monday)
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CUNY, John Jay College
524 W. 59th Street
New York, New York 10019

Mon/Wed 9:25–10:40am
Location: Westport 105W

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WEEK FOURTEEN

MONDAY, MAY 6

- BIAW summary presentation
- Brand Story peer review

Homework for Wednesday, May 8

- Read “Excellent Academic Writing Must Be Serious” (Bad Ideas About Writing)
- Revise Brand Story

WEDNESDAY, MAY 8

- BIAW summary presentation
- Brand Story due

Homework for Monday, May 13

- Read “Research Starts with Answers” (Bad Ideas About Writing)
-

WEEK FIFTEEN

MONDAY, MAY 13

Monday, May 13

- BIAW summary presentation
- In-class reflective writing/revisions

Homework for Wednesday, May 15

N/A

WEDNESDAY, MAY 15

No classes (Reading Day)

Homework for Monday, May 20

Final Portfolio

WEEK SIXTEEN

Monday, May 20–Wednesday, May 22

Final Exam Week: Final Portfolio due